

East Side Union High School District
Local Control Accountability Plan

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Introduction:

LEA: East Side Union High School District **Contact:** Juan Cruz, Assistant Superintendent, cruzjuan@esuhsd.org, (408) 347-5170 **LCAP Year:** 2014-15

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

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Involvement Process	Impact on LCAP
<p>The District over the past twelve months, fully engaged with the greater East Side community to assess the District's progress to meeting the needs of ALL students. The Superintendent held a total of 22 community conversations and focus groups at school sites that invited staff, parents, students, and community members of each high school to conduct a needs assessment and establish priorities. Through this process the District revised its Vision, Mission, and Core Values which are listed below:</p> <p>VISION Every student graduates prepared for college and career empowered to thrive in a global society.</p> <p>MISSION We align decisions to create safe, dynamic and relevant learning environments that inspire critical thinking, problem solving and innovation.</p> <p>CORE VALUES</p> <p>Equity: We allocate resources, develop practices, and cultivate mindsets to ensure that every student meets or exceeds standards.</p> <p>Inclusiveness: We model personal and professional integrity through processes that are respectful, transparent, and proactively engage parents, students, staff, and community.</p> <p>Commitment to Excellence: We believe in continuous improvement through a culture of openness, inquiry and collaboration. We honor those who take responsibility, demonstrate creativity and take initiative.</p> <p>Diversity: We see diversity as a valuable asset that enriches our world-view and strengthens our community.</p> <p>Professional Capacity: We believe in and invest in the development of every employee and volunteer in our system.</p> <p>In addition, the District has identified the following 21st century skills that the District wants every student to graduate demonstrating proficiency; the skills are identified as the 5Cs.</p>	<p>The LCAP feedback was combined with the input from the Strategic Planning process. As we reviewed the information, we noted clear actions the District needs to carry out in order to meet the needs of students to ensure College and Career Readiness for ALL.</p> <p>Stakeholder feedback, concerns, and questions were collected and actions were included in the LCAP regarding academic, social/emotional, and stakeholder involvement services for ALL students, but especially for our significant subgroups.</p> <p>In addition to the community conversations and the LCAP input sessions, the district conducted an online survey to garner parent, student, employee, and community member input. It received a total of 2,306 responses that prioritized academic support services, clean facilities, and safe campuses. The academic services consisted of:</p> <ul style="list-style-type: none"> • Common Core State Standards Professional Development • Additional College and Career Guidance • Additional Library Services <p>Using the stakeholder input the district began the development of the LCAP by first defining the core services. With the increase in the base funding that the District will be receiving as a result of the implementation of the LCFF the District has redefined the core educational services it will provide to all students. Up until this year, the District has funded one counselor from general fund and the second counselor was funded by site supplemental funds. For the 2014-2015 school year, the District will fund two (2) counselors from general fund; thus, freeing up the site supplemental funds for local School Site Councils to use for additional services. The additional funds will allow the District to address the State priorities. In addition, other support staff are being added to the school sites to ensure that students have access to academic support services.</p>

- *Critical Thinking & Problem Solving*
- *Communication*
- *Collaboration*
- *Creativity*
- *Civic Engagement*

We will develop clear assessments and work closely with our teachers to develop ways to enhance our curriculum tied to the Common Core Standards as a vehicle for student mastery of these 21st century skills.

The East Side School Board identified five (5) key performance measures that support the District's vision:

1. Improved *graduation rate*
2. Decreased *dropout rate*
3. Improved *A-G completion rate (15 course sequence for UC/CSU qualification)*
4. Develop *College & Career Readiness Indicators (5Cs) –Critical Thinking, Communication, Collaboration, Creativity, Civic Engagement*
5. *Decrease achievement gaps as defined by measures 1-3 and other indicators, such as suspension and expulsion rates.*

In order to attain our KPMs, we have also identified sub indicators that will be monitored throughout the year. Each KPM has several sub indicators:

Graduation Rate

D & F Rate (final grade of D or F in course), Attendance Rate, Suspension Rate, Course Completion

Dropout Rate

Attendance Rate, Suspension Rate, Course Completion Rate, D & F Rate

A-G Completion Rate

C or better in the 15 UC/CSU course sequence

College & Career Readiness

Demonstrating Proficiency in the 5Cs, PSAT {127+}, AP {3 or better} IB {4 or better}, SAT {1650+}, ACT {24+}, Reclassification Rate, Early Assessment Program

The District will continue its efforts to support teachers with professional development regarding the transition to the new common core state standards. The District will continue to provide the school sites with the support they need to help teachers make the transition.

We are training staff in the use of newly adopted mathematics instructional materials as we transition to the new CCSS Math Courses. At meetings of our Board of Trustees, we have presented our plan to use common core funds to purchase State adopted math materials, provide professional development, and support student assessment with technology. Each of these expenses promotes goal attainment of the implementation of the State Standards, ensuring that every child has access to the common core curriculum in our classrooms.

The District will continue to provide parent education opportunities and will increase these opportunities throughout the District. A positive school climate will be successfully achieved if we continue to find alternatives to suspension and provide behavioral interventions.

The District strives to meet the holistic needs of all students by providing an environment where students and family's needs are met so that they can fully participate in all aspects of the educational experience.

All stakeholders and the community will have two additional opportunities to comment at Public Hearings, after which the district will revise this plan.

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Closing the Achievement Gaps

A-G completion rate, Decrease the gap among sub groups on SMARTER Balanced Exams, Suspension & Expulsion for students of color, Enrollment in AP/IB courses, Pass Rate in AB/IB courses; College Acceptance, College Completion

In addition to the strategic planning engagement stakeholder and focus group meetings, the district has had many community engagement meetings to specifically discuss the LCFF and the LCAP. The following are the dates of the community engagement meetings:

March, 2014

- School Site Council/ELAC
- DAC/DELAC – March 18th
- African-American Student Advocates—March 13th
- Vietnamese Parents—March 15th
- Latino Parents—April 16th
- Board of Trustees—March 20th

April, 2014

- School Site Councils/ELACs
- African-American Student Advocates—April 8th
- Migrant Education—April 11th

May, 2014

- Update to the board on the community input (Board Study Session/Meeting)—May 6th
- First Public Hearing (Board Meeting)—May 15th

June, 2014

Board of Trustees Approval (Board Meeting)—June 19th

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

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

- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

As a high school district, we do not receive a California Department of Education (CDE) calculation for middle school dropout rates. Therefore, these metrics will not be used in our plan.

Special Education Program description for County Special Education Programs

The Santa Clara County Office of Education's Special Education Program serves as a partner with the county's public school districts to serve students with disabilities. The County Special Education professional team includes teachers, itinerant specialists, paraeducators, psychologists, nurses, support staff and administrators. Each member of the team plays an important role in delivering quality instruction to students. The professional team helps to meet the special education needs of students from birth to age 22. Each year, students benefit from the intensive instructional programs and services provided at a variety of sites. Infants and toddlers receive early intervention services. Parents are provided information and resources to support their child's needs.

The County Special Education Program operates classes on public school campuses to serve students with special needs. Professional teams align special education goals with Common Core State Standards and Preschool Learning Foundations. Students receive instruction in the core curriculum and participate in state testing programs. Special Education County programs include:

Deaf/Hard of Hearing: *Total communication approach that allows for all forms of communication in an instructional program.*

Orthopedic Impairments: *Instructional programs with instructors specializing in assistive technology, integration strategies to enhance the instructional program.*

Autism Spectrum Disorders: *Classroom programs are based on structured teaching with use of visual schedules, work systems and partner assisted visually aided systems of communication.*

Emotional Disturbance: *Students receive individual and group mental health services as well as academic instruction.*

Severe Medical Needs and Cognitive delays: *Instruction in modified curriculum based on Common Core, independent living skills and inclusion.*

Early Start Program: *Provides support and resources to family members and care givers to enhance children's learning and development.*

Itinerant Services: *Specialists provide services to district and county students in the following areas; Deaf and hard of hearing, Visual impairment, Orientation and mobility, Adapted Physical Education, Orthopedic impairments, Assistive Technology and home teaching.*

WorkAbility Program: *Serves students ages 16-22 years of age providing vocational training, transition planning and self advocacy.*

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Inclusion Collaborative: *This collaborative group leads the effort to provide every Santa Clara County child with a quality learning environment. Its focus is the successful inclusion of children with special needs in child care, preschool programs and the community through education, advocacy and awareness. They provide training, inclusion kits and resources county wide.*

In addition, the County Office of Education is the Local Education Agency (LEA) for special education students residing in Licensed Children's Institutions (LCIs) who attend non-public schools. The Special Education Program also provides services to special education students attending institutional schools, community schools, pediatric skilled nursing facilities and County Board-sponsored charter schools.

Parents are involved in the education of their student through Individualized Educational Program (IEP) or Individual Family Service Plan (IFSP) process. As an IEP or IFSP team member parents/guardians participate in forming annual academic, communication, behavioral, developmental and social goals for the student. Parents receive quarterly communications regarding the student's goal progress. Individual Transition Plans (ITPs) are written with graduating students and their families to facilitate appropriate adult life post-school options.

Programs are funded by a disability block formula charged to districts referring students. Supplemental funding is received from Title I, II and III for addition materials such as technology, English learner supplemental curriculum and other program needs. Funding is also received for Medi-Cal eligible services and through WorkAbility and Early Learning grants.

Programs are reviewed annually for compliance with all state and federal requirements. Special Education accountability data is compiled and reported in the School Accountability Report Card, (SARC), LEA Plan, Tittle III EL Plan and the LCAP. Data is also posted on the California Department of Education website.

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Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need 1.1 Increase percent of graduates and reduce the percent of students dropping out 1.2 Improve A-G completion rate (15 course sequence for UC/CSU qualification) Metric 1.1 Annual graduation data 1.2 Annual A-G completion data 1.3 Annual percent of	The district will provide high quality instruction and learning opportunities preparing every student to graduate ready for college and career Implement Instructional Rounds to monitor progress towards improving instruction Develop and implement online assessment system district wide to monitor the progress of student achievement of common core and the 5Cs	ALL	ALL	Graduation Rate: Baseline data will be 2013-14 Reduction in Drop-out Rate: Baseline data will be 2013-14 A-G Completion Rate: Baseline data will be 2013-14	Graduation Rate Target: 84% Reduction in Drop-out Rate Target: 12% A-G Completion Rate Target: 41% Professional development modeling coaching with an equity emphasis to support the shifts in instruction necessary for the implementation of common core for ALL administrators and ALL teachers Hire instructional coaches (one for each site) to support	Graduation Rate Target: 86% Reduction Drop-out Rate Target: 10% A-G Completion Rate Target: 44% Professional development modeling coaching with an equity emphasis to support the shifts in instruction necessary for the implementation of common core for ALL administrators and ALL teachers Continue instructional coaches (one for	Graduation Rate Target: 88% Reduction Drop-out Rate Target: 8% A-G Completion Rate Target: 47% Professional development modeling coaching with an equity emphasis to support the shifts in instruction necessary for the implementation of common core for ALL administrators and ALL teachers Continue instructional coaches (one for	Priority 1,2,4, 5, 7, and 8

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<p>students demonstrating proficiency on the CELT in order to be redesignated</p> <p>1.4 Meeting API Targets</p> <p>Graduation Rate: Baseline data will be 2013-14</p> <p>Reduction in Drop-out Rate: Baseline data will be 2013-14</p> <p>A-G Completion Rate: Baseline data will be 2013-14</p>	<p>Implement three (3) out-of-class interventions that support and accelerate student learning</p> <p>Implement three (3) research-based instructional practices that support learning for ALL students</p> <p>The district will develop and implement a strong guidance program to help students meet the graduation and A-G requirements</p>				<p>the shifts in instruction necessary given the new common core state standards and the diversity of our student population (\$1,400,000)</p> <p>Develop College & Career Readiness Indicators (5Cs)</p> <ul style="list-style-type: none"> • Critical Thinking • Communication • Collaboration • Creativity • Civic Engagement <p>Develop rubrics to measure 21st century skills and common core proficiencies.</p> <p>Hire a Director of Accountability that will assist in the development of a plan to regularly measure and monitor the impact of interventions and</p>	<p>each site) to support the shifts in instruction necessary given the new common core state standards and the diversity of our student population (\$1,400,000)</p> <p>Align our instructional program and practices to the College & Career Readiness Indicators (5Cs)</p> <ul style="list-style-type: none"> • Critical Thinking • Communication • Collaboration • Creativity • Civic Engagement <p>Develop rubrics to measure 21st century skills and common core proficiencies.</p> <p>Hire a Director of Accountability that will assist in the development of a plan to regularly measure and monitor the impact of interventions</p>	<p>each site) to support the shifts in instruction necessary given the new common core state standards and the diversity of our student population (\$1,400,000)</p> <p>Align our instructional program and practices to the College & Career Readiness Indicators (5Cs)</p> <ul style="list-style-type: none"> • Critical Thinking • Communication • Collaboration • Creativity • Civic Engagement <p>Develop rubrics to measure 21st century skills and common core proficiencies.</p> <p>Hire a Director of Accountability that will assist in the development of a plan to regularly measure and monitor the impact of interventions</p>	
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					<p>instructional practices on developing student achievement of common core and 5Cs (\$72,000)</p> <p>Identify the three research-based instructional practices</p> <p>Identify the three (3) out-of-class interventions</p> <p>The district has defined the core counseling services for 2014-15. Each school will be allocated 2 counselors that are funded by general fund.</p> <p>Additional counselor will be allocated to Decile 1-3 schools to monitor and support the focus subgroups (\$767,000)</p>	<p>and instructional practices on developing student achievement of common core and 5Cs (\$72,000)</p> <p>Identify the three research-based instructional practices</p> <p>Identify the three (3) out-of-class interventions</p> <p>A third counselor may be added in 2015-16 to the core if the district continues to receive additional revenues with the annual implementation of LCFF far and above expected annual expenses.</p> <p>Continue with the additional counselor at the Decile 1-3 schools to monitor and support the focus subgroups (\$767,000)</p>	<p>and instructional practices on developing student achievement of common core and 5Cs (\$72,000)</p> <p>Identify the three research-based instructional practices</p> <p>Identify the three (3) out-of-class interventions</p> <p>A fourth counselor may be added in 2015-16 to the core if the district continues to receive additional revenues with the annual implementation of LCFF far and above expected annual expenses.</p> <p>Continue with the additional counselor at the Decile 1-3 schools to monitor and support the focus subgroups (\$767,000)</p>	
Need 2.1 Reduce the percent of	Increase the number of students making annual progress	ALL	ALL	Reduction in Drop-out Rate: Baseline data	Reduction in Drop-out Rate Target: 12%	Reduction in Drop-out Rate Target: 10%	Reduction in Drop-out Rate Target: 8%	Priority 1,4, 5, and 6

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<p>students dropping out of school</p> <p>Metric</p> <p>2.1 District discipline and attendance data</p> <p>2.2 CHKS</p> <p>Reduction in Drop-out Rate: Baseline data will be 2013-14</p> <p>Reduction in # of Suspensions and Expulsions: Baseline data will be 2013-14</p>	<p>towards graduation</p> <p>Increase the percent of non-graduates accessing a 5th year in order to graduate</p> <p>Decrease suspension and expulsion rates for overrepresented students</p> <p>Decrease the percent of students chronically absent</p>			<p>will be 2013-14</p> <p>Reduction in # of Suspensions and Expulsions: Baseline data will be 2013-14</p>	<p>Reduction in # of Suspensions and Expulsions: 20%</p> <p>Provide A-G credit recovery and acceleration options both during the school year and in the summer</p> <p>Counselors will actively recruit and reenroll non-grads for a 5th year or alternative graduate programs</p> <p>District will allocate a Social Worker for each site to support the social emotional needs of students that get in the way of them being successful in school (\$1,250,000)</p> <p>District will hire a Coordinator of Student Services to develop and implement strategies that target the reduction of student absenteeism and suspensions and</p>	<p>Reduction in # of Suspensions and Expulsions: 10%</p> <p>Provide A-G credit recovery and acceleration options both during the school year and in the summer</p> <p>Counselors will actively recruit and reenroll non-grads for a 5th year or alternative graduate programs</p> <p>District will allocate a Social Worker for each site to support the social emotional needs of students that get in the way of them being successful in school (\$1,250,000)</p> <p>District will hire a Coordinator of Student Services to develop and implement strategies that target the reduction of student</p>	<p>Reduction in # of Suspensions and Expulsions: 10%</p> <p>Provide A-G credit recovery and acceleration options both during the school year and in the summer</p> <p>Counselors will actively recruit and reenroll non-grads for a 5th year or alternative graduate programs</p> <p>District will allocate a Social Worker for each site to support the social emotional needs of students that get in the way of them being successful in school (\$1,250,000)</p> <p>District will hire a Coordinator of Student Services to develop and implement strategies that target the reduction of student</p>	
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					expulsions (\$132,000)	absenteeism and suspensions and expulsions (\$132,000)	absenteeism and suspensions and expulsions (\$132,000)	
Need 3.1 Improve individual and group performance Metric 3.1 Performance data from rubric 3.2 Retention of teachers 3.3 Annual Evaluations	ESUHSD will provide professional learning communities to increase social capital to meet targeted goals	ALL	ALL		Train teacher leaders and administrators in the facilitation of PLCs. Align the focus of collaboration to the targeted goals (CCSS, technology, ELL strategies, examining data, etc.) Continue to support the new teacher induction program (BTSA) in order to ensure that we have highly qualified teachers	Implement PLC practices across all schools to develop a collaborative culture Implement the targeted goals focused on (CCSS, technology, ELL strategies, examining data, etc.) in school collaboration Continue to support the new teacher induction program (BTSA) in order to ensure that we have highly qualified teachers	Implement PLC practices across all schools to develop a collaborative culture Implement the targeted goals focused on (CCSS, technology, ELL strategies, examining data, etc.) in school collaboration Continue to support the new teacher induction program (BTSA) in order to ensure that we have highly qualified teachers	Priority 1,4, 5, 7, and 8
Need 4.1 Increase parent engagement Metric 4.1 Attendance at SSC, ELAC, and other parent involvement activities 4.2 Parent Surveys	The district will engage all stakeholders by promoting opportunities that strengthen the skills, competencies, and abilities for students, parents, staff, and community.	ALL	ALL		Baseline data will be 2014-2015 A Parent Involvement Specialist will be hired for each school and a parent center will be established to help engage parents and improve the communication between home and	Increase parent participation by 10% A Parent Involvement Specialist will be hired for each school and a parent center will be established to help engage parents and improve the communication	Increase parent participation by 10% A Parent Involvement Specialist will be hired for each school and a parent center will be established to help engage parents and improve the communication	Priority 3, 5, and 6

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					<p>school. (\$1,000,000)</p> <p>District will provide ongoing training for Community Resource Specialist</p> <p>Each school will provide parent educational workshops to assist parent in supporting their students educational needs (i.e. college readiness, School Loop training, financial aid)</p> <p>Provide English classes for English Learner parents to empower them in assisting their student academically.</p> <p>Provide the resources to disseminate parent information in multiple languages (i.e. translators)</p>	<p>between home and school. (\$1,000,000)</p> <p>District will provide ongoing training for Community Resource Specialist</p> <p>Each school will provide parent educational workshops to assist parent in supporting their students educational needs (i.e. college readiness, School Loop training, financial aid)</p> <p>Provide English classes for English Learner parents to empower them in assisting their student academically.</p> <p>Provide the resources to disseminate parent information in multiple languages (i.e. translators)</p>	<p>between home and school. (\$1,000,000)</p> <p>District will provide ongoing training for Community Resource Specialist</p> <p>Each school will provide parent educational workshops to assist parent in supporting their students educational needs (i.e. college readiness, School Loop training, financial aid)</p> <p>Provide English classes for English Learner parents to empower them in assisting their student academically.</p> <p>Provide the resources to disseminate parent information in multiple languages (i.e. translators)</p>	
Need 5.1 Increase percent of	Implement New Tech at James Lick High School	ALL	James Lick	Graduation Rate: Baseline data will be	Graduation Rate Target: 82%	Graduation Rate Target: 85%	Graduation Rate Target: 88%	

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<p>graduates and reduce the percent of students dropping out</p> <p>5.2 Improve A-G completion rate (15 course sequence for UC/CSU qualification)</p> <p>Metric</p> <p>5.1 Annual graduation data</p> <p>5.2 Annual A-G completion data</p> <p>5.3 Annual percent of students demonstrating proficiency on the CELT in order to be redesignated</p> <p>5.4 Meeting API Targets</p> <p>Graduation Rate: Baseline data will be 2013-14</p> <p>Reduction in Drop-out Rate:</p>				<p>2013-14</p> <p>Reduction in Drop-out Rate: Baseline data will be 2013-14</p> <p>A-G Completion Rate: Baseline data will be 2013-14</p>	<p>Reduction in Drop-out Rate Target: 13%</p> <p>A-G Completion Rate Target: 33%</p> <p>Reduce class size at James Lick High School in order to implement team teaching per New Tech model (Increase 2.2 FTE) (\$257,000)</p>	<p>Reduction in Drop-out Rate Target: 10%</p> <p>A-G Completion Rate Target: 34%</p> <p>Reduce class size at James Lick High School in order to implement team teaching per New Tech model (Increase 6.0 FTE) (\$700,000)</p>	<p>Reduction in Drop-out Rate Target: 7%</p> <p>A-G Completion Rate Target: 37%</p> <p>Reduce class size at James Lick High School in order to implement team teaching per New Tech model (Increase 6.0 FTE) (\$700,000)</p>	
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Baseline data will be 2013-14								
A-G Completion Rate: Baseline data will be 2013-14								

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need 1.1 Increase percent of graduates 1.2 Improve A-G completion rate (15 course sequence for	The district will provide high quality instruction and learning opportunities preparing every student to graduate ready for college and career	Focus Subgroups: African-American Hispanic ELL Special Needs	ALL	African-American Graduation Rate: 79.4% African-American A-G Rate: 27.7%	African-American Graduation Target: Equal or Greater to the overall district percent African-American A-G Completion Target: 31%	African-American Graduation Target: Equal or Greater to the overall district percent African-American A-G Completion Target: 33%	African American Graduation Target: Equal or Greater to the overall district percent African-American A-G Completion Target: 35%	Priority 1,4, 5, 7, and 8

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<p>UC/CSU qualification)</p> <p>Metric</p> <p>1.1 Annual graduation data</p> <p>1.2 Annual A-G completion data</p> <p>African-American Graduation Rate: 79.4%</p> <p>African-American A-G Rate: 27.7%</p> <p>Hispanic Graduation Rate: 71.3%</p>	<p>The district will develop and implement a strong guidance program to help students meet the graduation and A-G requirements</p>			<p>Hispanic Graduation Rate: 71.3%</p>	<p>Hispanic Graduation Target: 74%</p> <p>Hispanic A-G Completion Target: 20%</p> <p>Additional counselor will be allocated to Decile 1-3 schools to monitor and support the focus subgroups (\$766,000)</p> <p>Additional Librarian Services will be allocated to Decile 1-3 schools (\$228,000)</p> <p>All African American students will have an individual learning plan developed by September 30th and updated twice a year</p> <p>All incoming 9th grade African American students will be actively recruited to ensure they attend the Summer Bridge Program. This will provide the baseline data.</p>	<p>Hispanic Graduation Target: 76%</p> <p>Hispanic A-G Completion Target: 21%</p> <p>Continue funding additional counselor to Decile 1-3 schools to monitor and support the focus subgroups (\$766,000)</p> <p>Additional Librarian will be added to increase Library Services across all schools (\$350,000)</p> <p>All African American students will have a individual learning plan developed by September 30th and updated twice a year</p> <p>All incoming 9th grade African American students will be actively recruited to ensure they attend the Summer Bridge Program. Target: 80%</p>	<p>Hispanic Graduation Target: 78%</p> <p>Hispanic A-G Completion Target: 22%</p> <p>Continue funding additional counselor to Decile 1-3 schools to monitor and support the focus subgroups (\$766,000)</p> <p>Additional Librarian will be added to increase Library Services across all schools (\$350,000)</p> <p>All African American students will have a individual learning plan developed by September 30th and updated twice a year</p> <p>All incoming 9th grade African American students will be actively recruited to ensure they attend the Summer Bridge Program. Target: 90%</p>	
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<p>Need 2.1 Reduce the percent of students dropping out of school</p> <p>Metric 2.1 District discipline and attendance data</p> <p>2.2 Annual Graduation Data</p> <p>2.3 CHKS</p> <p>(% of non-graduates reenrolled for a 5th year baseline data will 2013-14 non-grads)</p> <p>(% of students Suspended % Suspension)</p> <p>(% of 9th grade students earning 60 units by the June. 2013-14 will provide the base line data)</p>	<p>Increase the number of students making annual progress towards graduation</p> <p>Increase the percent of non-graduates accessing a 5th year in order to graduate</p> <p>Decrease suspension and expulsion rates for overrepresented students</p> <p>Decrease the percent of students chronically absent</p>	<p>Focus Subgroups:</p> <p>African-American Hispanic ELL Special Needs</p>	<p>ALL</p>	<p>(% of non-graduates reenrolled for a 5th year baseline data will 2013-14 non-grads)</p> <p>(% of students Suspended % Suspension)</p> <p>(% of 9th grade students earning 60 units by the June. 2013-14 will provide the base line data)</p>	<p>2013-14 Subgroup Non-Graduates will be the basis for calculating the percent reenrolled for a 5th year.</p> <p>The percent of Subgroup students suspended will decrease by 3%.</p> <p>The percent of African American 9th graders earning 60 units in June will increase to 70%.</p> <p>Provide A-G credit recovery and acceleration options both during the school year and in the summer</p> <p>Counselors will actively recruit and reenroll non-grads for a 5th year or alternative graduate programs</p> <p>District will allocate a Social Worker for each site to support the social emotional needs of students that get in the way of them being</p>	<p>Increase by 10% the Subgroup Non-Graduate percent reenrolled for a 5th year.</p> <p>The percent of Subgroup students suspended will decrease by 2%.</p> <p>The percent of African American 9th graders earning 60 units in June will increase to 80%.</p> <p>Provide A-G credit recovery and acceleration options both during the school year and in the summer</p> <p>Counselors will actively recruit and reenroll non-grads for a 5th year or alternative graduate programs</p> <p>District will allocate a Social Worker for each site to support the social emotional needs of students that get in the way of them being</p>	<p>Increase by 20% the Subgroup Non-Graduate percent reenrolled for a 5th year.</p> <p>The percent of Subgroup students suspended will decrease by 1%.</p> <p>The percent of African American 9th graders earning 60 units in June will increase to 90%.</p> <p>Provide A-G credit recovery and acceleration options both during the school year and in the summer</p> <p>Counselors will actively recruit and reenroll non-grads for a 5th year or alternative graduate programs</p> <p>District will allocate a Social Worker for each site to support the social emotional needs of students that get in the way of them being</p>	<p>Priority 1,4, 5</p>
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					successful in school Counselor and Social worker will work together to ensure that ALL African American students are accessing the services available to them. District will compensate certificated staff to establish/strengthen site Black Student Unions in order to deliver wrap-around services to students based on the pilot at Mount Pleasant and Oak Grove	successful in school Counselor and Social worker will work together to ensure that ALL African American students are accessing the services available to them. District will compensate certificated staff to establish/strengthen site Black Student Unions in order to deliver wrap-around services to students based on the pilot at Mount Pleasant and Oak Grove	successful in school Counselor and Social worker will work together to ensure that ALL African American students are accessing the services available to them. District will compensate certificated staff to establish/strengthen site Black Student Unions in order to deliver wrap-around services to students based on the pilot at Mount Pleasant and Oak Grove	
Need 3.1 Increase parent engagement Metric 3.1 Attendance at SSC, ELAC, and other parent involvement activities 3.2 Parent Surveys	3.1 The district will engage all stakeholders by promoting opportunities that strengthen the skills, competencies, and abilities for students, parents, staff, and community.	Focus Subgroups: African-American Hispanic ELL Special Needs	ALL		Staff will actively outreach to parents to ensure that ALL parents of Subgroup students are informed of the services available and parent events taking place. The 2014-2015 year will be the baseline Each school will provide parent educational workshops to assist parent in supporting	Staff will actively outreach to parents to ensure that ALL parents of Subgroup students are informed of the services available and parent events taking place. The 2014-2015 year will be the baseline Each school will provide parent educational workshops to assist parent in supporting	Staff will actively outreach to parents to ensure that ALL parents of Subgroup students are informed of the services available and parent events taking place. The 2014-2015 year will be the baseline Each school will provide parent educational workshops to assist parent in supporting	Priority 5

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					their students educational needs (i.e. college readiness, School Loop training, financial aid)	their students educational needs (i.e. college readiness, School Loop training, financial aid)	their students educational needs (i.e. college readiness, School Loop training, financial aid)	
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Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

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- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>The district will provide high quality instruction and learning opportunities preparing every student to graduate ready for college and career</p> <p>Implement Instructional Rounds to monitor progress towards improving instruction</p> <p>Develop and implement online assessment system district wide to monitor the progress of student achievement of common core and the 5Cs</p> <p>Implement three (3) out-of-class interventions that</p>	Priority 1, 2, 4, 7, and 8	<p>Professional development modeling coaching with an equity emphasis to support the shifts in instruction necessary for the implementation of common core for ALL administrators and ALL teachers</p> <p>Develop College & Career Readiness Indicators (5Cs)</p> <ul style="list-style-type: none"> • Critical Thinking • Communication • Collaboration • Creativity • Civic Engagement <p>Develop rubrics to measure 21st century skills and common core proficiencies.</p>	LEA-wide		<p>Professional development will be aligned to help teachers shift to the new common core state standards. (\$750,000 Common Core Funds) (\$700,000 Title II Funds)</p>	<p>Professional development will be aligned to help teachers shift to the new common core state standards. (\$700,000 Title II Funds)</p>	<p>Professional development will be aligned to help teachers shift to the new common core state standards. (\$700,000 Title II Funds)</p>

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>support and accelerate student learning</p> <p>Implement three (3) research-based instructional practices that support learning for ALL students</p> <p>The district will develop and implement a strong guidance program to help students meet the graduation and A-G requirements</p>		<p>Identify the three research-based instructional practices</p> <p>Identify the three (3) out-of-class interventions</p> <p>The district has defined the core counseling services for 2014-15. Each school will be allocated 2 counselors that are funded by general fund.</p> <p>Provide A-G credit recovery and acceleration options both during the school year and in the summer</p>			Each school will receive an additional counselor funded from General Fund for a total of 2 (\$2.6 Million)	If funding continues to increase each school will receive an additional counselor funded from General Fund for a total of 3 (\$3.9 Million)	If funding continues to increase each school will receive an additional counselor funded from General Fund for a total of 4 (\$5.2 Million)
The district will engage all stakeholders by promoting opportunities that strengthen the skills, competencies, and abilities for students, parents, staff, and community.	Priority 3, 5, and 6	Each school will provide parent educational workshops to assist parent in supporting their students educational needs (i.e. college readiness, School Loop	LEA-wide		Parent engagement will increase with the additional outreach and educational opportunities. (\$2.6 Million	Parent engagement will increase with the additional outreach and educational opportunities. (\$2.6 Million	Parent engagement will increase with the additional outreach and educational opportunities. (\$2.6 Million

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>training, financial aid)</p> <p>Provide English classes for English Learner parents to empower them in assisting their student academically.</p> <p>Provide the resources to disseminate parent information in multiple languages (i.e. translators)</p>			former EIA was allocated to the sites to support ELL and at-risk students based on the unduplicated count. Site actions and expenditures are outlined in their SPSAs	former EIA was allocated to the sites to support ELL and at-risk students based on the unduplicated count. Site actions and expenditures are outlined in their SPSAs	former EIA was allocated to the sites to support ELL and at-risk students based on the unduplicated count. Site actions and expenditures are outlined in their SPSAs

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>ESUHSD will provide high quality instruction and learning opportunities preparing every student to graduate ready for college and career</p> <p>ESUHSD will engage all stakeholders by promoting opportunities that strengthen the skills, competencies, and abilities for students, parents, staff, and community.</p>	Priority 1,2, 3, 4, 5, 6, 7, and 8	<p>For low income pupils:</p> <ul style="list-style-type: none"> • Provide an appropriately rigorous pathway in core subjects to support student success in AP/IB classes • After School Tutorial and Assistance Programs • Professional Development for Instructional Assistants • Daily Intervention and Enrichment • Academic Vocabulary Instruction 	School-wide	CASPP, District Writing Assessment, District Summative Assessments, Grade Data	<ul style="list-style-type: none"> • Provide A-G credit recovery/acceleration options during the school day, after school, and in the summer (\$200,000) • Allocate one instructional coach to each site for a total of 12 (\$1,400,000) • Allocate one Parent Involvement Specialist to each site for a total of 11 (\$1,000,000) • Additional counselor will be allocated to Decile 1-3 	<p>Continue actions/services from 2014-2015</p> <ul style="list-style-type: none"> • Provide A-G credit recovery/acceleration options during the school day, after school, and in the summer (\$200,000) • Allocate one instructional coach to each site for a total of 12 (\$1,400,000) • Allocate one Parent Involvement Specialist to 	<p>Continue actions/services from 2014-2015</p> <ul style="list-style-type: none"> • Provide A-G credit recovery/acceleration options during the school day, after school, and in the summer (\$200,000) • Allocate one instructional coach to each site for a total of 12 (\$1,400,000) • Allocate one Parent Involvement Specialist to

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Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					schools to monitor and support the focus subgroups (\$766,000) • Additional Librarian Services will be allocated to Decile 1-3 schools (\$228,000) • Allocate one Social Worker to each site and one at the district office for a total of 13 (\$1,250,000)	each site for a total of 11 (\$1,000,000) • Additional counselor will be allocated to Decile 1-3 schools to monitor and support the focus subgroups (\$766,000) • Additional Librarian Services will be allocated to Decile 1-3 schools (\$228,000) Allocate one Social Worker to each site and one at the district office for a total of 13 (\$1,250,000)	each site for a total of 11 (\$1,000,000) • Additional counselor will be allocated to Decile 1-3 schools to monitor and support the focus subgroups (\$766,000) • Additional Librarian Services will be allocated to Decile 1-3 schools (\$228,000) Allocate one Social Worker to each site and one at the district office for a total of 13 (\$1,250,000)
ESUHSD will provide high quality instruction and learning opportunities preparing every student to graduate ready for college	Priority 1,2, 3, 4, 5, 6, 7, and 8	For English learners: • Provide the same services listed for low income	School-wide	CASPP, District Writing Assessment, District	• Provide the services listed above under low income students	Continue actions/services from 2014-2015	Continue actions/services from 2014-2015

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Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
and career ESUHSD will engage all stakeholders by promoting opportunities that strengthen the skills, competencies, and abilities for students, parents, staff, and community.		students <ul style="list-style-type: none"> Professional Development on ELD Standards Develop Individual Learning Plans for each student no later than the end of the first grading period 		Summative Assessments, Grade Data			
ESUHSD will provide high quality instruction and learning opportunities preparing every student to graduate ready for college and career ESUHSD will engage all stakeholders by promoting opportunities that strengthen the skills, competencies, and abilities for students, parents, staff, and community.	Priority 1,2, 3, 4, 5, 6, 7, and 8	For foster youth: <ul style="list-style-type: none"> Provide the same services listed for low income students Develop Individual Learning Plans for each student no later than the end of the first grading period 	School-wide	CASPP, District Writing Assessment, District Summative Assessments, Grade Data	<ul style="list-style-type: none"> Provide the services listed above under low income students 	Continue actions/services from 2014-2015	Continue actions/services from 2014-2015
ESUHSD will provide high quality instruction and learning opportunities preparing every student to graduate ready for college and career	Priority 1,2, 3, 4, 5, 6, 7, and 8	For redesignated fluent English proficient pupils: <ul style="list-style-type: none"> Provide the same services listed for low income 	School-wide	CASPP, District Writing Assessment, District Summative Assessments,	<ul style="list-style-type: none"> Provide the services listed above under low income students 	Continue actions/services from 2014-2015	Continue actions/services from 2014-2015

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Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
ESUHSD will engage all stakeholders by promoting opportunities that strengthen the skills, competencies, and abilities for students, parents, staff, and community.		students <ul style="list-style-type: none"> Develop Individual Learning Plans for each student no later than the end of the first grading period 		Grade Data			

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

Based on our projected enrollment the district is projecting approximately \$8,078,632 in supplemental funding for the 2014-2015 school year. Of this amount \$2,681,032 was distributed to the school sites based on the number of unduplicated ELL, low-income, and foster youth students to provide additional supplemental services at each of their sites to improve the student achievement of eligible students. See attached worksheet.

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

percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

Research clearly demonstrates that effective coaching encourages collaborative, reflective practice and allows teachers to apply their learning more deeply, frequently and consistently than working in isolation. The initiative is ESUHSD's investment in our most valued resource, our educators. The goal of instructional coaching is to support the talents and aspirations of our teachers. Coaching results in reflective practitioners who make decisions that further the learning and achievement of all students. Furthermore, if we are more successful in engaging with parents/guardians we can better support our students and develop a more collaborative culture in our schools that will result in higher student achievement. Students need to feel safe and we need to make sure that we are ready to support their academic development, but also their social-emotional development.

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

East Side Union High					8/7/14
Minimum Proportionality Percentage (MPP): Summary Supplemental & Concentration Grant					
	2013-14	2014-15	2015-16**	2016-17**	
1. LCFF Target Supplemental & Concentration Grant Funding <i>from Calculator tab</i>		21,916,955	22,363,637	22,517,398	
2. Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils		2,681,032	3,538,962	6,319,994	
Prior Year EIA expenditures 2014-15 py exp (2013-14 exp) must >= 2012-13 EIA exp	2,681,032 TRUE				
3. Difference [1] less [2]		19,235,923	18,824,675	16,197,404	
4. Estimated Additional Supplemental & Concentration Grant Funding [3] * GAP funding rate		5,397,600	5,720,819	3,158,494	
GAP funding rate		28.06%	30.39%	19.50%	
5. Estimated Supplemental and Concentration Grant Funding [2] plus [4] (unless [3]<0 then [1]) LCAP Section 3, Part C		8,078,632	9,259,781	9,478,488	
6. Base Funding LCFF Phase-In Entitlement less [5], excludes Targeted Instructional Improvement & Transportation		175,619,476	186,685,628	190,385,940	
LCFF Phase-In Entitlement		193,199,615	205,446,916	209,365,935	
7/8. Minimum Proportionality Percentage* [5] / [6] LCAP Section 3, Part D		4.60%	4.96%	4.98%	
*percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year. If Step 3a <=0, then calculate the minimum proportionality percentage at Estimated Supplemental & Concentration Grant Funding, step 5. **Regulations only require an LEA to demonstrate how it is meeting the proportionality percentage in the LCAP year, not across all three years.					
SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & MPP					
	2014-15	2015-16	2016-17		
Current year estimated supplemental and concentration grant funding in the LCAP year	\$ 8,078,632	\$ 9,259,781	\$ 9,478,488		
Current year Minimum Proportionality Percentage (MPP)	4.60%	4.96%	4.98%		