Introduction:

LEA: Emery Unified School District **Contact (Name, Title, Email, Phone Number):** John Rubio, Superintendent, john.rubio@emeryusd.org, (510) 601-4906 **LCAP Year:** 2015-16

Local Control and Accountability Plan and Annual Update Template

The Emery Unified School district has undergone a sweeping change in leadership during the last 11-12 months.

We have a new superintendent, new school principals and a new assistant principal at our two schools, and a new Director of Instruction as of last month.

None of these new leadership members were involved in the writing of last years Local Control Accountability Plan (what is commonly called the LCAP), and unfortunately no current staff (outside of school board members) involved last year are currently employed in Emery.

A decision was made by the new superintendent to engage the entire community in a new strategic planning process (and to use that process to inform a complete revision to our LCAP).

That decision was made based on the following reasons:

1). Emery teachers reported that many of them were not involved in the 14-15 LCAP process, and had little or no knowledge of its contents.
2). The amount of stakeholder involvement seemed questionable to new staff
3). The last strategic planning process for Emery was in 2007, and may have primarily involved district staff

In December of 2014, the district;

- advertised in the City of Emeryville CityGuide that is published and U.S. mailed to ALL 10,000 Emery residents every 3 months with a full page color insert asking parents and community members to be involved (and providing both a phone number and a website link).

- U.S. mailed invitations out to all the parents of all 700 Emery students

- provided the same information on our school district website

- called parents that site administration recommended

In January of 2015, a planning team made up of 21 parents, community members, city staff, district office personnel, teachers, and university members convened for a two-day visioning session led by a facilitator. The goal of the session was to bring into view a more current view of the district's Mission, Core Values and

Goals and create Strategies to meet those goals. Subsequent to this Mission-setting session, the facilitator has convened work sessions with district office personnel, teachers, and parents to create action plans developed from the strategies.

The four new District Goals are:

1) All students in EUSD will be provided with equitable access to educational opportunities and programs for economic, political and social empowerment;
2) All students will learn and demonstrate 21st-century skills included collaboration, critical thinking and creativity to be college and career ready;
3) Innovative technology will be integrated to facilitate global awareness, communication, collaborative learning, and critical thinking;
4) To provide a comprehensive multi-use city-school campus that fosters a respectful environment, engages students in an innovative education, and offers comprehensive resources to bring members of the Emeryville community together to interact and learn.

The district wanted this deeper visioning work -- more aligned to the current trajectory of EUSD -- to be reflected in its Local Control and Accountability Plan. The primary shift to the LCAP wrought from the visioning work is a change in the LCAP Goals. The four District Goals have replaced EUSD's three 2014-15 LCAP goals in the following way: District Goals 1 and 2 have been combined to become the new LCAP Goal 1, replacing the 2014-15 Goal 1. District Goal 3 is now LCAP Goal 2; and District Goal 4 is now LCAP Goal 3. In addition to changing our goals to more align with the district's vision, we also incorporated many of the strategies, goals and action steps from the two-day visioning work and the subsequent on-going visioning group work from the past six months into our LCAP Needs, Annual Measurable Outcomes and Actions.

There are a few reasons for the need for a large-scale shift in EUSD's LCAP: In the past year, EUSD has hired a new Superintendent, a new K-8 Principal, a new K-8 Assistant Principal, a new High School Principal and a new Director of Instruction. With this new leadership in place, the district is positioned to better execute its strategic vision in alignment with the State's priorities. The leadership team has been participating in the on-going visioning work and has worked together to create an action plan for the district that addresses the clear needs of our students.

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

Involvement Process	Impact on LCAP
A decision was made to engage the entire community in a new strategic planning process (and to use that process to inform a complete revision of our Local Contol Accountability Plan (LCAP)). That decision was made based on the following reasons: 1). Emery teachers reported that many of them were not involved in the 14-15	The impact of the involvement of the parents, staff and community was tremendous. The new goals for the district (and the LCAP) were created over two very difficult days of first determining our core values, and a new mission, for the district before even considering new goals. Parents (and many other stakeholders from the city, staff and local university) participated in these two

LCAP process, and had little or no knowledge of its contents.

2). The amount of stakeholder involvement seemed questionable to new district leadership

3). The last strategic planning process for Emery was in 2007, and may have primarily involved only district staff

In December of 2014, the district;

- advertised in the City of Emeryville City Activity Guide that is published and U.S. mailed to ALL 10,000 Emery residents every 3 months. A full inside color page invited parents and community members to be involved (and provided both a phone number and a website link for easy ways for community members/parents to respond).

- U.S. mailed invitations to all the parents of all 700 Emery students from the district

- provided the same information on our school district website

- called parents that site administration recommended

In January of 2015, a planning team made up of 21 parents, community members, city staff, district office personnel, teachers, and university members convened for a two-day visioning session led by a facilitator. The goal of the session was to create a new district Mission statement, Core Values and Goals.

A 35 page document with district data regarding district initiatives, enrollment, and student achievement data was provided for all parents and stakeholders to review prior to the January vision/goals work.

After this mission and goal setting session, the facilitator convened district administrators to draft strategies for the new goals, and additional public meetings were then created and advertised to both get larger community response to the new Misson, Values and Goals, as well as to also begin to recruit additional parents and staff for action committees needed to create "action steps" for the goals.

days and had a direct impact on the new LCAP goals

Later, a different set of parents met in advisory commitee capacities, in a new ELAC LCAP advisory group, and in other public forums. The impact on the LCAP in terms of actions included directly based on parent input include:

1) after-school tutoring

2) the addition of Music and PE for elementary and middle school

3) the decision to continue the instructional aide positions

4) the decision to hire single-subject credentialed teachers for 7th and 8th

5) the creation of a bilingual parent liaison position

6) on-going bullying-prevention in place for K-8

Students requested new Math, English, Science and History materials which made us go back and increase our curriculum action for 15-16. Further, students requested a way to receive help for courses where they have fallen behind or where they need extra support (or more AP offerings). The district included an action item to partner with Odysseyware to supply on-line support classes a well as the content for at least one additional AP course.

The ELL parent advisory LCAP committee parents were very vocal that they would also like to see a 1:1 initiative for all Emery student as soon as possible. We believe that may be able to be included in Years 2 and Years 3 of this plan.

These action committees include new parents who were not able to attend the January days, and additional teachers, most of whom were also not able to attend the January (Friday and Saturday) 2 day session.

Action committees of parents and teachers have been meeting since March.

In March of 2015, the superintendent and a facilitator presented the goals, and new district mission statement, to parents, teachers and staff at both a school site and the district offices (the latter including community members from the district's Citizen Oversight Committee or COC).

In April/May of 2015, the Superintendent presented and received feedback from parents in monthly Anna Yates "coffee with the principal" parent meeting.

In May and June, the Superintendent met with our new ELL LCAP parent advisory group (approximately 12 parents) and our new part-time Director of Instruction met with a small LCAP parent advisory committee to review and give input to our Local Control Accountability Plan (LCAP) as required by state LCAP regulations.

The Director of Instruction also met with with high school students at the end of the school year to get their feedback.

Invitations to the Parent meeting were made by phone an email. Invitations to the student meeting were made by high school counselor. In both settings an overview of the Local Control Funding Formula (LCFF) and its accountability device Local Control Accountability Plan (LCAP) were explained. The 8 state priorities were shared along with the new district goals. Input solicited for how to achieve the goals. Further, the current LCAP annual review for 2014-15 goals and actions were shared and feedback taken. Decisions were made at both meetings that had direct impact on the 2015-16 LCAP.

Both our bargaining unit leaders were given the LCAP to provide input, though we would also like to improve their participation in the process.

Overall, staff feel very positive regarding the level and type of parent outreach, and positive about both the amount of parent and teacher participation, and regarding the number of different type of opportunities for participation over

the last 6 months.

Annual Update:	**Annual Update:**
The annual update was shared with our parent advisory groups, and is being sent out to all staff along with the new draft LCAP. Their was less interest among staff and parents with the annual update than with the district's new goals.	There was less impact on the annual update by stakeholders than there was on the new goals/revised LCAP. This may be a natural outcome of having new goals with more comprehensive input for 2015-2016, and also partially due to staff's understanding of the lack of comprehensive stakeholder engagement in the original LCAP.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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 Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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 schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?

GOAL 1:	All students will be provided with equitable access to educational opportunities and programs for economic, political and social empowerment, and all students will learn and demonstrate 21st century skills including collaboration, critical thinking and creativity to be college and career ready.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 X 6 X 7 X 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	According to our California School Parent Survey, student Local Control Accountability Plan (LCAP) input forms, LCAP and community advisory group meetings, other district data, and current research, Emery Unified School District students need: • Teachers who are highly qualified, well-trained, and properly credentialed • Teachers who are adept in Common Core instructional methodologies and content knowledge • Access to standards-aligned Common Core instructional materials and resources • A district-wide vision and action plan to fully implement Common Core standards equitably in every classroom • Well-maintained, safe, and appropriate facilities for learning and participating in school activities and events • Programs and services for English Learners to gain a level of English proficiency which supports participation in all school offerings and post-secondary success.The following needs are based on the data analysis of parent survey, community engagement meetings, district assessment data, and current research. (Headings below include 8 State PRIORITY Areas; Subheading numbers (in parentheses) include 27 state required Metrics. Data sources referenced in parenthesis may also be included in attachments. _____ Specifically, PRIORITY 1 -- Basic Services (1) According to a Report by Tom Torlakson's Task Force on Educator Excellence (and our district HR data), all of our teachers need to be fully credentialed and prepared to teach their subject area content, and to create learning environments where students are enabled to learn collaboratively, problem solve, learn how to learn, think critically, and honor diversity. This includes the need to add single subject teachers at the middle school 7th and 8th grade levels (as opposed to multiple-subject teachers) as an improved service for all students at those grade levels. (1, 1.a) (1) According to multiple studies on the positive effects of Physical Education, art and music on student education, Emery K-8 students need to be empowered to engage academically and socially as they develop their physical fitness and cognitive skills through Music and Art, and Physical Education, increasing their collaboration and creativity skills in preparation for college and career. In addition, our last available physical fitness test data show that 40-50% of our 7th grade economically disadvantaged students need to improvement in the category of body composition (Our middle school did not have a middle school PE teacher in 2014-15 but instead had a classified aide assisting with PE). Our

parent community has also been clamoring for a music teacher at our K-8 school, and our high school art and music teachers have similarly been stressing the need for both a music and art pathway for students to develop in the art and music skills before coming to high school. (8, 9, 10)

(2) According to the June 2014 confidential superintendent survey, and multiple reports on Common Core curriculum, all Emery students need to have equitable access to Common Core-aligned math and English Language Arts (ELA) materials in order to develop critical thinking skills and creativity to become fully college and career ready. (2, 2.a, 3, 12)

(3) According to the California Williams' court case, all districts need to ensure that instruction takes place in facilities that are orderly and support learning for all students. (11)

PRIORITY 2 -- Common Core State Standards (CCSS) Implementation

(4) According to spring 2015 teacher professional development survey, all of our teachers need additional training to more deeply understand the Common Core standards in order to more richly engage students with instructional strategies that are highly effective. This more in-depth engagement and instruction will lead to student empowerment as students are enabled to think critically and make connections to the economic, political and social context in which they live. (5, 5.a, 6, 6.a)

(4) According to California Department of Education's report on multi-tiered system of support, all Emery students need to be given opportunity for extra support through an RtI model to access and learn Common Core standards. This includes ongoing collaborative teacher inquiry into evidence of student learning (to improve student outcomes). (16)

(5) According to our English Language Development Coordinator's analysis of student learning outcomes, our English Learner students need additional literacy support to progress in their English development and in accessing core content. Some of the ways this can be accomplished are through systematic instruction by classroom teachers, by pull-out groups, by scaffolding instruction (i.e. breaking it down into steps) to support learning in class, using literacy based software and using video.

(5) According the appendix of California's English Language Development (ELD) standards, Emery English Learner students need to be aided in learning English and learning core content through access to primary texts in their primary language (also known as a students "L1"), phonics dictionaries for teachers to enable communication in the student's primary language, software to teach English, and workbooks that students can access independently. (17)

Priority 3 -- Parental Involvement

(17) School SIte council's, LCAP parent and EL Parent advisory committees, and other parent formed groups need to be functioning and meeting regularly. School site councils need to develop effective and LCAP aligned School Site Plans, while the LCAP parent advisory committees need to review the progress of the LCAP every quarter. LCAP parent advisory committees needs to include more participants and more effectively function to have broader stakeholder impact on our Local Control Accountability Plan (LCAP).

(18) According to interviews with parents, the high school staff or principal needs to provide college and career readiness information sessions and support for parents so parents are empowered to help their children develop the 21st century skills needed to succeed within and after their

K-12 education.

(19) According to staff, parent, and community input during our visioning process, parents of students with special needs desire more support for their children, especially in high school years as students prepare for college and career.

PRIORITY 4 -- Student Achievement

(9) According to our 2013-2014 10th grade California State Exit Exam (CAHSEE) Data, 70% of our 10th grade students passed English Language Arts by the end of the year compared to 83% county wide, and 60% of our students passed in Math compared to 85% countywide. We also know (based on classroom observation and teacher feedback) that we do not have alignment of high-impact instructional strategies within our K-12 program. We need professional development around best instructional practices that address student engagement, alignment to standards, and use of ongoing formative assessment to inform instruction.

(9) According to staff, parent and community input during our visioning process, teachers may not have a common understanding of 21st century thinking skills (or a deep understanding of different levels of types of student collaboration) that lead to high student achievement. We need our teachers to work together in professional learning communities to develop common definition of 21st century thinking skills and common definitions of student collaboration.

(9) According to 2013-14 Title III Accountability Report, our English learner students are not being adequately prepared for state tests in mathematics. We need to provide support for teachers and students in math instruction to increase mathematics content proficiency for English learner students.

(9) According to Parent Advisory Committee recommendations, students who are struggling academically need extra tutoring support.

(11) According to interview data from High School staff and administrators, and course and transcript analysis, we do not currently offer a sufficient number of courses to create a recognized/formal pathway for secondary school students so that all students will learn and demonstrate 21st century skills (including the skills of collaboration, critical thinking and creativity to be college and career ready). We need to collaborate with local CTE-focused agencies to develop programs. We need additional staff to oversee this program development.

(11) According to interview data from High School staff and administrators, and course and transcript analysis, students could be given more options for University level preparedness through an increase in course offerings at our high school.

(12) According to district 2013-14 California English Language Development Test (CELDT) data, our English learners need more support from their classroom teachers, and from our ELD coordinator, so that these students are able to access academic content that leads to college and career readiness, and eventually to economic, political and social empowerment.

(13) According to 2013-14 Title III Accountability Report, we need to maintain a reclassification rate of students becoming proficient in English after 5 or more years, and increase the reclassification rate of students who have been in the district less than 5 years by 8%.

(14) According to transcript analysis data, the district needs to increase opportunities for students to attend and pass Advanced Placement classes at our high school.

(15) According to 2014-15 Parent Survey and Parent Advisory Committee recommendations, we need to increase the percentage of students who demonstrate college preparedness. This includes efforts in grades 4-8 through a Reponse to Intervention (RtI) model to identify students who need extra academic, social or emotional support, and to monitor their progress, and help them achieve at high levels; as well as efforts in grades 9-12 through collaboration between teachers, the principal, and a college & career center to monitor students' course path, goals, and academic progress toward college preparedness.

PRIORITY 5 -- Student Engagement

(20-23) According to a 2014 analysis by the Alameda County District Attorney's Office, the district needs to establish a working Student Attendance Review Board (SARB) and submit referrals to the District Attorney's office as necessary. Correspondingly the district needs to greatly improve the keeping of updated attendance, absentee, and dropout rates to better ensure we are monitoring all students, and to ensure that all students are being empowered to finish their educational career in Emery Unified prepared for college and career, able to collaborate, think critically and be creative as they engage as citizens economically, politically and and socially.

(24) According to Parent Advisory Committee recommendations, students in EUSD could be better served toward high school graduation. Actions taken to fortify academic progress, monitoring of progress toward college readiness, and empowering parents to be more aware of student academic plan and progress, will enable an increase in student graduation rates.

PRIORITY 6 -- School Climate

(27) According to district test scores and report card data, students would benefit from improving academic performance in mathematics and in their overall learning as measured by grade point average.

According to EUSD's 2015 California School Parent Survey, ongoing social-emotional supports in school greatly assist students and families and improve student academic outcomes.

PRIORITY 7 -- Course Access

(6) According to the transcript analysis data, after adding an additional science teacher in 2014-15, the high school needs to continue to add a full range of a-g courses enabling all 9-12 students access to courses required for graduation. For 2015-16, the high school will need to continue to offer its broad course of study through a-g courses, and continue to work to add additional Advanced Placement (AP) courses.

(7) According to staff, parent and community input during our visioning process, students whose first language is other than English, even those who have been reclassified as English proficient, need ongoing support for their academics and their preparation for college and career. According to this input, and according to language acquisition research, we need to provide support for English Learner students through in-class scaffolds (e.g. videos to increase student engagement and context clues), through specially designed academic instruction (also know as SDAIE, and which requires a slower speech rate, audio-visuals, and listening and speaking activities before reading and writing activities), and through college and career readiness support.

(7) According to report card analysis, students in high school have been identified as needing extra support to empower them to learn 21st century skills for college & career readiness.

(8) According to our district report card and transcript data, all students, including students with exceptional needs, need full access to educational opportunities and programs that lead to empowerment through full inclusion in the classes offered throughout the district.

Goal Applies to:	Schools:	Anna Yates Elementary (K-8) and Emery Secondary School (9-12)
	Applicable Pupil Subgroups:	All students K-12 English Learners, Redesignated English Proficient, Foster Youth, Low Income, At-risk students in all demographics

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Heading includes 8 State PRIORITY Areas; Subheadings include 27 Metrics

Expected Annual Measurable Outcomes:

Heading includes 8 State PRIORITY Areas; Subheadings include 27 Metrics

PRIORITY 1 -- Basic Services

(1) 100% of all teachers will be fully and appropriately credentialed in their subject matter areas.

(2) 100% compliance on Williams Compliance Quarterly Reports. 100% of students have access to common core materials.

(2) Percent of students attaining English Proficient Level (for students classified for less than 5 years) will Increase from 17.5% to 22.8% Percent of students attaining English Proficient Level (for students classified for more than 5 years) will Increase from 53.8% to 57%

(3) Rating of "Good" or "Exemplary" in all categories on Williams Facilities Inspection Tool as reported on School Accountability Report Card (SARC).

PRIORITY 2 -- Common Core State Standard's Implementation

(4)100% of certificated staff attend professional development on Professional Learning Communities

(5) 100% of Teachers will be observed using Specially Designated Academic Instruction for English (SDAIE) strategies to serve EL students.

(5) 100% of English Learner students will receive English Language Development (ELD) instruction and/or academic support (according to student CELDT level)

PRIORITY 3 -- Parental Involvement

(17) There will be an increase in the number of parent requested items/ideas that are included in our yearly Local Control Accountability Plan (LCAP). These parent requested items/ideas will be monitored for implementation through our Parent Teacher Organization (PTO), School Site Council (SSC), and/or LCAP advisory committees. In our upcoming 2015-2016 LCAP, there were six major action items from our parents that were included (as listed in section 1, "Stakeholder Engagement"). We will increase the number of these parent decisions by at least 20% each year as monitored through the district parent action committee, PTO, SSC, LCAP advisory committees, and other public forums.

(18) 100% of English Learners, Redesignated English Proficient, Foster Youth, Low Income, At-risk students at ESS and their families will have access to a college and career center at the high school.

(19) 100% of students with special needs at ESS and their families will have access to a college and career center.
100% of ESS Special Education teachers will collaborate with college and career center to support their students.

PRIORITY 4 -- Student Achievement

(9) 100% of Emery teachers will engage in Professional Development around best instructional practices that address engagement, standards, and use of on-going formative assessment.

(9) 100% of Emery teachers will engage in Professional Development around creating professional learning communities that strengthen common understanding of 21st century skills toward increasing student achievement on new 21st century state assessments.

(9) District will establish a baseline for academic achievement as measured by Smarter Balanced Assessment in grades 3-8 and increase percentage of students scoring level 3 or above in math and ELA by 7% in 2016-2017.

(9) High School students' scores on the ACT and SAT will improve 5% each school year.

(9) District will establish a baseline for academic achievement for EL students as measured by Smarter Balanced Assessment in grades 3-8 and increase percentage of EL scoring level 3 or above in math and ELA by 10% in 2016-2017.

(9) 100% of students who are struggling academically (either as indicated by grade of C or lower or through ongoing progress monitoring of students) will receive tutoring support.

(11) 100% of high school students will receive information on the 16-17 Career Technical Education pathway for high school students
(11) 100% of high school students will be enrolled in a-g courses.

(12) District will provide English language development instruction focused on the new state English Language Development standards, and instruction that allows for maximum cross-curricular connection making, to ensure that district maintains (at 62.3%) or increases (5% annually) the percentage of students making annual progress on the California English Language Development Test (CELDT).

(13) District will maintain the current reclassification rate of students who have been in the district 5 or more years, and increase by 8% the reclassification rate of students in the district less than 5 years.

(14) Percentage of pupils who have passed an Advanced Placement examination with a score of 3 or higher will increase by 5%.

PRIORITY 5 -- Student Engagement

(20) There will be a 2% annual increase in average daily attendance rate from 93% to 95%.

(20-23) There will a 10% decrease in chronic absenteeism rates district wide and dropout rates at middle school and high school.

(24) District will establish a 4-year graduation baseline based on 2014-15 graduation data and seek to increase that baseline number by 10% thereafter.

(24) District will graduate 10% more seniors each year over the next three years.

PRIORITY 6 -- School Climate

(27) Scores on district math assessments (MARS tasks) will increase 5-9% each year; the percentage of students in 9-12 grades with a GPA of 3.0 or higher will increase by 5% each year.

(27) 100% of Emery students will have access to social-emotional supports such as Positive Behavioral Intervention Systems and mental health services facilitated by wellness programs and Behavior Support Teams addressing Response to Instruction and Intervention

PRIORITY 7 -- Course Access

(6) 100% of all 9th graders will be enrolled in science; 50% of 11th and 12 grade students will be enrolled in AP science; 40% of 9-12-grade students will be enrolled in early college classes through Berkeley Community College or Peralta Community Colleges (at these colleges).

(7) 100% of Emery English Learner students will have access in all classes to SDAIE strategies to enable all English learners to access core curriculum.
100% of English Learners, Redesignated English Proficient, Foster Youth, Low Income, At-risk students in all demographics, grades 9-12, will receive support through the high school's college and career center.

(8) 100% of students will special needs will have access to all programs, classes, and services through EUSD's a full-inclusion model.
100% of students with special needs will receive instruction in core content at their instructional level from Special Ed and General Ed teachers in the general education classroom using core and supplemental materials.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1 PRIORITY 1 (1) Improve the instructional quality of our middle school program by eliminating all "multiple" subject credentialed 7th and 8th grade positions and hiring three single-subject (Math, Science, Social Studies) credentialed teachers. Hire one single-subject credentialed PE Teacher (for grades 6-8 or 4-8 if schedule permits). Above the base teaching corps, the district will include (and will repurpose the work of) three additional teachers	Anna Yates and ESS	X All - - - - - - - - - - OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Add single-subject teachers to 7-8 grades 1000-1999: Certificated Personnel Salaries Base 240,000
			(Part I) Add a new single-subject Music position, and a repurposed Art and Science resource teachers positions - supplemental in 15-16 supporting 25% of the existing 14-15 art and science resource positions 1000-1999: Certificated Personnel Salaries Supplemental 130,000
			Add single-subject PE teacher (*Increase in service is only the difference between the new certificated position of $113k and the former classified salary $54k) - Base will pay the remaining $54K for this position 1000-1999: Certificated Personnel Salaries Supplemental 59,000
			Continue with the 14-15 supplemental funded additional (above the base program) Science teacher at ESS 1000-1999: Certificated Personnel Salaries Supplemental 43,296

who will teach K-8 students Art and Music and K-5 students Science. These teachers will work together and with the English Language Development Coordinator to plan integrated lessons together that include explicit strategies for English Language Learners. These direct (and repurposed for 15-16) services will help all students but especially students who are learning English and who have other learning challenges (while in general education classes). Additionally, these three programs and positions will provide additional prep time support for teachers to increase their competency through professional learning communities and through self-identified goals to improve instruction (also to students who are learning English and who are low income). Continue with 14-15-hired fte science teacher at ESS to allow for additional science courses and additional science electives in the high school grades for targeted students as well as other students. Continue with the 14-15 supplemental/concentration level of service for English Language Learners received from instructional aide support			Continue with the 14-15 supplemental funded additional (above the base program) Science teacher at ESS - This is same person as above but reflects different funding source). 1000-1999: Certificated Personnel Salaries Concentration 36,012
			50% of Instructional aide #1 time (equivalent level of supplemental funded service from 14-15) 2000-2999: Classified Personnel Salaries Supplemental 30,000
			50% of Instructional aide #2 time (equivalent level of supplemental funded service from 14-15) 2000-2999: Classified Personnel Salaries Supplemental 30,000
			(Part II to second expenditure above; reflects difference in base funding) Add a new single-subject Music position, and a repurposed Art and Science resource teachers positions - supplemental in 15-16 supporting 25% of the existing 14-15 art and science resource positions 1000-1999: Certificated Personnel Salaries Base $102,000
Action 2 PRIORITY 1 (1) Continue to provide fully credentialed teachers in K-12 grades who are CLAD and SDAIE certified, including Special Ed.	District Wide	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue to provide students with high quality teachers of core subjects 1000-1999: Certificated Personnel Salaries Base 1592052
Action 3 PRIORITY 1 and PRIORITY 2 (2) District will continue use of Eureka Math for K-8 and continue to create and implement Common Core State Standards-aligned math curriculum 9-12 (with school principals, assistant principal and director of instruction monitoring implementation and reporting progress	District-wide	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Continue Pilot of Common Core-aligned math curriculum 4000-4999: Books And Supplies Base 191,000
			SVMI MARS tasks access and scoring; SVMI coaching institute. 5800: Professional/Consulting Services And Operating Expenditures Base 5000

quarterly to the superintendent and school board). (2) District will pilot Common Core-aligned writing and reading curriculum and programs. (4) District teacher and administrators will work with the Silicon Valley Math Initiative (SVMI) to use the Mathematics Assessment Resource Service (also known as the MARS tasks) and month trainings in mathematics instructions to increase critical thinking and problem solving in math which will improve the learning of our most struggling students.		(Specify)	
Action 4 PRIORITY 1 (1), PRIORITY 4 (12) and (13) Continue with our 14-15 supplemental funded action to Improve our support of English Language Learners and their families by hiring one new part-time ELD teacher for high school students.	District-wide	_ All - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	One part-time ELD teacher at ESS 1000-1999: Certificated Personnel Salaries Supplemental 55,000
Action 5 PRIORITY 2 (4) Increase training to improve the quality of our English Language Development instruction for English Learners in new English Language Development standards.	District-wide	_ All - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional Development for teachers in ELD standards with focus on creating learning opportunities for EL students that connect ELD, ELA and math content 5800: Professional/Consulting Services And Operating Expenditures Base 3,000
Action 6 PRIORITY 1 (3) Ensure that school facilities are clean and in working condition.	District-wide	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Maintain all school facilities to provide safe and orderly campuses to support student learning (Funding Source: ongoing maintenance 8150) Base 306,000

(3) Provide appropriate and equitable facilities for all organized sports.		_ Other Subgroups: (Specify)	
Action 7 PRIORITY 2 (4) and PRIORITY 6 (27) Teachers will be given PD to more deeply analyze standards, and will increase their skills of engagement, question asking, and differentiation to enable all students to think critically and gain self empowerment. Continue the 14-15 25% supplemental/concentration-funded service time of our special education teachers to identify students who need intervention (and to differentiate instruction to meet their needs while in general education classrooms) and thus work with our most needy students to keep then out of formal Special Education designation. While this is an initiative available to general education students, our experience is that the majority of students we are serving for this purpose are English Learner (EL) and low-income students. Teachers will receive training in Common Core-based curriculum that focuses on problem solving, conceptual understanding, fluency and application. As a new and additional service for targeted students for 2015-2116, teachers will increase the quality of their instruction by working with Mills Teacher's College to engage in facilitated ongoing collaborative teacher inquiry around student learning (with an explicit focus on students who struggle due to language or economic reasons). This work will include a review of evidence of student learning to improve student outcomes.	District-wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional Development on Standards and Strategies for teaching the standards Parcel Tax $10,000 On-line Eureka Math PD to Base $6500 Continue the 14-15 supplemental funded service non-SPED students in the regular classroom (25% for 4 teachers) - below figure is based on actual salary and benefits 1000-1999: Certificated Personnel Salaries Concentration $102,000 Mills Teachers' Scholars Partnership 5800: Professional/Consulting Services And Operating Expenditures Concentration $34,000
Action 8 PRIORITY 2 (5), PRIORITY 4 (12) and (13) The position of English Language Development Coordinator will be partially repurposed for 15-16 to	District Wide	_ All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent	District will continue to support one full-time English Language Development Coordinator/teacher at AYES 1000-1999: Certificated Personnel Salaries Supplemental 55,000 Primary texts in first language Base $4,000

		English proficient _ Other Subgroups: (Specify)	
better support low income and ELL students by working more directly with teachers and having the coordinator pushing more into classrooms. The coordinator will also determine 3 to 5 targeted strategies that align with common core, model the strategies for classroom teachers, implement these herself, and monitor the implementation of these with the site administration and director of instruction through learning walks. For 15-16, the coordinator will also assist in the the implementation and monitoring of a new Tk-3 literacy software for low income and English learner students. Progress on these will be reported to the superintendent and school board quarterly. PRIORITY 2 (5) and PRIORITY 1 (2) Students will be aided in learning English and learning core content through access to primary texts in the their first language, phonics dictionaries for teachers to enable communication in the student's first language, and, as a new added service for students, through software to teach English, and workbooks that students can access independently.			
Action 9 PRIORITY 4 (14) Provide one new for 15-16 Advanced Placement on-line course for high school students using Odysseyware for low-income and EL students whose pathway to college has traditionally be impeded by lack of access.	Emery Secondary	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Add one AP section to 15-16 master schedule. Cost accounted for elsewhere. 5000-5999: Services And Other Operating Expenditures 0
Action 10 PRIORITY 4	District-wide	_ All OR: X Low Income pupils	Tutoring support 5800: Professional/Consulting Services And Operating Expenditures Concentration 65,000

(9) Students who are struggling academically will receive tutoring support. Plan for tutoring support will be developed by director of instruction with HS principal and HS teachers, and presented to superintendent no later than September 18th 2015. This plan may include classes that prepare students for SAT/ ACT/CAHSEE preparatory classes and intervention classes to ensure student success for English learners and students struggling academically in grades 6-12.		X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Action 11 PRIORITY 4 (9) Professional Development focused on best instructional practices through Professional Inquiry Process that addresses student engagement, alignment to standards, and use of ongoing formative assessment to inform instruction.-- Release time and/or facilitated learning.	District-wide	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional Development release time 5800: Professional/Consulting Services And Operating Expenditures Title II $15,000
Action 12 PRIORITY 4 (9) Provide math support and materials to EL students.	Anna Yates	_ All - - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide increasing access to mathematics content for English Learner students through in-class support and translation of key concepts in students' primary language (cost already included in part time ELD teacher position)
			Math manipulatives and/or other resources for English learner students 4000-4999: Books And Supplies Parcel Tax $5,000
Action 13 PRIORITY 4 (15) Establish new college and career center at ESS. PRIORITY 5 (24) Increase our services to targeted students by developing an RtI structure to ensure higher graduation	District wide	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional development for teachers Principals, school psychologists, counselors and lead teachers in RtI model Base $5,000
			Establish and maintain College & career center at ESS (free except for release time for teacher training) 5800: Professional/Consulting Services And Operating Expenditures Parcel Tax 1,000

rate among our EL, low income and foster youth. (24) Support teachers and parents to improve graduation rate through college & career center.			
Action 14 PRIORITY 5 (20-24) District will update all attendance and absentee data weekly by using a state-of-the-art Student Information System, Illuminate, which will better interface with the Data and Assessment services the district currently accesses through Illuminate's DNA system. The district will resource the services of a part-time Illuminate technician. The district will convene a Student Attendance Review Board and report referrals to the District Attorney's office.	Anna Yates	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Addition of Illuminate SIS 5000-5999: Services And Other Operating Expenditures Base 20,000
Action 15 PRIORITY 6 (27) Provide social-emotional supports such as Positive Behavioral Intervention Systems and mental health services facilitated by wellness programs and Behavior Support Teams addressing Response to Instruction and Intervention.	District Wide	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue funding Wellness Staffing and Behavior Management Team Stipends 1000-1999: Certificated Personnel Salaries Parcel Tax $16,500
Action 16 PRIORITY 7 (6) Stipend for Advanced Placement proctoring and Berkeley City College liaison.	ESS	X All _ _ _ _ _ _ _ _ _ _ OR: Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Stipend for Berkeley City College and Peralta Partnership (funding source = CPT Grant) 5000-5999: Services And Other Operating Expenditures Base $500
Action 17	ESS	_ All _ _ _ _ _ _ _ _ _ _ OR:	PD for English Language Learner trainings semi-annually (part of ELD teacher position and Dir of Instr Programs) (salary

PRIORITY 7 (7) Periodic update training in strategies determined by English Language Development Coordinator in strategies and English learner support through college & career center. PRIORITY 3 (18) and (19) Partnership between college & career center and ESS ELD teacher and ESS Special Education Teacher.		_ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	accounted for in CL 1 (1)) 5000-5999: Services And Other Operating Expenditures Base
Action 18 PRIORITY 9 (11) Career Pathways program development.	district	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) students with exceptional needs	Release time for ESS teachers, counselor & admin to visit schools and plan robust college prep program. 1000-1999: Certificated Personnel Salaries Base $5,000
Action 19 PRIORITY 9 (11) Partner with CPT to develop robust CTE pathway.	ESS	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Join as affiliate member in East Bay CPT Hub. Use CPT grant to develop CTE pathway in collaboration with other Hub districts. The other amount below is coming from our existing CPT grant. 1000-1999: Certificated Personnel Salaries Other $50,000
Placed here for budget transparency.		_ All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	2000-2999: Classified Personnel Salaries Base 565477 3000-3999: Employee Benefits Base 1324529 5000-5999: Services And Other Operating Expenditures Base 1114000 1000-1999: Certificated Personnel Salaries Parcel Tax

		(Specify)	1464837
			2000-2999: Classified Personnel Salaries Parcel Tax 102375
			3000-3999: Employee Benefits Parcel Tax 729480
			4000-4999: Books And Supplies Parcel Tax 12400
			5000-5999: Services And Other Operating Expenditures Parcel Tax 88330
			7000-7439: Other Outgo Base 78000
			1000-1999: Certificated Personnel Salaries Title I 50020
Placed here for budget transparency.		_ All OR: _ Low Income pupils English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3000-3999: Employee Benefits Title I 27495
			4000-4999: Books And Supplies Title I 10668
			5000-5999: Services And Other Operating Expenditures Title I 500
			7000-7439: Other Outgo Title I 11937
			1000-1999: Certificated Personnel Salaries Title II 22020
			3000-3999: Employee Benefits Title II 3176
			Title II 3396

LCAP Year 2: 2016-17

| Expected Annual Measurable Outcomes: | Heading includes 8 State PRIORITY Areas; Subheadings include 27 Metrics

PRIORITY 1 -- Basic Services

(1) 100% of all teachers will be fully and appropriately credentialed in their subject matter areas.

(2) 100% compliance on Williams Compliance Quarterly Reports. 100% of students have access to common core materials.

(2) Percent of students attaining English Proficient Level (for students classified for less than 5 years) will Increase by 5%
Percent of students attaining English Proficient Level (for students classified for more than 5 years) will Increase by 5%

(3) Rating of "Good" or "Exemplary" in all categories on Williams Facilities Inspection Tool as reported on School Accountability Report Card (SARC).

PRIORITY 2 -- Common Core State Standard's Implementation

(4) 100% of certificated staff attend professional development on best practices that are research based.

(5) 100% of Teachers will be observed using Specially Designated Academic Instruction for English (SDAIE) strategies to serve EL students.

(5) 100% of English Learner students will receive English Language Development (ELD) instruction and/or academic support (according to student CELDT level)

PRIORITY 3 -- Parental Involvement

(17) There will be an increase in the number of parent requested items/ideas that are included in our yearly Local Control Accountability Plan (LCAP). These parent requested items/ideas will be monitored for implementation through our Parent Teacher Organization (PTO), School Site Council (SSC), and/or LCAP advisory committees. In our upcoming 2015-2016 LCAP, there were six major action items from our parents that were included (as listed in section 1, "Stakeholder Engagement"). We will increase the number of these parent decisions by at least 20% each year as monitored through the district parent action committee, PTO, SSC, LCAP advisory committees, and other public forums.

(18) 100% of English Learners, Redesignated English Proficient, Foster Youth, Low Income, At-risk students at ESS and their families will have access to a college and career center at the high school.

(19) 100% of students with special needs at ESS and their families will have access to a college and career center.
100% of ESS Special Education teachers will collaborate with college and career center to support their students.

PRIORITY 4 -- Student Achievement |

(9) 100% of Emery teachers will engage in Professional Development around best instructional practices and/or academic standards.

(9) On Smarter Balanced Assessment, district will increase percentage of students scoring level 3 or above in math and ELA by 7% in 2016-17.

(9) High School students' scores on the ACT and SAT will improve 5% each school year.

(9) On Smarter Balanced Assessment, district will increase percentage of EL students scoring level 3 or above in math and ELA by 10% in 2016-17.

(9) 100% of students who are struggling academically (either as indicated by grade of C or lower or through ongoing progress monitoring of students) will receive tutoring support.

(11) 100% of high school students will be able to access the Career Technical Education pathway for high school students

(11) 100% of high school students will be enrolled in a-g courses.

(12) District will increase by 5% from 2016-17 the percentage of students making annual progress on the California English Language Development Test (CELDT).

(13) District will maintain the current reclassification rate of students who have been in the district 5 or more years, and increase by 8% the reclassification rate of students in the district less than 5 years.

(14) Percentage of pupils who have passed an Advanced Placement examination with a score of 3 or higher will increase by 5%.

PRIORITY 5 -- Student Engagement

(20) There will be a 2% annual increase in average daily attendance rate.

(20-23) There will a 10% decrease in chronic absenteeism rates district wide and dropout rates at middle school and high school.

(24) District will establish a 4-year graduation baseline based on 2014-15 graduation data and seek to increase that baseline number by 10% thereafter.

(24) District will graduate 10% more seniors each year over the next three years.

PRIORITY 6 -- School Climate

(27) Scores on district math assessments (MARS tasks) will increase 5-9% each year; the percentage of students in 9-12 grades with a GPA of 3.0 or higher will increase by 5% each year.

(27) 100% of Emery students will have access to social-emotional supports such as Positive Behavioral Intervention Systems and mental health

services facilitated by wellness programs and Behavior Support Teams addressing Response to Instruction and Intervention

PRIORITY 7 -- Course Access

(6) 100% of all 9th graders will be enrolled in science; 50% of 11th and 12 grade students will be enrolled in AP science; 40% of 9-12-grade students will be enrolled in early college classes through Berkeley Community College or Peralta Community Colleges (at these colleges).

(7) 100% of Emery English Learner students will have access in all classes to SDAIE strategies to enable all English learners to access core curriculum.
100% of English Learners, Redesignated English Proficient, Foster Youth, Low Income, At-risk students in all demographics, grades 9-12, will receive support through the high school's college and career center.

(8) 100% of students will special needs will have access to all programs, classes, and services through EUSD's a full-inclusion model.
100% of students with special needs will receive instruction in core content at their instructional level from Special Ed and General Ed teachers in the general education classroom using core and supplemental materials.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1 PRIORITY 1 (1) Continue 7th and 8th grade single-subject (Math, Science, Social Studies) credentialed teachers. Continue one single-subject credentialed PE Teacher (for grades 6-8 or 4-8 if schedule permits). Continue the work and repurposing of three additional teachers who teach K-8 students Art and Music and K-5 students Science. These teachers will continue to work together and with the English Language Development Coordinator to plan integrated lessons together that include explicit strategies for English Language Learners. These direct (and repurposed in 15-16) services will help all students but especially students who are learning English and who have other learning challenges (while in general education classes). Additionally, these three	Anna Yates and ESS	X All - - - - - - - - - - - OR: X Low Income pupils X English Learners X Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	single-subject teachers to 7-8 grades 1000-1999: Certificated Personnel Salaries Base 246,000
			Single-subject Music position, and a repurposed Art and Science resource teachers positions - supplemental in 16-17 supporting 25% of the 14-15 art and science resource positions 1000-1999: Certificated Personnel Salaries Supplemental 132,050
			Single-subject PE teacher (*Increase in service is only the difference between the new certificated position of $113k and the former classified salary $54k) Base will pay the remaining $54K for this position 1000-1999: Certificated Personnel Salaries Supplemental 60,475
			Continue with the 15-16 supplemental funded additional (above the base program) Science teacher at ESS 1000-1999: Certificated Personnel Salaries Supplemental 44,378
			Continue with the 14-15 supplemental funded additional (above the base program) Science teacher at ESS - This is same person as above but reflects different funding source). 1000-1999: Certificated Personnel Salaries Concentration 37,622
			50% of Instructional aide #1 time (equivalent level of

programs and positions will provide additional prep time support for teachers to increase their competency through professional learning communities and through self-identified goals to improve instruction (also to students who are learning English and who are low income). Continue with 14-15-hired fte science teacher at ESS to allow for additional science courses and additional science electives in the high school grades for targeted students as well as other students. Continue with the 14-15 supplemental/concentration level of service for English Language Learners received from instructional aide support			supplemental funded service from 15-16) 2000-2999: Classified Personnel Salaries Supplemental 30,750 50% of Instructional aide #2 time (equivalent level of supplemental funded service from 15-16) 2000-2999: Classified Personnel Salaries Supplemental 30,750 (Part II to second expenditure above; reflects difference in base funding) Add a new single-subject Music position, and a repurposed Art and Science resource teachers positions - supplemental in 15-16 supporting 25% of the existing 14-15 art and science resource positions 1000-1999: Certificated Personnel Salaries Base 104,550
Action 2 PRIORITY 1 (1) Continue to provide fully credentialed teachers in K-12 grades who are CLAD and SDAIE certified, including Special Ed.	District Wide	<u>X</u> All _ _ _ _ _ _ _ _ _ _ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Continue to provide students with high quality teachers of core subjects 1000-1999: Certificated Personnel Salaries Base 1631853
Action 3 PRIORITY 1 and PRIORITY 2 (2) District will continue use of Eureka Math for K-8 and continue to create and implement Common Core State Standards-aligned math curriculum 9-12 (with school principals, assistant principal and director of instruction monitoring implementation and reporting progress quarterly to the superintendent and school board). (2) District will pilot Common Core-aligned writing and reading curriculum and programs. (4) District teacher and administrators will work with the Silicon Valley Math Initiative (SVMI) to use the	District-wide	<u>X</u> All _ _ _ _ _ _ _ _ _ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Continue Pilot of Common Core-aligned math curriculum 4000-4999: Books And Supplies Base 191,000 SVMI MARS tasks access and scoring; SVMI coaching institute. 5800: Professional/Consulting Services And Operating Expenditures Base 5000

Mathematics Assessment Resource Service (also known as the MARS tasks) and month trainings in mathematics instructions to increase critical thinking and problem solving in math which will improve the learning of our most struggling students.			
Action 4 PRIORITY 1 (1), PRIORITY 4 (12) and (13) Continue with our 15-16 supplemental funded action to Improve our support of English Language Learners and their families by hiring one new part-time ELD teacher for high school students.	District-wide	_All_ OR: _ Low Income pupils_ X English Learners _ Foster Youth_ X Redesignated fluent English proficient _ Other Subgroups: (Specify)_	One part-time ELD teacher at ESS 1000-1999: Certificated Personnel Salaries Supplemental 56,375
Action 5 PRIORITY 2 (4) Increase training to improve the quality of our English Language Development instruction for English Learners in new English Language Development standards.	District-wide	_All_ OR: _ Low Income pupils_ X English Learners _ Foster Youth_ _ Redesignated fluent English proficient_ _ Other Subgroups: (Specify)_	Ongoing support ELD instruction 5800: Professional/Consulting Services And Operating Expenditures Base 2,000
Action 6 PRIORITY 1 (3) Ensure that school facilities are clean and in working condition. (3) Provide appropriate and equitable facilities for all organized sports.	District-wide	X All OR: _ Low Income pupils_ _ English Learners_ _ Foster Youth_ _ Redesignated fluent English proficient_ _ Other Subgroups: (Specify)_	Maintain all school facilities to provide safe and orderly campuses to support student learning (Funding Source: ongoing maintenance 8150) Base 306,000
Action 7 PRIORITY 2 (4) and PRIORITY 6 (27)	District-wide	X All OR: X Low Income pupils	Professional Development on Standards and Strategies for teaching the standards Parcel Tax $10,000

Teachers will continue PD to more deeply analyze standards, and will increase their skills of engagement, question asking, and differentiation to enable all students to think critically and gain self empowerment. Continue the 15-16 25% supplemental/concentration funded service time of our special education teachers to identify students who need intervention (and to differentiate instruction to meet their needs while in general education classrooms) and thus work with our most needy students to keep then out of formal Special Education designation. While this is an initiative available to general education students, our experience is that the majority of students we are serving for this purpose are English Learner (EL) and low-income students. Teachers will receive additional training in Common Core-based curriculum that focuses on problem solving, conceptual understanding, fluency and application. Continue service for targeted students for 2016-17: teachers will increase the quality of their instruction by working with Mills Teacher's College to engage in facilitated ongoing collaborative teacher inquiry around student learning (with an explicit focus on students who struggle due to language or economic reasons). This work will include a review of evidence of student learning to improve student outcomes.		X English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	On-line Eureka Math PD to Base $6500 Continue the 14-15 supplemental funded service non-SPED students in the regular classroom (25% for 4 teachers) - below figure is based on actual salary and benefits 1000-1999: Certificated Personnel Salaries Concentration $104,550 Mills Teachers' Scholars Partnership 5800: Professional/Consulting Services And Operating Expenditures Concentration $20,000
Action 8 PRIORITY 2 (5), PRIORITY 4 (12) and (13) Continue the position of English Language Development Coordinator as partially repurposed (beginning in 2015-16) to better support low income and ELL students by working more directly with teachers and having the coordinator pushing more into classrooms. The coordinator will again determine 3 to 5 targeted strategies that align with common core, model the	District Wide	All - - - - - - - - - - - OR: Low Income pupils X English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	District will continue to support one full-time English Language Development Coordinator/teacher at AYES 1000-1999: Certificated Personnel Salaries Supplemental 56,375 Workbooks in first language Base $1,050

strategies for classroom teachers, implement these herself, and monitor the implementation of these with the site administration and director of instruction through learning walks.

For 16-17, the coordinator will also assist in monitoring Tk-3 literacy software for low income and English learner students.

Progress on these will be reported to the superintendent and school board quarterly.

PRIORITY 2 (5) and PRIORITY 1 (2)

Students will be aided in learning English and learning core content through access to primary texts in the their first language, phonics dictionaries for teachers to enable communication in the student's first language, and, as a new added service for students, through software to teach English, and workbooks that students can access independently.

| Action 9

PRIORITY 4

(14) Provide one new for 16-17 Advanced Placement on-line course for high school students using Odysseyware for low-income and EL students whose pathway to college has traditionally be impeded by lack of access. | Emery Secondary | X All
‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾
OR:
 Low Income pupils
 English Learners
 Foster Youth
 Redesignated fluent English proficient
 Other Subgroups:
(Specify) | Add one AP section to 15-16 master schedule. Cost accounted for elsewhere.

 5000-5999: Services And Other Operating Expenditures 0 |
| Action 10

PRIORITY 4

(9) Students who are struggling academically will receive tutoring support.

Plan for tutoring support will be developed by director of instruction with HS principal and HS teachers, and presented to superintendent no later than September 18th 2015. This plan will be based on the major | District-wide | X All
‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾
OR:
X Low Income pupils
X English Learners
 Foster Youth
 Redesignated fluent English proficient
 Other Subgroups:
(Specify) | Tutoring support 5800: Professional/Consulting Services And Operating Expenditures Concentration 66,625 |

components of the Response to Intervention Model, including screening assessments, strategic interventions, progress monitoring, and flexible use of the tutoring program. This plan may also include classes that prepare students for SAT/ ACT/CAHSEE preparatory classes and intervention classes to ensure student success for English learners and students struggling academically in grades 6-12.			
Action 11 PRIORITY 4 (9) Professional Development focused on best instructional practices through Professional Inquiry Process that addresses student engagement, alignment to standards, and use of ongoing formative assessment to inform instruction.-- Release time and/or facilitated learning.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title II $15,000
Action 12 PRIORITY 4 (9) Provide math support and materials to EL students.	Anna Yates	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide increasing access to mathematics content for English Learner students through in-class support and translation of key concepts in students' primary language (cost already included in part time ELD teacher position) 0
			Math manipulatives and/or other resources for English learner students 4000-4999: Books And Supplies Parcel Tax $2,100
Action 13 PRIORITY 4 (15) Continue new college and career center at ESS. PRIORITY 5 (24) Increase our services to targeted students by developing an RtI structure to ensure higher graduation rate among our EL, low income and foster youth.	District wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional development for teachers Principals, school psychologists, counselors and lead teachers in RtI model Base $7,000
			Maintain College & career center at ESS (free except for release time for teacher training) 5800: Professional/Consulting Services And Operating Expenditures Parcel Tax 1,500

(24) Support teachers and parents to improve graduation rate through college & career center.				
Action 14 PRIORITY 5 (20-24) District will update all attendance and absentee data weekly by using a state-of-the-art Student Information System, Illuminate, which will better interface with the Data and Assessment services the district currently accesses through Illuminate's DNA system. The district will resource the services of a part-time Illuminate technician. The district will convene a Student Attendance Review Board and report referrals to the District Attorney's office.	Anna Yates	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Maintenance of Illuminate SIS 5000-5999: Services And Other Operating Expenditures Base 5,000
Action 15 PRIORITY 6 (27) Provide social-emotional supports such as Positive Behavioral Intervention Systems and mental health services facilitated by wellness programs and Behavior Support Teams addressing Response to Instruction and Intervention.	District Wide	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Continue funding Wellness Staffing and Behavior Management Team Stipends 1000-1999: Certificated Personnel Salaries Parcel Tax $16,913
Action 16 PRIORITY 7 (6) Stipend for Advanced Placement proctoring and Berkeley City College liaison.	ESS	X All _ _ _ _ _ _ _ _ _ _ OR: Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Stipend for Berkeley City College and Peralta Partnership (funding source = CPT Grant) 5000-5999: Services And Other Operating Expenditures Base $500
Action 17 PRIORITY 7	ESS	_ All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils X English Learners		PD for English Language Learner trainings semi-annually (part of ELD teacher position and Dir of Instr Programs) (salary accounted for in CL 1 (1)) 5000-5999: Services And Other Operating Expenditures Base

(7) Periodic update training in strategies determined by English Language Development Coordinator in strategies and English learner support through college & career center. PRIORITY 3 (18) and (19) Partnership between college & career center and ESS ELD teacher and ESS Special Education Teacher.		_ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Action 18 PRIORITY 9 (11) Career Pathways program development. As needed.	district	_ All ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) students with exceptional needs	Release time for ESS teachers, counselor & admin to visit schools and build robust college prep program. 1000-1999: Certificated Personnel Salaries Base $1,000
Action 19 PRIORITY 9 (11) Partner with CPT to develop robust CTE pathway.	ESS	X All ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ OR: _ Low Income pupils English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue as affiliate member in East Bay CPT Hub. Use CPT grant to develop CTE pathway in collaboration with other Hub districts. The other amount below is coming from our existing CPT grant. 1000-1999: Certificated Personnel Salaries Other $24,000
	District-wide	_ All ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Additional projected S and C Supplemental 367439 2000-2999: Classified Personnel Salaries Base 565477 3000-3999: Employee Benefits Base 1324529 5000-5999: Services And Other Operating Expenditures Base 1114000

			1000-1999: Certificated Personnel Salaries Parcel Tax 1464837
			2000-2999: Classified Personnel Salaries Parcel Tax 102375
			3000-3999: Employee Benefits Parcel Tax 729480
			4000-4999: Books And Supplies Parcel Tax 12400
			5000-5999: Services And Other Operating Expenditures Parcel Tax 88330
			7000-7439: Other Outgo Base 78000
Placed here for budget transparency.		_ All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Title I 50020
			3000-3999: Employee Benefits Title I 27495
			4000-4999: Books And Supplies Title I 10668
			5000-5999: Services And Other Operating Expenditures Title I 500
			7000-7439: Other Outgo Title I 11937
			1000-1999: Certificated Personnel Salaries Title II 23020
			3000-3999: Employee Benefits Title II 3176
			Title II 3396

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Heading includes 8 State PRIORITY Areas; Subheadings include 27 Metrics
	PRIORITY 1 -- Basic Services
	(1) 100% of all teachers will be fully and appropriately credentialed in their subject matter areas.
	(2) 100% compliance on Williams Compliance Quarterly Reports. 100% of students have access to common core materials.
	(2) Percent of students attaining English Proficient Level (for students classified for less than 5 years) will Increase by 5% Percent of students attaining English Proficient Level (for students classified for more than 5 years) will Increase by 5%
	(3) Rating of "Good" or "Exemplary" in all categories on Williams Facilities Inspection Tool as reported on School Accountability Report Card (SARC).
	PRIORITY 2 -- Common Core State Standard's Implementation
	(4) 100% of certificated staff attend professional development on best practices that are research based.
	(5) 100% of Teachers will be observed using Specially Designated Academic Instruction for English (SDAIE) strategies to serve EL students.
	(5) 100% of English Learner students will receive English Language Development (ELD) instruction and/or academic support (according to student CELDT level)
	PRIORITY 3 -- Parental Involvement
	(17) There will be an increase in the number of parent requested items/ideas that are included in our yearly Local Control Accountability Plan (LCAP). These parent requested items/ideas will be monitored for implementation through our Parent Teacher Organization (PTO), School Site Council (SSC), and/or LCAP advisory committees. In our upcoming 2015-2016 LCAP, there were six major action items from our parents that were included (as listed in section 1, "Stakeholder Engagement"). We will increase the number of these parent decisions by at least 20% each year as monitored through the district parent action committee, PTO, SSC, LCAP advisory committees, and other public forums.
	(18) 100% of English Learners, Redesignated English Proficient, Foster Youth, Low Income, At-risk students at ESS and their families will have access to a college and career center at the high school.
	(19) 100% of students with special needs at ESS and their families will have access to a college and career center. 100% of ESS Special Education teachers will collaborate with college and career center to support their students.
	PRIORITY 4 -- Student Achievement

(9) 100% of Emery teachers will engage in Professional Development around best instructional practices and/or academic standards.

(9) On Smarter Balanced Assessment, district will increase percentage of students scoring level 3 or above in math and ELA by 7% in 2017-18.

(9) High School students' scores on the ACT and SAT will improve 5% each school year.

(9) On Smarter Balanced Assessment, district will increase percentage of EL students scoring level 3 or above in math and ELA by 10% in 2017-18.

(9) 100% of students who are struggling academically (either as indicated by grade of C or lower or through ongoing progress monitoring of students) will receive tutoring support.

(11) 100% of high school students will be able to access the Career Technical Education pathway for high school students

(11) 100% of high school students will be enrolled in a-g courses.

(12) District will increase by 5% from 2015-16 the percentage of students making annual progress on the California English Language Development Test (CELDT).

(13) District will maintain the current reclassification rate of students who have been in the district 5 or more years, and increase by 8% the reclassification rate of students in the district less than 5 years.

(14) Percentage of pupils who have passed an Advanced Placement examination with a score of 3 or higher will increase by 5%.

PRIORITY 5 -- Student Engagement

(20) There will be a 2% annual increase in average daily attendance rate.

(20-23) There will a 10% decrease in chronic absenteeism rates district wide and dropout rates at middle school and high school.

(24) District will establish a 4-year graduation baseline based on 2014-15 graduation data and seek to increase that baseline number by 10% thereafter.

(24) District will graduate 10% more seniors each year over the next three years.

PRIORITY 6 -- School Climate

(27) Scores on district math assessments (MARS tasks) will increase 5-9% each year; the percentage of students in 9-12 grades with a GPA of 3.0 or higher will increase by 5% each year.

(27) 100% of Emery students will have access to social-emotional supports such as Positive Behavioral Intervention Systems and mental health

services facilitated by wellness programs and Behavior Support Teams addressing Response to Instruction and Intervention

PRIORITY 7 -- Course Access

(6) 100% of all 9th graders will be enrolled in science; 50% of 11th and 12 grade students will be enrolled in AP science; 40% of 9-12-grade students will be enrolled in early college classes through Berkeley Community College or Peralta Community Colleges (at these colleges).

(7) 100% of Emery English Learner students will have access in all classes to SDAIE strategies to enable all English learners to access core curriculum.
100% of English Learners, Redesignated English Proficient, Foster Youth, Low Income, At-risk students in all demographics, grades 9-12, will receive support through the high school's college and career center.

(8) 100% of students will special needs will have access to all programs, classes, and services through EUSD's a full-inclusion model.
100% of students with special needs will receive instruction in core content at their instructional level from Special Ed and General Ed teachers in the general education classroom using core and supplemental materials.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1 PRIORITY 1 (1) Continue 7th and 8th grade single-subject (Math, Science, Social Studies) credentialed teachers. Continue one single-subject credentialed PE Teacher (for grades 6-8 or 4-8 if schedule permits). Continue the work and repurposing of three additional teachers who teach K-8 students Art and Music and K-5 students Science. These teachers will continue to work together and with the English Language Development Coordinator to plan integrated lessons together that include explicit strategies for English Language Learners. These direct (and repurposed in 15-16) services will help all students but especially students who are learning English and who have other learning challenges (while in general education classes). Additionally, these three programs and positions will provide additional prep time	Anna Yates and ESS	X All - - - - - - - - - - OR: X Low Income pupils X English Learners X Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Add single-subject teachers to 7-8 grades 1000-1999: Certificated Personnel Salaries Base 252,150
			Add a new single-subject Music position, and a repurposed Art and Science resource teachers positions - supplemental in 15-16 supporting 25% of the existing 14-15 art and science resource positions 1000-1999: Certificated Personnel Salaries Supplemental 135,351
			Add single-subject PE teacher (*Increase in service is only the difference between the new certificated position of $113k and the former classified salary $54k) Base will pay the remaining $54K for this position 1000-1999: Certificated Personnel Salaries Supplemental 61,987
			Continue with the 14-15 supplemental funded additional (above the base program) Science teacher at ESS 1000-1999: Certificated Personnel Salaries Supplemental 45,487
			Continue with the 14-15 supplemental funded additional (above the base program) Science teacher at ESS - This is same person as above but reflects different funding source). 1000-1999: Certificated Personnel Salaries Concentration 38,563
			50% of Instructional aide #1 time (equivalent level of supplemental funded service from 14-15) 2000-2999:

support for teachers to increase their competency through professional learning communities and through self-identified goals to improve instruction (also to students who are learning English and who are low income). Continue with 14-15-hired fte science teacher at ESS to allow for additional science courses and additional science electives in the high school grades for targeted students as well as other students. Continue with the 14-15 supplemental/concentration level of service for English Language Learners received from instructional aide support			Classified Personnel Salaries Supplemental 31,519 50% of Instructional aide #2 time (equivalent level of supplemental funded service from 14-15) 2000-2999: Classified Personnel Salaries Supplemental 31,519 (Part II to second expenditure above; reflects difference in base funding) Add a new single-subject Music position, and a repurposed Art and Science resource teachers positions - supplemental in 15-16 supporting 25% of the existing 14-15 art and science resource positions 1000-1999: Certificated Personnel Salaries Base 107,164
Action 2 PRIORITY 1 (1) Continue to provide fully credentialed teachers in K-12 grades who are CLAD and SDAIE certified, including Special Ed.	District Wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Continue to provide students with high quality teachers of core subjects 1000-1999: Certificated Personnel Salaries Base 1631859
Action 3 PRIORITY 1 and PRIORITY 2 (2) District will continue use of Eureka Math for K-8 and continue to create and implement Common Core State Standards-aligned math curriculum 9-12 (with school principals, assistant principal and director of instruction monitoring implementation and reporting progress quarterly to the superintendent and school board). (2) District will pilot Common Core-aligned writing and reading curriculum and programs. (4) District teacher and administrators will work with the Silicon Valley Math Initiative (SVMI) to use the Mathematics Assessment Resource Service (also known	District-wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Continue Pilot of Common Core-aligned math curriculum 4000-4999: Books And Supplies Base 191,000 SVMI MARS tasks access and scoring; SVMI coaching institute. 5800: Professional/Consulting Services And Operating Expenditures Base 5000

as the MARS tasks) and month trainings in mathematics instructions to increase critical thinking and problem solving in math which will improve the learning of our most struggling students.			

Action 4
 	
PRIORITY 1 (1), PRIORITY 4 (12) and (13)
 	
Continue with our 14-15 supplemental funded action to Improve our support of English Language Learners and their families by hiring one new part-time ELD teacher for high school students.
	District-wide	All _ _ _ _ _ _ _ _ _ _
		OR:
		  Low Income pupils
		X English Learners
		  Foster Youth
		X Redesignated fluent English proficient
		  Other Subgroups: (Specify)
			One part-time ELD teacher at ESS 1000-1999: Certificated Personnel Salaries Supplemental 57,784

Action 5
 	
PRIORITY 2
 	
(4) Increase training to improve the quality of our English Language Development instruction for English Learners in new English Language Development standards.
	District-wide	All _ _ _ _ _ _ _ _ _ _
		OR:
		  Low Income pupils
		X English Learners
		  Foster Youth
		  Redesignated fluent English proficient
		  Other Subgroups: (Specify)
			Professional Development for teachers in ELD standards with focus on creating learning opportunities for EL students that connect ELD, ELA and math content 5800: Professional/Consulting Services And Operating Expenditures Base 1,000

Action 6
 	
PRIORITY 1
 	
(3) Ensure that school facilities are clean and in working condition.
 	
(3) Provide appropriate and equitable facilities for all organized sports.
	District-wide	X All _ _ _ _ _ _ _ _ _ _
		OR:
		  Low Income pupils
		  English Learners
		  Foster Youth
		  Redesignated fluent English proficient
		  Other Subgroups: (Specify)
			Maintain all school facilities to provide safe and orderly campuses to support student learning (Funding Source: ongoing maintenance 8150) Base 306,000

Action 7 PRIORITY 2 (4) and PRIORITY 6 (27)	District-wide	X All _ _ _ _ _ _ _ _ _ _ OR: X Low Income pupils X English Learners	Professional Development on Standards and Strategies for teaching the standards Parcel Tax $10,000 On-line Eureka Math PD to Base $6500

Teachers will continue PD to more deeply analyze standards, and will increase their skills of engagement, question asking, and differentiation to enable all students to think critically and gain self empowerment. Continue the 16-17 25% supplemental/concentration funded service time of our special education teachers to identify students who need intervention (and to differentiate instruction to meet their needs while in general education classrooms) and thus work with our most needy students to keep then out of formal Special Education designation. While this is an initiative available to general education students, our experience is that the majority of students we are serving for this purpose are English Learner (EL) and low-income students. Teachers will receive additional training in Common Core-based curriculum that focuses on problem solving, conceptual understanding, fluency and application. Continue service for targeted students for 2016-17: teachers will increase the quality of their instruction by working with Mills Teacher's College to engage in facilitated ongoing collaborative teacher inquiry around student learning (with an explicit focus on students who struggle due to language or economic reasons). This work will include a review of evidence of student learning to improve student outcomes.		Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Continue the 14-15 supplemental funded service non-SPED students in the regular classroom (25% for 4 teachers) - below figure is based on actual salary and benefits 1000-1999: Certificated Personnel Salaries Concentration $107,164
			Mills Teachers' Scholars Partnership 5800: Professional/Consulting Services And Operating Expenditures Concentration $13,000
Action 8 PRIORITY 2 (5), PRIORITY 4 (12) and (13) Contine the position of English Language Development Coordinator as partially repurposed (beginning in 2015-16) to better support low income and ELL students by working more directly with teachers and having the coordinator pushing more into classrooms. The coordinator will again determine 3 to 5 targeted strategies that align with common core, model the strategies for classroom teachers, implement these herself, and monitor the implementation of these with the	District Wide	All - - - - - - - - - OR: Low Income pupils X English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	District will continue to support one full-time English Language Development Coordinator/teacher at AYES 1000-1999: Certificated Personnel Salaries Supplemental 57,784
			Workbooks in first language Base $1,050

site administration and director of instruction through learning walks. For 16-17, the coordinator will also assist in monitoring Tk-3 literacy software for low income and English learner students. Progress on these will be reported to the superintendent and school board quarterly. PRIORITY 2 (5) and PRIORITY 1 (2) Students will be aided in learning English and learning core content through access to primary texts in their first language, phonics dictionaries for teachers to enable communication in the student's first language, and, as a new added service for students, through software to teach English, and workbooks that students can access independently.			
Action 9 PRIORITY 4 (14) Provide one new for 17-18 Advanced Placement on-line course for high school students using Odysseyware for low-income and EL students whose pathway to college has traditionally be impeded by lack of access.	Emery Secondary	<u>X</u> All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Add one AP section to 15-16 master schedule. Cost accounted for elsewhere. 5000-5999: Services And Other Operating Expenditures 0
Action 10 PRIORITY 4 (9) Students who are struggling academically will receive tutoring support. Plan for tutoring support will be developed by director of instruction with HS principal and HS teachers, and presented to superintendent no later than September 18th 2015. This plan may include classes that prepare students for	District-wide	<u>X</u> All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR: <u>X</u> Low Income pupils <u>X</u> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Tutoring support 5800: Professional/Consulting Services And Operating Expenditures Concentration 68,291

SAT/ ACT/CAHSEE preparatory classes and intervention classes to ensure student success for English learners and students struggling academically in grades 6-12.			
Action 11 PRIORITY 4 (9) Continue professional Development -- Release time and/or facilitated learning.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title II $15,000
Action 12 PRIORITY 4 (9) Provide math support and materials to EL students.	Anna Yates	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide increasing access to mathematics content for English Learner students through in-class support and translation of key concepts in students' primary language (cost already included in part time ELD teacher position) Math manipulatives and/or other resources for English learner students 4000-4999: Books And Supplies Parcel Tax 1,500
Action 13 PRIORITY 4 (15) Continue new college and career center at ESS. PRIORITY 5 (24) Increase our services to targeted students by developing an RtI structure to ensure higher graduation rate among our EL, low income and foster youth. (24) Support teachers and parents to improve graduation rate through college & career center.	District wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional development for teachers Principals, school psychologists, counselors and lead teachers in RtI model Base $9,000 Maintain College & career center at ESS (free except for release time for teacher training) 5800: Professional/Consulting Services And Operating Expenditures Parcel Tax 1,000
Action 14 PRIORITY 5	Anna Yates	X All OR: _ Low Income pupils	Maintenance of Illuminate SIS 5000-5999: Services And Other Operating Expenditures Base 5,000

(20-24) District will update all attendance and absentee data weekly by using a state-of-the-art Student Information System, Illuminate, which will better interface with the Data and Assessment services the district currently accesses through Illuminate's DNA system. The district will resource the services of a part-time Illuminate technician. The district will convene a Student Attendance Review Board and report referrals to the District Attorney's office.		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Action 15 PRIORITY 6 (27) Provide social-emotional supports such as Positive Behavioral Intervention Systems and mental health services facilitated by wellness programs and Behavior Support Teams addressing Response to Instruction and Intervention.	District Wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue funding Wellness Staffing and Behavior Management Team Stipends 1000-1999: Certificated Personnel Salaries Parcel Tax $17,500
Action 16 PRIORITY 7 (6) Stipend for Advanced Placement proctoring and Berkeley City College liaison.	ESS	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Stipend for Berkeley City College and Peralta Partnership (funding source = CPT Grant) 5000-5999: Services And Other Operating Expenditures Base $500
Action 17 PRIORITY 7 (7) Periodic update training in strategies determined by English Language Development Coordinator in strategies and English learner support through college & career center. PRIORITY 3	ESS	_ All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	PD for English Language Learner trainings semi-annually (part of ELD teacher position and Dir of Instr Programs) (salary accounted for in CL 1 (1)) 5000-5999: Services And Other Operating Expenditures Base

(18) and (19) Partnership between college & career center and ESS ELD teacher and ESS Special Education Teacher.			
Placed here for budget transparency.		_All_ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) <u>students with exceptional needs</u>	2000-2999: Classified Personnel Salaries Base 565477 3000-3999: Employee Benefits Base 1324529 5000-5999: Services And Other Operating Expenditures Base 1114000 1000-1999: Certificated Personnel Salaries Parcel Tax 1464837 2000-2999: Classified Personnel Salaries Parcel Tax 102375 3000-3999: Employee Benefits Parcel Tax 729480 4000-4999: Books And Supplies Parcel Tax 12400 5000-5999: Services And Other Operating Expenditures Parcel Tax 8830 7000-7439: Other Outgo Base 78000 1000-1999: Certificated Personnel Salaries Title I 50020
Action 18 PRIORITY 9 (11) Partner with CPT to develop robust CTE pathway.	ESS	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue as affiliate member in East Bay CPT Hub. Use CPT grant to develop CTE pathway in collaboration with other Hub districts. The other amount below is coming from our existing CPT grant. 1000-1999: Certificated Personnel Salaries Other $18,000
	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Additional projected S and C Supplemental 412107 3000-3999: Employee Benefits Title I 27495 4000-4999: Books And Supplies Title I 10668 5000-5999: Services And Other Operating Expenditures Title I 500 7000-7439: Other Outgo Title I 11937 1000-1999: Certificated Personnel Salaries Title II 22020 3000-3999: Employee Benefits Title II 3176

			Title II 3396

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	Innovative technology will be integrated to facilitate global awareness, communication, collaborative learning and critical thinking.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	According to our 2015 staff and parent satisfaction surveys, the student Local Control Accountability (LCAP) input forms, community and LCAP advisory group meetings, current research, and other district data, Emery Unified School District students need: High speed technology infrastructure and up to date devices for learning. Devices for students to use in class, to take home, and to use for purposes of engagement and monitoring (Headings below include 8 State PRIORITY Areas; Subheading numbers (in parentheses) include 27 state required Metrics. Data sources referenced in parenthesis may also be included in attachments. _____ Specifically: PRIORITY 1 -- Basic Services (2) According to current research on the efficacy of using video streaming, Emery Unified students need access to videos to increase student engagement, and to allow additional access to Common Core reading, writing, math, science and social science curriculum. (13) PRIORITY 2 -- Common Core State Standards (CCSS) Implementation (4) According to current research on ways to empower student learning, Emery students need to have access to technology that allows them to increase their critical understanding of the Common Core content and practice standards. (7) (5) According to current research on the efficacy of use of video streaming, English Learner students need to have access to an on-demand video database that translates core content (common core aligned) videos into Spanish, allows for the slowing of language listening speed, and includes closed captioning, thereby increasing understanding of core curriculum while increasing student engagement (CCSS) (13) (5) According to research on Integrated Learning Systems' impact on early reading achievement, EUSD's K-3 students would greatly benefit from a digital system that allows for multiple simultaneous learning opportunities that includes immediate student feedback. (18)

PRIORITY 3 -- Parental Involvement

(17-19) According to our district parent survey and current research (15), we need to increase our effectiveness in parent communication, parent involvement, and parent input.

PRIORITY 4 -- Student Achievement

(14) According to district parent survey, Emery Unified School District could improve its offerings of Advanced Placement (AP) classes, encouraging students of all backgrounds to attend and pass them.

PRIORITY 5 (20-26) -- Student Engagement

According to current student information system data, a more efficient system for tracking attendance, absences, and drop-out rates, and behavior data including suspensions and expulsions is needed. Additionally, there is overwhelming research evidence of the connection between parent involvement and parent/school communication and student academic achievement. Thus, with a more family-friendly Student Information System, and rigorous family outreach to give access to all families regarding student academic achievement and graduation preparedness, we anticipate a decline in drop-out rates, an increase in attendance rates, and an increase in graduation rates.

PRIORITY 7 -- Course Access

(7) According to report card and transcript evaluation data, students in our high school need extra support to be empowered with 21st century skills and college & career readiness. District will provide access to re-teaching opportunities through on-line learning.

(7) According to current research on the efficacy of use of video, EUSD's low Income and at-risk students in all demographics need access to on-demand video which can be controlled for learning styles and speed to increase learning and critical thinking of core academic content. (13)

(8) According to district parent survey, an average of 29% of parents indicate the district is not meeting the needs of students with Special needs. In school year 2014-2015, Emery Unified's students with exceptional needs were given access to many computer-based and web-based programs to supplement their learning of academic standards. The effort to supply students with these and other supplemental programs will remain a priority for 15-16.

(7 and 8) - According to a recent online poll of Emery teachers regarding their desired 2015-2016 professional development, training is needed for teachers in technology, and according to Marzano Research Labs research (19), focused professional development on interactive technology tools results in large student achievement increases for low-income students, English learners, students of color, with the greatest increase for students with disabilities. (14)

PRIORITY 8 -- Other Student Outcomes

	(16) According to report card analysis data, some students at ESS need extra support to be successful in core a-g courses.
Goal Applies to:	Schools: Anna Yates Elementary (K-8); Emery Secondary School (9-12)
	Applicable Pupil Subgroups: All students K-12 English Learners, Redesignated English Proficient, Foster Youth, Low Income, At-risk students in all demographics

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	PRIORITY 1 - Basic Services (2) All students will have access to videos that allow additional access to common core skills and for common core areas of reading, writing, math, science and social science curriculum. PRIORITY 2 - Common Core State Standards (CCSS) Implementation (4) 100% of students will have access to on-line education sites/programs that allow all students to progress in math and reading while monitoring their own progress, being automatically directed to new content, work with standards, think critically, work independently at their current instructional level, and apply increased critical thinking skills in multiple contexts. (5) 100% of EL students will have access to core content in student's first language through on-demand video database. (5) 20% more students will be reading at grade-level by the end of 2016 as measured by DIBELS' through use of Integrated Learning System such as Waterford early learning program. PRIORITY 3 - Parental Involvement (18 and 19) 100% of EUSD families will have access to District family portal through Illumimate's Student Information System. (18 and 19) 100% of EUSD families will have access to all board meetings as these meetings will be streamed live through the same Safari Montage platform being used for students, allowing immediate parent participation. PRIORITY 4 - Student Achievement (14) 40-60% of ESS students will take at least one (and up to three) AP courses through Odysseyware on-line courses, proctored by Emery teachers. PRIORITY 5 - Student Engagement (20-21, 25-26) District will purchase Illuminate Student Information System and will, through greater accuracy and parent communication, increase attendance rates (and decrease chronic absenteeism and suspension and expulsion rates) for all K-12 students by 10% each year. (22-24) Through family outreach effort to give access to Illuminate SIS, our district will decrease drop-out rates at middle and high school by 10% each year, increase graduation rates by 10% each year, and increase our attendance rates by 2% each year

(20) Over three years, 100% of EUSD students will have their own device to use in class or at home to increase the amount of time students are engaged, have access to common core, and desire to attend school more often.

(20) Over three years, 100% of EUSD teachers will receive and be trained in the use of student response system software or devices to increase student engagement and interest in learning.

PRIORITY 7 - Course Access

(7) 100% of students who are not meeting graduation requirements will be given access to Odysseyware, a program that allows them to re-learn core material and increase communication and critical thinking skills.

(8) 100% of students with exceptional needs will be given access to computer-based and web-based supplemental curriculum.

PRIORITY 8 -- Other Student Outcomes

(16) 90% of students who have failing grades in a-g courses will receive a passing grade through engagement with on-line class support.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1 PRIORITY 1 (2), PRIORITY 2 (5) and PRIORITY 7 (7) Increase our services to all students and in particular English Language Learner students, by adding access to an internal on-demand video (common core aligned) video database, allowing students to engage with core content material, with translation, and regulate its pace to accommodate all learning styles.		X All ---------- OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	On-demand Safari Montage video streaming that allows access to Common Core reading, writing, math, science and social science curriculum. 5000-5999: Services And Other Operating Expenditures Concentration $47,000 Training for new services and how to use services for low income and English Learner students 5000-5999: Services And Other Operating Expenditures Concentration 18,000
Action 2 PRIORITY 2	District-wide	X All ---------- OR: _ Low Income pupils _ English Learners _ Foster Youth	Illuminate's DnA system -- annual license cost and training 7000-7439: Other Outgo Base 10,000

(4) Research effective technologies for increasing learning of CCSS (4) Use Illuminate's Data and Assessment program to create assessments to inform ongoing instruction. (4) License Illuminate's Data and Assessment System.		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Action 3 PRIORITY 2 (5) The use of Waterford Early Learning Reading, Math and Science software as a new service for targeted TK-3 students and English Language Learner students of all ages who are at the lowest English level proficiency. .	District-wide	_ All - - - - - - - - - - OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Software license fee with home access licensing fees (3 years) 4000-4999: Books And Supplies Concentration $44,000
Action 5 PRIORITY 4 (14) Addition of On-line Advanced Placement course(s). Teacher proctors to use online service with students.		X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Stipend for Teachers to proctor classes (if classes are given in addition to regular classes) ($35/hour x 3 teachers x 10 hours per year = $1050) 1000-1999: Certificated Personnel Salaries Parcel Tax $1100
Action 6 PRIORITY 7 (7) Provide online re-teaching assistance for lower-income and English Learner students who have traditionally struggled in core subjects to empower these students to access full range of course content learning (and for credit recovery) through Odysseyware.	ESS	X All - - - - - - - - - - OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Odysseyware online teaching Supplemental 35,000
Action 7 PRIORITY 7 (8) Continue to use supplemental computer, and web-		_ All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth	Supplemental materials such as Learning A-Z (Razz Kids reading support), Co-Writer Universal, Learning Ally, Goalbook, Explode the Code and Moby Max, including renewal for license (we will renew for 15-16 per Karen Steele) 4000-4999: Books And Supplies Parcel Tax $5,000

based materials, for student with special needs and ELL needs such as Learning A-Z (Razz Kids reading support), Co-Writer Universal, Learning Ally, Goalbook, Explode the Code and Moby Max.		_ Redesignated fluent English proficient X Other Subgroups: (Specify) <u>students w/exceptional needs</u>	
Action 8 PRIORITY 8 -- Other Student Outcomes (16) Students who have failing grades in a-g courses will work to receive a passing grade with on-line class support Odysseyware.		_ All — — — — — — — — — — — OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Odyseeware costs included above.

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	PRIORITY 1 - Basic Services
	(2) All students will have access to videos that allow additional access to common core skills and for common core areas of reading, writing, math, science and social science curriculum.
	PRIORITY 2 - Common Core State Standards (CCSS) Implementation
	(4) 100% of students will have access to on-line education sites/programs that allow all students to progress in math and reading while monitoring their own progress, being automatically directed to new content, work with standards, think critically, work independently at their current instructional level, and apply increased critical thinking skills in multiple contexts.
	(5) 100% of EL students will have access to core content in student's first language through on-demand video database.
	(5) 20% more students will be reading at grade-level by the end of 2017 as measured by DIBELS' through use of Integrated Learning System such as Waterford early learning program.
	PRIORITY 3 - Parental Involvement
	(18 and 19) 100% of EUSD families will have access to District family portal through Illumimate's Student Information System.
	(18 and 19) 100% of EUSD families will have access to all board meetings will be streamed live through the same Safari Montage platform being used for students, allowing immediate parent participation
	PRIORITY 4 - Student Achievement
	(14) 40-60% of ESS students will take at least one (or up to three) AP courses through Odysseyware on-line courses, proctored by Emery teachers.
	PRIORITY 5 - Student Engagement
	(20-21, 25-26) District will purchase Illuminate Student Information System and will, through greater accuracy and parent communication, increase attendance rates (and decrease chronic absenteeism and suspension and expulsion rates) for all K-12 students by 10% each year.
	(22-24) Through family outreach effort to give access to Illuminate SIS, our district will decrease drop-out rates at middle and high school by 10% each year, increase graduation rates by 10% each year, and increase our attendance rates by 2% each year

(20) Over three years, 100% of EUSD students will have their own device to use in class or at home to increase the amount of time students are engaged, have access to common core, and desire to attend school more often.

(20) Over three years, 100% of EUSD teachers will receive and be trained in the use of student response system software or devices to increase student engagement and interest in learning.

PRIORITY 7 - Course Access

(7) 100% of students who are not meeting graduation requirements will be given access to Odysseyware, a program that allows them to re-learn core material and increase communication and critical thinking skills.

(8) 100% of students with exceptional needs will be given access to computer-based and web-based supplemental curriculum.

PRIORITY 8 -- Other Student Outcomes

(16) 90% of students who have failing grades in a-g courses will receive a passing grade through engagement with on-line class support.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1 PRIORITY 1 (2), PRIORITY 2 (5) and PRIORITY 7 (7) Continue our services to all students and in particular English Language Learner students, by supporting access to an internal on-demand video (common core-aligned) video database, allowing students to engage with core content material, with translation, and regulate its pace to accommodate all learning styles.		X All - - - - - - - - - - OR: X Low Income pupils X English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Safari Montage 5000-5999: Services And Other Operating Expenditures Concentration $16,000
Action 2 PRIORITY 2 (4) Use Illuminate's Data and Assessment program to	District-wide	X All - - - - - - - - - - OR: Low Income pupils English Learners Foster Youth	Illuminate's DnA system -- annual license cost and training 7000-7439: Other Outgo Base 10,000

create assessments to inform ongoing instruction. (4) License Illuminate's Data and Assessment System.		Redesignated fluent English proficient Other Subgroups: (Specify)	
Action 3 PRIORITY 2 (5) Continue use of Waterford Early Learning Reading, Math and Science software as a new service for targeted TK-3 students and English Language Learner students of all ages who are at the lowest English level proficiency. .	District-wide	All _ _ _ _ _ _ _ _ _ _ _ _ OR: X Low Income pupils X English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Software license fee with home access licensing fees (3 years) 4000-4999: Books And Supplies Concentration $5,000
		All _ _ _ _ _ _ _ _ _ _ _ _ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
Action 5 PRIORITY 4 (14) Addition of On-line Advanced Placement course(s). Teacher proctors to use online service with students.		X All _ _ _ _ _ _ _ _ _ _ _ _ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Stipend for Teachers to proctor classes (if classes are given in addition to regular classes) ($35/hour x 3 teachers x 10 hours per year = $1050) 1000-1999: Certificated Personnel Salaries Parcel Tax $1127.50
Action 6 PRIORITY 7 (7) Continue to provide online re-teaching assistance for lower-income and English Learner students who have traditionally struggled in core subjects to empower these	ESS	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: X Low Income pupils English Learners Foster Youth Redesignated fluent English proficient	Odysseyware online teaching Supplemental $22,000

students to access full range of course content learning (and for credit recovery) through Odysseyware.		Other Subgroups: (Specify)	
Action 7 PRIORITY 7 (8) Continue to use supplemental computer, and web-based materials, for student with special needs and ELL needs such as Learning A-Z (Razz Kids reading support), Co-Writer Universal, Learning Ally, Goalbook, Explode the Code and Moby Max.		‗ All _ _ _ _ _ _ _ _ _ _ _ OR: ‗ Low Income pupils ‗ English Learners ‗ Foster Youth ‗ Redesignated fluent English proficient X Other Subgroups: (Specify) students w/exceptional needs	Continue the use of supplemental materials such as Learning A-Z (Razz Kids reading support), Co-Writer Universal, Learning Ally, Goalbook, Explode the Code and Moby Max, including renewal for license (we will renew for 15-16 per Karen Steele) 4000-4999: Books And Supplies Parcel Tax $5,000
Action 8 PRIORITY 8 -- Other Student Outcomes (16) Students who have failing grades in a-g courses will work to receive a passing grade with on-line class support Odysseyware.		‗ All _ _ _ _ _ _ _ _ _ _ _ OR: X Low Income pupils X English Learners ‗ Foster Youth ‗ Redesignated fluent English proficient ‗ Other Subgroups: (Specify)	Odyseeware costs included above.

LCAP Year 3: 2017-2018	
Expected Annual Measurable Outcomes:	PRIORITY 1 - Basic Services (2) All students will have access to videos that allow additional access to common core skills and for common core areas of reading, writing, math, science and social science curriculum. PRIORITY 2 - Common Core State Standards (CCSS) Implementation (4) 100% of students will have access to on-line education sites/programs that allow all students to progress in math and reading while monitoring their own progress, being automatically directed to new content, work with standards, think critically, work independently at their current instructional level, and apply increased critical thinking skills in multiple contexts. (5) 100% of EL students will have access to core content in student's first language through on-demand video database. (5) 20% more students will be reading at grade-level by the end of 2018 as measured by DIBELS' through use of Integrated Learning System such as Waterford early learning program. PRIORITY 3 - Parental Involvement (18 and 19) 100% of EUSD families will have access to District family portal through Illumimate's Student Information System. (18 and 19) 100% of EUSD families will have access to all board meetings will be streamed live through the same Safari Montage platform being used for students, allowing immediate parent participation PRIORITY 4 - Student Achievement (14) 40-60% of ESS students will take at least one (or up to three) AP courses through Odysseyware on-line courses, proctored by Emery teachers. PRIORITY 5 - Student Engagement (20-21, 25-26) District will purchase Illuminate Student Information System and will, through greater accuracy and parent communication, increase attendance rates (and decrease chronic absenteeism and suspension and expulsion rates) for all K-12 students by 10% each year. (22-24) Through family outreach effort to give access to Illuminate SIS, our district will decrease drop-out rates at middle and high school by 10% each year, increase graduation rates by 10% each year, and increase our attendance rates by 2% each year

(20) Over three years, 100% of EUSD students will have their own device to use in class or at home to increase the amount of time students are engaged, have access to common core, and desire to attend school more often.

(20) Over three years, 100% of EUSD teachers will receive and be trained in the use of student response system software or devices to increase student engagement and interest in learning.

PRIORITY 7 - Course Access

(7) 100% of students who are not meeting graduation requirements will be given access to Odysseyware, a program that allows them to re-learn core material and increase communication and critical thinking skills.

(8) 100% of students with exceptional needs will be given access to computer-based and web-based supplemental curriculum.

PRIORITY 8 -- Other Student Outcomes

(16) 90% of students who have failing grades in a-g courses will receive a passing grade through engagement with on-line class support.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1 PRIORITY 1 (2), PRIORITY 2 (5) and PRIORITY 7 (7) Continue our services to all students and in particular English Language Learner students, by adding access to an internal on-demand video (common core aligned) video database, allowing students to engage with core content material, with translation, and regulate its pace to accommodate all learning styles.		X All - - - - - - - - - - - - OR: X Low Income pupils X English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	On-demand Safari Montage video streaming that allows access to Common Core reading, writing, math, science and social science curriculum. 5000-5999: Services And Other Operating Expenditures Concentration $16,000
Action 2 PRIORITY 2 (4) Continue to use Illuminate's Data and Assessment	District-wide	X All - - - - - - - - - - - - OR: Low Income pupils English Learners Foster Youth	Illuminate's DnA system -- annual license cost and training 7000-7439: Other Outgo Base 10,000

program to create assessments to inform ongoing instruction. (4) License Illuminate's Data and Assessment System.		Redesignated fluent English proficient Other Subgroups: (Specify)	
Action 3 PRIORITY 2 (5) Continue the use of Waterford Early Learning Reading, Math and Science software as a new service for targeted TK-3 students and English Language Learner students of all ages who are at the lowest English level proficiency. .	District-wide	_All_ _ _ _ _ _ _ _ _ _ _ OR: X Low Income pupils X English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Software license fee with home access licensing fees (3 years) 4000-4999: Books And Supplies Concentration $0
		All _ _ _ _ _ _ _ _ _ _ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
Action 5 PRIORITY 4 (14) Addition of On-line Advanced Placement course(s). Teacher proctors to use online service with students.		X All _ _ _ _ _ _ _ _ _ _ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Stipend for Teachers to proctor classes (if classes are given in addition to regular classes) ($35/hour x 3 teachers x 10 hours per year = $1050) 1000-1999: Certificated Personnel Salaries Parcel Tax $1155.58
Action 6 PRIORITY 7 (8) Continue to use supplemental computer, and web-based materials, for student with special needs and ELL	ESS	X All _ _ _ _ _ _ _ _ _ _ OR: X Low Income pupils English Learners Foster Youth Redesignated fluent	Odysseyware online teaching Supplemental 22,000

needs such as Learning A-Z (Razz Kids reading support), Co-Writer Universal, Learning Ally, Goalbook, Explode the Code and Moby Max.		English proficient Other Subgroups: (Specify)	
Action 7 PRIORITY 7 (8) Continue the use of supplemental computer- and web-based materials for student with special needs such as Learning A-Z (Razz Kids reading support), Co-Writer Universal, Learning Ally, Goalbook, Explode the Code and Moby Max.		_ All _ _ _ _ _ _ _ _ _ _ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient X Other Subgroups: (Specify) students w/exceptional needs	Contine to use supplemental materials such as Learning A-Z (Razz Kids reading support), Co-Writer Universal, Learning Ally, Goalbook, Explode the Code and Moby Max, including renewal for license (we will renew for 15-16 per Karen Steele) 4000-4999: Books And Supplies Parcel Tax $5,000
Action 8 PRIORITY 8 -- Other Student Outcomes (16) Students who have failing grades in a-g courses will work to receive a passing grade with on-line class support Odysseyware.		_ All _ _ _ _ _ _ _ _ _ _ OR: X Low Income pupils X English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Odyseeware costs included above.

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	To provide a comprehensive multi-use city-school campus that fosters a respectful environment, engages students, in an innovative education and offers comprehensive resources to bring members of the Emeryville community together to interact and learn.	Related State and/or Local Priorities: 1 <u>X</u> 2 _ 3 <u>X</u> 4 _ 5 _ 6 <u>X</u> 7 <u>X</u> 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	According to our district's 2015 staff and parent satisfaction surveys, student LCAP input forms, community advisory group meetings, and current research, and other district data, Emery Unified School District students need: • Broad access to a variety of course offerings and academic choices that open doors for post-secondary opportunities • Robust programs and services to improve outcomes for English Learners, redesignated English proficient, foster youth, low-income students, and individuals with exceptional needs • District and community partner services that encourage and support student learning • All available opportunities to graduate from high school • Research-based intervention techniques and programs to increase resiliency and engagement in school (Headings below include 8 State PRIORITY Areas; Subheading numbers (in parentheses) include 27 state required Metrics. Data sources referenced in parenthesis may also be included in attachments. Specifically: PRIORITY 1 -- Basic Services (3) According to the annual parent survey and research on the correlation between school facilities and student learning, our district needs to provide optimal facilities for students to interact and learn together at high levels by opening its new multi-use city-school campus. (4) PRIORITY 3 -- Parental Involvement (18 and 19) According to action committee meeting notes from 2015, parents, teachers, administration and community members agree that parent participation would increase in the schools if there were more community forums/classes/events which could connect parents to the district community. The new Emery Center for Community Life will provide more programs and services to parents and families that increase their opportunities to interact, socialize and learn with each other and their students, thereby increasing the students' likelihood of success. These programs and services may include but are not limited to English language classes for families, disability and cultural awareness classes, college and career preparedness programs, and transitioning into college & career classes for students and families and local cultural events. PRIORITY 6 -- School Climate

(27) According to action committee meeting notes from 2015, parents, teachers, administration and community members agree that it is critical (for our students and their families) for the district to continue to offer an after-school program that gives students the opportunity to interact, socialize and learn. It is also imperative that our students receive support with issues that promote a positive school climate (e.g. bullying training, student mentoring).

(27) According to district parent survey, 74% of High School parents agree that we provide quality sports, clubs and other activities to meet students' needs. Our district is committed to continuing its sports program.

PRIORITY 7 -- Course Access

(7 and 8) According to action committee meeting notes from 2015, parents, teachers, administration and community members agree that unduplicated students would greatly benefit from increased programs that link them with the Emery community at large. The new Emery Center for Community Life (ECCL) will provide more programs and services to students that increase their opportunities to interact, socialize and learn. These programs and services may include but are not limited to English language classes for families, disability and cultural awareness classes, college and career preparedness programs, and transitioning into college & career classes for students and families.

Goal Applies to:	Schools:	Anna Yates Elementary (K-8); Emery Secondary School (9-12
	Applicable Pupil Subgroups:	All students K-12 English Learners, Redesignated English Proficient, Foster Youth, Low Income, At-risk students in all demographics

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	PRIORITY 1 -- Basic Services (3) 100% of EUSD students will attend schools that provide the optimal learning environment by being maintained in good repair. PRIORITY 3 -- Parental Involvement (17) School SIte council's, LCAP parent and EL Parent advisory committees, and other parent formed groups need to be functioning and meeting regularly. School site councils need to develop effective and LCAP aligned School Site Plans, while the LCAP parent advisory committees need to review the progress of the LCAP every quarter. LCAP parent advisory committees needs to include more participants and more effectively function to have broader stakeholder impact on our Local Control Accountability Plan (LCAP). (18 and 19) 75-100% of students and families participating in annual satisfaction survey will rate programs and services at our Center for Community Life to be "satisfactory" or "exceptional." These programs and services may include but are not limited to English language classes for families, disability and cultural awareness classes, college and career preparedness programs, and transitioning into college & career classes for students and families, and local cultural events. (18 & 19) SSC, LCAP parent advisory committee, ELAC advisory groups and other community forums will have met at least four times during the school year (at least twice in the fall of 2015 and at least twice in the spring of 2016) PRIORITY 6 -- School Climate (25-26) Our district will maintain its current low rate of suspensions at 4% and expulsions at 1% for 2015-16. (27) 75-100% of students and families participating in annual satisfaction survey will rate the district funded city after-school program (in partnership with Emery Parks Department) as "satisfactory" or "exceptional." (27) Over 90% of 4th grade to 8th grade students (from 86% in 14-15) will report they rarely or never experience bullying. PRIORITY 7 -- Course Access 75-100% of students and families participating in annual satisfaction survey will rate the district's efforts -- through its Center for Community Life in partnership with the city and other community organizations -- to provide more programs and services to unduplicated students and students with exceptional needs to be "satisfactory" or "exceptional." These programs and services may include but are not limited to English language classes for families, disability and cultural awareness classes, college and career preparedness programs, and transitioning into college & career classes for students and families.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1 PRIORITY 1 (3) Continue to provide sites that are maintained in good repair.	district wide	X All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain all school campuses (already accounted for in Goal 1) 2000-2999: Classified Personnel Salaries Base 0
Action 2 PRIORITY 3 (1) Continue community meetings between all stakeholders to prepare for opening of new city-school site.	district wide	X All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Percentage of staff costs/time 1000-1999: Certificated Personnel Salaries Base 36,0000
Action 3 PRIORITY 6 (27) Rigorous after-school offerings with paid staff and numerous course and program offerings.	Anna Yates	X All – – – – – – – – – – – OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Increase number of after-school offerings by 25% over the 2014-15 school year Parcel Tax $20,000
Action 4 PRIORITY 6 (27) Provide athletic director and adequate budget for uniforms and equipment	ESS	X All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue improving program 1000-1999: Certificated Personnel Salaries Base $7500 Fringe benefits 3000-3999: Employee Benefits Base $1630 Uniforms and Equipment 7000-7439: Other Outgo Base $9,000

Action 5 PRIORITY 7 (7 and 8) and PRIORITY 3 (18 and 19) Planning and implementation of additional programming for students to interact, socialize and learn.	district wide	_ All – – – – – – – – – – – – OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) <u>students w/exceptional needs</u>	Stipends for teachers and other staff to assist as necessary with additional programming 1000-1999: Certificated Personnel Salaries Base 5000
Action 6 PRIORITY 3 (18) Provide a Spanish speaking bi-lingual parent liaison.	District-wide	_ All – – – – – – – – – – – – OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide Spanish speaking parents translation and outreach resources to help support their children's progress. 2000-2999: Classified Personnel Salaries Supplemental $55,000
Action 7 PRIORITY 6 (27) Provide new services in bullying prevention and student mentoring (from multiple providers through out the year)	Anna Yates	X All – – – – – – – – – – – – OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide new services in bullying prevention and student mentoring (from multiple providers through out the year) 5800: Professional/Consulting Services And Operating Expenditures Supplemental 40,000
Action 8 PRIORITY 3 (18) and (19) PRIORITY 5 (20-26) . Purchase and implement Illuminate SIS system Establish a more robust on-line parent portal where registration information, free/reduced lunch information, student academic information, and community information can be obtained. This will prove especially	district wide	_ All – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Training for staff (purchased on goal 1, PRIORITY 5 (20-23)) 5800: Professional/Consulting Services And Operating Expenditures Base $3,000

helpful for students who benefit most from wrap-around services, who move frequently, and who need additional support.			
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental 12402

LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	**PRIORITY 1 -- Basic Services** (3) 100% of EUSD students will attend schools that provide the optimal learning environment by being maintained in good repair. **PRIORITY 3 -- Parental Involvement** (17) School SIte council's, LCAP parent and EL Parent advisory committees, and other parent formed groups need to be functioning and meeting regularly. School site councils need to develop effective and LCAP aligned School Site Plans, while the LCAP parent advisory committees need to review the progress of the LCAP every quarter. LCAP parent advisory committees needs to include more participants and more effectively function to have broader stakeholder impact on our Local Control Accountability Plan (LCAP). (18 and 19) 75-100% of students and families participating in annual satisfaction survey will rate programs and services at our Center for Community Life to be "satisfactory" or "exceptional." These programs and services may include but are not limited to English language classes for families, disability and cultural awareness classes, college and career preparedness programs, and transitioning into college & career classes for students and families, and local cultural events. (18 & 19) SSC, LCAP parent advisory committee, ELAC advisory groups and other community forums will have met at least four times during the school year (at least twice in the fall of 2016 and at least twice in the spring of 2017) **PRIORITY 6 -- School Climate** (25-26) Our district will maintain its current low rate of suspensions at 4% and expulsions at 1% for 2016-17. (27) 75-100% of students and families participating in annual satisfaction survey will rate the district funded city after-school program (in partnership with Emery Parks Department) as "satisfactory" or "exceptional." (27) Over 93% of 4th grade to 8th grade students will report they rarely or never experience bullying. **PRIORITY 7 -- Course Access** 75-100% of students and families participating in annual satisfaction survey will rate the district's efforts -- through its Center for Community Life in partnership with the city and other community organizations -- to provide more programs and services to unduplicated students and students with exceptional needs to be "satisfactory" or "exceptional." These programs and services may include but are not limited to English language classes for families, disability and cultural awareness classes, college and career preparedness programs, and transitioning into college & career classes for students and families.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Action 1
 	
PRIORITY 1
 	
(3) Continue to provide sites that are maintained in good repair.
	district wide	X All
		– – – – – – – – – –
		OR:
		  Low Income pupils
		  English Learners
		  Foster Youth
		  Redesignated fluent English proficient
		  Other Subgroups:
		(Specify)
			Maintain all school campuses (already accounted for in Goal 1) 2000-2999: Classified Personnel Salaries Base 0

Action 2
 	
PRIORITY 3
 	
(1) Continue community meetings between all stakeholders to support the opening of new city-school site.
	district wide	X All
		– – – – – – – – – –
		OR:
		  Low Income pupils
		  English Learners
		  Foster Youth
		  Redesignated fluent English proficient
		  Other Subgroups:
		(Specify)
			Percentage of staff costs/time 1000-1999: Certificated Personnel Salaries Base 20,0000

Action 3
 	
PRIORITY 6
 	
(27) Rigorous after-school offerings with paid staff and numerous course and program offerings.
	district wide	X All
		– – – – – – – – – –
		OR:
		X Low Income pupils
		X English Learners
		  Foster Youth
		  Redesignated fluent English proficient
		  Other Subgroups:
		(Specify)
			Increase number of after-school offerings by 25% over the 2015-16 school year Parcel Tax $20,000

Action 4
 	
PRIORITY 6
 	
(27) Continue to fund athletic director and adequate budget for uniforms and equipment
	ESS	X All
		– – – – – – – – – –
		OR:
		  Low Income pupils
		  English Learners
		  Foster Youth
		  Redesignated fluent English proficient
		  Other Subgroups:
		(Specify)
			Continue improving program 1000-1999: Certificated Personnel Salaries Base $7700
			
			Fringe benefits 3000-3999: Employee Benefits Base $1700
			
			Uniforms and Equipment 7000-7439: Other Outgo Base 7,000

Action 5 PRIORITY 7 (7 and 8) and PRIORITY 3 (18 and 19) Continue to create and implement programming for students to interact, socialize and learn.	district wide	All _ _ _ _ _ _ _ _ _ _ _ OR: X Low Income pupils X English Learners Foster Youth Redesignated fluent English proficient X Other Subgroups: (Specify) <u>students w/exceptional needs</u>	Stipends for teachers and other staff to assist as necessary with additional programming 1000-1999: Certificated Personnel Salaries Base $5000
Action 6 PRIORITY 3 (18) Provide a Spanish speaking bi-lingual parent liaison.	District wide	All _ _ _ _ _ _ _ _ _ _ _ OR: Low Income pupils X English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Provide Spanish speaking parents translation and outreach resources to help support their children's progress. 2000-2999: Classified Personnel Salaries Supplemental $67,500
Action 7 PRIORITY 6 (27) Continue services in bullying prevention and student mentoring (from multiple providers through out the year)	Anna Yates	X All _ _ _ _ _ _ _ _ _ _ _ OR: X Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Provide new services in bullying prevention and student mentoring (from multiple providers through out the year) 5800: Professional/Consulting Services And Operating Expenditures Supplemental 20,000
Action 8 PRIORITY 3 (18) and (19) PRIORITY 5 (20-26) . Purchase and implement Illuminate SIS system Establish a more robust on-line parent portal where registration information, free/reduced lunch information, student academic information, and community information can be obtained. This will prove especially helpful for students who benefit most from wrap-around	district wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Training for staff (purchased on goal 1, PRIORITY 5 (20-23)) 5800: Professional/Consulting Services And Operating Expenditures Base 1,000

services, who move frequently, and who need additional support.			

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	PRIORITY 1 -- Basic Services

PRIORITY 1 -- Basic Services

(3) 100% of EUSD students will attend schools that provide the optimal learning environment by being maintained in good repair.

PRIORITY 3 -- Parental Involvement

(17) School SIte council's, LCAP parent and EL Parent advisory committees, and other parent formed groups need to be functioning and meeting regularly. School site councils need to develop effective and LCAP aligned School Site Plans, while the LCAP parent advisory committees need to review the progress of the LCAP every quarter. LCAP parent advisory committees needs to include more participants and more effectively function to have broader stakeholder impact on our Local Control Accountability Plan (LCAP).

(18 and 19) 75-100% of students and families participating in annual satisfaction survey will rate programs and services at our Center for Community Life to be "satisfactory" or "exceptional." These programs and services may include but are not limited to English language classes for families, disability and cultural awareness classes, college and career preparedness programs, and transitioning into college & career classes for students and families, and local cultural events.

(18 & 19) SSC, LCAP parent advisory committee, ELAC advisory groups and other community forums will have met at least four times during the school year (at least twice in the fall of 2017 and at least twice in the spring of 2018)

PRIORITY 6 -- School Climate

(25-26) Our district will maintain its current low rate of suspensions at 4% and expulsions at 1% for 2017-18.

(27) 75-100% of students and families participating in annual satisfaction survey will rate the district funded city after-school program (in partnership with Emery Parks Department) as "satisfactory" or "exceptional."

(27) Over 95% of 4th grade to 8th grade students will report they rarely or never experience bullying.

PRIORITY 7 -- Course Access

75-100% of students and families participating in annual satisfaction survey will rate the district's efforts -- through its Center for Community Life in partnership with the city and other community organizations -- to provide more programs and services to unduplicated students and students with exceptional needs to be "satisfactory" or "exceptional." These programs and services may include but are not limited to English language classes for families, disability and cultural
awareness classes, college and career preparedness programs, and transitioning into college & career classes for students and families.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Action 1
 	
PRIORITY 1
 	
(3) Continue to provide sites that are maintained in good repair.
	district wide	X All
		‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾
		OR:
		  Low Income pupils
		  English Learners
		  Foster Youth
		  Redesignated fluent English proficient
		  Other Subgroups: (Specify)
			Maintain all school campuses (already accounted for in Goal 1) 2000-2999: Classified Personnel Salaries Base 0

Action 2
 	
PRIORITY 3
 	
(1) Continue community meetings between all stakeholders to prepare for opening of new city-school site.
	district wide	X All
		‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾
		OR:
		  Low Income pupils
		  English Learners
		  Foster Youth
		  Redesignated fluent English proficient
		  Other Subgroups: (Specify)
			Percentage of staff costs/time 1000-1999: Certificated Personnel Salaries Base 10,0000

Action 3
 	
PRIORITY 6
 	
(27) Rigorous after-school offerings with paid staff and numerous course and program offerings.
	Anna Yates	X All
		‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾
		OR:
		X Low Income pupils
		X English Learners
		  Foster Youth
		  Redesignated fluent English proficient
		  Other Subgroups: (Specify)
			Increase number of after-school offerings by 25% over the 2016-17 school year Parcel Tax $20,000

Action 4
 	
PRIORITY 6
 	
(27) Continue funding athletic director and adequate budget for uniforms and equipment
	ESS	X All
		‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾
		OR:
		  Low Income pupils
		  English Learners
		  Foster Youth
		  Redesignated fluent English proficient
		  Other Subgroups: (Specify)
			Continue improving program 1000-1999: Certificated Personnel Salaries Base $7800
			
			Fringe benefits 3000-3999: Employee Benefits Base $1750
			
			Uniforms and Equipment 7000-7439: Other Outgo Base 5,000

Action 5 PRIORITY 7 (7 and 8) and PRIORITY 3 (18 and 19) Continue to create and implement programming for students to interact, socialize and learn.	district wide	All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: X Low Income pupils X English Learners Foster Youth Redesignated fluent English proficient X Other Subgroups: (Specify) students w/exceptional needs	Stipends for teachers and other staff to assist as necessary with additional programming 1000-1999: Certificated Personnel Salaries Base 5000
Action 6 PRIORITY 3 (18) Provide a Spanish speaking bi-lingual parent liaison.	District-wide	All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: Low Income pupils X English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Provide Spanish speaking parents translation and outreach resources to help support their children's progress. 2000-2999: Classified Personnel Salaries Supplemental $63,037
Action 7 PRIORITY 6 (27) Continue services in bullying prevention and student mentoring (from multiple providers through out the year)	Anna Yates	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: X Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Provide services in bullying prevention and student mentoring (from multiple providers through out the year) 5800: Professional/Consulting Services And Operating Expenditures Supplemental 20,000
Action 8 PRIORITY 3 (18) and (19) PRIORITY 5 (20-26) . Purchase and implement Illuminate SIS system Establish a more robust on-line parent portal where registration information, free/reduced lunch information, student academic information, and community information can be obtained. This will prove especially helpful for students who benefit most from wrap-around	district wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Training for staff (purchased on goal 1, PRIORITY 5 (20-23)) 5800: Professional/Consulting Services And Operating Expenditures Base $0

services, who move frequently, and who need additional support.			

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	
Goal Applies to:	Schools:
	Applicable Pupil Subgroups:

LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	
Goal Applies to:	Schools:
	Applicable Pupil Subgroups:

LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

	Related State and/or Local Priorities:
	1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _
GOAL 6:	COE only: 9 _ 10 _
	Local : Specify

Identified Need :	
Goal Applies to:	Schools:
	Applicable Pupil Subgroups:

LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:				
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:				
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 3: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 7:		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :		
Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _
GOAL 8:		COE only: 9 _ 10 _
		Local : Specify

Identified Need :		
Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	

LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 9:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :			
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 10:		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	
Goal Applies to:	Schools:
	Applicable Pupil Subgroups:

LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

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 Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites 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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	All students are provided with high quality instruction to meet the new California Common Core State Standards; and improve yearly academic performance, graduation rates and post-secondary acceptance rates.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 X 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools: Anna Yates Elementary (K-8)	
	Applicable Pupil Subgroups:	All students K-12 English Learners, Redesignated English Proficient, Foster Youth, Low Income, At-risk students in all demographics

Expected Annual Measurable Outcomes:	100% of all teachers in grades K-8 are fully credentialed and appropriately assigned Set both proficiency and below proficiency baseline on the new online tests to be given in Spring 2015 in ELA and Math Set proficiency baselines on district-wide assessments to be taken three times/ year Pilot or adopt ELA / Math Common Core Curriculum 100% of all teachers in grades 9-12 are fully credentialed and appropriately assigned. Set both proficiency and below proficiency baseline on the new online tests to be given in Spring 2015 in ELA and Math. Set proficiency baselines on district-wide assessments to be taken three times/ year	Actual Annual Measurable Outcomes:	100% of all teachers in grades K-8 are fully credentialed. However, at least one teacher is not appropriately assigned based on their content background knowledge or skill level. We do not yet have proficiency or assessment baselines. We are currently piloting a common core developed curriculum called Eureka Math. We are not currently piloting ELA common core curriculum, but we have begun ELA common core training. 100% of all teachers in grades 9-12 are fully credentialed and appropriately assigned. We do not yet know the proficiency baselines for the new online assessments. We do not currently have district-wide assessments or a schedule. Our new Director of Instructional Programs (starting 4/8/15) will be working with teachers to create these.

Pilot or adopt Social Studies Common Core curriculum	We have not piloted any Social Studies curriculum. We will be removing this as a benchmark as it is less critical than our Math, Science and ELA work.
Acceptance rates to a 4-year college or university will improve 25% based on the 2013-14 scorecard	According to date from our HS counselor, in 2013 35% of HS seniors were "accepted" into a 4 year college or university, in 2014 62%, and this year it appears that 48.9% of students were accepted. Our percentage of HS students being accepted to a 4 year college or university is lower than last year.
Graduation rates will improve 10% based on the 2013-14 scorecard	According to our CALPADS data, in 2012-13, our graduation rate was 80% and in 13-14 83.6%. However, the accuracy and integrity of these percentages are now in question. Upon a close review at the time of this report, we are estimating that our 14-15 graduation rate is somewhere between 60 and 70%.
Improve grade point average rates from 2.4 as reflected on score card in the 2013-14 school year	The fall 14-15 average GPA was 2.6
Add 1 AP science course, 1 9th grade science course	We did not add any additional AP courses. AP calculus was the only AP course offered this year.
Improve AP tests pass rate by 5-9% based on the 18% from the scorecard in the year 2012-13	12 students took the AP calculus exam this year. We are still waiting for these results.
90% of the students are enrolled in a-g courses excluding those in alternative education	All of our regular education high school students are enrolled in a-g courses.
Increase the number of students enrolled through concurrent enrollment by 5% over 2013-14	The number of students in concurrent enrollment went from 35 to 38, an increase of about 9%.
100% of the freshman class will take 9th grade science; 50% of 11th and 12th grade students will take an AP science course	Only 87% of 9th grade students took physical science. This was an elective course Robotics. No 11th and 12th grade students were offered/took any AP Science courses.
Students will receive instruction from a fully credentialed Technology teacher	This did not occur, and the focus for 15-16 is changing as explained below under actions and services.
ELL students (levels 1 and 2) will have access to ELD classes; levels 3 and 4 will have access to services provided by an ELD teacher; SDAIE support will be provided to regular classroom	Our ELD coordinator worked with the level 1 and 2 students in

teaches as needed

English Learners will improve their proficiency level as measured by the state English proficiency test by 5-9%

Students will participate in a college readiness progression of learning from having teachers trained in Common Core (Writing, ELA, and/or Math) and English Language Development strategies.

Instruction for students takes place in facilities that are orderly and support the learning process (score on Williams Facilities Inspection review is at 90% or better)

Ensure that all students have access to standards-aligned instructional materials (including technology).

Baseline data will be established for the new State Assessment System; 10th students will increase their passing rate on the CAHSEE for the first time in both math and English by 5% (70% on the 13-14 scorecard); Improve ACT scores by 5% from 22 on the 12-13 scorecard; Improve SAT scores by 5% from 1182 on the 12-13 scorecard

small groups and teachers are responsible for providing ELD and SDAIE for level 3-5 students. The ELD coordinator also provided ongoing support to teachers.

"Improve their proficiency" is too vague. This measure needs to be re-written to specifically refer to annual progress or attaining english proficiency. In terms of making annual progress. in 13-14 59.5% of students at Ana Yates K-8 school (where nearly all of our ELL students reside) made annual progress. In the 14-15 reporting period, that number increased to 79.4%. In terms of reaching proficiency, that percentage dropped from 28% to 23% across these last two reporting periods for students classified as ELL for 5 years or less (and stayed the same across both years at 50% for students classified as ELL's for 5 years or more).

All k-12 ELA teachers received training this year in the common core for the area of English Language Arts. Some teachers received similar training for Math, all k-8 teachers recievied some limited training in ELD strategies (check this last one with Kim).

Our Williams inspection review was 99%.

All of our students continue to have access to curriculum that was aligned to previous California state standards (thus meeting this action and Williams requirement), but our students do not yet have access to "common core" aligned materials except in the area of mathematics. In terms of technology, students do not yet have standards aligned source materials (e.g. standards aligned video content to increase student engagement and learning).

Our students take the CAHSEE in May. Those results will not be received until July 10th from the CDE (and the exam itself may not be continued in 15-16 by the state).

To be more specific than what is listed on the left, we had fourteen 11th graders take the SAT in 13-14. The average score was 1424. In 13-14 we also had thirty five 12th graders take the SAT.   Their average scores were 1271. SAT scores did increase in 13-14 when compared to 12-13.

| | | There were six 11th and 12th grade students who took the ACT in 13-14. Their average score was 18, lower than in 12-13. | |

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide fully credentialed and appropriately assigned teachers of core subjects	Continue to provide students with high quality teachers of core subjects 1000-1999: Certificated Personnel Salaries Base $2,967,439	At least two teachers (of approximately 50) were working off of intern credentials. All remaining teachers were fully credentialed.	1000-1999: Certificated Personnel Salaries Base 2,230,809
	Continue to provide students with high quality teachers of core subjects 1000-1999: Certificated Personnel Salaries Special Ed	While our teachers were "legally" assigned correctly/appropriately, we did realize that we had some practical missassignments based on teacher content background knowledge or skill level. Those missassignments are being corrected for 2014-2015.	
	Continue to provide students with high quality teachers of core subjects 1000-1999: Certificated Personnel Salaries Parcel Tax	This action is not really stated in a manner that allows a clear assessment of its effectiveness. This action will be changed for the upcoming year to the action or actions that are necessary for the outcome of having fully credentialed and appropriately assigned teachers (e.g. having staff attend hiring fairs, advertising creatively for positions online, and offering hiring bonuses for hard to fill positions).	
		This action addresses the needs of all pupils by ensuring that we have the most qualified teachers.	
		We examined our credential information in our Human Resources Department which is also based on the California Teaching Commission online database.	
		As a result of this review, we are	

		changing the assignment of both"missassigned" teachers, we are hiring single subject teachers for our middle school grades, and we anticipate only continuing with one intern credentialed teacher during 2015-2016 for the hard to fill subject area of science. This particular intern teacher is working out very well, passed his teacher evaluations, and has recently obtained an additional credential authorization area in science.	
Scope of Service District wide X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service District wide X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
b) Provide a full-time technology teacher	1000-1999: Certificated Personnel Salaries Base $117,591	We changed the assignment of a current teacher (i.e. the librarian position) to allow them to teach as a technology teacher. This assignment change allowed us to make progress on the idea of providing a full-time technology teacher, and this allowed us to give what we believed would be a stronger quality of service for our students. Our unduplicated students (and all other students) received more time using technology to assist them in preparing for the new state online assessments, as well as time on a new literacy software entitled Waterford Early	Changed to supplemental after budget correction regarding available funding 1000-1999: Certificated Personnel Salaries Supplemental 84,869

Learning Literacy.

While we do not yet know our new online assessment scores to possibly evaluate how this position has assisted our unduplicated students' scores, we also believe the importance and need of this position requiring a full time teacher may have been more critical in 2014-2015 than moving forward.

We believe that, going forward, the needs of all pupils would be better served by having agreed upon technology integration strategies used by all teachers, as well as specific technology research-based software for English language learners. This will be reflected in the change of our goals for 2015-16.

As a result of this review, we are eliminating this action for the upcoming year, returning to a full-time librarian, and planning technology integration strategies and literacy software for the upcoming year for all of our students (and software specifically for our English language learners).

Scope of Service	Anna Yates		Scope of Service	Anna Yates	
X All			X All		
OR:			OR:		
_ Low Income pupils			_ Low Income pupils		
_ English Learners			_ English Learners		
_ Foster Youth			_ Foster Youth		
_ Redesignated fluent English proficient			_ Redesignated fluent English proficient		
_ Other Subgroups: (Specify)			_ Other Subgroups: (Specify)		

| d) Curriculum Adoptions
• Writing
• ELA
• Mathematics
• Social science
• Science | Adopt writing program Common Core Implementation Grant $20,000 | It would both be untenable and ill advised for any school district to attempt multiple curricular adoptions in one year.

However, we did make progress on this action inasmuch as curriculum was piloted for possible adoption in Mathematics (Eureka Math).

Curriculum was not yet adopted for ELA, Social Studies or Science.

This was an effective action for us inasmuch as we did move forward in piloting our first common core curriculum, and, while this was much more difficult for both our students and teachers, this has allowed us to both increase the academic level of our instruction and enable our students and teachers to become familiar with a higher level of difficulty in math.

We will not have assessment data on the effectiveness of this curriculum in our classroom instruction until we receive the results the smarter balance assessment.

This action addresses the needs of all pupils by increasing the level of academic rigor and helping our teachers understand the level of academic vocabulary and math needed for our English language learners.

As a result of this review, we are continuing our math pilot and we hope to begin to look at English-language arts common core materials. | Eureka Math (K-8) 4000-4999: Books And Supplies Common Core Implementation Grant $32,000

Calkins writing grade level sets 4000-4999: Books And Supplies Parcel Tax $4531 |

Scope of Service	District Wide		Scope of Service	Anna Yates	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Supplemental reading materials for acceleration, intervention, English learners and students with special needs.	Purchase supplemental materials for literacy, intervention (English learners and students with special needs) (f-g from column #3) Parcel Tax $15,000 Purchase supplemental materials for literacy, intervention (English learners and students with special needs) (f-g from column #3) Lottery (restricted)		We have not purchased reading materials for acceleration, intervention, EL's and students with special needs. We did however pilot a literacy software program for these groups. We plan on purchasing an online software system and also purchasing reading materials. We have not made a very much progress on this action, and therefore cannot easily determine any level of effectiveness. This action addresses the needs of all pupils by allowing our most needy students to have additional materials to give them access to more reading and instructional time. As a result of this review, our Director of Instruction will be working with school site leadership to purchase additional materials for all grade levels as well as supplemental nonfiction materials (e.g. Time for Kids).		
Scope of Service	District- wide		Scope of Service	Anna Yates	
_ All OR:			_ All OR:		

X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Technology o) Supplemental p) Materials for q) acceleration, r) intervention, s) English learners, t) and students u) with special v) needs		There has been very little progress on this action, however we have recently identified digital-based materials for all of our students that also have additional access for our English language learners and students with special needs. We cannot therefore yet review the effectiveness of this action although we anticipate this to be very effective for the upcoming year. We will revise the specific action to be clear that we are adding digital supplemental materials for intervention, acceleration, English learners and students with special needs This action addresses the needs of all pupils by allowing our teachers to have their own locally stored digital database of common core aligned materials/videos to increase student engagement for all students (while also allowing English-language learners to access the materials by slowing down the speed of the audio and video and having subtitles/captions on the videos as well). As a result of this review, we are revising this specific action.	
Scope of Service	District- wide	Scope of Service	

_ All		_ All	
OR:		OR:	
X Low Income pupils		X Low Income pupils	
_ English Learners		_ English Learners	
_ Foster Youth		_ Foster Youth	
_ Redesignated fluent English proficient		_ Redesignated fluent English proficient	
_ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
h) Provide more AP on-line and elective courses (2 sections total; 1 AP and 1 elective course)	Add two sections into the ESS Master Schedule Expense: [Covered by hiring additional Science teacher addressed in section 3B under "Low Income students"	There was no progress made on this specific action, though the action of hiring an additional science teacher above the base program was completed.	
	Add two sections into the ESS Master Schedule Expense: [Covered by hiring additional Science teacher addressed in section 3B under "Low Income students"	As a result of this review, we are planning to begin the 2016-2017 school year with a new digital arts academy cohort that will attract more students, and additional students who are more likely to need/desire AP courses. We will discuss and plan this more as a possible school within the school model that coincides with our first full academic year our new school facility.	
Scope of Service Emery Secondary X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
i) Provide Professional Development for staff in:	Provide Professional Development for:	We have made great progress this year in providing a higher level of	($24,000) Action Learning Systems (ELA)

• Common Core • Response to Instruction and Intervention • Differentiated Instruction (including Special Education) • English Language Development and SDAIE • Next Generation Science Standards • Technology	• Common Core Writing/ELA/Math [note: Writing will also incorporate PD for working with English Learners] Parcel Tax one time carry over funds Parcel Tax $50,000	professional development in common core English-language arts and some as well in math and beginning of the year. On August 16, 2014, we had a very well attended optional Saturday math common core professional development training. On our first 2 to 3 days in August, we had an in depth review of English language arts common core by action learning services (ALS). In October, we had a common core expert go deeper into the English language arts common core curriculum for three days with all language arts teachers, and in February of 2015 we had two days of training focused on writing (from two teachers who recently worked at a Lucy Caulkins demonstration school in Long Beach California). In all, we added a full five days of common core professional development for all of our staff during our academic year with 2-3 days at the beginning of the year. The vast majority of our teachers, 80 to 90%, reported that the trainings were very effective for them and helpful in increasing their understanding and knowledge of the common core curriculum in language arts. This action addresses the needs of all pupils by giving our teachers the necessary understanding and skill level to help them more effectively address the common core for all students, as well as by helping teachers identify what specific skills and academic level teachers need to target for our English language learners and special needs students. We examined the results of our surveys	($3,000) Hollie Becker (ELA) ($450) Lori MacDonad (Math) 4000-4999: Books And Supplies Lottery (restricted) $27,450 Momentum in Teaching (Writing) 5000-5999: Services And Other Operating Expenditures Title II $8,200

		after each of our professional development sessions. It should also be noted that we had some intense training in the next generation science standards for science teachers at the secondary level while all the teachers were in English letters arts training. As a result of this review, our Director of instructional programs and Superintendent will be determining (with teacher input) our priority training areas for next year. This will also likely result in the revision of this action.	
Scope of Service: District-wide X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Sufficient standards-aligned instructional materials (including technology) are available to all students per the Williams requirement	Provide to all students access to standards-aligned instructional materials (including technology) Base $15,000	While all of our students continue to have access to curriculum that was aligned to previous California state standards (thus meeting this action and Williams requirement), our students do not yet have access to "common core" aligned materials except in the area of mathematics. Adding to the difficulty of this action is the fact that the availability of truly common core aligned materials (in the form of a complete curriculum package)	Accounted for above in curriculum adoptions action item

		in English language arts remains questionable. This same difficulty (in the form of a complete curriculum package) exists for social studies and Science. We have made good progress this year in the area of providing "common core" aligned instruction materials, however, we need to do a great deal more in our monitoring of curriculum implementation. More work is required in researching and piloting English-language arts, science and social studies common core aligned materials. This action addresses the needs of all pupils by ensuring that all of our teachers are using the same common core progression of math curriculum from grades kindergarten through eighth grade, requiring a great deal of scaffolding and differentiation for our English language learners. This action is not addressing the needs of all pupils in the area of English language arts if one considers the need for "common core" aligned materials. As a result of this review, we are adding new actions for the upcoming year to make further progress in the area of English language arts, social studies, and science.	
Scope of Service ⋮ District-wide X All - - - - - - - - - - - - - - OR:		Scope of Service ⋮ X All - - - - - - - - - - - - - - OR:	

_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
l) Be sure that our school facilities are clean and in working condition.	Maintain all school facilities to provide safe and orderly campuses to support student learning Base $1,052,862 Maintain all school facilities to provide safe and orderly campuses to support student learning Deferred Maintenance Fund	Our Director of Facilities constantly monitors our two school sites and responds very quickly to any incident that needs attention. He is also constantly reevaluating the schedules for our custodians and our staffing needs His focus and actions continue to result in this action being effective, and he continues to examine the work being done and feedback from site administration, teachers and parents. No change will result from the review of this action.	Custodial salaries/benefits ($494,000) Repairs/materials ($174,000) Base $668,000
Scope of Service District-wide X All - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service X All - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
d) Provide appropriate and equitable facilities for all organized sports	Rental costs for facilities $15,000	While our high school students remain in a temporary location during the construction of our new facility, we continue to make improvements to the field while also adding equipment that	Gym rental fees/transportation fees - used Measure J funds $45,000

| | | all students can access for their physical fitness and improvement. Progress.

This action addresses the needs of all pupils by allowing appropriate and equitable space/facilities for all students during organized sports, during physical education classes and during after school and alternative open access times to the field and equipment.

We examined the physical condition of our temporary field as well as the quantity of exercise equipment available.

As a result of this review, we are continuing to add to or improve our equipment while also working to procure regular transportation for our students to other facilities and school sites for organized sports. | |
|---|---|---|---|
| Scope of Service   Emery Secondary

 X All
 OR:
 _ Low Income pupils
 _ English Learners
 _ Foster Youth
 _ Redesignated fluent English proficient
 _ Other Subgroups: (Specify) | | Scope of Service

 X All
 OR:
 _ Low Income pupils
 _ English Learners
 _ Foster Youth
 _ Redesignated fluent English proficient
 _ Other Subgroups: (Specify) | |
| a)   Provide a full-time science teacher | Provide high qualified teachers and access to quality science instruction for graduation and A-G requirements. Supplemental $103,727

 Provide high qualified teachers and access to quality science instruction | This action, to provide an additional full-time science teacher at our high school, was difficult to complete based on the apparent statewide shortage of science teachers.

 The result was that we hired an intern | 1000-1999: Certificated Personnel Salaries Supplemental 76,095 |

	for graduation and A-G requirements.	credentialed science teacher. In terms of effectiveness, we have received a great deal of positive student and parent feedback, and, we were able to add science course that we did not previously offer. This action addresses the needs of all pupils by ensuring that we have the necessary courses for all of our students to complete their high school graduation requirements. As a result of this review, we are continuing to provide this additional position/action.	
Scope of Service ⦙ ESS _ All - - - - - - - - - - - OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ⦙ _ All - - - - - - - - - - - OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
b) Provide education specialist access to general education for intervention services through Response to Instruction and Intervention	Service non-SPED students in the regular classroom (25% for 4 teachers) Supplemental $68,062	We do not have an RtI program. We have used a variety of staff to provide intervention in order to remediate academic skill deficits but there is no "program", curriculum, monitoring, or formal assessment during or after the intervention. Initially Dibels and CST scores were used to identify students for possible intervention. The RtI program (that we did not implement) was under he previous Director of Curriculum. Staff suggested that we use test scores such as the	1000-1999: Certificated Personnel Salaries Concentration $66203

monthly teacher made tests that were given school-wide but no monitoring was done. The Ed Specialists developed basic goals for each of their intervention groups such as mastering sounds, sight word lists, etc., and when the student met the goal, they were either considered for another session if there was a relevant group that was being offered, or, they were "exited" from intervention services.

We are unclear on how effective this has been. The Director of Special Education is helping us determine this.

After reviewing this item, we believe that we need to seriously consider the components of a real RtI program or focus on what we are able to commit to and implement it with fidelity. There are also other intervention service providers at Anna Yates such as the kinder teachers. Next year there will be a significant reduction in the intervention services that SpEd staff will be able to provide as we are bringing back some students to the District who require considerable support.

The LCAP was done without any conversation or input from the Special Education Department.

Scope of Service Anna Yates		Scope of Service	
_ All		_ All	
OR:		OR:	
_ Low Income pupils		_ Low Income pupils	
X English Learners		X English Learners	
_ Foster Youth		_ Foster Youth	
_ Redesignated fluent English		_ Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
c) Supplemental reading materials for acceleration, intervention, English learners and students with special needs	Providing teachers with high quality instructional and intervention materials to support struggling students.(from d and e in column #3) Supplemental $15,000 Providing teachers with high quality instructional and intervention materials to support struggling students.(from d and e in column #3) Providing teachers with high quality instructional and intervention materials to support struggling students.(from d and e in column #3)	*This action is the same action listed earlier and repeated after moving actions from the old LCAP template. The update for this action (repeated here from above just for clarity) is: We have not purchased reading materials for acceleration, intervention, EL's and students with special needs. We did however pilot a literacy software program for these groups. We plan on purchasing an online software system and also purchasing reading materials. We have not made a very much progress on this action, and therefore cannot easily determine any level of effectiveness. This action addresses the needs of all pupils by allowing our most needy students to have additional materials to give them access to more reading and instructional time. As a result of this review, our Director of Instruction will be working with school site leadership to purchase additional materials for all grade levels as well as supplemental nonfiction materials (e.g. Time for Kids).	
Scope of Service ┊ District-wide _ All - - - - - - - - - - - - - - OR: _ Low Income pupils X English Learners		Scope of Service ┊ _ All - - - - - - - - - - - - - - OR: _ Low Income pupils X English Learners	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
a) Provide a part-time ELL teacher	Provide daily direct instruction in English language development to all English Learners by ensuring sites have ELD teachers to provide SDAIE coaching to general education teachers and instruction support to students. (from a in column #3) Supplemental $41,491 Provide daily direct instruction in English language development to all English Learners by ensuring sites have ELD teachers to provide SDAIE coaching to general education teachers and instruction support to students. (from a in column #3)	We had difficulty finding an employee for this position. We hired a temporary qualified teacher two days week for a small group working individually with our students. While this was effective temporarily, we need a regular employee or a part time person. This action addresses the needs of all pupils yet but would help our ELL population The principal examined the implementation of the position. As a result of this review, we are advertising online earlier than last year to fill this position.	ELD Base $39,189
Scope of Service ESS _ All - - - - - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ All - - - - - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
b) Provide 1 full-time teacher and 2 Instructional Aides for English Language Development	Provide daily direct instruction in English language development to all English Learners by ensuring sites have ELD teachers to provide SDAIE	All Beginning and Early Intermediate ELs in grade 1-8 received 30 – 60 minutes of designated ELD in a small	salary and benefits - ELD teacher/coordinator 1000-1999: Certificated Personnel Salaries Title I $51371

	coaching to general education teachers and instruction support to students. Supplemental $175, 000	group format every day. All Kindergarten and First grade ELs received support in their classroom from the instructional aides. This included primary language support for the students who speak Punjabi and Hindi.	Instructional aide salary 2000-2999: Classified Personnel Salaries Supplemental $30926
	Provide daily direct instruction in English language development to all English Learners by ensuring sites have ELD teachers to provide SDAIE coaching to general education teachers and instruction support to students.		one instructional aide 2000-2999: Classified Personnel Salaries Parcel Tax $59243
		These positions support the ELs in their acquisition of the necessary reading, writing, listening, and speaking skills to be successful in school. This support was both in the classroom and in small groups outside of the classroom. Additionally, ELs in grades 1-8 were offered a computer-based intervention with the aides using Raz-Kids and Moby Max. These software programs focus on literacy, grammar, and math skills.	part of ELD support 1000-1999: Certificated Personnel Salaries Concentration 21535
	Provide daily direct instruction in English language development to all English Learners by ensuring sites have ELD teachers to provide SDAIE coaching to general education teachers and instruction support to students. Base		Part of ELD teacher salary 1000-1999: Certificated Personnel Salaries Title II 22020
	Provide daily direct instruction in English language development to all English Learners by ensuring sites have ELD teachers to provide SDAIE coaching to general education teachers and instruction support to students. Parcel Tax	We examined CELDT data, monitored progress using DIBELS, and assessed students' foundational literacy skills using the Core Phonics assessment. To improve our work here, we could provide more coaching support for teachers in best practices in the instruction of ELs, provide more support for the ELs who are "stuck" and not able to be reclassified, and we could look at other language proficiency measures in order to monitor progress throughout the year. As a result of this review, we are	

Scope of Service	Anna Yates		Scope of Service		
_ All			_ All		
OR:			OR:		
_ Low Income pupils			_ Low Income pupils		
X English Learners			X English Learners		
_ Foster Youth			_ Foster Youth		
_ Redesignated fluent English			_ Redesignated fluent English proficient		

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
c) EL Coordinator		Our ELD coordinator oversaw CELDT administration, hand-scored CELDT tests, notified teachers of their ELs and CELDT results, notified parents of program placement of ELs, held an informational meeting, identified ELs who were eligible for reclassification, invited parents to discuss reclassification as RFEP, monitored progress of RFEP students and referred for intervention when necessary, provided resources and support to classroom teachers in the instruction of ELs, collected and monitored EL records, coordinated universal assessments to identify ELs who needed additional literacy support, advised classroom teachers, and monitored EL student progress, trained parents on the role of D/ELAC, held elections, held meetings, developed schedules for para-educators based on EL student data, trained para-educators in computer-based intervention programs to use to support ELs The needs of our English Learners were addressed through my role as the EL coordinator I am able to oversee the programs for the ELs in Kindergarten through 12th grade, monitor their academic progress, and find ways to support their academic needs. These supports have included helping to develop instructional plans with classroom teachers, small group ELD instruction, computer-based intervention, referral to the Learning Center, and one to one instruction. The evidence for this is CELDT data,	already included above

		D/ELAC agendas and minutes, PD agendas, Staff Meeting agendas, Lesson Plans, Progress Reports from computer-based programs, Universal Screening Data, Student Records in Cume files, IEPs, Para-Educator Schedules, ELD Teacher Schedule In order to improve the effectiveness of the EL coordinator position, we can; • develop district-wide best practices in the instruction of ELs, train teachers in those practices, and monitor the implementation of said practices • take a closer look at how our population of ELs is changing and provide support to district staff in cultural relevancy and language translation. • include SDAIE strategies and opportunities for academic conversations and tier 2 vocabulary development in every professional development around math, writing, and ELA.	
Scope of Service · District-wide _ All - - - - - - - - - - - - - - - - OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service · _ All - - - - - - - - - - - - - - - - OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

d) Supplemental reading materials for acceleration, intervention, English learners and students with special needs (duplicate service for low-income students	Providing teachers with resources and support to monitor student progress. [Expense and Source addressed in section for" Low income students" above.]	*This action is the same action listed earlier and repeated after moving actions from the old LCAP template. The update for this action (repeated here from above just for clarity) is: We have not purchased reading materials for acceleration, intervention, EL's and students with special needs. We did however pilot a literacy software program for these groups. We plan on purchasing an online software system and also purchasing reading materials. We have not made a very much progress on this action, and therefore cannot easily determine any level of effectiveness. This action addresses the needs of all pupils by allowing our most needy students to have additional materials to give them access to more reading and instructional time. As a result of this review, our Director of Instruction will be working with school site leadership to purchase additional materials for all grade levels as well as supplemental nonfiction materials (e.g. Time for Kids).	0 - included above
Scope of Service District-wide _ All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient		Scope of Service X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)			
			Placed here for budget transparency. 2000-2999: Classified Personnel Salaries Base 857,994
			Placed here for budget transparency. 3000-3999: Employee Benefits Base 1219037
			Placed here for budget transparency. 4000-4999: Books And Supplies Base 134089
			Placed here for budget transparency. 5000-5999: Services And Other Operating Expenditures Base 1087025
			Placed here for budget transparency. 7000-7439: Other Outgo Base 934997
			Placed here for budget transparency. 1000-1999: Certificated Personnel Salaries Parcel Tax 1335549
			Placed here for budget transparency. 2000-2999: Classified Personnel Salaries Parcel Tax 94808
			Placed here for budget transparency. 3000-3999: Employee Benefits Parcel Tax 626566
			Placed here for budget transparency. 4000-4999: Books And Supplies Parcel Tax 22236
			Placed here for budget transparency. 5000-5999: Services And Other Operating Expenditures Parcel Tax 92280
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

			Placed here for budget transparency. 3000-3999: Employee Benefits Supplemental 134938
			Placed here for budget transparency. 4000-4999: Books And Supplies Common Core Implementation Grant 124494
			Placed here for budget transparency. 5000-5999: Services And Other Operating Expenditures Common Core Implementation Grant 31356
			Placed here for budget transparency. 7000-7439: Other Outgo Common Core Implementation Grant 9731
			Placed here for budget transparency 3000-3999: Employee Benefits Title I 25377
			Placed here for budget transparency 4000-4999: Books And Supplies Title I 28724
			Placed here for budget transparency 7000-7439: Other Outgo Title I 13565
			Placed here for budget transparency 3000-3999: Employee Benefits Title II 2691
			Placed here for budget transparency 5000-5999: Services And Other Operating Expenditures Title II 8879
			7000-7439: Other Outgo Title II 4299
Scope of Service District-wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient		_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)			
c) Supplemental reading materials for acceleration, intervention, English learners and students with special needs	Providing teachers with resources and support to monitor student progress. [Expenses and Sources found in English Learners and low-income sections]	*This action is the same action listed earlier and repeated after moving actions from the old LCAP template. The update for this action (repeated here from above just for clarity) is: We have not purchased reading materials for acceleration, intervention, EL's and students with special needs. We did however pilot a literacy software program for these groups. We plan on purchasing an online software system and also purchasing reading materials. We have not made a very much progress on this action, and therefore cannot easily determine any level of effectiveness. This action addresses the needs of all pupils by allowing our most needy students to have additional materials to give them access to more reading and instructional time. As a result of this review, our Director of Instruction will be working with school site leadership to purchase additional materials for all grade levels as well as supplemental nonfiction materials (e.g. Time for Kids).	
Scope of Service District-wide _ All OR: _ Low Income pupils _ English Learners		Scope of Service _ All OR: _ Low Income pupils _ English Learners	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	All changes regarding actions, services and expenditures were included in the item by item analysis above.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	All students will show constant growth academically and socially demonstrating the ability to think critically, be kind, understand self-awareness, be successful, be aware of personal culture, and take personal responsibility	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 X 5 X 6 X 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	Anna Yates Elementary (K-8); Emery Secondary School (9-12)
	Applicable Pupil Subgroups:	All students K-12 English Learners, Redesignated English Proficient, Foster Youth, Low Income, At-risk students in all demographics

Expected Annual Measurable Outcomes:	Student access to online intervention and acceleration programs to improve achievement 16/ 20 students will show continuous growth by meeting or exceeding their formative assessments Students will show continuous improvement on new State Assessment System and district performance based tasks (baseline to be set during 2014-15) Establish baseline data for Developmental Assets survey 10th grade students will increase their passing rate on the CAHSEE for the first time in both math and English by 5% (70% on the 13-14 scorecard)	Actual Annual Measurable Outcomes:	We are piloting a K-2 online literacy intervention program (Waterford Early Learning Literacy) that may also be used for students or parents with low English skills. We are currently reviewing the online credit recovery program OddyseyWare for potential use in 2015-2016. We have not yet begun to pilot other online programs (e.g. Kahn Academy). All of our students at the k-8 level have been assessed for mathematics using Mars assessment and for language arts using Dibels assessments. However results of these assessments are not yet completed. We do not have a comprehensive schoolwide schedule of formative assessments that allow us to regularly monitor growth. There is no ongoing district-wide assessment system, and SBAC testing is just occurring now. Staff believes this survey was incorrectly listed in the LCAP. It is not in use in the district. This year 10th grade scores are not yet available.

Improve ACT scores by 5% from 22 on the 12-13 scorecard	Last year's scores are as follows; 32/53 (60%) students passed the Math portion of CAHSEE 37/53 (70%) students passed the English portion of CAHSEE
Improve SAT scores by 5% from 1182 on the 12-13 scorecard	To be more specific than what is listed on the left, we had fourteen 11th graders take the SAT in 13-14. The average score was 1424. In 13-14 we also had thirty five 12th graders take the SAT. Their average scores were 1271. SAT scores did increase in 13-14 when compared to 12-13.
Student eligibility and acceptance into 4 year colleges and universities will increase over the baseline data in 2012-13 by 5%	There were six 11th and 12th grade students who took the ACT in 13-14. Their average score was 18, lower than in 12-13.
Set base criteria and data on parent/stud./teacher surveys	According to date from our HS counselor, in 2013 35% of HS seniors were "accepted" into a 4 year college or university, in 2014 62%, and this year it appears that 48.9% of students were accepted. Our percentage of HS students being accepted to a 4 year college or university is lower than last year.
Identify work experience and internship opportunities for students in grades 11 and 12	There are no existing regular or annual parent/student/teacher surveys in place. It is unknown what the primary author of last year's LCAP had in mind.
ACT Engage baseline data to be determined	There has been a small amount of progress in identifying work experience and internship opportunities. We have had a series of meetings with MetWest high school which is part of the big pictures learning network of schools. We are continuing to meet with the parent organization of the high school to license or use their internship and work experience model.
High school dropout rates will decline by 10% from the 2013-14 dropout rate	?? Find out from CJ/Doug - even taken?
	According to our CALPADS data, in 2012-13, our graduation rate was 80% and in 13-14 83.6%. However, the accuracy, honesty and integrity of these percentages are now in question. Upon a close review at the time of this report, we are estimating that our 14-15 graduation rate is somewhere between 60 and 70%.

LCAP Year: 2014-15			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
c) Counselor to provide college guidance or administration support	1000-1999: Certificated Personnel Salaries Base $103,727	A counselor at our high school has been in place for several years. The current low enrollment levels do not financially justify the ability to have a full-time counseling position. The needs of all pupils could likely be addressed by a .4 or .6 FTE counseling position. As a result of this review, we will be altering this action.	Base 103,728
Scope of Service	District-wide or ESS	Scope of Service	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
a) Purchase a student information assessment data system	Purchase a student information system (initial costs and set up and professional development) Supplemental $10,000 Purchase a student information system (initial costs and set up and professional development)	During the 2014-2015 school year we purchased the Illuminate Data and Assessment system, and we are in the process of moving our entire SIS system to Illuminate. K-8 teachers have received some initial training in the data and assessment portion of illuminate, and we changed our report cards to be more common core aligned and to also reside in the data system.	5000-5999: Services And Other Operating Expenditures Concentration $13213 4000-4999: Books And Supplies Concentration 460

		We have not yet had additional training on the student information system (SIS) portion of Illuminate, and we anticipate the transition to the student information portion of Illuminate to take 10 to 12 months. Having one system for data for the K8 school and one system for student information for all of our students at both schools, will help us better monitor and address the needs of all pupils. As a result of this review, we will be continuing to move forward on this item and we will revise the action item slightly to be more clear as it currently confuses or combines both the student information and data system work.	
Scope of Service District-wide X All - - - - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service X All - - - - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
b) Provide social-emotional supports such as Positive Behavioral Intervention Systems and mental health services facilitated by wellness programs and Behavior Support Teams addressing Response to Instruction and Intervention	Fund Wellness Staffing and Behavior Management Team stipends Parcel Tax $15,000 Fund Wellness Staffing and Behavior Management Team stipends (including AB 602 Special Education funding) Base	We have made good progress in beginning to develop understanding of PBIS as a school-wide system and have survey data to demonstrate progress. Both sites received training on what is PBIS with a focus on Tier 1 Evidence Based Practices. 76% of AY staff correctly completed an Exit Ticket showing they understood the concept of PBIS and 86% understood Social-	5800: Professional/Consulting Services And Operating Expenditures Parcel Tax $10,445

Emotional Learning (SEL). 93% feel that SEL does align with Common Core. Surveys at AY in September 2014 and March 2015 show that while in September most staff identified barriers to SEL implementation, by March, most staff identified no barriers.

For the first time, both sites have well established COST referral processes in place for Tier 3 students with about 10% of students receiving Tier 3 counseling or other supports. Attendance at COST meetings significantly improved to about 80% of members and all members feel COST is effective at providing high quality student supports. Mental health consultation continues to provided at both sites with a focus on trauma-informed practices.

AY staff received 5 months of PBIS focused coaching and modeling from an SEL Consultant (grant funded) which focused on building capacity at Tier 1 in terms of implementation of SEL using Second Step. Administrative support enabled increased time devoted to providing parent and staff PD.

ESS did not implement SEL using the Positive Action program.

At ESS, the PBIS team was not successful in meeting goals and their was low attendance.

Using an RTI framework focused on Tier 1 Universal interventions, all staff received training on basic principles of PBIS, and training in selected evidence based practices. Recreation staff also received similar trainings in order to carry over the same concepts to the

after-school program. Training focused on strategies that can be implemented at Tier 1 with all students and by all staff. At AY, administrators and support staff received targeted coaching. We were able to bring back old programs such as Peacemakers and develop a Recess Committee to create safer and more structured recess systems. Students with greater needs continued to be referred to Tier 3 intensive services.

In order to build upon our foundation for PBIS, our school psychologist believes their needs district administrative and site level commitment to PBIS. This would include payment for site team members, access to high level training (ex. Santa Clara County Office of Ed PBIS training program), and release time. The school psychologist also reports that staff very much want to move forward in a systematic and cohesive way to implement PBIS.

There also needs to be further review by the superintendent, Director of Instruction, and principal regarding why ESS was not as successful in this work.

Scope of Service	District-wide		Scope of Service		

X All

OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify)

X All

OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify)

c) Provide Social/ Emotional/ Learning Professional Development by wellness staff	Provide professional development workshops for all teachers, K-12 Parcel Tax $5,000	Social-Emotional Learning (SEL) PD significantly increased over last year and Wellness provided 7 sessions of professional development at AY and 10 sessions at ESS.	Parcel Tax $2223
	Provide professional development workshops for all teachers, K-12 Base		Base $1879
		AY Staff: 2 Second Step, 3 Bullying Prevention, 1 PBIS, 1 Suicide Prevention.	
		ESS Staff: 2 Positive Action, 2 PBIS, 1 Suicide Prevention, 1 Human Trafficking, 4 Transformative Life Skills (mindfulness and yoga).	
		In addition to the actions cited above in the goal above, with our SEL Coordinator (grant funded), at AY we have made good progress in providing SEL professional development for staff, parents, students, and administration in order to make AY a more safe and inclusive learning environment. All of our returning teaching staff received individual coaching and support on implementing the Second Step SEL program. Although regular instruction of Second Step had been required in September (as it had also been in years past), by March only 54% of staff reported a specific time of when they would teach it. After additional coaching, 100% of participating staff had a specific time each week. We provided 4 parent workshops on bullying prevention. Administrative staff received extensive coaching as well.	
		All PD provided was targeted at Tier 1 Universal supports per RTI/PBIS. AY Students in grades 4th-8th completed an online survey about bullying and their feeling safe at AY. Of these, 56%	

reported that they had experienced no bullying in the previous two months. An additional 26% reported they experienced it only once or twice, mostly on the playground. Based on these results, all students received direct instruction on how to recognize, report and refuse bullying through assemblies and classroom follow-up lessons. All teachers initiated the online bullying response training, and received training on effective playground supervision techniques. In addition, the staff formed a Recess Improvement Committee focused on making recess more safe and inclusive for all students. AY: Special Ed staff all received additional training in how to use SEL skills to reinforce the classroom program with students with disabilities. One parent disability education workshop was done. A total of over 60 Parents attended three workshops on "Bully Proofing your Kid," including one in Spanish. Their evaluations were very positive on the usefulness of the skills they practiced. Parents had expressed concerns previously this year and in years past regarding bullying

In addition, it is possible that we need to rehire the SEL coordinator to continue professional development for effective rules and procedures for handling student conflicts, SEL development, safe and predictable recess and bullying prevention.

At AY, staff need to be hired and trained to manage the playground effectively including Second Step and SEL skills. Upper grade students need to be trained in peer mediation to compliment the current PeaceMakers program.

Scope of Service All students at grades K-12 X All - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service X All - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
d) Purchase college guidance curriculum, technology, and materials (including college tours)	Implement program for 9-12 grades; develop program for 6-8 grades. Base $5,000	There was no progress made on this action.This action would address the needs of all students. As a result of this review, the new High School principal will work with the Director of Instruction to first determine the exact intent of this action as written, and then determine how to identify college guidance curriculum.	
Scope of Service X All - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service X All - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
e) Provide Work Experience and/or internship experiences for students	Provide stipend for staff for coordinating Work Experience/Internship program	There has been a small amount of progress in identifying work experience and internship opportunities. We have	

	Base $5,000	had a series of meetings with MetWest high school which is part of the big pictures learning network of schools. We are continuing to meet with the parent organization of the high school to license or use their internship and work experience model. We also created a new Director of Instruction position to assist with this action and may also possibly be contracting out for additional assistance. We believe this will be an effective action, and will address the needs of all of our High School students inasmuch as all of our students will benefit from internship and work experience. As a result of this review, we are continuing to make this a high priority action.	
Scope of Service All students in grades 10-12 X All _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service X All _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
d) Provide hourly pay to staff for afterschool tutoring and test prep (9-12),for intervention grades 6-8	Provide 6-12 students with an after-school program that includes classes to prepare students for SAT/ACT/CAHSEE preparatory classes and intervention classes to ensure student success for English Learners and students struggling academically in grades 6-12.	No progress was made on this action. As a result of this review, we are changing this action for next year to first have the Director of instruction, the new high school principal, and the Superintendent consider whether or not we want to implement this action.	

	Supplemental $18,000		
Scope of Service District-wide in grades 6-12 _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	All changes regarding actions, services and expenditures were included in the item by item analysis above.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	Goal 3 Improve student and parent engagement through leadership, shared decision making, advocacy, and participation.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 X 5 X 6 X 7 X 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	Anna Yates Elementary (K-8); Emery Secondary School (9-12
	Applicable Pupil Subgroups:	All students K-12 English Learners, Redesignated English Proficient, Foster Youth, Low Income, At-risk students in all demographics

Expected Annual Measurable Outcomes:	All K-8 students will benefit from intervention and enrichment activities after the school day. The after-school program will start with a minimum of two classes at each school to include tutoring in reading fluency, comprehension, vocabulary, and grammar via computer-based instruction for English learners in grades 3-8. All 9-12 students will benefit from an after-school program that will offer a minimum of two classes that include SAT/ ACT/CAHSEE preparatory classes and intervention to ensure student success for English learners and students struggling academically in grades 9-12. Set a baseline to measure rate of participation and eligibility index for athletes in grades 9-12 Build off of and set additional parent involvement indicators to improve upon yearly sports facility evaluation criteria to be set by staff, coaches, students, and parents Students involved in CIF sport teams will experience competitive athletics	Actual Annual Measurable Outcomes:	There were some afterschool enrichment opportunities (in science) that some of our students have been participating in, however "intervention" activities were not offered. The afterschool program serves our kindergarten through eighth grade students. It does not service our high school students. In addition, the young staff hired by the program are not trained in teaching the areas listed in this measurable outcome. This did not occur. The new high school principal adopted the CIF eligibility guideline of a 2.0 GPA for student athletes to compete. No baseline participation measure was adopted/set. This did not occur. This did not occur (and it's need or importance seems questionable) All students involved in sport teams experience competitive athletics. Why this was written as a measurable objective is

Establish baseline data assessing the percentage of parents who participate in school events and activities	unclear. Baseline data was collected at our K-8 site for parent involvement in each classroom for back-to-school night and for parent conferences.
Develop and administer parent, teacher, student satisfaction survey to establish baseline data	This did not occur.
Number of students/ families receiving awards and incentives: criterion to be set as a baseline year	Is not clear from this measurable objective what types of awards and incentives are being referred to. This objective needs to be rewritten.
Set base criteria and data on parent/stud./teacher satisfaction surveys	This did not occur.
Establish baseline criteria for degree of parent access to services and participation in workshops	It is difficult to understand this measurable objective as it is currently written. In terms of establishing baseline criteria for parent access to services, that did not happen. In terms of establishing baseline criteria for parent participation workshops, that did not happen and may not be necessary.
Attendance rates to increase by 1% from 93.76% set on scorecard for the 2013-14 school year	We are currently running between 92 and 93% in regards to attendance rate. This has not improved.

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
a) Rigorous after-school programs with paid staff and numerous course and program offerings.	All K-8 students will benefit from intervention and enrichment activities after the school day The after-school program will start with a minimum of two classes at each school to include tutoring in reading fluency, comprehension, vocabulary, and grammar via computer-based instruction for English learners in grades 3-8.	The afterschool program serves our kindergarten through eighth grade students. It does not service our high school students. The program itself is run by the city of Emeryville and we do not have direct control over the courses or program offerings.	Scientific Adv's for girls Base $3,000 7000-7439: Other Outgo ASES Grant 83000

	ASES Grant $83,000	It is unclear what the words "numerous course and program offerings" mean	
	Provide 6-12 students with an after-school program that includes classes to prepare students for SAT/ACT/CAHSEE preparatory classes and intervention classes to ensure student success for English learners and students struggling academically in grades 6-12. Supplemental $18,000	we have not made progress on this item nor would that be likely since we do not control the program. As a result of this review, we will be changing or eliminating this action.	
	Provide 6-12 students with an after-school program that includes classes to prepare students for SAT/ACT/CAHSEE preparatory classes and intervention classes to ensure student success for English learners and students struggling academically in grades 6-12. Concentration		
Scope of Service All students in grades K-12 _ All - - - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ All - - - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
b) Provide parent workshops/ training	Continue with current program adding workshops for parents of English Learners and students with special needs. Base $2,500	There has been some progress on this action. We had several successful "bullying prevention" workshops for parents in both Spanish and English. The effectiveness of these workshops were evaluated by parents afterwards, and the parents indicated that they found a time to be very worthwhile. We have also had some exploratory meetings with the official Parent	
	Continue with current program adding workshops for parents of English Learners and students with special needs. Parcel Tax		

		Teacher Association (PTA) for the state of California regarding contracting with them for additional parent training. This action addresses the needs of all students inasmuch as we believe that all students have some level of contact with bullying during the course of their school years. As a result of this review, and in order to have a larger impact on a higher number of families and students, we will be continuing this action into the next year by again offering our bullying training but by also moving forward with the California Parent Teacher Association to help us provide additional training opportunities for our parents	
Scope of Service: District-wide X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
c) Provide athletic director and adequate budget for uniforms and equipment	Develop time-line to purchase new uniforms and equipment. Base $7,500	There was very good progress on this action. We did hire an athletic director and they did have an adequate budget for uniforms and equipment. Having an athletic director was an effective way to organize all of our student engagement and sports teams.. This action addresses the needs of all pupils who participate in sports because	Base $8,369

		it allows them to receive communication and assistance in participating. The school principal is continuing to examine this position and as a result of this review is continuing this position into next year.	
Scope of Service Emery Secondary X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
e) Develop a stronger parent involvement policy/ framework that encourages parents to support their children's education.	Develop new policy on parent involvement for Board adoption Expenses: None. Existing staff will prepare new Board policy and administrative regulations Expense: n/a (existing staff time)	There was no progress on this item. As a result of this review, we are altering this item to focus on parent communication as we are in need of regular practices and systems to enable all of our parents to be better informed.	
Scope of Service District-wide, all students X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
f) A School Review Attendance Team at each school and a School	Continue School Review Attendance Teams at each school and a District	There was a small amount of progress.	

Review Attendance Board at the district level to analyze attendance data and implement strategies for students and families; also being responsible to provide incentives to students who come to school on a regular basis utilizing RtI.	level team 4000-4999: Books And Supplies Base $1,500	We had the district attorney Alameda County come meet with our cabinet team. We had a thorough review of our history regarding the submission of student attendance referrals to the County. Our special ed director also assisted with this meeting. We believe this will be an effective action but we need to make much more progress. There are other critical actions that are not in this plan that must take place to enable us to first effectively monitor student attendance and effectively contact and communicate with our parents. This action addresses the needs of all pupils by helping us ensure that all of our students, regardless of their special needs or language abilities or economic status, are in school. We examined previous data from other school districts regarding their submission rates as well as one recent referral that we submitted to the County As a result of this review, we are renewing our contract with a third-party company that assists us with tracking our tardy students (and with mailing notices to our parents). We will also be creating additional actions in our new plan regarding systems related to the collection of parent data through the parent registration process.	
Scope of Service District-wide, all students _ All		Scope of Service _ All	

OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
e) Provide a Spanish speaking bi-lingual parent liaison	Provide Spanish speaking parents translation and outreach resources to help support their children's progress. Title I $40,000	No progress has been made on this action. During a recent meeting with our LCAP English language learner parent advisory committee, parents again reiterated their ongoing desire for many years to have this position filled. 25% (?) Of our students/families are Spanish-speaking. We believe this could be a very effective action. This action addresses the needs our English language learner students and their families. As a result of this review, we will attempt to make this a budget priority for the upcoming school year.	
Scope of Service District-wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
f) Provide translation services in Spanish (current part-time staff)	Translation services Base $3,000	We have had a current part-time staff	

		position for two afternoons a week that theoretically allowed us to have translations completed. This was difficult if the staff person was not on campus and a written (or parent) translation was needed. This was not effective or efficient. This action, in this form, did not address the needs of all pupils as translation was not often available. As a result of this review, we have since eliminated this staff position and will reconsider the need for a spanish speaking parent liaison.	
Scope of Service ┊ District-wide housed at ┊ Anna Yates _ All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ┊ _ All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For foster youth: Three children have been identified as foster youth who have been counted as low-income and will utilized services identified for low-income students.		There was not sufficient progress on this item. As a result of this review, we are assigning this item to our Wellness Director for 2015-2016	
Scope of Service ┊ _ All - - - - - - - - - - - - - - - - OR:		Scope of Service ┊ _ All - - - - - - - - - - - - - - - - OR:	

_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Scope of Service District-wide _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	All changes regarding actions, services and expenditures were included in the item by item analysis above.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	
Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 6 from prior year LCAP:		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	
Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 7 from prior year LCAP:		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	
Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 8 from prior year LCAP:		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	
Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 9 from prior year LCAP:		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	
Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 10 from prior year LCAP:		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	
Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$870402

Emery Unified is making several strategic programmatic decisions that will improve education outcomes for all students but that will be principally directed toward our high population of unduplicated students. Four targeted areas for the next three years include:

1) modifying our staffing configuration to better serve the needs of our most underserved students through exemplary instruction in specialized areas;

2) increasing academic achievement through a focus on critical thinking skills with training for teachers, supporting struggling students through small group instruction in and out of classrooms, and tutoring and credit recovery programs; and

3) increasing achievement through differentiation and engagement through innovative uses of technology which allow our unduplicated students to access curriculum in personalized and exciting ways to meet a wide range of needs. Below are each of our three goals the specific expenditures of funds for unduplicated students and the strategy behind providing many of these services for all students with the goal of principally targeting our unduplicated population.

4) increasing parent outreach and engagement with our English Language Learner community

75% of our students are unduplicated (and we suspect the number is higher which we will better determine in 15-16).

The efforts described here are principally directed toward the district goal of increasing student outcomes in the eight state priority areas for our unduplicated students who are, based on our experience, the students struggling the most (although the actions taken may also reach and benefit other students).

Below are details about these efforts:

Goal 1

Add single-subject teachers to 7-8 grades and a Science teacher at our high school. These teachers will be working toward the district goal of increasing student outcomes in the eight state priority areas for students who are struggling the most - these actions may therefore also reach and benefit other students as well. Our targeted and additional students will also have the benefit of having single-subject teachers with a depth of knowledge about their subject area and the ability to communicate this deep understanding to students in various ways. Our experience has been that our unduplicated students are often the students who are struggling the most and who are in greatest need of various instructional approaches. Further, a greater knowledge of potential student misunderstandings will help in reteaching targeted students (Note - We are not using supplemental money for the single subject. teacher positions since they are core to our program though we believe that we are indeed adding to the quality of our program; We are continuing to fund our additional (extra) high school science teacher with supplemental funds as we did in 2014-15). The high school science teacher will serve all students at the high school, but the addition of this teacher position will result in the addition of science intervention courses and will also allow our most needy 9th graders to take lower entry science introduction courses. Our experience is that our most needy students are our unduplicated students. Thus, the science position's effect on the master schedule is principally directed to unduplicated students. The position will also allow the addition of at least one Advance Placement course where the principal will target unduplicated student enrollment.

Cost for the above (High school science teacher) - $80,000

Above the base teaching corps, the district will include (and will repurpose the work of) three additional teachers who will teach K-8 students Art and Music and K-5 students Science. These teachers will work together and with the English Language Development Coordinator to plan integrated lessons together that include explicit strategies for English Language Learners. These direct services (repurposed for 15-16) will help all students but especially students who are learning English and who have other learning challenges (while in general education classes). Additionally, these three programs and positions will provide additional prep time support for teachers to increase their competency through professional learning communities and through self-identified goals to improve instruction (to students who are learning English and who are low income). 100% of the new music position, and 25% of ongoing Science resource position and 25% of ongoing Art position.

Cost for the above (25% Art, 25% Science K-8 resource and new music position) - $130,000

District will continue to support one full-time English Language Development (ELD) teacher/coordinator for the above, new, repurposed work as well as for direct service to only unduplicated students, and 50% of the salary (an equivalent financial amount as funded in 14-15) of our two instructional aides to specifically work with small groups of targeted ELL students.

Cost for the above (50% English Language Development (ELD) teacher coordinator, 50% of two instructional aides) - $115,000

Add single-subject PE (physical education) teacher (*Increase in service is only the difference between the new certificated position of $113,000 and the former classified salary $54,000). -- Our unduplicated students make up 75% (maybe 85% in reality) of our student body. Our last available physical fitness test data show that 40-50% of our 7th grade economic disadvantaged students need to improvement in the category of body composition. Our middle school did not have a middle school PE teacher in 2014-15 but instead had a classified aide assisting with PE. This year, in order to principally serve our unduplicated middle school students, we are funding part of the expense of a new PE teacher as a new and much improved service for our unduplicated students. Other students may benefit as well. The significant benefits of music education and physical education to low-income students has been documented in several current studies (see references 8 & 9 in appendix 4), and so while all students will have music and middle school students PE, adding these programs will greatly improve academic as well as physical education outcomes for our unduplicated students.

Cost for the above (Difference in salary between certificated and previous classified salary) - $59,000

One half-time ELD teacher/coordinator at our high school to provide services directed entirely to our English Learner (EL) students and to provide English Learner (EL) students with access to the core curriculum.

Cost for the above (1/2 time ELD teacher) $55,000

We are providing 25% of the service time of our special education teachers to work with our most needy students to keep then out of formal Special Education designation. This is an initiative available to general education students but our experience is that the majority of students we are serving for this purpose are English Learner (EL) and low-income students.

Cost of the above (25% of service time from special education teachers to our most needy general education students) $102,000

Mills Teachers' Scholars (MTS) Partnership.This partnership will impact the instruction all students receive, but its research-proven results are principally targeted toward struggling students, including EL students, low-income and foster youth. The focus of MTS is to train teachers to identify the instruction methods that are most effective by gathering authentic data about student learning. This increased professional ability to identify needs of students (gaps in their learning), using various strategies to increase student learning, and gatherinig data around the strategy's efficacy (in an ongoing inquiry process) will greatly strengthen the ability of our teachers to increase the actual learning of our targeted students.

Cost of the above (Mills Teachers' Scholar Partnership) $34,000

Tutoring support. The majority of students in Emery Unified who need extra academic support are English Learner (EL) and low-income students. So while other students will have access to, and may benefit from, the addition of a tutoring program, the program is to principally serve our unduplicated students. We will seek to provide 9-12 students with academic tutoring for core classes and other after-school offerings that may include classes to prepare students for SAT/ ACT/CAHSEE, preparatory classes and intervention classes to ensure student success for English learners and students struggling academically. In grades K-8, the support will primarily consist of math and literacy support, also focusing on our unduplicated students.

Cost of the above (Tutoring program) $65,000

Goal 2

On-demand Safari Montage video streaming that allows access to Common Core reading, writing, math, science and social science curriculum. All Emery Unified students will have the opportunity to experience and benefit from Safari Montage. However, there are aspect of this system that will principally benefit ELL students. The specific ability to slow down the audio speed in English (and also in Spanish), as well as closed captioning for common core aligned videos for all subject areas, will allow our ELL students additional access to comprehend their learning topics. Video is of particular importance for English Language Learners. It combines visual and audio stimuli, is accessible to those still learning to read and write well, and provides context for learning (Fazey, 1999; Johnston, 1999). It also has the added benefit of providing real language and cultural

information (Bello, 1999; Stempleski, 1992). Video can be controlled (stopped, paused, repeated), and it can be presented to a group of students, to individuals, or for self study. It allows learners to see facial expressions and body language at the same time as they hear the stress, intonation, and rhythm of the language (Bello, 1999).

Cost of the above (Safari Montage) $50,000 in year one, $20,000 annually thereafter

We will be adding the research-based literacy software, Waterford Early Learning Literacy/Reading, for our TK-3 English Language Learner students. $44,000 (for 3 years) -- All TK-3 students will have access to this software, but it will primarily serve the specific needs of our English Learner, low-income and foster Tk-3 students (who will be given additional time to access this software during the day, afterschool and at home).

Cost of the above (Waterford) $44,000 for 3 years

Odysseyware online teaching. We have a large number of students who need both credit recovery (and some who also need access to additional Advanced Placement (AP) courses). Our experience generally is that the students who need credit recovery are our English Learners and our low income and foster (and group home) youth. While all our high school students will have the ability access Odysseyware's Credit Recovery courses, the program is principally directed to low-income students who will have the ability to receive credit for on-line courses that they have previously failed or not completed. Best practices at high-performing high schools which serve a larger percentage of English Learner (EL) students, students who are low-income, and foster youth includes intentionality around providing as much access as possible to college-prep courses and helping first-generation college students access these courses. That will be our focus at our high school. Students will also have the ability to access additional online Advanced Placement (AP) courses, increasing our offerings principally to our unduplicated populations.

Cost of the above (Odysseyware online credit recovery) $35,000

Goal 3

Provide Spanish speaking parents liaison. We want to involve our parents and our non-english parent speaking community in our school meetings, classrooms and conversations for how to improve learning at our school sites. Our English Learner Parent Advisory group has also requested that we create this position for those same reasons and in order to increase the number of non-english speaking parents who have a clearer communication path with the school sites. Our experience has been that our non-english speaking parents are primarily made of of our parents of unduplicated students.

Cost of the above (spanish speaking parent liaison) $55,000

Provide morning or lunch time mentoring. We have a large number of students, particularly male students, who need one one one and small group mentoring in order to help them be successful on a daily basis (academically and socially). Our experience is that these students are our unduplicated low-income and foster youth (or group home) students. We believe we need to offer these students additional mentoring opportunities in order to help guide them academically and socially.

Cost of the above (daily mentoring) $15,000

Provide new bullying prevention services and a new coaching process for all students but principally for our unduplicated students. Our experience has been that the students who need assistance in peer mediation are mostly our unduplicated students. Bullying also remains an ongoing issue for our K-8 site. Our experience is that bullying is a prevalent issue among our unduplicated student body, and research documents the need to address and instruct all students regarding bullying in order to effectively prevent bullying. Our student body efforts therefore are principally directed to ward unduplictaed students.

Cost of the above (bullying prevention) $25,000

Provide additional after school or recess time structured learning activities to increase the ability of our students to work and play cooperatively with one another in either social or afterschool/beforeschool activities. A large number of our students struggle to work and play in a cooperative manner during both social and academic time. Our experience is that these students are generally our low-income unduplicated students.

Cost of the above (additional recess or before-school/after-school structured activities) $17,402

_____

LIST OF SUPPLEMENTAL ITEMS FROM ABOVE

Single-subject teachers to 7-8 grades $240,000 (no cost to supplemental)
Science teacher at ESS $80,000
Three additional teachers $130,000
One full-time ELD teacher/coordinator $55,000
Single-subject PE teacher $113,000
Half-time ELD teacher/coordinator at ESS $55,000
25% of the service time of our special education teachers $102,000
Mills Teachers' Scholars (MTS) Partnership $34,000
Tutoring support $65,000
Safari Montage video streaming $50,000
Waterford Early Learning Literacy/Reading $44,000
Odysseyware $35,000
Spanish speaking parents liaison $55,000
Morning or lunch time mentoring $15,000
Bullying prevention services $25,000
Afterschool/Beforeschool or recess structured activities

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

| 17.4 | % |

From 2014-2015 to 2015-2016, we have more than doubled the types of services we are offering to unduplicated students.

Of our sixteen 2015-2016 specific supplemental/concentration services, ten of them are completely new services for 2015-2016.

Only 1 supplemental/concentration service from 14-15, the technology teacher, is being discontinued/repurposed.

These 10 new services in themselves represent major changes in the quality and level of service for our unduplicated students that far exceeds the 17.4% Minimum Proportionality Percentage.

For example, next year we are, for the first time in years, providing single subject credentialed teachers for the 7th and 8th grade students. These teachers will be working toward the district goal of increasing student outcomes in the eight state priority areas for students who are struggling the most.

That service is completely new. No 7th and 8th grade student has previously received science, math, english or social studies courses from single subject credentialed teachers.

Next year we are, again for the first time in years, providing a music teacher for the K8 school.

The music teacher, along with the continuing position of the Art and Science resource teacher, will work together with the English Language Development Coordinator to plan integrated lessons together that include explicit strategies for English Language Learners. These direct services (repurposed for 15-16) will help all students but especially students who are learning English and who have other learning challenges (while in general education classes).

(In addition, the ELD coordinator/teacher will significantly increase her time in classrooms to model lessons, give feedback to teachers, and help implement new formative assessments. This increase represents new services for 2015-2016.)

The physical education teacher for the middle school is a completely new certificated position, and is, arguably, a completely new service if one considers that the type and quality of service delivered by a credentialed teacher will likely be vastly different than what was previously in place.

The work of Mills Teachers Scholars to train teachers to identify the instructional methods that are most effective by gathering authentic data about student learning, and the

resulting increased professional ability of teachers to identify the needs of students (i.e. gaps in their learning), using various strategies to increase student learning, and gathering data around the strategy's efficacy (in an ongoing inquiry process) will greatly strengthen the ability of our teachers to increase the actual learning of our targeted students. This is a new service that will result in new and different work from teacher to unduplicated students.

The service of after-school k-12 tutoring is completely new for 2015-2016.

The service of Safari Montage and having an internal database of over 10,000 common core aligned video (many in Spanish and English, and closed captioning) and all with the ability to slow down the audio speech rate is also a completely new service available for teachers and students.

The service of having a research based online literacy based software program for all tk-3 students as well as very low level English students of any grade level is also a completely new service for 2015-2016.

The service of having a part time Spanish bilingual liaison is also a completely new service for our unduplicated students and their families.

The service of having specific mentoring groups for students is completely new for 2015-2016, as is the service of having recess time, before-school or after-school structured activities focused on having students work collaboratively together.

In addition, we are continuing to fund services also principally directed to our unduplicated students from services we established in 2014-2015 but are now repurposing for 2015-2016.

These services include the ELD teacher/coordinator position briefly addressed above in parenthesis, as well as the repurposed Art and science resource teachers.

We are making multiple strategic programmatic decisions that will improve education outcomes for all students and that will be principally directed toward our high population of unduplicated students. Our four targeted areas for the next three years include:

1) modifying our staffing configuration to better serve the needs of our most underserved students through exemplary instruction in specialized areas;

2) increasing academic achievement through a focus on critical thinking skills with training for teachers, supporting struggling students through small group instruction in and out of classrooms, and tutoring and credit recovery programs; and

3) increasing achievement through differentiation and engagement through innovative uses of technology which allow our unduplicated students to access curriculum in personalized and exciting ways to meet a wide range of needs. Below are each of our three goals the specific expenditures of funds for unduplicated students and the strategy behind providing many of these services for all students with the goal of principally targeting our unduplicated population.

4) increasing parent outreach and engagement with our English Language Learner community

We believe we have far exceeded the minimum proportionality percentage for our unduplicated students.

75% of our student body are unduplicated students and the above services are more than a 17.4% increase in services for unduplictaed students.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**Annual Update Budgeted**	**Annual Update Actual**	**Year 1**	**Year 2**	**Year 3**	**Year 1-3 Total**
All Funding Sources	4,798,399.00	10,482,393.00	9,499,132.00	9,583,022.50	9,445,661.58	28,527,816.08
	15,000.00	45,000.00	0.00	0.00	0.00	0.00
ASES Grant	83,000.00	83,000.00	0.00	0.00	0.00	0.00
Base	4,281,119.00	7,288,116.00	5,958,188.00	5,821,859.00	5,727,779.00	17,507,826.00
Common Core Implementation Grant	20,000.00	197,581.00	0.00	0.00	0.00	0.00
Concentration	0.00	101,411.00	346,012.00	249,797.00	243,018.00	838,827.00
Lottery (restricted)	0.00	27,450.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	50,000.00	24,000.00	18,000.00	92,000.00
Parcel Tax	85,000.00	2,247,881.00	2,456,022.00	2,454,062.50	2,374,077.58	7,284,162.08
Supplemental	274,280.00	326,828.00	544,698.00	888,092.00	938,575.00	2,371,365.00
Title I	40,000.00	119,037.00	100,620.00	100,620.00	100,620.00	301,860.00
Title II	0.00	46,089.00	43,592.00	44,592.00	43,592.00	131,776.00

Total Expenditures by Object Type						
Object Type	**Annual Update Budgeted**	**Annual Update Actual**	**Year 1**	**Year 2**	**Year 3**	**Year 1-3 Total**
All Expenditure Types	3,190,257.00	9,611,005.00	9,096,834.00	9,207,076.50	9,067,715.58	27,371,626.08
	0.00	0.00	0.00	367,439.00	412,107.00	779,546.00
1000-1999: Certificated Personnel Salaries	3,188,757.00	3,888,451.00	4,396,337.00	4,267,845.50	4,181,625.58	12,845,808.08
2000-2999: Classified Personnel Salaries	0.00	1,042,971.00	782,852.00	796,852.00	793,927.00	2,373,631.00
3000-3999: Employee Benefits	0.00	2,008,609.00	2,086,310.00	2,086,380.00	2,086,430.00	6,259,120.00
4000-4999: Books And Supplies	1,500.00	373,984.00	268,068.00	226,168.00	220,568.00	714,804.00
5000-5999: Services And Other Operating Expenditures	0.00	1,240,953.00	1,288,330.00	1,224,330.00	1,144,830.00	3,657,490.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	10,445.00	166,000.00	131,125.00	123,291.00	420,416.00
7000-7439: Other Outgo	0.00	1,045,592.00	108,937.00	106,937.00	104,937.00	320,811.00

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**Annual Update Budgeted**	**Annual Update Actual**	**Year 1**	**Year 2**	**Year 3**	**Year 1-3 Total**
All Expenditure Types	All Funding Sources	3,190,257.00	9,611,005.00	9,096,834.00	9,207,076.50	9,067,715.58	27,371,626.08
	Supplemental	0.00	0.00	0.00	367,439.00	412,107.00	779,546.00

Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
	Total Expenditures by Object Type and Funding Source						
1000-1999: Certificated Personnel Salaries	Base	3,188,757.00	2,230,809.00	2,311,552.00	2,196,103.00	2,103,973.00	6,611,628.00
1000-1999: Certificated Personnel Salaries	Concentration	0.00	87,738.00	138,012.00	142,172.00	145,727.00	425,911.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	50,000.00	24,000.00	18,000.00	92,000.00
1000-1999: Certificated Personnel Salaries	Parcel Tax	0.00	1,335,549.00	1,482,437.00	1,482,877.50	1,483,492.58	4,448,807.08
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	160,964.00	342,296.00	349,653.00	358,393.00	1,050,342.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	51,371.00	50,020.00	50,020.00	50,020.00	150,060.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	22,020.00	22,020.00	23,020.00	22,020.00	67,060.00
2000-2999: Classified Personnel Salaries	Base	0.00	857,994.00	565,477.00	565,477.00	565,477.00	1,696,431.00
2000-2999: Classified Personnel Salaries	Parcel Tax	0.00	154,051.00	102,375.00	102,375.00	102,375.00	307,125.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	30,926.00	115,000.00	129,000.00	126,075.00	370,075.00
3000-3999: Employee Benefits	Base	0.00	1,219,037.00	1,326,159.00	1,326,229.00	1,326,279.00	3,978,667.00
3000-3999: Employee Benefits	Parcel Tax	0.00	626,566.00	729,480.00	729,480.00	729,480.00	2,188,440.00
3000-3999: Employee Benefits	Supplemental	0.00	134,938.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Title I	0.00	25,377.00	27,495.00	27,495.00	27,495.00	82,485.00
3000-3999: Employee Benefits	Title II	0.00	2,691.00	3,176.00	3,176.00	3,176.00	9,528.00
4000-4999: Books And Supplies	Base	1,500.00	134,089.00	191,000.00	191,000.00	191,000.00	573,000.00
4000-4999: Books And Supplies	Common Core Implementation Grant	0.00	156,494.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Concentration	0.00	460.00	44,000.00	5,000.00	0.00	49,000.00
4000-4999: Books And Supplies	Lottery (restricted)	0.00	27,450.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Parcel Tax	0.00	26,767.00	22,400.00	19,500.00	18,900.00	60,800.00
4000-4999: Books And Supplies	Title I	0.00	28,724.00	10,668.00	10,668.00	10,668.00	32,004.00
5000-5999: Services And Other Operating Expenditures		0.00	0.00	0.00	0.00	0.00	0.00

Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
5000-5999: Services And Other Operating Expenditures	Base	0.00	1,087,025.00	1,134,500.00	1,119,500.00	1,119,500.00	3,373,500.00
5000-5999: Services And Other Operating Expenditures	Common Core Implementation Grant	0.00	31,356.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Concentration	0.00	13,213.00	65,000.00	16,000.00	16,000.00	97,000.00
5000-5999: Services And Other Operating Expenditures	Parcel Tax	0.00	92,280.00	88,330.00	88,330.00	8,830.00	185,490.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00	0.00	500.00	500.00	500.00	1,500.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	17,079.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	11,000.00	8,000.00	6,000.00	25,000.00
5800: Professional/Consulting Services And Operating Expenditures	Concentration	0.00	0.00	99,000.00	86,625.00	81,291.00	266,916.00
5800: Professional/Consulting Services And Operating Expenditures	Parcel Tax	0.00	10,445.00	1,000.00	1,500.00	1,000.00	3,500.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	0.00	40,000.00	20,000.00	20,000.00	80,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	0.00	0.00	15,000.00	15,000.00	15,000.00	45,000.00
7000-7439: Other Outgo	ASES Grant	0.00	83,000.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Base	0.00	934,997.00	97,000.00	95,000.00	93,000.00	285,000.00
7000-7439: Other Outgo	Common Core Implementation Grant	0.00	9,731.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Title I	0.00	13,565.00	11,937.00	11,937.00	11,937.00	35,811.00
7000-7439: Other Outgo	Title II	0.00	4,299.00	0.00	0.00	0.00	0.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, 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 California Code of Regulations, title 5, 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).

01-13-15 [California Department of Education]

Meetings Details

Meeting Name	Date	Number of people and group they represent	District Personnel in attendance
Parent Advisory Committee	6/6/15	4 parents	MacDonald
Student Engagement Meetings	6/17/15	24 students grades 9-11	MacDonald
Visioning Workshop	1/9/15	4 parents 4 community members 14 teachers/staff	Rubio
Visioning Workshop	1/10/15	2 parents 1 community member 9 teachers/staff	Rubio
AY Principal's Coffee	4/1/15	7 parents 2 community members 6 teachers/staff	Rubio
Action Teams 1 & 2 (1 = Goals 1 & 2) (2 = Goal 3)	4/16/15	4 parents 1 community member 11 teachers/staff	Rubio MacDonald
Action Teams 1 & 2 (1 = Goals 1 & 2) (2 = Goal 3)	4/30/15	3 parents 1 community member 7 teachers/staff	Rubio MacDonald
Action Teams 1 & 2 (1 = Goals 1 & 2) (2 = Goal 3)	5/14/15	5 parents 1 community member 4 teachers/staff	Rubio MacDonald
Action Teams 1 & 2 (1 = Goals 1 & 2) (2 = Goal 3)	5/28/15		Rubio MacDonald
Citizen's Oversight Committee	3/18/15	8 community members	Rubio

Data Sources for "Identified Needs"

1. Greatness By Design Report by Tom Torlakson's Task Force on Educator Excellence,
   http://www.cde.ca.gov/eo/in/documents/greatnessfinal.pdf
   1.a – EUSD Human Resources Data show that a few of our teachers are not fully credentialed. Data also show that Middle School teachers have multiple-subject credentials rather than single-subject.

2. Research on the Common Core standards from Student Achievement Parners at Achieve the Core, http://achievethecore.org/dashboard/408/search/3/1/0/1/2/3/4/5/6/7/8/9/10/11/12.
   2.a – Teachers reported on confidential Superintendent's Survey (June, 2014; 100% response) that there was no CCSS-aligned curriculum in any subject area.

3. EdReports CCSSM curriculum analysis results,
   http://www.edreports.org/reports/series/compare.html?level=elementary&subject=5

4. CDE report "School Facilities improve learning",
   http://www.cde.ca.gov/ls/fa/re/documents/learnercenter.pdf

5. Ed Source, Effective teacher training critical to success of Common Core math,
   http://edsource.org/2014/effective-teacher-training-critical-to-success-of-common-core-math-2/62096#.VU09USFVhBc
   5.a – Teachers reported on confidential Superintendent's Survey (June, 2014; 100% response) that they were at different levels of awareness and knowledge of CCSS.

6. A "Schools That Work" case student on effects of critical thinking
   http://www.edutopia.org/stw-kipp-critical-thinking
   6.a – Teachers identified the following PD needs on a district-wide survey (April, 2015, 73% response): creating and using common formative assessments, support for Eureka Math, effective use of Collaboration time, technology integration, issues of equity, and positive behavior support.

7. Five Ways to Empower Students,
   http://www.edutopia.org/blog/empower-students-adora-svitak

8. Effects of exercise for low-income students: *Acute aerobic exercise impacts selective attention: an exception boost in lower income students*, in Educational Psychology, Volume 32, Issue 2, 2012.

9. Multiple on-going studies on the effects of music education on elementary school students' cognitive, emotional and social development,
   http://www.theatlantic.com/health/archive/2013/10/using-music-to-close-the-academic-gap/280362/

10. Four longitudinal studies on the effects of Art on the academic achievement of at-risk youth from NEA, http://arts.gov/sites/default/files/Arts-At-Risk-Youth.pdf

11. The Williams case demonstrates the need for safe, clean facilities and impact on learning of well-maintained schools. http://www.cde.ca.gov/eo/ce/wc/wmslawsuit.asp

12. Research from Silicon Valley Math Initiative indicates that Mathematics Assessment Resources Services (MARS tasks) increase student critical thinking and deeper conceptual understanding of math for college and career readiness. EUSD is committed to partnership with SVMI.

13. Video Streaming is one of the aspects of technology (in partnership with teacher motivation and belief in the efficacy of technology) determined to improve engagement and learning for a diverse range of students through .
    http://kr012.k12.sd.us/Portfolio/Group%20Research%20Paper.pdf
14. Multiple sites exists (some free, some at cost) that enhance EL students learning of both English and core subject content matter. Emery Unified's goal would be to increase access to these sites through use of Chromebooks or other tablet devices.
    http://oedb.org/ilibrarian/50_essential_resources_for_esl_students/
15. The relationship between parent involvement/communication and student achievement in urban settings, multiple studies, http://eus.sagepub.com/content/35/2/202.short
16. California Department of Education's Research basis for multi-tiered system of support, including RtI, http://www.urbancollaborative.org/files/mtss_brief_final.modified_0.pdf
17. According to the appendix of California's ELD standards, an EL student's ability to learn English is predicated on his/her current literacy capacity in his/her home language. Older students w/low literacy skills need to strengthen literacy in their home language (i.e. learning to read) while also learning English, http://www.cde.ca.gov/sp/el/er/documents/sbeapdaliteracy.pdf
18. Gains in early reading achievement through use of an Integrated Learning System: http://www.waterford.org/wp-content/files/Cassady-Smith-Waterford-study.pdf
19. Using Technology to Enhance the Art and Science of Teaching Framework, by Mark W. Haystead and Sonny Magana, September 1, 2013.

LCAP Metric Number	LCAP Mandated Metric
1	Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching
2	Every pupil in the school district has sufficient access to the standards-aligned instructional materials
3	The LCAP addresses the degree to which school facilities are maintained in good repair
4	The implementation of state board adopted academic content and performance standards for all students
5	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
6	A broad course of study including courses described under sections 51210 and 51220(a)-(i), as applicable
7	Program and services developed and provided to unduplicated pupils
8	Program and services developed and provided to individuals with exceptional needs
9	Statewide assessments
10	The Academic Performance Index
11	The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or the programs of study that align with state board approved career technical educational standards and frameworks
12	The percentage of English learner pupils who make progress toward English proficiency as measured by CELDT
13	The English learner reclassification rate
14	The percentage of pupils who have passed an Advanced Placement examination with a score of 3 or higher
15	The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness
16	If available, for courses described under Sections 51210 and 51220(a)-(i), as applicable
17	The efforts the school district makes to seek parent input in making decisions for the school district and each individual schoolsite
18	How the school district will promote parental participation in programs for unduplicated pupils
19	How the school district will promote parental participation in programs for individuals with exceptional needs
20	School attendance rates*
21	Chronic absenteeism rates
22	Middle school drop out rates*
23	High school drop out rates*
24	High school graduation rates*
25	Pupil suspension rates*
26	Pupil expulsion rates*
27	Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness