

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

| LEA Name | Contact Name and Title | Email and Phone |
|-------------------------------|-----------------------------------|----------------------------|
| Emery Unified School District | Dr. Quiauna Scott, Superintendent | Quiauna.scott@emeryusd.org |

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Emery Unified School District (EUSD) is an urban school district comprised of three schools - Anna Yates Elementary, serving students in grades TK-5, Anna Yates Middle School, grades 6-8, and the Emery Secondary School, serving grades 9-12. The total enrollment in 2018-2019 is 743 youngsters. 79% of the students are socioeconomically disadvantaged, 0.1% are foster youth, and 21.7% are English Learners who speak 23 different languages, the most common among them Spanish and Arabic. The district works in collaboration with a variety of stakeholders - parents, community members, city staff, district office personnel, and teachers to provide students with equitable and rigorous educational opportunities.

In 2018-2019 EUSD has continued the district-wide implementation of an English Language Arts (ELA)/English Language Development (ELD) program aligned with the CA State Standards. The curriculum, *Reach for Reading!*, published by National Geographic Cengage Learning, is implemented in grades TK-5. Lucy Calkin's *Units of Study* are taught in TK-8 as the district writing program along with *Expository Reading and Writing Curriculum* (EWRC) which is implemented in middle school and in high school. In the summer of 2018 the middle school teachers collaborated in developing the CA State Standards-aligned English Language Arts program for grades 6-8.

In mathematics, the district is in its fourth year of implementing of *Eureka Math*, a CA State Standards-aligned curriculum, across all the grades (TK-12).

EUSD provides a variety of additional supports to students. After-school intervention/tutoring is available in English and mathematics in grades 3-8 for all the students in need of additional help. Also, during summer school program students have an opportunity for credit recovery in high school.

A variety of extra-curricular activities, such as basketball for grades 4/5 (girls and boys), Playworks for structured play, Debate Club, La Raza club, Cooking Club, Anime Club, Hip Hop Dance Club, Black Student Union, Muslim Student Association, Robotics, Peer Mediation Club, Guitar Club, Construction Club, Engineering Club, Math Club, Fitness Club, Music Ensemble, Yearbook Club and the after-school enrichment program through the collaboration with the Emery Center for Community

Life (ECCL) offer a variety of engagement opportunities for the district students. These experiences help our children develop their talents, advance their social skills and promote the spirit of teamwork.

At Emery Secondary School students are encouraged to take advantage of dual enrollment courses with Berkeley City College and/or enroll in biology, mathematics, art, and computer science advanced placement courses. Many youngsters at the secondary level take computer science and coding courses which were expanded in 2017-2018 into the middle school and in 2018-2019 into elementary grades. In addition, the district offers *Scientific Adventures for Girls* program for elementary students which aspires to nurture our future female scientists.

EUSD staff engages in professional collaboration in professional learning networks and participates in ongoing professional development to enhance and strengthen best practice in the classrooms. Professional learning at Emery Unified School District is further strengthened through a variety of partnerships, such as collaborations with Envision Schools and with Yale University, which support our educators in enhancing their leadership skills.

LCAP Highlights

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

During the 2018-2019 school year the District has been working on the implementation of several important initiatives. Grades TK-5 is in third year of implementation of a CA State Standards-aligned ELA/ELD instructional program *Reach for Reading!* from National Geographic. At the middle school level the District continued the implementation of a Science Technology Engineering and Math (STEM) curriculum called *StemScopes*. This curriculum is aligned with the Next Generation Science Standards (NGSS). Finally, all the schools, grades TK-12 are implementing a State Standards - aligned math program, *Eureka Math*.

The District achieved greater instructional coherence and increased teacher collaboration by continuing with Instructional Rounds and ELD learning walks which serve as vehicles for instructional improvement, including peer observations. The District is working on increasing cognitive demand of questions, texts, and tasks, and on incorporating effective pedagogy for English Learners, all goals closely aligned with the District priorities.

In 2018-2019 EUSD is continuing to deepen our work with data. Our benchmark assessment system is comprised of IReady assessments and of Smarter Balanced Interim Assessments which are State Standards -aligned and yield detailed information about our students' academic performance while informing educators and allowing them adjust instruction to meet the needs of students.

As evidenced by the CA School Dashboard, the overall student performance on Smarter Balanced English Language Arts test increased by 9.2 points and in mathematics by 5.3 points. The district Graduation Rate had increased last year by 2.7 points and was at 94.6% in 2018. In English Language Arts, three student groups - African American, English Learners and Socioeconomically Disadvantaged students increased 9-14 points towards meeting the benchmark on the Academic Indicator for students meeting standards. In Mathematics, Asian and Socioeconomically Disadvantaged students increased 7-16 points closer to meeting the benchmark.

Additionally, in 2018-2019 the District continued to build on our 1:1 Initiative, providing personal devices for all students and actively using this technology to foster the 21st Century skills. Our Technology Initiative is an exciting work in progress where both teachers and students are developing stronger skills in using electronic devices to enhance and personalize learning.

Keeping educational equity at the heart of all that we do, the District is focused on providing greater opportunities for intervention and academic assistance to all students, especially to our unduplicated populations, through school day intervention blocks, after-school intervention tutoring, and in summer school programs.

District continued its work with the Pacific Educational Group to promote equity and social justice. 100% of the District employees are engaged in this initiative. In addition, in February the district hosted the Equity Symposium sponsored by Association of CA School Administrators (ACSA) where our staff collaborated with the neighboring school districts engaging in important learning around issues of racial equity.

In 2018-2019 the District is continuing to implement some components of the Positive Behavioral Intervention and Supports program (PBIS) on our elementary campus. The focus of our behavioral expectations are the 3 B's: Be Safe, Be Respectful, and Be Responsible. To promote these values, the District is implementing an acknowledgement system as a means of positive reinforcement of the District norms.

To build on these successes, the district is planning to continue building our teachers' leadership capacity and to seek collaboration with the outside consultants to provide additional support and to deepen our academic work.

Review of Performance

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

Greatest Progress

According to the CA School Dashboard, in 2018-2019 school year EUSD increased the graduation rate by 2.7% and was at 94.6% with 97.2 % of the high school graduates being socio-economically disadvantaged.

The district's overall performance on Smarter Balanced Assessment in English Language Arts increased by 9.2 points and in mathematics by 5.3 points.

Overall, many more students are learning skills that will make them successful in college and career, such as coding which is available to students at elementary, middle and at the high school levels.

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

Greatest Needs

According to the CA School Dashboard, during the 2017-2018 school year the overall performance for Chronic Absenteeism Indicator was in red (20.7% of students were chronically absent, a 6.5% increase). The district's chronic absenteeism rate for African American students was 25.1 percent, which was an increase of 5.8%.

The EUSD's overall performance for Suspension Rate Indicator was in orange (4.3% of students suspended at least once, a 1.2% increase from the previous year). The district Suspension Rate for African American students was 6.9 percent, which increased by 2.1% over the prior year.

Emery students demonstrated a performance level of Yellow for All Students in the Academic Indicator English Language Arts, 52 points below the benchmark for students meeting standards. In Mathematics, students also demonstrated a performance level of Yellow for All Students, 76.5 points below the benchmark for students meeting standards. In addition, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students have Orange and/or Red on at least two Dashboard indicators. Finally, the College and Career Indicator on the Dashboard was in orange in 2018.

The district leadership appreciates the need and the urgency to improve performance on these indicators for all the student groups. We are planning to reduce Chronic Absenteeism rate by analyzing and addressing the root cause of this issue and working closer with parents and students to improve student attendance. The district is looking into and testing the effectiveness of various alternatives for suspensions to reduce suspension rate.

In the upcoming school year the district is planning to implement more effective differentiation strategies to improve the academics with a particular focus on our African American, Hispanic student group and on Students with Disabilities, employing effective strategies such as culturally relevant pedagogy, strategic scaffolding, and motivation incentives to raise student achievement.

We will implement additional supports, such as tutoring and Saturday Academy to better prepare our students for college and career.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

According to the CA School Dashboard data, our African American student group was in red in mathematics, two performance levels below the "all student" performance. The District is implementing a State Standards -aligned program *Eureka Math*, and all the teachers participated in training for this program. *Eureka Math* is challenging - this curriculum requires students to engage at a cognitively high level with the subject matter. Simultaneously, the District supports students struggling with math during the intervention block time with IReady and in the after-school intervention classes, where we use a powerful intervention curriculum *Do the Math* written by Marilyn Burns. African American students were also in Orange in English, one level below the rest of the student population on the CA School Dashboard. The District understands the urgency of improving overall performance in English for all the student groups. Some of our strategies this year are the after-school intervention with Fountas and Pinnell Intervention Program for small groups of students to

ensure a more individualized support. Another strategy at TK-8 grades is to use IReady program for an individualized intervention during the intervention block time and also Odyssey program for credit recovery at high school. In addition, the implementation of the CA State Standards -aligned literacy program that has an integrated ELD component is expected to result in a positive impact on student achievement.

The District is building teacher capacity and offers many opportunities for professional learning. All the K-8 teachers received professional development in *Reach for Reading!* and in *Units of Study*. The middle school ELA and social studies teachers participated in the EWRC training. All teachers in grades 1-8 collaborate with the literacy coach. The District provided coaching for 9 district staff training in Quality Teaching for English Learners (QTEL) during a five day summer institute and this learning was shared during the district-wide professional learning day to ensure that teachers are well-versed in best practice strategies for teaching English Learners. This work is monitored through the ELD Learning Walks and during the Instructional Rounds at the high school. Along with these strategies, the EUSD is deepening its work with benchmark assessment data this year. Teachers meet monthly in grade level groups to discuss student achievement, misconceptions, and needs. This informs the consequent classroom instruction and will have positive impact on the quality of teaching which, by extension, will benefit student achievement.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

[Add text here]

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2018-2019

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

Goal 1

All students will be provided with equitable access to educational opportunities and programs for economic, political, and social empowerment to acquire and demonstrate the 21st century skills including collaboration, critical thinking, and creativity for college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities:

- PRIORITY 1 -- Basic Services
- PRIORITY 2 -- Implementation of State Standards
- PRIORITY 3 – Parental Involvement
- PRIORITY 4 -- Pupil Achievement
- PRIORITY 5 – Pupil Engagement
- PRIORITY 7 -- Course Access

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

PRIORITY 1 -- Basic Services
1. 100% of all teachers will be appropriately assigned and fully credentialed in their subject matter areas (1)
2. 100% of students will have access to CA State Standards - aligned instructional materials. The staff will engage in ongoing collaborative examination of materials' effectiveness.(2)

PRIORITY 1 -- Basic Services
1. Implemented - 100% of teachers are appropriately assigned and fully credentialed in their subject matter areas.
2. Implemented – 100% of students have access to CA State Standards -aligned instructional materials. The staff engages in

Expected

Actual

3. All school facilities will be clean, safe, and maintained in good repair.

PRIORITY 2 -- Implementation of State Standards

4. 100% of certificated staff will continue engaging in professional development to deepen their understanding of the CA content and performance standards (e.g., CCSS, NGSS, CA History/Social Studies Framework, ELA/ELD Framework) and/or research-based best practices as reflected in Standards-based instructional materials adopted by the district (4).

5. 100% of 10th and 12th graders will continue participate in project-based, portfolio defense learning activities for rigorous, standards-aligned college and career preparation. Evidence of PBL strategies will be observed in many TK-8 as well. (4).

6. At least 60% of teachers at elementary, middle, and high schools will be observed using Integrated ELD strategies across content with English Learners. (5) The district will provide professional development to explore these strategies; the ELD teachers will coach and support staff to increase their competence.

7. 100% of English Learners will receive integrated ELD instruction and academic support based on students' ELPAC level. English Learners will receive designated ELD instruction based on their needs to the greatest extent allowed by the scheduling.

8. At least 60% of the faculty will use effective differentiation strategies and the teaching methods congruent with the principles

ongoing collaborative examination of materials' effectiveness in staff meetings and grade level collaborations.

3. Implemented – per Williams report both school facilities are in good repair.

PRIORITY 2 -- Implementation of State Standards

4. Implemented - 100% of certificated staff engaged on Courageous Conversations conducted by PEG; all the teachers new to district-supported instructional programs were trained in them; 17 staff members attended PBL World Conference, all Social Studies middle school teachers attended the workshop about the new Social Studies Framework, 9 staff attended Quality Teaching for English Learners Summer Institute and some presented to the rest of the staff. 2 teachers are participating in year-long NGSS @ ACOE PD.

5. 100% of the 10th graders are participating in portfolio-based defense, but due to the staffing changes this year portfolio defense was not implemented with the 12th graders. The new staff are being trained in this strategy this year through collaborations and classroom observations.

6. 90% of teachers, according to the data from the instructional rounds and the learning walks, are using the ELD strategies across the content. The district provided QTEL training for 9 staff at the QTEL Summer Institute and then presented to the rest of the teachers.

7. Implemented as described.

8. Implemented with IReady and the differentiation strategies.

Expected

Actual

of Universal Design for Learning (UDL) to meet the needs of all learners, especially of low-income, African American students, English Learners, and Foster Youth.

PRIORITY 3 – Parental Involvement

9. Continue providing access for a 100% of English Learners, Re-designated English Proficient, Foster Youth, Low Income, At-risk students at ESS and their families to the college and career center.

10. 100% of students with special needs at ESS and their families will have access to a college and career center. ESS Special Education teachers will collaborate with college and career center to support their students.

11. The district will continue encouraging parents to provide input into the district's curriculum in various committees and will send at least three communications a year to parents soliciting feedback.

PRIORITY 3 – Parental Involvement

9. Implemented.

10. Implemented.

11. Implemented – parents have many opportunities to provide input into the district's curriculum via LPAC Parent Advisory Committee, District English Language Advisory Committee, and in School Site Councils.

PRIORITY 4 -- Pupil Achievement

12. District-wide, increase the Change category in mathematics on CA School Achievement Dashboard by 5 or more points, based on performance on Smarter Balanced Assessment.

13. District-wide, increase the Change category by 5 or more points in English Language Arts on CA School Achievement Dashboard, based on performance on Smarter Balanced Assessment.

14. All student groups that scored 10+ points lower on an academic indicator than their district peers on CA School Dashboard based on their performance on Smarter Balanced will receive targeted intervention, after-school tutoring, and differentiated support as part of the district's Multi-Tier System of Supports (MTSS).

PRIORITY 4 -- Pupil Achievement

12. Achieved - district-wide, the Change category in mathematics on CA School Achievement Dashboard increased by 5.3 points, based on performance on Smarter Balanced Assessment.

13. Achieved - district-wide, the Change category in English Language Arts on CA School Achievement Dashboard increased by 9.2 points, based on performance on Smarter Balanced Assessment.

14. Implemented – African American students who scored 10+ points lower on an academic indicator than their district peers on CA School Dashboard based on their performance on Smarter Balanced are receiving targeted intervention during the school day and/or during after-school tutoring.

Expected

Actual

15. 100% of high school students will have access to a Career Technical Education pathway for high school students.

16. 100% of high school students will have access to a full-time EAOP Counselor to increase access to college preparation for unduplicated students.

17. 88% of high school students will fulfill A-G requirements based on a clearly articulated 4-year academic schedule.

18. 70% of English learners will demonstrate at least one year of progress toward English fluency as measured by the state English proficiency test.

19. This action was eliminated the prior year.

20. Increase the 2018-19 passing rate on Advanced Placement examinations to 20% for pupils who achieve the score of 3 or higher.

21. Increase the percentage of students meeting EAP using 2017 CAASPP results as baseline:
"Ready" ELA increase to 23%
"Ready" math increase to 8%
"Conditionally Ready" ELA increase to 33%
"Conditionally Ready" math increase to 15%

PRIORITY 5 – Pupil Engagement

22. Continue implementing the multi-year program led by the PBIS coordinator working with teachers so that 100% of students

15. Implemented – all the students have access to AP Computer Science and to Publications.

16. 100% of high school students will have access to a full-time EAOP Counselor to increase access to college preparation for unduplicated students. (11)

17. Did not achieve - 42% of high school students will fulfill A-G requirements based on a clearly articulated 4-year academic schedule. (11)

18. 2017-2018 school year was the first year of administration of the new ELPAC test for English learners. In 2018-2019 school year the administration conducted in April, so EUSD will not have this update until the results of that administration are in.

19. This action was eliminated the prior year.

20. Although the percent of students who achieved the score 3 or higher on AP examinations increased by .9%, the district didn't meet the goal of 20 % - 6.7% of Emery Students Score a 3 or higher on the 17-18 AP Exams.

21. The results are mixed. The percentage of students who met in 2017-2018 was as follows:
"Ready" ELA 11% - 6.5 % decrease
"Ready" math 5% - 2.6% increase
"Conditionally Ready" ELA 24% - 3.5 % decrease
"Conditionally Ready" math 21% - 11.24% increase

PRIORITY 5 – Pupil Engagement

22. Only some elements of PBIS were implemented this year.

Expected

Actual

gain access to Tier I data-driven positive, systematized, high quality learning environments.

As part of MTSS, expand the use of intervention, enrichment, and differentiation strategies in the classrooms to meet the needs off all students, including ELs, students from low socioeconomic backgrounds, Foster Youth, and Students with Disabilities (20,21,22,23)

23. 96% of teachers will engage in professional development around differentiation, Universal Design for Learning, and effective intervention strategies to provide greater and more targeted support to all students, including the unduplicated populations.

24. Use School Attendance Review Board (SARB) as a vehicle for preventing poor attendance, tardiness, and suspensions.

25. 100% of classified and administrative school staff will continue improving procedures for monitoring and documenting attendance, tardiness, and suspensions. The school sites will continue strengthening school climate to reduce the number of suspensions and incidents of tardiness.

26. Incorporate the principles of Project Based Learning into classroom instruction. Teachers will engage students in working on at least one long term PBL activity a year and will visit each other’s classrooms to collaborate and learn together.

PRIORITY 7 -- Course Access

27. Continue to make sure that 100% of 9th graders are enrolled in science.

28. Continue employing the second FTE science teacher at the high school to sustain the course offerings.

23. At AY, the intervention and enrichment differentiation strategies are now implemented using the universal access time with IReady program which adopts to the students’ needs. All students are engaged with this program. All of the Anna Yates MS and Anna Yates ES teachers participated in PD for IReady, which addressed differentiation. The district didn’t provide PD about UDL this year.

24. This year the district decided to focus on School Attendance Review Team (SART) as a way to prepare for implementing SARB next year.

25. Implemented. The procedures for documenting tardiness, attendance, and suspensions greatly improved. The school climate is getting better this year.

26. 17 faculty members attended PBL World conference. 3 teachers conducted this professional development for the rest of the staff. However, only some teachers began implementing projects this year.

PRIORITY 7 -- Course Access

27. Implemented.

28. Implemented.

Expected

Actual

29. Continue providing coaching support to the middle school ELA and social studies teachers to incorporate literacy and writing into their instruction.

100% of district teachers will work on implementing the 21st Century instructional practices which will directly address students historically under-served within educational systems, including unduplicated students. The focus will be on equity, academic rigor, racial and cultural education, and ELD strategies to provide access to high-quality content for all students.

30. 100% of Emery English Learners will participate in integrated ELD across disciplines to ensure greater access to core curriculum.

All teachers will participate in professional learning focused on effective ELD strategies in content areas. All the teachers will continue implementing strategies congruent with the Universal Design for Learning (UDL). English Language Arts and English Language Development teachers will continue collaboration around strengthening the comprehensive ELA/ELD curriculum in grades 6-12.

31. 100% of English Learners, Re-designated English Proficient, Foster Youth, Low Income, At-risk students in all demographics will receive support through various district initiatives, including the high school's college and career center, and summer school.

32. 100% of students with special needs will have access to all programs, classes, and services through EUSD's full-inclusion model. (8) Teachers will use UDL and differentiation strategies to address the needs of Special Learners. General education and Sp. Ed. teachers will collaborate to meet the needs of all the learners with special needs using core and supplemental materials.

29. Implemented and expanded – now teachers in grades 1-8 receive this coaching support.

Teachers are implementing QTEL instructional strategies for ELD and many teachers use culturally relevant materials in the classroom. Academic rigor is examined during the Instructional Rounds and Learning Walks. All the faculty engaged in equity training, but we need to examine our expectations and be intentional about the issues of equity in teaching and learning.

30. Implemented – 100% of ELs participate in integrated ELD.

Implemented – all teachers participated in QTEL PD either during the summer institute or the PD day at the district. QTEL strategies are implemented by all teachers and discussed during the collaboration time.

English and ELD teachers collaborate regularly around ELA/ELD curriculum in grades 6-12.

31. Implemented.

32. Implemented. All students with special needs are educated through full-inclusion model. Teachers collaborate on a regular basis regarding their Sp. Ed. students.

Actions / Services

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

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|---|
| <p>AMO's are numbered on left side under State Priority headings. State metrics 1-27 identified in parentheses at end of AMO. AMOs are identified by number in Actions.</p> <p>Action 1 (AMO 1)</p> <p>Continue to fund 7th and 8th grade single-subject Social Studies and English Language Arts credentialed teachers.</p> <p>Hire a single-subject art teacher for K-8 and continue supporting the science resource teacher position.</p> <p>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.</p> | <p>AMO's are numbered on left side under State Priority headings. State metrics 1-27 identified in parentheses at end of AMO. AMOs are identified by number in Actions.</p> <p>Implemented as described.</p> <p>Implemented.</p> <p>Implemented.</p> | <p>\$205,874 Base 1000-1999: Certificated Personnel Salaries Single-subject ELA and Social Studies teachers</p> <p>\$115,304 Supplemental & Concentration 1000-1999: Certificated Personnel Salaries Single-subject art position.</p> <p>\$79,454 Supplemental & Concentration 1000-1999: Certificated Personnel Salaries 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</p> | <p>\$211,145.57 Parcel Tax 1000-1999: Certificated Personnel Salaries Single-subject ELA and Social Studies teachers</p> <p>\$109,036.39 Supplemental & Concentration 1000-1999: Certificated Personnel Salaries Single-subject art position.</p> <p>\$123,695.19 Supplemental & Concentration 1000-1999: Certificated Personnel Salaries Single-subject PE teacher</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|---|--|
| Supplemental-funded additional (above the base program) Science teacher at ESS. | Implemented (Integrated Science 1, Integrated Science 3 and Chemistry) | <p>remaining \$54K for this position</p> <p>\$42,146.93</p> <p>Supplemental & Concentration</p> <p>1000-1999: Certificated Personnel Salaries Supplemental-funded additional (above the base program) science teacher at ESS</p> <p>\$42,146.93</p> <p>Supplemental & Concentration</p> <p>1000-1999: Certificated Personnel Salaries Supplemental-funded additional (above the base program) science teacher at ESS - This is same person as above but reflects different funding source).</p> <p>\$30,626.21</p> <p>Supplemental and Concentration</p> <p>2000-2999: Classified Personnel Salaries</p> <p>50% of Instructional aide #1 time (equivalent level of supplemental funded service from 15-16).</p> | <p>\$73,099.02</p> <p>Supplemental & Concentration</p> <p>1000-1999: Certificated Personnel Salaries Supplemental-funded additional (above the base program) science teacher at ESS</p> <p>\$31,451</p> <p>Supplemental and Concentration and Parcel Tax</p> <p>2000-2999: Classified Personnel Salaries</p> <p>50% of Instructional aide #1 time (equivalent level of supplemental funded service from 15-16).</p> <p>\$31,489.83</p> <p>Supplemental and Concentration & EPA</p> <p>2000-2999: Classified Personnel Salaries</p> <p>50% of Instructional aide #2 time (equivalent level of supplemental funded service from 15-16)</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|-----------------------------|----------------------------|---|--|
| | | <p>\$32,553.50 Supplemental and Concentration 2000-2999: Classified Personnel Salaries 50% of Instructional aide #2 time (equivalent level of supplemental funded service from 15- 16)</p> <p>\$191,068 Base 1000-1999: Certificated Personnel Salaries (Part II to second expenditure above; reflects difference in base funding) single-subject art position and a repurposed science resource teachers positions - supplemental in 17-18 supporting 25% of the 16-17 established art and science resource positions.</p> <p>\$24,482 Parcel Tax 1000-1999: Certificated Personnel Salaries Stipends for various district assignments</p> | <p>\$126,296.19 Base 1000-1999: Certificated Personnel Salaries (Part II to second expenditure above; reflects difference in base funding) single- subject art position and a repurposed science resource teachers positions - supplemental in 17-18 supporting 25% of the 16-17 established art and science resource positions.</p> <p>\$30,030 Parcel Tax 1000-1999: Certificated Personnel Salaries Stipends for various district assignments</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| <p>Action 2 (AMO 1) Continue to ensure that 100% of the district teachers are fully credentialed and CLAD-certified, including Special Ed.</p> <p>Action 3 (AMO 2,13) Continue implementation of <i>Eureka Math</i> in TK-12 with school principals and the Director of Instruction monitoring implementation and reporting progress to the superintendent and the school board).</p> <p>District teacher and administrators will continue to work with the Silicon Valley Math Initiative (SVMI) to use the Mathematics Assessment Resource</p> | <p>Implemented.</p> <p>Teachers are implementing Eureka Math with various levels of fidelity. The monitoring of the implementation has been strengthened since the administrative staffing returned to the original level. The implementation is discussed in collaboration meetings and in departmental meetings at the high school.</p> <p>Implemented – only two teachers chose to participate.</p> | <p>\$7,000 Base 5800: Professional/Consulting Services And Operating Expenditures Subs for Instructional Rounds (3 days * \$175 a sub, * 4 subs) * 2 schools plus additional release time for teachers to analyze the data</p> <p>\$5,403,322 Base 1000-1999: Certificated Personnel Salaries Teacher Salaries \$30,000 Parcel Tax 4000-4999: Books And Supplies CA State Standards - aligned math curriculum (Eureka Math) – consumables</p> <p>\$10,000 Base</p> | <p>\$7,000 Base Stipends for various district assignments Subs for Instructional Rounds (3 days * \$175 a sub, * 4 subs) * 2 schools plus additional release time for teachers to analyze the data – included in the previous number.</p> <p>\$5,507,984.50 Base 1000-1999: Certificated Personnel Salaries Teacher Salaries \$28,409.34 General Fund and Supplemental and Concentration 4000-4999: Books And Supplies CA State Standards-aligned math curriculum (Eureka Math) – consumables \$6200 General Fund and Title II</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|----------------------------|---|---|
| <p>Service (also known as the MARS tasks) and the monthly training in mathematics instructions to increase critical thinking and problem solving in math with hands-on, conceptually-designed activities. This will improve the learning of our most struggling students, including English Learners and the African American student group.</p> | | <p>5800: Professional/Consulting Services And Operating Expenditures SVM I MARS tasks access and scoring; SVM I Coaching Institute (5 teachers)</p> <p>\$15,000</p> <p>Title II</p> <p>5800: Professional/Consulting Services And Operating Expenditures Eureka Math training for new teachers and administrators</p> | <p>5800: Professional/Consulting Services And Operating Expenditures SVM I MARS tasks access and scoring; SVM I Coaching Institute (5 teachers)</p> <p>\$13,557.50</p> <p>Title II and GF</p> <p>5800: Professional/Consulting Services And Operating Expenditures Eureka Math training for new teachers and administrators</p> |
| <p>Action 4 (AMO 1, 17, 18) Continue supporting English Language Learners and their families by investing in a full time ELD teacher for high school and middle school students.</p> | <p>Implemented.</p> | <p>\$119,088</p> <p>Supplemental & Concentration</p> | <p>\$130,405.15</p> <p>Supplemental & Concentration</p> |
| <p>Continue improving and implementing a coherent ELA/ELD, CA State Standards and ELD Frameworks-aligned curricula for secondary grades.</p> | <p>Implemented.</p> | <p>1000-1999: Certificated Personnel Salaries</p> <p>Full time ELD teacher for ESS and middle school</p> | <p>1000-1999: Certificated Personnel Salaries</p> <p>Full time ELD teacher for ESS and middle school</p> |
| <p>Fund a consultant to provide support to teachers in grades 6-12.</p> | <p>Implemented.</p> | <p>\$20,000</p> | <p>\$19,179.17</p> |
| <p>Continue implementing Reach for Reading CA State Standards -aligned program for grades TK-5.</p> | <p>Implemented.</p> | <p>Title I</p> <p>4000-4999: Books And Supplies Reach for Reading! instructional</p> | <p>Restricted Lottery</p> <p>4000-4999: Books And Supplies Reach for Reading! instructional</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|---|
| <p>Action 5 (AMO 3, 25) Provide professional development for teachers to improve the quality of our English Language Development instruction for English Learners in new English Language Development standards. Ensure opportunities for collaboration between the ELD and the general education faculty.</p> <p>Action 6 (AMO1) Continue the 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 them out of formal Special Education designation. While this is an initiative available to general education students, our experience is that the majority of students</p> | <p>Implemented – Quality Teaching for English Learners (QTEL) and ELD Learning Walk</p> <p>Implemented.</p> | <p>materials (consumable) for grades TK-5 \$6,500 Parcel Tax 4000-4999: Books And Supplies NEWSELA license For AY and for ESS \$21,000 Base 5800: Professional/Consulting Services And Operating Expenditures Ongoing support for ELD instruction and Quality Teaching for English Learners (QTEL) professional development \$145,951.71 Supplemental & Concentration 1000-1999: Certificated Personnel Salaries Supplemental funded service non-SPED students in the regular classroom (25% for 4 to 6 teachers)</p> | <p>materials (consumable) for grades TK-5 \$7,040 Parcel Tax 4000-4999: Books And Supplies NEWSELA license For AY \$ 23,700 Title III and S&C 5800: Professional/Consulting Services And Operating Expenditures Ongoing support for ELD instruction and Quality Teaching for English Learners (QTEL) professional development \$238,583.94 Parcel Tax 1000-1999: Certificated Personnel Salaries Supplemental funded service non-SPED students in the regular classroom (25% for 7 teachers) \$0</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|--|----------------------------------|
| <p>we are serving for this purpose are English Learner (EL) and low-income students.</p> <p>Action 7 (AMO 3,13,20,27,28) Provide professional development for all teachers in CA Common Core-practices in the context of Eureka Math, Reach for Reading, Units of Study and by supporting the development of the 6-12 ELA/ELD curriculum.</p> <p>Provide training in differentiated instruction, effective ELD strategies, and UDL to ensure that the needs of English Learners, African American students (our lowest performing population), students with disabilities, students from low socio-economical background, Foster Youth are met.</p> <p>Continue using Instructional Rounds as a mutual accountability and collaboration tool to support these practices.</p> <p>Provide support for science teachers in incorporating NGSS into practice and in learning more about project-based, inquiry infused practices that support all student populations.</p> <p>ERWC coaching support for two teachers in middle school.</p> <p>Work 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</p> | <p>Implemented.</p> <p>Partially implemented – teachers attended PD in IReady for differentiation and QTEL for ELD. In addition, the TK-8 teachers participated in on-going professional development in differentiation and ELD strategies; however, there was no opportunity to offer another UDL training this year. The district will re-evaluate for the upcoming school year.</p> <p>Implemented.</p> <p>Implemented.</p> | <p>\$19,000 Supplemental & Concentration 5800: Professional/Consulting Services And Operating Expenditures Mills</p> | |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|---|---|
| <p>reasons. This work will include a review of data to improve student outcomes based on multiple pieces of evidence from multiple assessment source.</p> <p>Action 8 (AM0 5,6,17,18,25) Continue repurposing the position of English Language Development Coordinator to better support low income and ELL students by working more directly with teachers and pushing more into classrooms. The coordinator will determine 3 targeted strategies that align with CA State Standards, 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. English Learners will continue receiving support in English acquisition and the core content with the use various printed and digital materials including primary language supports and assessments and world language supports. ELD teacher will collaborate with 6-12 grade faculty in strengthening the new ELA/ELD curriculum based on the CA State Standards and ELD standards.</p> | <p>Didn't implement due to the budgetary constraints and the fact that the 3 year contract with Mills College ended.</p> <p>Implemented.</p> <p>Implemented.</p> | <p>Teachers' Scholars Partnership</p> <p>\$122,151.24 Supplemental 1000-1999: Certificated Personnel Salaries Full-time English Language Development Coordinator/teacher</p> <p>\$7,350 Base 1000-1999: Certificated Personnel Salaries Hourly pay for teachers to work on ELA/ELD curriculum</p> | <p>\$134,087.49 Supplemental and Concentration and General Fund 1000-1999: Certificated Personnel Salaries Full-time English Language Development Coordinator/teacher</p> <p>\$ 0</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---|---|
| <p>Action 9 (AMO 16,19,22,23) Continue to provide Advanced Placement science course for low income and EL high school students. Offer a new AP Calculus AB and BC courses.</p> | <p>Implemented.</p> | <p>\$2,000 Title I 4000-4999: Books And Supplies AP Biology. Cost accounted for elsewhere. Materials and training for AP and honors courses.</p> | <p>\$9,125.49 State Lottery 4000-4999: Books And Supplies AP Biology. Materials, attendance stipend, and training for AP and honors courses.</p> |
| <p>Action 10 (AMO 9,10,11,12) Provide targeted intervention for students struggling academically during the school day via differentiated instruction and in after school tutoring, TK-12. This plan also includes classes that prepare students for SAT/ ACT to ensure student success for English learners and students struggling academically in grades 6-12.</p> | <p>Implemented – intervention block during the school day and intervention tutoring after school at AY. In high school the intervention strategies are integrated into instruction during the day.</p> | <p>\$55,177.30 Supplemental and Concentration 5800: Professional/Consulting Services and Operating Expenditures Tutoring support</p> <p>\$2,700 Supplemental and Concentration 5800: Professional/Consulting Services And Operating Expenditures On-site professional development for teachers in UDL, differentiation, and Sp. Ed. strategies.</p> | <p>\$22,902.16 Supplemental and Concentration 5800: Professional/Consulting Services and Operating Expenditures Tutoring support</p> <p>\$0– the cost for ELD PD (QTEL) is accounted elsewhere.</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|---|--|
| <p>Action 11(AMO 4) Continue ensuring that Emery 10th and 12th grade students engage in project-based portfolio defense learning opportunities as rigorous standards align college and career preparation. Unduplicated students who are required to present and defend their work have shown greater engagement and are better prepared for college and career.</p> | <p>Partially implemented – the 10th graders are participating in portfolio-based defense, but due to the staffing changes this year this was not implemented with the 12th graders. Mr. Tinson is being trained in this strategy this year through collaborations and classroom observations of Mr. Green’s classroom.</p> | <p>\$0</p> | <p>\$0</p> |
| <p>Action 12 (AMO 7,8,15,16,26) Continue supporting college and career center at ESS.</p> | <p>Implemented.</p> | | |
| <p>Continue collaboration between teachers and parents with the goal of improving graduation rates through college & career center.</p> | <p>Implemented.</p> | | |
| <p>Employ the services of an EAOP counselor who will counsel ESS students in all aspects of college preparedness, targeting students who previously have been underserved in navigating pathways to college. Continue to provide a summer learning program for special education students and for students in need of credit recovery.</p> | <p>Implemented.</p> | <p>\$36,000 Base 5800: Professional/Consulting Services And Operating Expenditures Early Academic Outreach Program (EAOP) Counselor \$22,000 Parcel Tax 1000-1999: Certificated Personnel Salaries and Benefits</p> | <p>\$36,000 Parcel Tax 5800: Professional/Consulting Services And Operating Expenditures Early Academic Outreach Program (EAOP) Counselor \$12,298.08 Parcel Tax 1000-1999: Certificated Personnel Salaries and Benefits</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|--|
| <p>Action 13 (AMO 21) Continue to update all attendance and absentee data weekly by using the Student Information System (SIS), Illuminate, which ensures more accurate state reporting while also allowing parents access to their child's ongoing attendance and progress. Provide professional development for the office staff in proper attendance keeping procedures.</p> <p>Continue the implementation of restorative practices and in strategies for teaching positive social skills and to employ alternatives to suspensions, particularly for Students with Disabilities, a student group with highest suspension rates in the district, as evidenced on CA School Dashboard.</p> <p>Continue to convene a Student Attendance Review Board and report referrals to the District Attorney's office.</p> | <p>Implemented.</p> <p>Implemented - PEG Courageous Conversations and equity symposium on campus.</p> <p>Not implemented. This year schools have instituted SART and we are working on developing SARB.</p> | <p>Summer School</p> <p>\$20,000</p> <p>Base</p> <p>5000-5999: Services And Other Operating Expenditures Maintenance of Illuminate SIS</p> | <p>Summer School</p> <p>\$14,225</p> <p>Base</p> <p>5000-5999: Services And Other Operating Expenditures Maintenance of Illuminate SIS</p> |
| <p>Action 14 (AMO 21) Continue to provide a comprehensive multi-tiered system of social-emotional support through Positive Behavioral Intervention Systems (PBIS), including restorative practices. These efforts will include wellness programs, Behavior Support Teams, and PBIS/equity/academic coaching. This will address the exclusionary discipline</p> | <p>Only partially implemented - due to budgetary constraints the PBIS Coordinator position was not filled when previous coordinator left. Furthermore, the PBIS team members, because of staffing changes and changes in their personal circumstances could no longer participate on the team. The Health Behavior Manager/PBIS Coordinator will reconfigure tier one team with new staff for the upcoming school year. The district plans for school-wide tier one</p> | <p>\$74,685.63</p> <p>Base</p> <p>1000-1999: Certificated Personnel Salaries Health Behavior Manager (salary and benefits after the grant)</p> | <p>\$152,051.36</p> <p>Title I, Low-Performing Student Block Grant, Behavior Health, Our Kids</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|----------------------------------|
| <p>practices that disproportionately affect unduplicated students.</p> <p>Action 15 Continue offering coding to middle school students for one quarter in 2018-2019 to prepare them for high school CTE technology classes and to support the development of the 21st Century skills. Because the Technology Coordinator needs to focus her time on assisting teachers and training teachers, she will not be able to teach coding but she will train mathematics teachers.</p> <p>Action 16 (AMO 14) District and high school staff will continue to strengthen the high school master schedule, course offerings, and Career Technical Education (CTE) pathway. The district will continue offering the AP Computer Science class in 2018-2019.</p> <p>Action 17 (AMO 14)</p> | <p>implementation using developed lesson plans to institute school-wide behavioral expectations for students in specific school areas, e.g., office, library, hallways bathroom and cafeteria. AY utilizes school- wide positive reinforcement systems using a school-wide token structure called Lion's Loot to positively reinforce behavioral expectations.</p> <p>Implemented – the technology coordinator trained the middle school teachers who continued offering coding to their students. The coordinator also teaches after-school coding at AY.</p> <p>Implemented.</p> | <p>\$1,000 Concentration 1000-1999: Certificated Personnel Salaries Release time for ESS teachers, counselor & admin</p> <p>\$26,812</p> | <p>\$0</p> <p>\$32,727.14</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|---|
| <p>Integrate the principles of Project Based Learning (PBL) into instruction. Teachers will get trained in PBL and will collaborate visiting each other classrooms and discussing ways to make teaching and learning project-based for all student populations. Hands-on and project-based activities are very beneficial for second language development and for deeper conceptual understanding which affects students with special needs and students from low socio-economic backgrounds because it provides for richer and more varied ways of demonstrating attainment of content.</p> <p>Action 18 (AMO 14) Hire a part time teacher on special assignment for Anna Yates who will provide intervention services for the most struggling students and also serve as a substitute teacher so that students at AY have a substitute with who they have a more personal relationship.</p> <p>Action 19 (AMO 14) Collaborate with Wareham and their partners to fun Aim High summer program in summer of 2019 for middle school students. This curriculum is focused on youngsters from low socio-economic backgrounds to prepare them for college.</p> | <p>Seventeen staff members attended PBL World summer conference. Many implemented or are implementing at least one project a year.</p> <p>Didn't implement due to budgetary constraints.</p> <p>Did not implement – Aim High didn't award us the participation in the program in 2019. We will try again next year.</p> | <p>Supplemental and Concentration 5800: Professional/Consulting Services And Operating Expenditures PBL World Conference for teachers</p> <p>\$88,694.32 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Part time teacher on special assignment</p> <p>\$60,000 Supplemental and Concentration 5800: Professional/Consulting Services And Operating Expenditures Matching funds</p> | <p>Supplemental and Concentration 5800: Professional/Consulting Services And Operating Expenditures PBL World Conference for teachers</p> <p>\$0</p> <p>\$0</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|--|
| <p>Action 20 (AMO 14) Fund a part-time mathematics coach for the middle school math teachers. The coach will focus on implementing CA Common Core best practices in mathematical pedagogy to provide better access to mathematical content for all students, especially for our unduplicated populations.</p> | <p>Didn't implement due to the budgetary constraints.</p> | <p>\$15,000 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Math coach for middle school</p> | <p>\$0</p> |
| <p>Action 21 (AMO 14) Fund an additional mathematics teacher for ESS to double-block all the math course offerings and provide greater access to the students who are behind in content.</p> | <p>Implemented.</p> | <p>\$120,034.74 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Additional math teacher for ESS</p> | <p>\$93,700.09 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Additional math teacher for ESS</p> |
| <p>Action 22 Offer an AP statistics class to ESS students. This will contribute to equity of educational opportunity for all of EUSD students, but especially for unduplicated populations.</p> | <p>Implemented.</p> | <p>\$6,000 Supplemental and Concentration 4000-4999: Books And Supplies AP Statistics books for a class of 30 students. \$2,500 Supplemental and Concentration 5800: Professional/Consulting Services And Operating Expenditures</p> | <p>\$7, 766.24 Supplemental and Concentration & Title I 4000-4999: Books And Supplies AP Statistics books for a class of 30 students. \$2,766.24 Supplemental and Concentration 5800: Professional/Consulting Services And Operating Expenditures Professional</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|---|---|
| <p>Action 23 (AMO 18) Fund after-school enrichment clubs for elementary students - research shows that all students benefit academically from extra-curricular activities, especially the unduplicated populations.</p> <p>Action 24 (AMO 18) Fund after-school Homework Club - this action is directly requested by parents. This action will assist our EL, low income, and Special Education students.</p> | <p>Didn't implement due to budgetary constraints. However, Mr. Salvatore teaches music at AYE this year on a rotating schedule – vocal music TK through three for one trimester and teaching band in grades four and five.</p> <p>Implemented in 3-5 grades.</p> | <p>Professional development for the AP Statistics teacher</p> <p>\$15,000</p> <p>Supplemental and Concentration 2000-2999: Classified Personnel Salaries Instructors for enrichment clubs</p> <p>\$25,000</p> <p>Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Teachers' pay in Homework Club</p> | <p>development for the AP Statistics teacher, including his stipend.</p> <p>\$0</p> <p>\$10,000</p> <p>Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Hourly for teachers in Homework Club</p> |

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Overall, in 2018-2019 the EUSD implemented the majority of the actions and services planned for Goal 1. We hired several new personnel, such as an additional, above base, math teacher at high school, and continued ensuring that all the district staff are appropriately certified and assigned. All the district-approved curricula are aligned with the CA State Standards and is in the process of implementation.

The district continued providing support to our English Learners by funding the position of ELD Coordinator and also providing a full time, instead of the half-time, ELD teacher who serves students in high school and middle school.

We continued with the small school model at Anna Yates, funding two positions of school principals. This action contributed to a much better school climate and stronger relationships between adults and children at Anna Yates.

The district provided coaching support to English teachers at Anna Yates and also offered many rich professional development opportunities to all the district teachers. Teachers' responses to this professional development were very positive.

The EUSD continued the model of funding additional 25% of the Sp. Ed. faculty time to offer supplementary support to our most struggling general education students.

The district added a new AP statistics course at the high school and continued offering Advanced Placement (AP) science course, as well as AP computer science and AP calculus – these courses are opened to all of the high school students.

Intervention for our struggling students was provided during the school day and in after school tutoring; further, the district added Homework Club for 4th and 5th grade students.

New service this year was provided for our high school youngsters by matching the salary of an Early Academic Outreach Program (EAOP) counselor. This counselor is instrumental in assisting our students with plan and preparing for college.

The District facilities are kept safe and clean, according to Williams Report.

The EUSD continued contracting with the PlayWorks company and funding additional supervision staff to ensure that our students are successful in their interactions with each other and with adults.

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

The actions and services taken by the District to achieve the articulated Goal 1, as measured by the District, were overall effective. The District implemented all the personnel-related actions, and these actions were beneficial in meeting the objectives of Goal 1.

The EUSD continued implementing a CA State Standards -aligned math curriculum, *Eureka Math*, TK through high school. The fidelity of the program implementation has improved; however, it is evident that many teachers could use additional coaching support for incorporating the Standards for Mathematical Practices into their instruction.

Teachers in TK-5 continued implementing the CA State Standards -aligned English Language Arts and English Language Development (ELD)-integrated program *Reach for Reading!* and most of the faculty greatly benefitted from extensive professional development in ELD strategies, including Quality Teaching for English Learners (QTEL), which teachers incorporated into their instructional practices.

The District continued implementing Lucy Calkin's Units of Study as the writing component of our ELA curriculum TK - 8. In grades 6-12 teachers continued teaching the Expository Reading and Writing Curriculum (ERWC) which is also CA State Standards -aligned. This work was supported by a literacy coach, and many teachers were eager to learn more about teaching writing.

The District continued offering coding instruction which was expanded into elementary grades this year.

StemScopes, an NGSS-aligned science program, was in its second year of implementation in middle school in 2018-2019. The implementation of this program is also improving.

On the whole, our teachers received significant amount of professional development for the programs they are implementing, including training in equity, which allowed us to enrich instruction and to provide students with better access to content.

Our Multi-tier System of Supports (MTSS) is in its initial stages; however, in K-8 we added a differentiation block during the school day, which provided help for our struggling students. In addition, many of these students, TK-8, were assisted in an after-school intervention program.

Emery High School students were supported in preparing for college and career with access to CTE programs, college tours, ACT/SAT prep. assistance, and with the access to AP classes.

However, given the results on the Smarter Balanced Assessment for our African American student group and the data from the CA School Dashboard, next year the district needs to identify more effective actions to improve academic achievement of this student group, combat chronic absenteeism and to reduce suspension rate. Equally important, although our African American students made some progress on the Academic Indicator, according to the CA School Dashboard, we need to accelerate this growth in the upcoming year with intentional, focused strategies that would support our African American children help us close the achievement gap.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 1, Action1: The difference between Budgeted Expenditures and Estimated Actual Expenditures for single-subject art position and a repurposed science resource teachers positions is due to the art teacher having less teaching experience than the previous music teacher, consequently eligible for lower compensation.

Goal 1, Action 3: The difference between Budgeted Expenditures and Estimated Actual Expenditures for the cost of teachers participating in SVMI is due to only 2 teachers agreeing to take part in this work.

Goal 1, Action 3: The difference between Budgeted Expenditures and Estimated Actual Expenditures for the cost of training teachers new to the district in Eureka Math is because one of the teachers was already trained in this program at his old district, so we spent less funds.

Goal 1, Action 3: The difference between Budgeted Expenditures and Estimated Actual Expenditures for the position of the ELD teacher is due to the fact that we hired a more experienced teacher than the one who resigned.

Goal 1, Action 3: The difference between Budgeted Expenditures and Estimated Actual Expenditures for the cost of Reach for Reading! consumable textbooks was because we over-estimated the number of students who would need these materials and we ended up spending less.

Goal 1, Action 6: The difference between Budgeted Expenditures and Estimated Actual Expenditures for funding 25% of Sp. Ed. teachers providing assistance to struggling students is because we found this strategy so effective that we increased the number of participating faculty from 5 to 7.

Goal 1, Action 7: the district decided not to renew the contract with Mills College and continue the work with our in-house leaders, so we didn't spend the \$19,000.

Goal 1, Action 8: The difference between Budgeted Expenditures and Estimated Actual Expenditures in the compensation of the English Language Development Coordinator resulted from the budgeted amount not taking into consideration the cost of the benefits and the Actual is representing the total compensation for this position.

Goal 1, Action 8: The difference between Budgeted Expenditures and Estimated Actual Expenditures resulted in \$0 expenditure because the teachers met during their prep. time to work on enhancing the ELD curriculum and didn't get the extra pay.

Goal 1, Action 9: The difference between Budgeted Expenditures and Estimated Actual Expenditures for AP Biology books was because many more students signed up for this course than the number the district anticipated.

Goal 1, Action 10: The difference between Budgeted Expenditures and Estimated Actual Expenditures for tutoring was due to the shortage of the staff willing to tutor after school this year and because less students were able to attend; therefore the costs were lower.

Goal 1, Action 13: The difference between Budgeted Expenditures and Estimated Actual Expenditures for summer school because the district had to limit the number of students to HS credit recovery and to students with special needs due to budgeting constraints.

Goal 1, Action 13: The difference between Budgeted Expenditures and Estimated Actual Expenditures in the cost of Illuminate is because the district decided to use other resources as benchmark assessment and used Illuminate only as our information system.

Goal 1, Action 16: The difference between Budgeted Expenditures and Estimated Actual Expenditures in the cost of the HS master schedule resulted from the principal working on the schedule without teachers and only asking for their feedback, so there was no need to pay teachers for additional time.

Goal 1, Action 17: The difference between Budgeted Expenditures and Estimated Actual Expenditures in the cost of PBL World Conference is due to the district's decision to pay daily stipends for teacher attendance.

Goal 1, Action 18: The district was unable to hire a teacher on special assignment due to budgetary constraints.

Goal 1, Action 19: Aim High didn't award us the participation in the program in 2019, so we didn't use the matching funds.

Goal 1, Action 20: The district was unable to hire a math coach for the middle school teachers due to budgetary constraints.

Goal 1, Action 21: The difference between Budgeted Expenditures and Estimated Actual Expenditures for the position of additional math teacher at our high school was due to the new hire having less teaching experience than what we had anticipated.

Goal 1, Action 23: The difference between Budgeted Expenditures and Estimated Actual Expenditures in the cost of AP Statistics textbooks resulted from the fact that more students signed up for the course than we anticipated.

Goal 1, Action 23: The district was unable to fund after-school enrichment clubs due to budgetary constraints. However, the ESS music teacher, Mr. Salvatore, taught music at AYE this year on a rotating schedule – vocal music TK through three for one trimester and teaching band in grades four and five.

Goal 1, Action 24: The difference between Budgeted Expenditures and Estimated Actual Expenditures for the cost of Homework Club resulted from the shortage of staff willing to work after school

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

22. Only some elements of PBIS were implemented this year. One example is the implementation of the school-wide positive reinforcement system of tokens called Lion's Loot to advance positive reinforcement of the behavioral expectations. Due to budgetary constraints, the PBIS Coordinator position was not filled when previous coordinator left. Furthermore, many of the PBIS 2017-2018 team members, due to some staffing changes and/or changes in their personal circumstances could no longer participate on the team. The Behavior Health Manager coordinates the work of utilizing the existing staff to coach PBIS tier one team. The district needs to reconfigure tier one team with the new staff and plan for the school-wide tier one implementation using the developed lesson plans to teach school-wide behavioral expectations to students in specific school areas, e.g., office, library, hallways, bathroom, and cafeteria.

23. The district didn't provide UDL training this year due to budgetary and time constraints – our teachers expressed the needs to participate in other training which took precedence.

24. SARB was not instituted this year because the district decided to focus on School Attendance Review Team (SART) as a way to prepare for implementing SARB next year.

29. The coaching for ELA teachers was expanded from middle school into grades 1-8 because many teachers expressed the need for this support, particularly in teaching effective writing strategies and in implementing Lucy Calkin's Units of Study.

LCAP Year Reviewed: 2018-2019

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

Goal 2

Facilitate global awareness, communication, collaborative learning and critical thinking with innovative technology integrated across disciplines.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 2: State Standards (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning) X Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

18-19

AMO's are numbered on left side under State Priority headings. State metrics 1-27 identified in parentheses at end of AMO. AMOs are identified by number in Actions.

PRIORITY 2 - Implementation of CA State Standards State Standards

33. 100% of students will have access to CA Common Core - aligned instructional materials in ELA/ELD and mathematics which incorporate technology components for teachers and students.

Continue implementing an on-line reading intervention program for grades K-2.

Continue technology-based intervention programs for students in need of credit recovery in high school. (2, 4)

Create an assessment calendar of interim blocks and comprehensive tests for grades 3-8 and grade 11 to monitor students' progress.

Work with the high school math and English teachers to create benchmark assessments which will be conducted three times a year for the grades that are not tested on Smarted Balanced (9,10, and 12)

34. Provide ongoing professional development and support for teachers in effective use of technology to enhance and promote Standards-based instructional practices. This priority is a direct result of a very strong input from parents and teachers.

35. Engage in professional collaboration between the teaching staff and the local industry community through TEALS grant for

Actual

18-19

AMO's are numbered on left side under State Priority headings. State metrics 1-27 identified in parentheses at end of AMO. AMOs are identified by number in Actions.

PRIORITY 2 - Implementation of CA Common Core State Standards

33. Implemented – 100% of students have access to CA Common Core -aligned instructional materials in ELA/ELD and mathematics which incorporate technology components for teachers and students.

Implemented – IReady.

Implemented – Odyssey software.

Implemented. The calendar was created for each school.

Partially implemented - the teachers are using some interim assessments and programmatic assessments, but due to the budgetary and time limitations, the assessments were not created this year.

34. Implemented with support of the technology coordinator.

35. TEALS professionals began working with the district last year, but they stopped coming.

Expected

CTE technology courses. A local industry professional will co-teach with the ESS technology instructor at ESS to provide opportunities for the high school students to engage with the industry professionals.

PRIORITY 3 - Parental Involvement

36. 100% of EUSD EL families will have access to translation services and assistance from the Parent Outreach Coordinator in the Parent Center. (18, 19)

100% of the Arabic speaking parents will have access to LCAP documents translated into Arabic.

37. 100% of EUSD families, including parents of unduplicated and exceptional needs students, will have access to District family portal through Illuminate's Student Information System. Increase by 10% the use of Student Information System by parents and families. (18, 19)

PRIORITY 5 - Student Engagement

38. By the end of 2018-19 school year, 100% of students will have their own device to use in class or at home to increase active engagement and will have access to Common Core materials and technology which will positively impact attendance rates and will decrease suspension rates, especially among the students with disabilities who are currently suspended at higher rates than their peers, based on 2014-2015 data.

39. By the end of 2018-19 school year, 100% of teachers will be trained in integrating technology to enhance learning across content areas.

Actual

PRIORITY 3 - Parental Involvement

36. Implemented – all the Spanish speaking families have assistance from the Parent Outreach Coordinator, Ms. Santana. The Arabic translation of LCAP is in process of being completed.

37. Implemented - 100% of EUSD families, including parents of unduplicated and exceptional needs students, will have access to District family portal through Illuminate's Student Information System. 95%-99% of parents use the information system.

PRIORITY 5 - Student Engagement

38. Implemented – all students in the district have a device and all are using technology. However, although the suspensions rates seem to decline this year thus far, the absenteeism has not.

39. Implemented. All the teachers were trained and receive on demand support from the technology coordinator.

Expected

Actual

40. By the end of 2018-2019 school year, most of the teachers at all sites will incorporate technology into teaching process which will result in greater student engagement.

18-19

PRIORITY 7 - Course Access

41. Continue providing access to on-demand video database for 100% of unduplicated students and for all students not meeting graduation requirements to increase student engagement and raise achievement. (7)

42. Continue providing access to computer-based and web-based supplemental curriculum for 100% of students with exceptional needs (8)

18-19

PRIORITY 8 -- Other Student Outcomes

43. 100% of students with failing grades in A-G courses will receive a passing grade through engagement with on-line class support. (16)

40. All the teachers are implementing technology at least to some degree this year in their instruction. However, this is work in progress and some do it better than others.

18-19

PRIORITY 7 - Course Access

41. The faculty decided that using Safari Montage is expensive and outdated; most use Youtube videos for the same purpose.

42. Implemented – Learning A-Z, RAZ KIDS Plus, and some others.

18-19

PRIORITY 8 -- Other Student Outcomes

43. This data will not be available until the end of the school year.

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|--------------------------|----------------------------------|
| <p>Action 1 (AMO36) Continue services for all students and in particular English Language Learners</p> | <p>Safari Montage was replaced with videos from YouTube.</p> | <p>\$7,200</p> | <p>\$0</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|---|--|
| <p>students, by supporting access to an internal on-demand video (CA State Standards - aligned) video database, allowing students to engage with core content material, with translation, and regulate its pace to accommodate all learning styles. The technology team will assist teachers with access to these on-demand videos.</p> <p>Action 2 (AMO 29) Use Illuminate's Data program to create assessments to inform ongoing instruction. License Illuminate's Data and Assessment System.</p> <p>Action 3 (AMO 34,36) Continue use of Waterford Early Learning Reading, Math and Science software as a service for targeted TK-3 students and English Language Learner students and Students with Disabilities for intervention purposes. Continue to provide on-line reading intervention program for grades 3-8.</p> <p>Action 4 (AMO 38) Continue using Odysseyware as an on-line class support for students who are failing the A-G courses with the goal of credit recovery. This will offer critical online re-teaching assistance for low-</p> | <p>The staff decided not to use the Illuminate assessments at this time. Instead, the teachers are using programmatic assessments and the CA Interim Assessments along with IReady assessments.</p> <p>Implemented.</p> <p>Implemented – IReady.</p> <p>Implemented.</p> | <p>Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Safari Montage</p> <p>\$8,000 Base 4000-4999: Books And Supplies Illuminate's DnA system -- annual license cost and training \$30,000 Supplemental and Concentration 4000:-4999: Books and Supplies Purchase of additional devices for direct services to use software</p> <p>\$26,000 Supplemental 4000-4999: Books And Supplies Odysseyware online program</p> | <p>\$0</p> <p>\$12,500 Base 4000:-4999: Books and Supplies Purchase of additional devices for direct services to use software</p> <p>\$17,500 General Fund 4000-4999: Books And Supplies</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| <p>income and English Learner students who have traditionally struggled in core subjects. It will empower these students to access full range of course content learning.</p> <p>Action 5 (AMO 37) Continue to use supplemental computer and web- based materials such as Learning A-Z (Razz Kids reading support), Co-Writer Universal, Learning Ally, Goalbook, Explode the Code and Moby Max for student with special needs and ELs.</p> <p>Action 6 (AMO 32,35) Offer a class for parents to enhance communication between parents and staff focusing on things parents can do to help their children with homework and general learning skills.</p> <p>Action 7 (AMO 32,35) Continue use of Illuminate's Student Information System to improve attendance and promote parental participation (cost accounted for in Goal 1)</p> | <p>Implemented.</p> <p>Not implemented due to the budgetary and staffing constraints.</p> <p>Implemented.</p> | <p>\$9,000 Supplemental and Concentration 4000-4999: Books And Supplies 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 \$10,000 Base 5800: Professional/Consulting Services And Operating Expenditures Class for parents</p> | <p>Odysseyware online program</p> <p>\$10,655.82 General Fund and Special Ed. 4000-4999: Books And Supplies 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 \$0</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|----------------------------|---|---|
| <p>Action 8 (AMO 33) Provide computer devices for teachers. Continue funding the position of a district-wide technology coordinator to support teachers in learning new technologies and integrating them into teaching to enhance instruction.</p> | <p>Implemented.</p> | <p>\$125,000 Other 4000-4999: Books And Supplies Macbooks for teachers - 70</p> <p>\$100,731 Base 1000-1999: Certificated Personnel Salaries District-wide Technology Coordinator</p> | <p>\$121,136.40 Measure J, Series F 4000-4999: Books And Supplies Macbooks for teachers - 70</p> <p>\$ 96,600.06 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries District-wide Technology Coordinator</p> |

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Overall, most of the planned actions for Goal 2 were implemented as planned to achieve the articulated goal. The exception was the action related to offering a class for parents. We were unable to offer the class this year but the district is planning to offer it in 2019 – 2020.

Although the Illuminate assessments were not used as district benchmark measures, the district utilized Smarter Balanced Interim Assessments and the IReady assessments instead. We are planning to use Illuminate next year to create assessments for the grades for which interim assessments are not available.

Safari Montage was replaced with Youtube videos because it saved the cost and is just as good as Montage.

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

The actions that EUSD implemented for Goal 2 were successful in achieving the Goal. Interim Assessments yielded better data than the Illuminate assessments because they have the same blueprint as Smarter Balanced summative assessments and provided for better alignment and continuity. IReady program was used for benchmark assessments because it adapts to students' individual needs and thus provides a more nuanced measure of student attainment. These data were used during collaboration meetings at Anna Yates for decision-making with regards to future classroom instruction.

All of the teachers received new computers to replace the outdated and sometimes broken technology. These devices equipped them with tools for teaching and planning instruction.

The district educators continued using various supplemental software programs to provide more targeted support to students and to help with credit recovery at the high school. These tools, based on the students' feedback, were very helpful.

Our staff gained greater proficiency with using Illuminate Information System for recording and gathering attendance data. The district attendance procedures greatly improved. This will help us, along with other measures, to curtail chronic absenteeism and tardiness, some of the problems the district had in 2017-2018.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 2, Action 1: the district replaced Safari Montage video database with Youtube, which is free; therefore we didn't use the \$7,200.

Goal 2, Action 2: the EUSD staff decided not to use the Illuminate assessments at this time. Instead, the teachers conducted programmatic assessments and the CA Interim Assessments along with IReady items as benchmark assessments.

Goal 2, Action 3: the material difference between Budgeted Expenditures and Estimated Actual Expenditures is due to financial constraints (we purchased less programs).

Goal 2, Action 4: the material difference between Budgeted Expenditures and Estimated Actual Expenditures is due to less students than we anticipated needing the credit recovery opportunities this year.

Goal 2, Action 5: the material difference between Budgeted Expenditures and Estimated Actual Expenditures is due to increased prices of some software (such as RAZ Kids Plus) and of adding new programs (such as IReady)

Goal 2, Action 6: since due to budgetary constraints the district didn't offer a class for parents this year, we didn't spend the \$10,000.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. Goal 2, Action 1:

Safari Montage was replaced with YouTube videos because YouTube is free and has a sufficient number of videos.

Goal 2, Action 2:

The district decided to use programmatic assessments, the CA Interim Assessments, and IReady assessments as benchmarks because CA Interim Assessments are closer aligned with the Smarter Balanced Summative Assessments and therefore yield better assessment picture. In addition, elementary grades used IReady assessments because they are adaptive and provide a more nuanced, detailed picture of student attainment.

Goal 2, Action 6:

The class for parents was not offered due to budgetary and staffing constraints.

Annual Update

LCAP Year Reviewed: 2018-19

Goal 3

Provide a comprehensive multi-use city-school campus that fosters respectful environment, engages students in innovative education, and offers comprehensive resources to bring members of the Emeryville community together to interact and learn.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

AMO's are numbered on left side under State Priority headings. State metrics 1-27 identified in parentheses at end of AMO. AMOs are identified by number in Actions.

PRIORITY 1 -- Basic Services

44. Continue to receive 100% ratings of "Good" or "Exemplary" in all categories on Williams Facilities Inspection Tool as reported on School Accountability Report Card (SARC). (3)

45. 100% of students will attend a multi-use school facility that provides an optimal learning environment and provides opportunities for students to interact and learn together at high levels. These may include quality sports, clubs and other activities. (3)

18-19

PRIORITY 3 -- Parental Involvement

46. School Site Councils, LCAP parent and EL advisory committees, faculty groups and the LCAP Student Committee will meet regularly at least three times during the school year to reflect upon and provide input into the district's progress toward the LCAP goals.(17)

Actual

AMO's are numbered on left side under State Priority headings. State metrics 1-27 identified in parentheses at end of AMO. AMOs are identified by number in Actions.

44. Implemented.

45. Implemented.

46. Implemented.

Expected

Actual

47. 100% of district families, including parents of unduplicated and exceptional needs students, will have access to a Parent Center on the ECCL campus. (18, 19)

PRIORITY 5 -- Student Engagement

48. Increase average daily attendance rate district-wide by 2%.

49. Decrease chronic absenteeism rate district wide by 10%.

50. Decrease dropout rate in middle school to 0% in 2017-18 and on.

51. Decrease dropout rate at high school by 10%.

PRIORITY 6 -- School Climate

52. Reduce current low rate of suspensions rate to 0% and expulsions to 0%.

53. On internal surveys increase by 3 basis points (to 93%) the number of students in grades 4-8 who report they never or rarely experience bullying.

54. 100% of Emery teachers will continue training in equity awareness and culturally relevant pedagogy. (27)

55. 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.

47. Implemented.

PRIORITY 5 -- Student Engagement

48. The ADA rate for 2017-2018 was 96.74%. To date for this school year, the ADA rate is 94.312%. The final numbers will be available in 09/2019.

49. Not achieved thus far – the projected chronic absenteeism to date increased instead of decreasing. The district is implementing incentives to decrease absenteeism.

50. Achieved to date.

51. Implemented - there are no dropouts at ESS to date this year. Last year, the dropout rate at ESS was 2.7%

PRIORITY 6 -- School Climate

52. The rate of suspensions is hovering around 5% at the time of writing this report, so it didn't go down from 4.3% rate indicated on the CA School Dashboard.

53. Unfortunately, the rates of bullying increased, based on the CA Healthy Kids Survey.

54. Implemented.

55. Implemented through the Health Center and by the Health Manager.

Expected

Actual

56. 100% of students, in collaboration with local partnerships, will have access to after-school programs that give students the opportunity to interact, socialize and learn.

56. Implemented.

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|---|
| <p>Action 1 (AMO 39,40) Continue to ensure that school facilities are clean and in working condition. Continue to provide appropriate and equitable facilities for all organized sports. Continue to maintain all school facilities to provide safe and orderly campuses in support of support student learning.</p> | <p>Implemented as described.</p> | <p>\$430,000 Base 2000-2999: Classified Personnel Salaries Campus maintenance (Funding Source: ongoing maintenance 8150)</p> | <p>\$321,060.72 Operations and Maintenance 2000-2999: Classified Personnel Salaries Campus maintenance (Funding Source: ongoing maintenance 8150)</p> |
| <p>Action 2 (AMO's 42, 45) Continue community meetings between all stakeholders to support ECCL.</p> | <p>This action was eliminated because it was created when the building of the ECCL campus was in progress and it was completed.</p> | <p>\$0</p> | <p>\$0</p> |
| <p>Action 3 (AMO 40) Continue to fund athletic director and adequate budget for uniforms and equipment</p> | <p>Implemented - we continued funding athletic director and budgeting for uniforms and equipment.</p> | <p>\$7,700 Base 1000-1999: Certificated Personnel Salaries Athletic Director \$1,700</p> | <p>\$7,500 Base 1000-1999: Certificated Personnel Salaries Athletic Director</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|---|--|
| <p>Action 4 (AMO 40) Expand programming/staffing for students to interact, socialize and learn with focus on increasing equity and access for unduplicated students.</p> <p>Action 5 (AMO 43) Continue to fund the new Spanish speaking Bilingual Parent Outreach Coordinator</p> <p>Action 6 (AMO's 52, 54) Provide structured play support by hiring PlayWorks to ensure greater engagement during recess, bullying prevention, and student mentoring. This will serve the social-emotional needs of unduplicated populations and will impact their ability to focus in class. According to the research from National Bullying Prevention Center, students with disabilities are particularly vulnerable to bullying, so structured play</p> | <p>Implemented (additional staff to supervise recess).</p> <p>Implemented.</p> <p>Implemented as described.</p> | <p>Base 3000-3999: Employee Benefits Fringe benefits</p> <p>\$7,000</p> <p>Base 4000-4999: Books And Supplies Uniforms and Equipment</p> <p>Due to the budgetary constraints and in the interest of efficiency, these functions will be transferred to to the staff of PlayWorks.</p> <p>Due to the budgetary constraints, these responsibilities will be transferred to the schools' front desk staff in 2018-2019.</p> <p>\$48,000 Supplemental and Concentration 5800: Professional/Consulting Services And Operating Expenditures</p> | <p>\$726.50</p> <p>Base 3000-3999: Employee Benefits Fringe benefits</p> <p>\$7,000</p> <p>Base 4000-4999: Books And Supplies Uniforms and Equipment</p> <p>\$78,723.42</p> <p>General Fund 2000-2999: Classified Personnel Salaries</p> <p>\$98,325.05</p> <p>Supplemental and Concentration and Learning Communities</p> <p>\$36,000</p> <p>Supplemental and Concentration 5800: Professional/Consulting Services And Operating Expenditures</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|--|--|
| <p>will especially help to protect and benefit this student group.</p> <p>Action 7 (AMO 53) Continue to provide training in equity awareness and culturally relevant pedagogy for all EUSD teachers.</p> <p>Action 8 (AMO 30, AMO 31) Provide access to a Parent Center at ECCL. Offer a parent class to increase community engagement.</p> <p>Action 9 (AMO's 46, 47, 48, 49, 51, 54) (AMO 21 in Goal 1 directly addresses PBIS) Continue to implement a multi-year program to provide 100% of EUSD</p> | <p>Implemented – all the district staff participated in Courageous Conversations Workshop for two full days. Some staff also attended the Equity Symposium held by ACSA on campus.</p> <p>Due to budgetary constraints and staffing limitations, the class for parents was not offered this year.</p> <p>The district is working on implementing Standards-based and data driven instruction across all settings. All the district-approved curricula are CCSS</p> | <p>Structured play and bullying prevention \$60,000 Supplemental and Concentration 2000-2999: Classified Personnel Salaries Mentoring services, especially for English Learners and Students with Disabilities.</p> <p>\$40,000 Other 5800: Professional/Consulting Services And Operating Expenditures Pacific Educational Group - Through new teacher effectiveness funding</p> <p>\$20,000 Supplemental 5000-5999: Services And Other Operating Expenditures Parent Class</p> <p>\$2,500 Supplemental</p> | <p>Structured play and bullying prevention The cost is accounted for in Goal 3, Action 4.</p> <p>\$39,300 Unrestricted 5800: Professional/Consulting Services And Operating Expenditures Pacific Educational Group</p> <p>\$0</p> <p>\$0 The training was not offered in 2018-2019</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|--|
| <p>students with access to Tier I data-driven, positive, systematized, high quality learning environments across all settings. This will aid in preventing new incidences of problem behaviors and improve attendance while decreasing the absenteeism and dropout rates that directly affect EUSD's unduplicated students.</p> | <p>and/or NGSS aligned. However, we need additional actions, such as working closer with parents and instituting a system of positive incentives to improve chronic absenteeism. Our school principals are hard at work in this area.</p> | <p>1000-1999: Certificated Personnel Salaries Training with Santa Clara Office of Education \$1,500 Supplemental 4000-4999: Books And Supplies SWIS Software \$9,000 Base 1000-1999: Certificated Personnel Salaries Sub pay for PBIS team (\$160/day x 6 staff x 4 days) \$7,000 Base 5000-5999: Services And Other Operating Expenditures Leadership Consulting Hannah Acevedo</p> | <p>\$0 \$0 \$0 \$0 \$0 \$0</p> |
| <p>Action 10 (AMO 11) Continue funding small school model at Anna Yates by supporting autonomous middle and elementary schools with two school principals to promote greater equity, improve school climate, create closer personal connections between students and teachers, and improve student attendance and engagement.</p> | <p>Implemented.</p> | <p>\$350,000 Base 1000-1999: Certificated Personnel Salaries Elementary and Middle School Principals Salaries and Benefits</p> | <p>\$352,314.05 Base 1000-1999: Certificated Personnel Salaries Elementary and Middle School</p> |

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Principals Salaries
and Benefits

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

With the exception of Action 8, all actions planned for achieving Goal 3 were implemented. Action 8, offering a class for parents, was not implemented due to the budgetary and staffing constraints.

The district facilities are in good order.

The district continued funding the positions of the Athletic Director and of the Bilingual Outreach Coordinator. In addition, we continued funding extra staff as well as our collaboration with PlayWorks to support students' social interactions during recess.

The EUSD is continuing the work of providing engaging and rich Tier 1 instruction for all of our students.

All the district staff attended two full days of professional development focused on equity and culturally relevant pedagogy training, Beyond Diversity, provided by Pacific Education Group.

Finally, the EUSD continued implementing the small school model at Anna Yates.

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

Most of the actions and services achieved the intended goals. For Action 7, although the Pacific Education Group provided our staff with a good foundation in equity training, we feel that the teachers could use more focus on instructional practices in classrooms with equity lens. Since we have an achievement gap between the African American students and their peers, next year the district will pursue collaboration with other organizations that would help us contextualize our equity work.

We also need to strengthen our Tier I instruction even further to see the effect of greater engagement on student attendance and behavior to improve our absenteeism rate and to reduce suspensions. In fact, the district has to improve chronic absenteeism and suspensions rate for all student groups – we will need to identify more effective actions to achieve this goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 3, Action 1: material differences between Budgeted Expenditures and Estimated Actual Expenditures with regards to maintenance staff compensation is a result of budgetary constraints.

Goal 3, Action 4: at the time of writing LCAP for 2018-2019 school year, the district planned not to re-hire the mentoring and monitoring personnel due to budgetary constraints; this decision was later reversed and we were able to employ most of the staff for this important work.

Goal 3, Action 6: material differences between Budgeted Expenditures and Estimated Actual Expenditures resulted in the district being able to negotiate a better contract with PlayWorks than what was anticipating during the time this document was written.

Goal 3, Action 8: the district was unable to offer a class for parents this year due to budgetary constraints, so the money was not spent.

Goal 3, Action 9: due to budgetary constraints, the PBIS Coordinator position was not filled when previous coordinator left. Furthermore, many of the PBIS 2017-2018 team members, due to the staffing changes and/or changes in their personal circumstances could no longer participate on the team. The Behavior Health Manager coordinates the work of utilizing the existing staff to coach PBIS tier one team. The district will reconfigure tier one team with the new staff and will plan for the school-wide tier one implementation using the developed lesson plans to teach school-wide behavioral expectations to students in specific school areas, e.g., office, library, hallways bathroom and cafeteria.

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

With regards to Action 2, community meetings between ECCL and EUSD became obsolete two years ago, so this Action was not implemented.

Action 8: the district didn't offer a class for parents due to budgetary and staffing constraints.

Stakeholder Engagement

LCAP Year: 2018-2019

Involvement Process for LCAP and Annual Update

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

School Board Engagement:

The District actively seeks input and guidance from the Board in its planning process. During the 2018-2019 school year the EUSD Board was updated on October 10, 2018 and on April 10, 2019. The current draft of the LCAP document will be available for public input on June 3, 2019, and the public hearing is scheduled for June 12, 2019. The Plan will be presented for the final approval to the Board on June 26, 2019.

Parent/Community Engagement:

The District had begun the process of community engagement in December of 2018 with the meeting of the EUSD LCAP Parent Advisory Committee on December 10, 2018. The District actively sought out parents of low income, English Learners, the youngsters with special needs, and of African American students. This notwithstanding, all the district parents were invited to join the district administration for a dinner meeting. At this meeting, the District presented a review of the LCAP document focusing on its three major goals and the accompanying actions, and parents were asked to provide feedback. At that time the parents also received the LCAP progress update. At the end of each meeting we asked the members to reflect upon and share their reactions about the LCAP process; we then utilized this feedback and incorporated it into the LCAP.

Because we are a small district, the LCAP Parent Advisory Committee (PAC) is also relatively small. Two of the parents from the LCAP PAC are the district classified staff; as a result, they are able not only act as parents but also represent their colleagues' views on the PAC. The second meeting of the LCAP PAC was held on May 10, 2019 where the District continued discussing the LCAP document

and shared the draft of new actions for the upcoming 2019-2020 school year. The District actively solicited parents' feedback regarding the Plan. During these meetings the PAC members contributed many valuable ideas which the District incorporated into LCAP actions for the 2019-2020 school year.

Another important parent group that contributed to this Plan was the District English Learner Advisory Committee. This committee received the LCAP update on February 1, 2019 and on May 3, 2019. The ELAC members shared their thinking, provided feedback, and expressed their suggestions about the plan and its implementation as it relates to English Learners. Some examples of their feedback are a recommendation to provide hot spots for students who have no Internet at home to close digital divide and to ensure greater equity of opportunity for English Learners when it comes to access to resources and, consequently, to college readiness. Many of the ideas from this group were also incorporated into the current iteration of the district's LCAP.

For each of these meetings we sought to invite a representative sample of parents from low socio-economic background, parents of English Learners, and parents of the students with disabilities. Many participants received a personal phone call from the Director of Instructional Programs, often more than once, accompanied by electronic invitations. The members' feedback was very informative and critical to our Actions. Once the LCAP is approved by the EUSD Board, it will be translated into Spanish and Arabic to provide access to our bilingual parents. The District is currently in the process of contracting a Spanish and an Arabic translation services.

Impact on LCAP and Annual Update

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

Parents contributed many ideas which found their way into the current iteration of the LCAP. Some examples are: expanding the after-school Homework Club, providing more support and tutoring for students in AP courses (Saturday Academy), offering a class for parents, and providing after-school intervention classes for English learners, and introducing more advanced placement courses.

Teachers requested more QTEL professional development, more coaching support for the teachers of English, math and science, and more collaboration time to look at the data to inform instructional decision-making. All of these suggestions were incorporated into the next year's LCAP.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

All students will be provided with equitable access to educational opportunities and programs for economic, political, and social empowerment to acquire and demonstrate the 21st century skills including collaboration, critical thinking, and creativity for college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

The needs below are based on the data analysis from multiple data sources: the CA School Dashboard, parent surveys, community engagement meetings, district assessment data, collaborative meetings with the Alameda County Office of Education Differentiated Assistance Team, and the current research reviewed for the purpose of this plan. According to these data, the Emery Unified School District needs:

- Well-defined procedures, protocols, and processes for academic data collection and usage
- Consistent set of high expectations for academic success of all pupils with additional support for African American students
- Shared understanding of instructional vision for educating our African American students to close the achievement with consistent monitoring of African American achievement vis-à-vis comprehensive rubrics
- Access to standards-aligned CA State Standards instructional materials and resources, including technology
- Clear protocols for reviewing attendance data and aligned interventions to be used by all staff supporting attendance efforts
- Consistent use of procedures described in the TK-12 Attendance Process Map
- Uniform adherence to the elementary and middle school discipline matrix
- Continuous professional development for teachers and support staff around entering behavior data into Illuminate information system
- Foundation training in combating absenteeism for all staff with consistent review of data by attendance teams
- Consistent adherence to procedures in the district Suspensions Process Map
- Effective use of positive behavior incentives as alternatives to suspensions across the district
- Well-maintained, safe, clean and appropriate facilities for learning and participating in school activities and events
- Research-based programs and services for English Learners to gain a level of English proficiency that supports participation in all school offerings and leads to post-secondary success
- A coherent approach to developing students' social/emotional, academic, and physical fitness need

- High and equitable expectations coupled with strong academic support to improve academic performance of all our

students in reading and mathematics

- A district-wide vision and action plan to fully implement CA State Standards, Next Generation Science, English Language Development Standards, and the new CA Social Studies Framework equitably in every classroom
- Highly qualified, well-trained, and appropriately credentialed teachers well-versed in CA State Standards, Next Generation Science, English Language Development Standards, the new CA Social Studies Framework as well as in instructional pedagogy and in disciplinary content.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|---|---|---|
| <p>PRIORITY 1 -- Basic Services</p> <p>1. 100% of teachers credentialed, per HR data</p> | <p>AMO's are numbered on left side under State Priority headings. State metrics 1-27 identified in parentheses at end of AMO. AMOs are identified by number in Actions.</p> <p>PRIORITY 1 -- Basic Services</p> <p>1. 100 % of all teachers in the district were appropriately credentialed and assigned in their subject matter areas.</p> | <p>AMO's are numbered on left side under State Priority headings. State metrics 1-27 identified in parentheses at end of AMO. AMOs are identified by number in Actions.</p> <p>PRIORITY 1 -- Basic Services</p> <p>1. 100 % of all teachers in the district will be appropriately credentialed and assigned in their subject matter areas.</p> | <p>AMO's are numbered on left side under State Priority headings. State metrics 1-27 identified in parentheses at end of AMO. AMOs are identified by number in Actions.</p> <p>PRIORITY 1 -- Basic Services</p> <p>1. 100 % of all teachers in the district will be appropriately credentialed and assigned in their subject matter areas.</p> | <p>AMO's are numbered on left side under State Priority headings. State metrics 1-27 identified in parentheses at end of AMO. AMOs are identified by number in Actions.</p> <p>PRIORITY 1 -- Basic Services</p> <p>1. 100 % of all teachers in the district will be appropriately credentialed and assigned in their subject matter areas.</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|---|---|---|
| 2. Williams Compliance Quarterly Reports | 2. All students at EUSD have access to CA State Standards -aligned instructional materials. Teachers meet in grade level groups and on various committees, such as Instructional Leadership Team and Curriculum Committee, to collaborate and to investigate effectiveness of instructional materials. The district has purchased new middle school science program, STEMScopes in the beginning of the 2017-2018 school year. | 2. 100% of students will have access to CA State Standards -aligned instructional materials. The staff will engage in ongoing collaborative examination of materials' effectiveness.(2) | 2. 100% of students will have access to CA State Standards -aligned instructional materials. The staff will engage in ongoing collaborative examination of materials' effectiveness.(2) | 2. 100% of students will have access to CA State Standards -aligned instructional materials. The staff will engage in ongoing collaborative examination of materials' effectiveness.(2) |
| 3. Williams Compliance Quarterly Reports | 3. The district has moved to brand new school facilities in 2016. The facilities are clean, safe, and maintained in good repair. | 3. All school facilities will be clean, safe, and maintained in good repair. | 3. All school facilities will be clean, safe, and maintained in good repair. | 3. All school facilities will be clean, safe, and maintained in good repair. |
| PRIORITY 2 -- Implementation of State Standards | PRIORITY 2 -- Implementation of State Standards | PRIORITY 2 -- Implementation of State Standards | PRIORITY 2 -- Implementation of State Standards | PRIORITY 2 -- Implementation of State Standards |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|--|---|---|--|
| <p>4. PD attendance data and evidence of implementation in the classrooms based on administrators' observations and Instructional Rounds data.</p> | <p>4. All the math teachers in need of professional development, K-12 were trained in Eureka Math in the beginning of 2016-2017 school year. All the science teachers, K-12, participated in the NGSS Roll-out Symposium and, joined by both ELD teachers, took part in the Amplify! training at ACOE which focused on effective ELD strategies in teaching science. Four teachers at Anna Yates attend ongoing workshops with Silicon Valley Math Initiative (SVMI) to hone their Standards-based strategies in teaching math. English Language Arts (ELA) teachers from both sites attend the year-long ERWC training at ACOE which enhances the use of CA State Standards - aligned practices in teaching language arts. All teachers at Anna Yates participated in a</p> | <p>4. 100% of certificated staff will attend professional development to deepen their understanding of the CA content and performance standards (e.g., CCSS, NGSS, ELA/ELD Framework), research-based best practices, and Standards-based instructional materials adopted by the district.(4)</p> | <p>4. 100% of certificated staff will continue engaging in professional development to deepen their understanding of the CA content and performance standards (e.g., CCSS, NGSS, CA History/Social Studies Framework, ELA/ELD Framework) and/or research-based best practices as reflected in Standards-based instructional materials adopted by the district.(4)</p> | <p>4. 100% of certificated staff will continue engaging in professional development to deepen their understanding of the CA content and performance standards (e.g., CCSS, NGSS, CA History/Social Studies Framework, ELA/ELD Framework) and/or research-based best practices as reflected in Standards-based instructional materials adopted by the district. (4)</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
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| | <p>day-long training around cognitive complexity of text-dependent questioning and collaborative learning practices which are aligned with the district priorities and the CA State Standards Standards. Finally, both sites this year implemented Instructional Rounds in Education, a vehicle for systemic improvement of instructional practices aligned with the CA State Standards Standards.</p> | | | |
| <p>5. Student portfolios and presentations, the rate of participation among the 10th and 12th graders.</p> | <p>5. 100% of 10th and 12th graders engaged in project-based, portfolio defense learning activities for rigorous, standards-aligned college and career preparation in 2017-2018 (4). 17 teachers from across the district are signed up to attend a Project Based Learning World Conference in June, so</p> | <p>5. 100% of 10th and 12th graders will continue engaging in project-based, portfolio defense learning activities for rigorous, standards-aligned college and career preparation (4).</p> | <p>5. 100% of 10th and 12th graders will continue participate in project-based, portfolio defense learning activities for rigorous, standards-aligned college and career preparation. Evidence of PBL strategies will be observed in many TK-8 as well. (4).</p> | <p>5. 100% of 10th and 12th graders will continue participate in project-based, portfolio defense learning activities for rigorous, standards-aligned college and career preparation. Evidence of PBL strategies will be observed in many TK-8 as well. (4).</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|--|---|---|---|
| | <p>that middle school and elementary school teachers will be equipped to incorporate the principles of PBL into their curricula.</p> | | | |
| <p>6. Data from Instructional Rounds, ELD Learning Walks, administrators' observation data, peer observations, collaboration and planning minutes.</p> | <p>6. All of TK-5 teachers were trained in teaching <i>Reach for Reading</i>, which is an integrated ELD-ELA program. Many teachers use scaffolding and vocabulary work that is congruent with ELD strategies. Also, middle school teachers are coached in implementing best practice in ELA/ELD instruction. According to a recent survey about professional development needs among the faculty, 57% of high school teachers, 41% of elementary school teachers, and 33% of middle school teachers feel that they would like to engage in more in-depth professional</p> | <p>6. At least 60% of teachers at elementary, middle, and high schools will be observed using Integrated ELD strategies across content with English Learners. (5) The district will provide professional development to explore these strategies; the ELD teachers will coach and support staff to increase their competence.</p> | <p>6. At least 60% of teachers at elementary, middle, and high schools will be observed using Integrated ELD strategies across content with English Learners. (5) The district will provide professional development to explore these strategies; the ELD teachers will coach and support staff to increase their competence.</p> | <p>6. 100% of teachers in elementary, middle, and high schools will be observed using Integrated ELD QTEL strategies across content with English Learners. (5) The district will provide QTEL professional development to explore these strategies; the ELD teachers will coach and support staff to increase their competence.</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|---|--|--|
| | development around ELD strategies, and this was an action for the 2018-2019 school year. | | | |
| 7. Ongoing reviews of teachers' planning and classroom observation data collected by the site administrators and the Director of Instruction. | 7. Since the district hired the second full time ELD teacher to serve students at the middle and high school level, most of the English Learners in high school receive both integrated and designated support, except for those students whose schedule doesn't allow designated support. In middle school students only receive integrated ELD due to staff shortage. In elementary school, depending on the schedule, most students receive designated and integrated ELD services. We are looking at changing the schedule next year to ensure that all students receive Designated ELD instruction as well as | 7. 100% of English Learners will receive Designated English Language Development (ELD) instruction and academic support based on students' CELDT level. (5) | 7. 100% of English Learners will receive integrated ELD instruction and academic support based students' ELPAC level. English Learners will receive designated ELD instruction based on their needs to the greatest extent that the scheduling allows. (5) | 7. 100% of English Learners will receive integrated ELD instruction and academic support based students' ELPAC level. English Learners will receive designated ELD instruction based on their needs to the greatest extent that the scheduling allows. (5) |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|--|--|--|
| | the Integrated ELD services. | | | |
| 8. Evidence in lesson plans and classroom observations; greater engagement among the unduplicated populations. | 8. All the teachers at middle school, about 60% of teachers in high school and about 4% of teachers in elementary school use UDL strategies to meet the needs of all students, especially low-income, African American students, English Learners. The district provided a full day training in UDL for all the district faculty. | 8. At least 60% of the faculty will use effective differentiation strategies and the teaching methods congruent with the principals of Universal Design for Learning (UDL) to meet the needs of all learners, especially of low-income, African American students, English Learners, and Foster Youth. | 8. At least 60% of the faculty will use effective differentiation strategies and the teaching methods congruent with the principals of Universal Design for Learning (UDL) to meet the needs of all learners, especially of low-income, African American students, English Learners, and Foster Youth. | 8. At least 80% of the faculty will use effective differentiation strategies and the teaching methods congruent with the principals of Universal Design for Learning (UDL) to meet the needs of all learners, especially of low-income, African American students, English Learners, and Foster Youth. |
| PRIORITY 3 -- Parental Involvement | PRIORITY 3 -- Parental Involvement | PRIORITY 3 -- Parental Involvement | PRIORITY 3 -- Parental Involvement | PRIORITY 3 -- Parental Involvement |
| 9. College and Career Center's entry log; parent and student survey data and the data from ELAC meetings. Participation rate of parents/guardians | 9. 100% of English Learners, Redesignated English Proficient, Foster Youth, Low Income, At-risk students at ESS and their families have access to a college and career center at the high school. (18) | 9. Continue providing access for a 100% of English Learners, Redesignated English Proficient, Foster Youth, Low Income, At-risk students at ESS and their families to the college and career center. (18) | 9. Continue providing access for a 100% of English Learners, Redesignated English Proficient, Foster Youth, Low Income, At-risk students at ESS and their families to the college and career center. (18) | 9. Continue providing access for a 100% of English Learners, Redesignated English Proficient, Foster Youth, Low Income, At-risk students at ESS and their families to the college and career center. (18) |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
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| of unduplicated students. | | | | |
| 10. College and Career Center's entry log; parent and student survey data and the data from LCAP PAC meetings. Participation rate of parents/guardians of students with special needs. | 10.100% of students with special needs at ESS and their families have access to a college and career center. 100% of ESS Special Education teachers collaborate with college and career center to support their students. (19) | 10.100% 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. (19) | 10.100% of students with special needs at ESS and their families will have access to a college and career center. ESS Special Education teachers will collaborate with college and career center to support their students. (19) | 10.100% of students with special needs at ESS and their families will have access to a college and career center. ESS Special Education teachers will collaborate with college and career center to support their students. (19) |
| 11. Evidence of the parents' feedback in the LCAP and in its implementation. | 11. Parents contribute their ideas during the ELAC and PAC meetings and their feedback is incorporated into the LCAP. They get LCAP updates at least twice a year. | 11. The district will continue encouraging parents to provide input into the district's curriculum in various committees and will send at least three communications a year to parents soliciting feedback. | 11. The district will continue encouraging parents to provide input into the district's curriculum in various committees and will send at least three communications a year to parents soliciting feedback. | 11. The district will continue encouraging parents to provide input into the district's curriculum in various committees and will send at least three communications a year to parents soliciting feedback. |
| PRIORITY 4 -- Pupil Achievement 12. 71.1 or less points below Level 3 in math on | PRIORITY 4 -- Pupil Achievement 12. In 2016-2017, all the students scored 76.1 | PRIORITY 4 -- Pupil Achievement 12. District-wide, increase the Change category in mathematics | PRIORITY 4 -- Pupil Achievement 12. District-wide, increase the Change category in mathematics | PRIORITY 4 -- Pupil Achievement 12. District-wide, increase the Change category in mathematics |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|--|---|---|---|
| the CA School Dashboard based on Smarter Balanced Data for 2018 | below Level 3 (Met the Standard) in math on Smarter Balanced Assessment. | on CA School Achievement Dashboard by 5 or more points, based on performance on Smarter Balanced Assessment. | on CA School Achievement Dashboard by 5 or more points, based on performance on Smarter Balanced Assessment. | on CA School Achievement Dashboard by 5 or more points, based on performance on Smarter Balanced Assessment. |
| 13. 61.6 points or less below Level 3 in English Language Arts on Smarter Balanced Data 2018 | 13. In 2016-2017, all the students scored 66.6 below Level 3 (Met the Standard) in English Language Arts on Smarter Balanced Assessment. | 13. District-wide, increase the Change category by 5 or more points in English Language Arts on CA School Achievement Dashboard, based on performance on Smarter Balanced Assessment. | 13. District-wide, increase the Change category by 5 or more points in English Language Arts on CA School Achievement Dashboard, based on performance on Smarter Balanced Assessment. | 13. District-wide, increase the Change category by 5 or more points in English Language Arts on CA School Achievement Dashboard, based on performance on Smarter Balanced Assessment. |
| 14. Rates of participation in after-school tutoring by African Americans and Students with Disabilities. Evidence of interventions reflected in higher student achievement and in higher performance on Smarter Balanced summative and | In 2016-2017 our African American students scored 95.4 points below Level 3 in math which was 19.3 points lower than the rest of the groups. In ELA the African American student group scored 83.1 points below Level 3, which was 16.5 points lower than their peers. | All student groups that scored 10+ points lower on an academic indicator than their district peers on CA School Dashboard based on their performance on Smarter Balanced will receive targeted intervention, after-school tutoring, and differentiated support as part of the district's Multi-Tier System of Supports (MTSS) | All student groups that scored 10+ points lower on an academic indicator than their district peers on CA School Dashboard based on their performance on Smarter Balanced will receive targeted intervention, after-school tutoring, and differentiated support as part of the district's Multi-Tier System of Supports (MTSS) | All student groups that scored 10+ points lower on an academic indicator than their district peers on CA School Dashboard based on their performance on Smarter Balanced will receive targeted intervention, after-school tutoring, and differentiated support as part of the district's Multi-Tier System of Supports (MTSS) |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| interim assessments. | | | | |
| 15. High school course availability and enrollment data. | 15. 100% of students at ESS have access to a Career Technical Education pathway. The district plans to add one more pathway in 2016-2017. | 15. 100% of high school students will have access to a Career Technical Education pathway for high school students. (11) | 15.100% of high school students will have access to a Career Technical Education pathway for high school students. (11) | 15. 100% of high school students will have access to a Career Technical Education pathway for high school students. (11) |
| 16. Access to EAOP Counselor as evidenced in student records and survey data. | 16. There was no EAOP Counselor this year. | 16. 100% of high school students will have access to a full-time EAOP Counselor to increase access to college preparation for unduplicated students. (11) | 16. 100% of high school students will have access to a full-time EAOP Counselor to increase access to college preparation for unduplicated students. (11) | 16. 100% of high school students will have access to a full-time EAOP Counselor to increase access to college preparation for unduplicated students. (11) |
| 17. Counselor's records, student surveys; course enrollment and achievement data for A-G courses and graduation data for 2017-2018. | In 2016-2017 school year 83.3 percent of graduates fulfilled the A-G requirements. | 17. 85% of high school students will fulfill A-G requirements based on a clearly articulated 4-year academic schedule. (11) | 17. 88% of high school students will fulfill A-G requirements based on a clearly articulated 4-year academic schedule. (11) | 17. 50% of high school students will fulfill A-G requirements based on a clearly articulated 4-year academic schedule. (11) |
| 18. CELDT data - 64% of students will make the | 18. 61% of ELs made the annual progress on CELDT in 2016-2017 | CELDT was terminated in 2018 so there is no way to compare. | The results of the ELPAC are not available at this time. | |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|--|--|--|
| annual progress in 2017-2018 | | | | |
| 19. CELDT data - 43.4% of the Less than 5 Years Cohort and 48.9% of the 5+ Years Cohort will attain English Proficiency in 2017-2018 school year. | 19. Less than 5 Years Cohort - 22.9%; 5+ Years Cohort - 51.4% in 2016-2017 | 19. In 2017-2018 two different tests (CELDT and ELPAC) were administered by the state, so the comparison is not feasible. | 19. Results of ELPAC are not available at this time. | 19. ELPAC data |
| 20. 25.2% of students will receive AP scores of 3+ in 2017-2018. | Percent of students with AP scores of 3+ for the year 2016-2017 was 15.8%The number of students participating in the AP program doubled from 2015-2016 and the number of assessments taken almost tripled. | 20. Increase the 2017-18 passing rate on Advanced Placement examinations to 18% for pupils who achieve the score of 3 or higher. | 20. Increase the 2018-19 passing rate on Advanced Placement examinations to 20% for pupils who achieve the score of 3 or higher. | 20. Increase the 2019-20 passing rate on Advanced Placement examinations to 22% for pupils who achieving the score of 3 or higher. |
| 21. 22.5% of students will meet the "Prepared" category in ELA and 8%will meet in math; 33%of students will meet | 21.17.5 % of students were "Ready" in ELA and 2.4% in mathematics in 2016-2017; 27.5 % of students were | 21. Increase percentage of students meeting EAP using 2017 CAASPP results as baseline: "Ready" ELA increase to 20% "Ready" math increase to 5% "Conditionally Ready" | 21. Increase percentage of students meeting EAP using 2016 CAASPP results as baseline: "Ready" ELA increase to 23% "Ready" math increase to 8% | 21. Increase percentage of students meeting EAP using 2016 CAASPP results as baseline: "Ready" ELA increase to 25%"Ready" math increase to 10%"Conditionally |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|--|--|--|
| "Approaching Prepared" category in ELA and 15% - in math. | "Conditionally Ready" in ELA and 9.76 % - in math. | ELA increase to 30% "Conditionally Ready" math increase to 12% | "Conditionally Ready" ELA increase to 33% "Conditionally Ready" math increase to 15% | Ready" ELA increase to 35% "Conditionally Ready" math increase to 18% |
| <p>PRIORITY 5 - Pupil Engagement</p> <p>22. Data vis-a-vis MTSS Implementation Rubric, administrative and peer observation data, Instructional Rounds data.</p> | <p>PRIORITY 5 - Pupil Engagement</p> <p>22. The District trained all the teachers in UDL and also some in interventions strategies. There is a PBIS team comprised of Ms. A. Smith, Mr. P. Clark, Mr. K. Edwards, Ms. Kloetzly, Ms. Wren, Mr. Sugay, Ms. Johnson, and Teacher Gilbert which meets to discuss these strategies and to plan/monitor the PBIS implementation.</p> <p>In 2017-2018 the District is providing after-school intervention using instructional materials that are specific to intervention strategies, such as Do the Math by Marilyn</p> | <p>PRIORITY 5 - Pupil Engagement</p> <p>22. Continue implementing the multi-year program led by an MTSS/PBIS coordinator working with teachers so that 100% of students gain access to Tier I data-driven positive, systematized, high quality learning environments (see Goal 3 AMO #48).</p> <p>As part of MTSS, expand the use of intervention, enrichment, and differentiation strategies in the classrooms to meet the needs off all students, including ELs, students from low socioeconomic backgrounds, Foster Youth, and Students</p> | <p>PRIORITY 5 - Pupil Engagement</p> <p>22. Continue implementing the multi-year program led by the PBIS coordinator working with teachers so that 100% of students gain access to Tier I data-driven positive, systematized, high quality learning environments (see Goal 3 AMO #48).</p> <p>As part of MTSS, expand the use of intervention, enrichment, and differentiation strategies in the classrooms to meet the needs off all students, including ELs, students from low socioeconomic backgrounds, Foster Youth, and Students</p> | <p>PRIORITY 5 - Pupil Engagement</p> <p>22. Continue implementing the multi-year program led by an MTSS/PBIS coordinator working with teachers so that 100% of students gain access to Tier I data-driven positive, systematized, high quality learning environments (see Goal 3 AMO #48).</p> <p>As part of MTSS, expand the use of intervention, enrichment, and differentiation strategies in the classrooms to meet the needs off all students, including ELs, students from low socioeconomic backgrounds, Foster Youth, and Students with Disabilities. (20, 21, 22, 23)</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
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| | <p>Burns and Fountas and Pinnell's leveled literacy intervention program. About 60 % of teachers use various differentiation strategies in the classroom. The primary enrichment strategies currently used in the classrooms are adoptive software programs which allow students to be challenged individually.</p> | <p>with Disabilities. (20, 21, 22, 23)</p> | <p>with Disabilities. (20, 21, 22, 23)23.</p> | |
| <p>23. Professional Development attendance data, meeting the improvement goals on the CA Dashboard (see Outcomes 11 and 12), benchmark assessment data, data from Instructional Rounds, CELDT scores.</p> | <p>23.100% of the faculty participated in a daylong professional development focused on Universal Design for Learning (UDL). Teachers who provide after-school intervention in ELA also attended professional development focused on differentiation and intervention led by Heinemann.</p> <p>Currently, the work of differentiating instruction is happening in 70% of classrooms although the overall implementation</p> | <p>23. 95% of teachers will engage in professional development around differentiation, Universal Design for Learning, and effective intervention strategies to provide greater and more targeted support to all students, including the unduplicated populations.</p> | <p>23. 96% of teachers will engage in professional development around differentiation, Universal Design for Learning, and effective intervention strategies to provide greater and more targeted support to all students, including the unduplicated populations.</p> | <p>23. 97% of teachers will engage in professional development around differentiation, Universal Design for Learning, and effective intervention strategies to provide greater and more targeted support to all students, including the unduplicated populations.</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
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| | varies. Intervention services are provided primarily in after school tutoring at both school the sites. | | | |
| 24. Attendance, tardiness, and suspensions data; SARB documentation. | 24. The District did not hold SARB meetings this year as the school sites are still working on setting up their School Attendance Review Teams (SART). | 24. Use School Attendance Review Board (SARB) as a vehicle for preventing poor attendance, tardiness, and suspensions. | 24. Use School Attendance Review Board (SARB) as a vehicle for preventing poor attendance, tardiness, and suspensions. | 24. Use School Attendance Review Board (SARB) as a vehicle for preventing poor attendance, tardiness, and suspensions. |
| 25. PD sign-in data, more effective procedures and better accountability with regards to attendance, tardiness, and suspensions. | 25. The training around attendance procedures, tardiness, and suspensions was conducted in the beginning of the 2016-2017 school year. | 25.100 % of classified and administrative school staff will receive training regarding monitoring and documenting attendance, tardiness, and suspensions. | 25. 100 % of classified and administrative school staff will continue improving procedures for monitoring and documenting attendance, tardiness, and suspensions. The school sites will continue strengthening school climate to reduce the number of suspensions and incidents of tardiness. | 25. 100 % of classified and administrative school staff will continue improving procedures for monitoring and documenting attendance, tardiness, and suspensions. The school sites will continue strengthening school climate to reduce the number of suspensions and incidents of tardiness. |
| 26. Evidence of implementation during classroom observations, student artifacts. | 26. Students in grades 10 and 12 work on at least one project a year. There is a great interest and need among all the faculty from all 3 | 26. This is a new action for 2018-2019 school year. | 26. Incorporate the principles of Project Based Learning into classroom instruction. Teachers will engage students in working on at | 26. At least 25% of teachers will incorporate the principles of Project Based Learning into classroom instruction. Teachers will engage |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
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| | schools to learn and be able to implement Project Based Learning in the classrooms. | | least one long term PBL activity a year and will visit each other's classrooms to collaborate and learn together. | students in working on at least one long term PBL activity a year and will visit each other's classrooms to collaborate and learn together. |
| PRIORITY 7 -- Course Access 27. High school enrollment data for 2017-2018. | PRIORITY 7 -- Course Access 27. 100% of 9th graders are enrolled in science in 2017-2018. (6) | PRIORITY 7 -- Course Access 27. Continue to make sure that 100% of 9th graders are enrolled in science. (6) | PRIORITY 7 -- Course Access 27. Continue to make sure that 100% of 9th graders are enrolled in science. (6) | PRIORITY 7 -- Course Access 27. 100% of 9 th graders will be enrolled in science. (6) |
| 28. HR data. | 28. There were two full time science teachers at ESS in 2017-2018. | 28. Continue employing the second FTE science teacher at the high school to sustain the number of science offerings. | 28. Continue employing the second FTE science teacher at the high school to sustain the number of science offerings. | 28. Continue employing the second FTE science teacher at the high school to sustain the number of science offerings. |
| 29. Monitoring coaching by the Director of Instruction and the school principals. Evidence of intentional teaching of 21st Century skills and of students' | 29. Due to budgetary constraints, only middle school ELA and social studies teachers and the high school teachers had access to coaching support in 2017-2018; the high school staff are engaged in professional | 29. 100% of K- 8 teachers will have access to ongoing classroom coaching support around 21st Century instructional practices which will directly address students historically under-served within educational systems, including | 29. Continue providing coaching support to the middle school ELA and social studies teachers to incorporate literacy and writing into their instruction. 100% of district teachers will work on implementing the 21st | 29. Continue providing coaching support to 1-8 grade teachers to incorporate literacy and writing into their instruction. Expand this support into high school for the high school English teachers. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|--|---|--|---|
| <p>exhibiting them in the classrooms as evidenced during observations and Instructional Rounds.</p> | <p>development around Standards-based instruction. Middle school and high school teachers teach the 21st Century skills, such as life and career skills, learning and innovation (4 Cs), and information, media and technology skills to all students. All the district teachers and administrators participated in multiple day equity training with Pacific Educational Group.</p> | <p>unduplicated students. The focus will be on equity, academic rigor, racial and cultural education, and ELD strategies to provide access to high-quality content for all students.(7)</p> | <p>Century instructional practices which will directly address students historically under-served within educational systems, including unduplicated students. The focus will be on equity, academic rigor, racial and cultural education, and ELD strategies to provide access to high-quality content for all students.(7)</p> | <p>100% of the district teachers will work on implementing the 21st Century instructional practices which will directly address students historically under-served within educational systems, including unduplicated students and the African American student group which, based on the data from the CA School Dashboard has the greatest needs in the district. The focus will be on equity, academic rigor, racial and cultural education, and ELD strategies to provide access to high-quality content for all students.(7)</p> |
| <p>30. PD attendance data. Classroom observations by administrators, Instructional Rounds data, EL students' and parents' survey data.</p> | <p>30. All of Emery English Learners have access to integrated ELD strategies taught by the ELD teachers pushing into the general education classrooms. The District needs to provide greater support for collaboration between the general</p> | <p>30. 100% of Emery English Learners will participate in integrated ELD across disciplines to ensure greater access to core curriculum.(7) All teachers will participate in professional learning focused on effective ELD strategies in</p> | <p>30. 100% of Emery English Learners will participate in integrated ELD across disciplines to ensure greater access to core curriculum.(7) All teachers will participate in professional learning focused on effective ELD strategies in</p> | <p>30. 100% of Emery English Learners will participate in integrated ELD across disciplines to ensure greater access to core curriculum. (7) All teachers will participate in professional learning focused on effective ELD strategies in content areas. All the teachers</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|--|--|
| | <p>education and the ELD teachers, offer professional development to all teachers in effective ELD strategies, and incorporate these across content.</p> | <p>content areas and on Universal Design for Learning (UDL). English Language Arts and English Language Development teachers will collaborate to create a comprehensive ELA/ELD curriculum for grades 6-12.</p> | <p>content areas. All the teachers will continue implementing strategies congruent with the Universal Design for Learning (UDL). English Language Arts and English Language Development teachers will continue collaboration around strengthening the comprehensive ELA/ELD curriculum in grades 6-12.</p> | <p>will continue implementing strategies congruent with the Universal Design for Learning (UDL). English Language Arts and English Language Development teachers will continue collaboration around strengthening the comprehensive ELA/ELD curriculum in grades 6-12.</p> |
| <p>31. Records from College and Career Center, data and rates of participation in MTSS.</p> | <p>31. Services for English Learners were increased with the hiring of another full time ELD teacher. All the student populations are provided access to all the district initiatives, including College and Career Center and the summer school.</p> | <p>31. 100% of English Learners, Re-designated English Proficient, Foster Youth, Low Income, At-risk students in all demographics will receive support through various district initiatives, including the high school's college and career center and summer school. (7)</p> | <p>31. 100% of English Learners, Re-designated English Proficient, Foster Youth, Low Income, At-risk students in all demographics will receive support through various district initiatives, including the high school's college and career center and summer school. (7)</p> | <p>31. 100% of English Learners, Re-designated English Proficient, Foster Youth, Low Income, At-risk students in all demographics will receive support through various district initiatives, including the high school's college and career center, and summer school. (7)</p> |
| <p>32. Classroom observations and evidence of increased engagement</p> | <p>32. 100% of students with special needs have access to all programs, classes, and services through EUSD's full-</p> | <p>32. 100% of students with special needs will have access to all programs, classes, and services through EUSD's</p> | <p>32. 100% of students with special needs will have access to all programs, classes, and services through EUSD's</p> | <p>32. 100% of students with special needs will have access to all programs, classes, and services through EUSD's full-</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|--|
| among the students with special needs based on surveys and better attendance data. Performance on Smarter Balanced by Students with Disabilities will result in a change factor of at least 5 points in math and in English, as represented on the CA School Dashboard. | inclusion model. (8) However, teachers have not had training in UDL. | full-inclusion model. (8) Teachers will use UDL and differentiation strategies to address the needs of Special Learners. General education and Sp. Ed. teachers will collaborate to meet the needs of all the learners with special needs. | full-inclusion model. (8) Teachers will use UDL and differentiation strategies to address the needs of Special Learners. General education and Sp. Ed. teachers will collaborate to meet the needs of all the learners with special needs. (8) | inclusion model. (8) Teachers will use UDL and differentiation strategies to address the needs of Special Learners. General education and Sp. Ed. teachers will collaborate to meet the needs of all the learners with special needs. |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services

Action 1 (AMO 1)

Continue to fund 7th and 8th grade single-subject (Math, Science, Social Studies, English Language Arts) credentialed teachers.

Continue one single-subject credentialed PE Teacher (for grades 6-8 or 4-8 if schedule permits).

K-8 Music teacher, Coding teacher for 6-8, and the K-5 Science teacher will collaborate with each other and with the English Language Development Coordinator to plan integrated lessons together. These services will help all students but especially students learning English and students with learning

2018-19 Actions/Services

Action 1 (AMO 1)

Continue to fund 7th and 8th grade single-subject Social Studies and English Language Arts credentialed teachers.

Hire a single-subject art teacher for K-8 and continue supporting the science resource teacher position

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.

Supplemental-funded additional (above the base program) Science teacher at ESS to allow for more science courses

2019-20 Actions/Services

Action 1 (AMO 1)

Continue funding 7th and 8th grade single-subject Social Studies and English Language Arts) credentialed teachers.

Continue funding a single-subject art teacher for K-8 and continue supporting the science resource teacher position.

Continue funding single-subject PE teacher.

Continue supporting supplemental-funded additional (above the base program) Science teacher at ESS.

2017-18 Actions/Services

challenges (while in general education classes); lessons will include explicit strategies for English Language Learners.

Continue providing prep time support for teachers to increase their competence through collaboration in professional learning communities and setting self-identified goals to improve instruction - this will benefit all students, including English Learners, Students with Disabilities, Low-income, and Foster Youth.

Continue provide sub. coverage for teachers to participate in Instructional Rounds in Education to work on the schools' problems of practice which incorporate strategies that support learning of the unduplicated student populations.

Provide professional development and coaching support for all teachers in effective ELD strategies to better support English Learners.

Continue with the goal of an additional FTE science teacher at ESS to allow for more science courses and additional science electives in the high school grades for targeted students, as well as other students.

Continue the increased supplemental/concentration level of service for English Language Learners

2018-19 Actions/Services

and additional science electives in the high school grades for targeted students, as well as other students.

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

received from support of instructional aides.
 Continue to provide opportunities for teachers to work in Professional Learning Networks to advance various district priorities (e.g. technology training, hiring committees, creating assessments, participating in Instructional Rounds).
 Add an additional math AP class at ESS and provide professional development for the teacher.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|--|--|
| Amount | \$412,325 | \$205,874 | \$214,804.48 |
| Source | | Base | Parcel Tax |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Single-subject teachers | 1000-1999: Certificated Personnel Salaries Single-subject ELA and Social Studies teachers | 1000-1999: Certificated Personnel Salaries Single-subject ELA and Social Studies teachers |

| | | | |
|------------------|--|--|---|
| Year | | 2018-19 | 2019-20 |
| Amount | \$110,869 | \$115,304 | \$109,899.14 |
| Source | Supplemental & Concentration | Supplemental & Concentration | Supplemental & Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Single-subject Music position and Science resource teachers positions - supplemental in 16-17 supporting 25% of the 16-17 coding and science resource positions | 1000-1999: Certificated Personnel Salaries Single-subject Music position and Science resource teachers positions - supplemental in 16-17 supporting 25% of the 16-17 coding and science resource positions | 1000-1999: Certificated Personnel Salaries Art Teacher's Position |

| | | | |
|------------------|--|---|---|
| Amount | \$76,398 | \$79,454 | \$123,962.86 |
| Source | Supplemental & Concentration | Supplemental & Concentration | Supplemental & Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Single-subject PE teacher, 60% from S & C | 1000-1999: Certificated Personnel Salaries 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 Single-subject PE teacher position |

| | | | |
|--------|-------------|-------------|-------------|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Amount | \$36,124.86 | \$42,146.93 | \$76,188.91 |

| | | | |
|------------------|--|--|--|
| Year | | 2018-19 | 2019-20 |
| Source | Supplemental & Concentration | Supplemental & Concentration | Supplemental & Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Supplemental-funded additional (above the base program) Science teacher at ESS | 1000-1999: Certificated Personnel Salaries Supplemental-funded additional (above the base program) Science teacher at ESS | 1000-1999: Certificated Personnel Salaries Supplemental-funded additional (above the base program) Science teacher at ESS |

| | | | |
|------------------|--|--|--|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Amount | \$36,124.86 | \$42,146.93 | See above |
| Source | Supplemental & Concentration | Supplemental & Concentration | |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Supplemental-funded additional (above the base program) Science teacher at ESS | 1000-1999: Certificated Personnel Salaries Supplemental-funded additional (above the base program) Science teacher at ESS | |
| | 2017-18 | 2018-19 | 2019-20 |
| Amount | \$30,099.47 | \$30,626.21 | \$31,260.31 |
| Source | Supplemental and Concentration | Supplemental and Concentration | Supplemental and Concentration |
| Budget Reference | 2000-2999: Classified Personnel Salaries | 2000-2999: Classified Personnel Salaries | 2000-2999: Classified Personnel Salaries |

| Year | 2018-19 | 2019-20 |
|------|---|---|
| | 50% of Instructional aide #1 time (equivalent level of supplemental funded service from 15-16). | 50% of Instructional aide #1 time (equivalent level of supplemental funded service from 15-16). |

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$31,771.24 | \$32,553.50 | \$32,553.50 |
| Source | Supplemental and Concentration | Supplemental and Concentration | Parcel Tax |
| Budget Reference | 2000-2999: Classified Personnel Salaries 50% of Instructional aide #1 time (equivalent level of supplemental funded service from 15-16). | 2000-2999: Classified Personnel Salaries 50% of Instructional aide #2 time (equivalent level of supplemental funded service from 15-16). | 2000-2999: Classified Personnel Salaries 50% of Instructional aide #1 time (equivalent level of supplemental funded service from 15-16). |

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$183,719 | \$191,068 | \$127,495.14 |
| Source | Base | Base | Supplemental and Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries (Part II to second expenditure above; reflects difference in base funding) Single-subject Music position, and a repurposed Art and Science | 1000-1999: Certificated Personnel Salaries (Part II to second expenditure above; reflects difference in base funding) Single-subject Music position, and a repurposed Art and Science | 1000-1999: Certificated Personnel Salaries Science resource teacher's position |

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| | resource teachers positions - supplemental in 17-18 supporting 25% of the 16-17 established art and science resource positions | resource teachers positions - supplemental in 17-18 supporting 25% of the 16-17 established art and science resource positions | |
| Amount | \$23,540 | \$24,842 | \$74,800 |
| Source | Parcel Tax | Parcel Tax | Parcel Tax, EPA, GF, Donations, S&C, Title 2 |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Stipends for various district assignments | 1000-1999: Certificated Personnel Salaries Stipends for various district assignments | 1000-1999: Certificated Personnel Salaries Stipends for various district assignments |

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$7,000 | \$7,000 | \$7,000 |
| Source | Base | Base | LPSBG |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Subs for Instructional Rounds (5 days * \$175 a sub, * 4 subs) * 2 schools | 5800: Professional/Consulting Services And Operating Expenditures Subs for Instructional Rounds (5 days * \$175 a sub, * 4 subs) * 2 schools | 5800: Professional/Consulting Services And Operating Expenditures Subs for Instructional Rounds (5 days * \$175 a sub, * 4 subs) * 2 schools |

Action 2

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Action 2 (AMO 1)

Continue to provide fully credentialed teachers in K-12 grades who are CLAD certified, including Special Ed.

2018-19 Actions/Services

Action 2 (AMO 1)

Continue to ensure that 100% of the District teachers in grades K-12 are fully credentialed and CLAD-certified, including Special Ed.

2019-20 Actions/Services

Action 2 (AMO 1)

Continue to ensure that 100% of the District teachers in grades K-12 are fully credentialed and CLAD-certified, including Special Ed.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$1,831,258 | \$5,403,322 | 5,388,837.56 |
| Source | Base | Base | S & C, Sp Ed, Parcel Tax, GF, Federal & State Mental Health, EPA, Sp. Ed., IDEA |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Teacher Salaries | 1000-1999: Certificated Personnel Salaries Teacher Salaries | 1000-1999: Certificated Personnel Salaries Teacher Salaries |

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Action 3 (AMO 4)

Continue the use of *Eureka Math* for TK-12 (with school principals, assistant principal and director of instruction monitoring implementation and reporting progress quarterly to the superintendent and school board).

District teacher and administrators will continue to work with the Silicon Valley Math Initiative (SVMI) to use the Mathematics Assessment Resource Service (also known as the MARS tasks) and monthly training in mathematics instructions to increase critical thinking and problem solving in math with hands-on, conceptually-designed activities, which will improve the learning of our most struggling students, including English learners and the African American subgroup.

Pilot another Common Core-aligned program, Math Trailblazers in grades 3 and 5 to explore a more investigative, personal discovery-based and inter-disciplinarily integrated curriculum.

2018-19 Actions/Services

Action 3 (AMO 4)

Continue implementation of *Eureka Math* in TK-12 with school principals and the Director of Instruction monitoring implementation and reporting progress to the superintendent and the school board). District teacher and administrators will continue to work with the Silicon Valley Math Initiative (SVMI) to use the Mathematics Assessment Resource Service (also known as the MARS tasks) and the monthly training in mathematics instructions to increase critical thinking and problem solving in math with hands-on, conceptually-designed activities. This will improve the learning of our most struggling students, including English Learners and the African American subgroup.

2019-20 Actions/Services

Action 3 (AMO 4)

Continue implementation of *Eureka Math* in TK-12 with school principals and the Director of Instruction monitoring implementation and reporting progress to the superintendent and the school board.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$28,640 | \$30,000 | \$30,000 |
| Source | Parcel Tax | Parcel Tax | General Fund |
| Budget Reference | 4000-4999: Books And Supplies Common Core-aligned math curriculum (Eureka Math) - consumables | 4000-4999: Books And Supplies Common Core-aligned math curriculum (Eureka Math) - consumables | 4000-4999: Books And Supplies Common Core-aligned math curriculum (Eureka Math) - consumables |
| Year | 2017-18 | 2018-19 | 2019-20 |
| Amount | \$10,000 | \$10,000 | \$0 |
| Source | Base | Base | |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures SVMl MARS tasks access and scoring; SVMl coaching institute (5 teachers). | 5800: Professional/Consulting Services And Operating Expenditures SVMl MARS tasks access and scoring; SVMl coaching institute (5 teachers). | |
| Amount | \$9,000 | \$ 15,000 | \$14,000 |
| Source | Title II | Title II | Title II |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Eureka Math training for new teachers and administrators | 5800: Professional/Consulting Services And Operating Expenditures Eureka Math training for new teachers and administrators | 5800: Professional/Consulting Services And Operating Expenditures Eureka Math training for new teachers and administrators |

| | | | |
|------------------|--|---------|---------|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Year | 2017-18 | 2018-19 | 2019-20 |
| Amount | \$14,807.46 | \$0 | \$0 |
| Source | Base | | |
| Budget Reference | 4000-4999: Books And Supplies Math Trailblazers Pilot - materials | | |

Action 4

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

Action 4 (AMO 31)

Increase support of English Language Learners and their families by investing in a full time ELD teacher for high school and middle school students.

Create and implement a coherent ELA/ELD, Common Core and ELD Frameworks-aligned curricula for secondary grades. Implement Reach for Reading Common Core-aligned program for grades TK-5.

2018-19 Actions/Services

Action 4 (AMO 31)

Continue supporting English Language Learners and their families by investing in a full time ELD teacher for high school and middle school students.

Continue improving and implementing a coherent ELA/ELD, Common Core and ELD Frameworks-aligned curricula for secondary grades.

Fund a consultant to provide support to teachers in grades 6-12. Continue implementing Reach for Reading Common Core-aligned program for grades TK-5.

2019-20 Actions/Services

Action 4 (AMO 31)

Continue supporting English Language Learners and their families by investing in a full time ELD teacher for high school and middle school students.

Continue improving and implementing a coherent ELA/ELD, Common Core and ELD Frameworks-aligned curricula for secondary grades.

Fund a consultant to provide coaching support to teachers in grades 1-12.

Continue implementing *Reach for Reading!* Common Core-aligned program for grades TK-5.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|--------------------------------|--------------------------------|------------------------------|
| Amount | \$114,508 | \$119,088 | \$130,964.34 |
| Source | Supplemental and Concentration | Supplemental and Concentration | Supplemental & Concentration |

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Budget Reference | 1000-1999: Certificated Personnel Salaries Full time ELD teacher for ESS and middle school | 1000-1999: Certificated Personnel Salaries Full time ELD teacher for ESS and middle school | 1000-1999: Certificated Personnel Salaries Full time ELD teacher for ESS and middle school |

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|--|--|
| Amount | \$84,394.50 | \$20,000 | \$20,000 |
| Source | Title I | Title I | Low-Performing Student Block Grant |
| Budget Reference | 4000-4999: Books And Supplies <i>Reach for Reading!</i> materials for grades K, 2, and 4 | 4000-4999: Books And Supplies <i>Reach for Reading!</i> supplemental instructional materials (consumable) for grades TK-5 | 4000-4999: Books And Supplies <i>Reach for Reading!</i> supplemental instructional materials (consumable) for grades TK-5 |

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---------|---------|
| Amount | \$5,000 | | \$0 |
| Source | Lottery (restricted) | | |
| Budget Reference | 4000-4999: Books And Supplies Novels for grades 6-8 | | |

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|-------------------------------|-------------------------------|-------------------------------|
| Amount | \$6,500 | \$6,500 | \$7,040 |
| Source | Parcel Tax | Parcel Tax | Parcel Tax |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |

| | | | |
|------------------|------------------------------------|--|--|
| Year | 2017-18 | 2018-19 | 2019-20 |
| | NEWSELA license For AY and for ESS | NEWSELA license For AY and for ESS | NEWSELA license For AY and for ESS |
| Year | 2017-18 | 2018-19 | 2019-20 |
| Amount | | \$45,000 | \$4,800 |
| Source | | Base | Base |
| Budget Reference | | 5800: Professional/Consulting Services And Operating Expenditures Ongoing professional development and support for ELA/ELD Instruction | 5800: Professional/Consulting Services And Operating Expenditures Ongoing professional development and support for ELA/ELD Instruction (collaboration time for teachers) |

Action 5

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

Action 5 (AMO 3, 25)

Provide professional development for teachers to improve the quality of our English Language Development instruction for English Learners in new English Language Development standards. Ensure opportunities for collaboration between the ELD and the general education faculty.

2018-19 Actions/Services

Action 5 (AMO 3, 25)

Provide professional development for teachers to improve the quality of our English Language Development instruction for English Learners in new English Language Development standards. Ensure opportunities for collaboration between the ELD and the general education faculty.

2019-20 Actions/Services

Action 5 (AMO 3, 6, 25)

Provide professional development in QTEL for teachers who were not trained in the program to improve the quality of our English Language Development instruction for English Learners in new English Language Development standards. Ensure opportunities for collaboration between the ELD and the general education faculty.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$2,000 | \$21,000 | \$12,200 |
| Source | Base | Base | Title III and Title I |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Ongoing support for ELD instruction | 5800: Professional/Consulting Services And Operating Expenditures Ongoing support for ELD instruction | 5800: Professional/Consulting Services And Operating Expenditures Ongoing support for ELD instruction |

Action 6

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

intervention and to differentiate instruction to meet their needs while in general education classrooms) and thus work with our most needy students to keep them 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.

2018-19 Actions/Services

intervention and to differentiate instruction to meet their needs while in general education classrooms) and thus work with our most needy students to keep them 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.

2019-20 Actions/Services

ensure that our special education teachers can provide supplementary differentiated service for general education students in need of intervention. This additional support will be particularly beneficial to our African American students, English Learners (EL), and low-income students.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$127,097 | \$145,951.71 | \$224,122 |
| Source | Supplemental and Concentration | Supplemental and Concentration | Supplemental and Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Supplemental funded service non-SPED students in the regular classroom (25% for 4 to 6 teachers) | 1000-1999: Certificated Personnel Salaries Supplemental funded service non-SPED students in the regular classroom (25% for 4 to 6 teachers) | 1000-1999: Certificated Personnel Salaries Supplemental funded service non-SPED students in the regular classroom (25% for 4 to 6 teachers) |

Action 7

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, and Low Income

Schoolwide

Anna Yates Elementary

Actions/Services

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

New

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

[Add 2018-19 selection here]

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

New

2017-18 Actions/Services

Action 7 (AMO14)

Provide professional development for all teachers in CA Common Core-practices in the context of Eureka Math, Reach for Reading, Units of Study, Math Trailblazers and by supporting the development of the 6-12 ELA/ELD curriculum.

2018-19 Actions/Services

Action 7 (AMO14)

Provide professional development for all teachers in CA Common Core-practices in the context of *Eureka Math*, *Reach for Reading!*, *Units of Study* and by supporting the development of the 6-12 ELA/ELD curriculum.

Provide training in differentiated instruction, effective ELD strategies, and

2019-20 Actions/Services

Action 7 (AMO 14)

Provide professional development for all teachers in CA Common Core practices in context of *Eureka Math*, *Reach for Reading!*, and *Units of Study*.

Provide training in differentiated instruction, culturally relevant pedagogy, and effective ELD strategies to ensure that the needs of English Learners,

2017-18 Actions/Services

Provide training in differentiated instruction, effective ELD strategies, and UDL to ensure that the needs of English Learners, African American students (our lowest performing population), students with disabilities, students from low socio-economical background, Foster Youth are met.

Continue using Instructional Rounds as a mutual accountability and collaboration tool to support these practices.

Provide support for science teachers in incorporating NGSS into practice and in learning more about project-based, inquiry infused practices that support all student populations.

ERWC training for two teachers in middle school.

Continue the service for targeted students: 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

2018-19 Actions/Services

UDL to ensure that the needs of English Learners, African American students (our lowest performing population), students with disabilities, students from low socio-economical background, Foster Youth are met.

Continue using Instructional Rounds as a mutual accountability and collaboration tool to support these practices.

Provide support for science teachers in incorporating NGSS into practice and in learning more about project-based, inquiry infused practices that support all student populations.

ERWC coaching support for two teachers in middle school.

Work 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 review of data to improve student outcomes based on multiple pieces of evidence from multiple assessment sources.

2019-20 Actions/Services

African American students (our lowest performing population), students with disabilities, students from low socio-economical background, Foster Youth are met.

Continue using Instructional Rounds as a mutual accountability and collaboration tool to support these practices.

Participate in the Elementary Science Partnership, a collaboration between the Alameda County Office of Education and Cal State University, East Bay, to provide an intensive PD opportunity for educators in grades 3-5 focused on the CA NGSS and literacy integration, incorporating NGSS into practice and in learning more about project-based, inquiry infused practices that support all student populations.

Continue providing ERWC coaching support for middle school and high school teachers. These educators will engage in facilitated ongoing collaborative teacher inquiry around student learning with an explicit focus on struggling learners, including African American, Hispanic, EL and socio-economically disadvantaged students. This work will include review of data to improve student outcomes based on multiple pieces of evidence from multiple assessment sources.

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

evidence of student learning to improve student outcomes.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$10,000 | | \$5,000 |
| Source | Parcel Tax | | General Fund |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Professional Development on Standards and Strategies for teaching the standards | 5800: Professional/Consulting Services And Operating Expenditures Professional Development on Standards and Strategies for teaching the standards Professional Development in Standards and Strategies for teaching the standards - cost accounted for in Action 5. | 5800: Professional/Consulting Services And Operating Expenditures Elementary Science Partnership with ACOE – teacher time |
| Year | 2017-18 | 2018-19 | 2019-20 |
| Amount | \$20,000 | \$19,000 | \$0 |
| Source | Concentration | Supplemental and Concentration | |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Mills Teachers' Scholars Partnership | 5800: Professional/Consulting Services And Operating Expenditures Mills Teachers' Scholars Partnership | |

Year 2017-18

2018-19

2019-20

Action 8

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners

LEA-wide

All schools

Actions/Services

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

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

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

Modified

Modified

Modified

2017-18 Actions/Services

Action 8 (AMO's 5, 6, 17, 18, 25)
 Continue repurposing the position of English Language Development Coordinator to better support low income and ELL students by working more directly with teachers and 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 site administration and director of instruction through learning walks. Students will continue to be aided in learning English and learning core content through various printed and digital materials including primary language supports and assessments and world language supports. ELD Coordinator and the ELD teacher will collaborate with 6-12 grade teachers to create a ELA/ELD curriculum based on the Common Core and ELD standards.

2018-19 Actions/Services

Action 8 (AMO's 5, 6, 17, 18, 25)
 Continue repurposing the position of English Language Development Coordinator to better support low income and ELL students by working more directly with teachers and pushing more into classrooms. The coordinator will determine 3 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. English Learners will continue receiving support in English acquisition and the core content with the use various printed and digital materials including primary language supports and assessments and world language supports. ELD teacher will collaborate with 6-12 grade faculty in strengthening the new ELA/ELD curriculum based on the Common Core and ELD standards.

2019-20 Actions/Services

Action 8 (AMO's 5, 6, 17, 18, 25)
 Continue repurposing the position of English Language Development Coordinator to better support low income and ELL students by working more directly with teachers and pushing more into classrooms. The coordinator will determine several targeted QTEL strategies that align with Common Core, facilitate teachers' participation in ELD Learning Walks, 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. English Learners will continue receiving support in English acquisition and the core content with the use various printed and digital materials including primary language supports and assessments and world language supports.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|----------|--------------|--------------|
| Amount | \$62,302 | \$122,151.24 | \$135,016.06 |

| | | | |
|------------------|---|---|---|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Source | Supplemental | Supplemental | Supplemental and Concentration and GF |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Full-time English Language Development Coordinator/teacher | 1000-1999: Certificated Personnel Salaries Full-time English Language Development Coordinator/teacher | 1000-1999: Certificated Personnel Salaries Full-time English Language Development Coordinator/teacher |
| Year | 2017-18 | 2018-19 | 2019-20 |
| Amount | \$2,7000 | \$0 | \$2,000 |
| Source | Parcel Tax | | Parcel Tax |
| Budget Reference | 4000-4999: Books And Supplies Rosetta Stone and primary language assessments in first language | | 4000-4999: Books And Supplies English 3D Course materials for ESS and AYMS. |
| Year | 2017-18 | 2018-19 | 2019-20 |
| Amount | \$7,350 | \$7,350 | \$0 |
| Source | Base | Base | |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Hourly pay for teachers to create ELA/ELD curriculum | 1000-1999: Certificated Personnel Salaries Hourly pay for teachers to create ELA/ELD curriculum | |

Action 9

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

Continue to provide Advanced Placement science course for low income and ELL high school students. Offer a new AP Calculus AB and BC courses.

2018-19 Actions/Services

Continue to provide Advanced Placement science course for low income and ELL high school students. Continue offering AP Calculus course.

2019-20 Actions/Services

Continue to provide Advanced Placement science course for all students, including low income and ELL. Continue offering AP Calculus course.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|--|
| Amount | \$1,500 | \$2,000 | \$300 |
| Source | Title I | Title I | [Add source here] |
| Budget Reference | 4000-4999: Books And Supplies AP Biology. Cost accounted for elsewhere. Materials and training for AP courses. Calculus AB and BC AP Course - licenses and books. | 4000-4999: Books And Supplies AP Biology. Cost accounted for elsewhere. Materials and training for AP and honors courses. | 4000-4999: Books And Supplies (fill-in books for new students) AP Biology. Cost accounted for elsewhere. Materials and training for AP and honors courses. |

Action 10

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, and Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified

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

Unchanged

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

Modified

2017-18 Actions/Services

Action 10 (AMO's 9, 10, 11, 12)

Provide targeted intervention for students struggling academically during the school day via differentiated instruction and in after school tutoring, TK-12. This plan also includes classes that prepare students for SAT/ ACT to ensure student success for English learners and students struggling academically in grades 6-12.

2018-19 Actions/Services

Action 10 (AMO's 9, 10, 11, 12)

Provide targeted intervention for students struggling academically during the school day via differentiated instruction and in after school tutoring, TK-12. This plan also includes classes that prepare students for SAT/ ACT to ensure student success for English learners and students struggling academically in grades 6-12.

2019-20 Actions/Services

Action 10 (AMO's 9, 10, 11, 12)

Provide targeted academic intervention for struggling students during the intervention block and in after-school tutoring, TK-12.

This plan also includes classes that prepare students for SAT/ ACT with additional support activities, such as Saturday SAT/ACT Academy, to ensure that students are ready for college.

Budgeted Expenditures

| | | | |
|------------------|--|--|---|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Amount | \$69,757 | \$59,177.30 | \$26,000 |
| Source | Supplemental and Concentration | Supplemental and Concentration | Supplemental and Concentration |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Tutoring support | 5800: Professional/Consulting Services And Operating Expenditures Tutoring support | 5800: Professional/Consulting Services And Operating Expenditures Tutoring support |
| Year | 2017-18 | 2018-19 | 2019-20 |
| Amount | \$2,000 | \$2,000 | \$2,000 |
| Source | Supplemental and Concentration | Supplemental and Concentration | Supplemental and Concentration |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures On-site professional development for teachers in UDL, differentiation, and Sp. Ed. strategies. | 5800: Professional/Consulting Services And Operating Expenditures On-site professional development for teachers in UDL, differentiation, and Sp. Ed. strategies. | 5800: Professional/Consulting Services And Operating Expenditures On-site professional development for teachers in differentiation and in Sp. Ed. strategies. |

Action 11

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

Students to be Served:

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

All Students

Location(s):

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

ESS, Grades 10 and 12

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Action 11 (AMO 4)

Working with Envision Learning Partners, Emery 10th and 12th grade students will continue to have project-based portfolio defense learning opportunities as rigorous standards align college and career preparation. Unduplicated students who are required to present and defend their work have shown greater engagement and are better prepared for college and career.

2018-19 Actions/Services

Action 11 (AMO 4)

Continue ensuring that Emery 10th and 12th grade students engage in project-based portfolio defense learning opportunities to enhance college and career preparation. Unduplicated students who are required to present and defend their work have shown greater engagement and are better prepared for college and career.

2019-20 Actions/Services

Action 11 (AMO 4)

Continue ensuring that Emery 10th and 12th grade students engage in project-based portfolio defense learning opportunities to enhance college and career preparation. Teachers will incorporate their understanding of PBL into this work. Unduplicated students who present and defend their work have shown greater engagement and are better prepared for college and career.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---------|---------|
| Amount | \$15,000 | \$0 | \$0 |
| Source | Base | | |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Professional Development | | |

Action 12

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

New

New

Unchanged

2017-18 Actions/Services

Action 12 (AMO 7, 8, 15, 16, 26)

Continue supporting college and career center at ESS. Continue collaboration between teachers and parents with the goal of improving graduation rates through college & career center.

Employ the services of an EAOP counselor who will counsel ESS students in all aspects of college preparedness, targeting students who previously have been underserved in navigating pathways to college.

Continue to provide a summer learning program for special education students and for students in need of credit recovery.

2018-19 Actions/Services

Action 12 (AMO 7, 8, 15, 16, 26)

Continue supporting college and career center at ESS. Continue collaboration between teachers and parents with the goal of improving graduation rates through college & career center.

Employ the services of an EAOP counselor who will counsel ESS students in all aspects of college preparedness, targeting students who previously have been underserved in navigating pathways to college.

Continue to provide a summer learning program for special education students and for students in need of credit recovery.

2019-20 Actions/Services

Action 12 (AMO 7, 8, 15, 16, 26)

Continue supporting college and career center at ESS Continue collaboration between teachers and parents with the goal of improving graduation rates through college & career center.

Continue employing the services of an EAOP counselor to support ESS students in all aspects of college preparedness, targeting students who previously have been underserved in navigating pathways to college.

Continue to provide a summer learning program for special education students and for students in need of credit recovery.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|----------|----------|----------|
| Amount | \$21,000 | \$36,000 | \$36,000 |

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|--|--|
| Source | Base | Parcel Tax | Parcel Tax |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Early Academic Outreach Program (EAOP) Counselor | 5800: Professional/Consulting Services And Operating Expenditures Early Academic Outreach Program (EAOP) Counselor | 5800: Professional/Consulting Services And Operating Expenditures Early Academic Outreach Program (EAOP) Counselor |
| Amount | \$1,500 | \$0 | \$0 |
| Source | Parcel Tax | | |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures College and Career Center at ESS (free, except for release time for teacher training) | | |
| Amount | \$6,500 | \$22,000 | \$12,298.08 |
| Source | Parcel Tax | Parcel Tax | Parcel Tax |
| Budget Reference | 1000-1999: Certificated Personnel Salaries and Benefits Summer School | 1000-1999: Certificated Personnel Salaries and Benefits Summer School | 1000-1999: Certificated Personnel Salaries and Benefits Summer School |

Action 13

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

Students to be Served:

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

Location(s):

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

All Students

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Action 13 (AMO 21)

Continue updating all attendance and absentee data weekly by using the Student Information System (SIS), Illuminate, which ensures more accurate state reporting while also allowing parents access to their child's ongoing attendance and progress. Provide professional development for the office staff in proper attendance keeping procedures.

2018-19 Actions/Services

Action 13 (AMO 21)

Continue updating all attendance and absentee data weekly by using the Student Information System (SIS), Illuminate, which ensures more accurate state reporting while also allowing parents access to their child's ongoing attendance and progress. Provide professional development for the office staff in proper attendance keeping procedures.

2019-20 Actions/Services

Action 13 (AMO 21)

Continue updating all attendance and absentee data weekly by using the Student Information System (SIS), Illuminate, which ensures more accurate state reporting while also allowing parents access to their child's ongoing attendance and progress. Provide professional development for the office staff in proper attendance keeping procedures.

2017-18 Actions/Services

Provide professional development for teachers in restorative practices and in strategies for teaching positive social skills and to employ alternatives to suspensions, particularly for Students with Disabilities, a subgroup with highest suspension rates in the district, as evidenced on CA School Dashboard. Continue to convene a Student Attendance Review Board and report referrals to the District Attorney's office.

2018-19 Actions/Services

Continue the implementation of restorative practices and strategies for teaching positive social skills and employ alternatives to suspensions, particularly for Students with Disabilities, a subgroup with highest suspension rates in the district, as evidenced on CA School Dashboard. Convene a Student Attendance Review Board and report referrals to the District Attorney's office.

2019-20 Actions/Services

Continue the implementation of restorative practices and strategies for teaching positive social skills and employ alternatives to suspensions, particularly for Students with Disabilities, a subgroup with highest suspension rates in the district, as evidenced on CA School Dashboard. Convene a Student Attendance Review Board and report referrals to the District Attorney's office.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$20,000 | \$20,000 | \$14,225 |
| Source | Base | Base | Base |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Maintenance of Illuminate SIS | 5000-5999: Services And Other Operating Expenditures Maintenance of Illuminate SIS | 5000-5999: Services And Other Operating Expenditures Maintenance of Illuminate SIS |

Action 14

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

Students to be Served:

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

Location(s):

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

All

Specific Schools - AY

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

Modified

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

Unchanged

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

Modified

2017-18 Actions/Services

Action 14 (AMO 21)

Continue to provide a comprehensive multi-tiered system of social-emotional support through Positive Behavioral Intervention Systems (PBIS), including restorative practices. These efforts will include wellness programs, Behavior Support Teams, and PBIS/equity/academic coaching. They will address the exclusionary discipline

2018-19 Actions/Services

Action 14 (AMO 21)

Continue to provide a comprehensive multi-tiered system of social-emotional support through Positive Behavioral Intervention Systems (PBIS), including restorative practices. These efforts will include wellness programs, Behavior Support Teams, and PBIS/equity/academic coaching. They will address the exclusionary discipline

2019-20 Actions/Services

Action 14 (AMO 21)

Continue to provide a comprehensive multi-tiered system of social-emotional support through Positive Behavioral Intervention Systems (PBIS), including restorative practices. These efforts will include wellness programs, Behavior Support Teams, and PBIS/equity coaching. They will address the exclusionary discipline practices that

2017-18 Actions/Services

practices that disproportionately affect unduplicated students.

2018-19 Actions/Services

practices that disproportionately affect unduplicated students.

2019-20 Actions/Services

disproportionally affect our African American, socio-economically disadvantaged and Hispanic students.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|---|
| Amount | \$50,000 | \$74,685.53 | \$53,071 |
| Source | Base | Base | Base |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Health Behavior Manager (salary and benefits after the grant) | 1000-1999: Certificated Personnel Salaries Health Behavior Manager (salary and benefits after the grant) | 1000-1999: Certificated Personnel Salaries Health Behavior Manager (salary and benefits matching funds) |

Action 15

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

Students to be Served:

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

Location(s):

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

[Empty input box for Students to be Served]

[Empty input box for Location(s)]

OR

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

Students to be Served:

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

English Learners, Foster Youth, and Low Income

Scope of Services:

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

School-wide

Location(s):

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

Specific School – Anna Yates

Actions/Services

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

New

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

Modified

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

Modified

2017-18 Actions/Services**Action 15**

Provide coding elective class for the middle school students to prepare them for high school CTE technology classes and to support the development of the 21st Century skills.

2018-19 Actions/Services**Action 15**

Continue offering coding to middle school students for one quarter in 2018-2019 to prepare them for high school CTE technology classes and to support the development of the 21st Century skills. Because the Technology Coordinator needs to focus her time on assisting teachers and training teachers, she will not be able to teach coding but she will train mathematics teachers

2019-20 Actions/Services**Action 15**

Continue offering coding to middle school students for at least one quarter in 2018-2019 to prepare them for high school CTE technology classes and to support the development of the 21st Century skills. This instruction will be provided by the general education faculty who were trained by our technology coordinator. Provide coding instruction for Elementary Students and train the teacher who will lead this work.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---------|-----------------------------|
| Amount | \$27,673 | \$0 | \$0 |
| Source | Parcel Tax | | [Add source here] |
| Budget Reference | 1000-1999: Certificated Personnel Salaries 1/3 Time Coding Instructor | | [Add budget reference here] |

Action 16

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

District and high school staff will continue to strengthen the high school master schedule, course offerings, and Career Technical Education (CTE) pathway. The district will add an AP Computer Science class in 2017-2018. ESS will participate in TEALS program where the industry professionals collaborate with the computer science educators and co-teach for a year.

2018-19 Actions/Services

District and high school staff will continue to strengthen the high school master schedule, course offerings, and Career Technical Education (CTE) pathway. The district will continue offering the AP Computer Science class in 2018-2019.

2019-20 Actions/Services

The district will continue offering the AP Computer Science class in 2018-2019. In addition, the district will offer courses in Digital Photography 1 and 2 in response to students' interests. This will create a CTE sequence with the Publications as a capstone course.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|--|
| Amount | \$1, 000 | \$1,000 | \$5000 |
| Source | Concentration | Concentration | Title IV |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Release time for ESS teachers, counselor & admin | 1000-1999: Certificated Personnel Salaries Release time for ESS teachers, counselor & admin | 4300: Materials and Supplies Cameras for the Digital Photography course. |

Action 17

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

Students to be Served:

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

Location(s):

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

[Empty text box for Students to be Served]

[Empty text box for Location(s)]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth and Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

[Empty text box for 2017-18 Actions/Services]

New

[Empty text box for 2019-20 Actions/Services]

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

[Empty text box for 2017-18 Actions/Services]

Action 17 (AMO 14)
Integrate the principles of Project Based Learning (PBL) into instruction. Teachers will get trained in PBL and will collaborate visiting each other classrooms and discussing ways to make teaching and learning project-based for all student populations. Hands-on and project-based activities are very beneficial for second

[Empty text box for 2019-20 Actions/Services]

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| | | |
|--|---|--|
| | language development and for deeper conceptual understanding which affects students with special needs and students from low socio-economic backgrounds because it provides for richer and more varied ways of demonstrating attainment of content. | |
|--|---|--|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---|---------|
| Amount | | \$26,812 | \$0 |
| Source | | Supplemental and Concentration | |
| Budget Reference | | 5800: Professional/Consulting Services And Operating Expenditures PBL World Conference for teachers | |

Action 18

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Schoolwide

Location(s):

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

Actions/Services

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

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

New

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

2017-18 Actions/Services

2018-19 Actions/Services

Action 18 (AMO 14)
Hire a part time teacher on special assignment for Anna Yates who will provide intervention services for the most struggling students and also serve as a substitute teacher so that students at AY have a substitute with who they have a more personal relationship.

2019-20 Actions/Services

\$0

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|----------------------|-------------|----------------------|
| Amount | <input type="text"/> | \$88,694.32 | <input type="text"/> |

| | | | |
|------------------|---------|--|---------|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Source | | Supplemental and Concentration | |
| Budget Reference | | 1000-1999: Certificated Personnel Salaries Part time teacher on special assignment | |

Action 19

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| | | |
|--|--|---|
| | <p>Action 19 (AMO 14)</p> <p>Collaborate with Wareham and their partners to fund Aim High summer program in summer of 2019 for middle school students. This curriculum targets youngsters from low socio-economic backgrounds to prepare them for college and career. The program has a proved record of high academic and social impact on unduplicated students.</p> | <p>Action 19 (AMO 14)</p> <p>Collaborate with Wareham and their partners to fun Aim High summer program in summer of 2020 for middle school students. This curriculum targets youngsters from low socio-economic backgrounds to prepare them for college and career. The program has a proved record of high academic and social impact on unduplicated students.</p> |
|--|--|---|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|--|--|
| Amount | | \$60,000 | \$50,000 |
| Source | | Supplemental and Concentration | Supplemental and Concentration |
| Budget Reference | | 5800: Professional/Consulting Services And Operating Expenditures Matching funds | 5800: Professional/Consulting Services And Operating Expenditures Matching funds |

Action 20

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, and Low Income

Schoolwide

Anna Yates Elementary and Anna Yates Middle School

Actions/Services

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

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

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

New

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Action 20 (AMO 14)
Fund a part-time mathematics coach for the middle school math teachers. The coach will focus on implementing CA Common Core best practices in mathematical pedagogy to provide better access to mathematical content for all students, especially for our unduplicated populations.

Action 20 (AMO 14)
In collaboration with the Teachers Development Group, provide intensive professional development and coaching for all EUSD elementary and middle school math teachers to strengthen their expertise in teaching Standards for Mathematical Practice and to enhance their use of best strategies in teaching of

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Standards-based mathematics in context of *Eureka Math*. This support will benefit academic achievement of all our learners with intentional focus directed towards the best instructional practice for teaching African American students to close the achievement gap between this subgroup and the rest of their peers.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---|---------|
| Amount | | \$15,000 | |
| Source | | Supplemental and Concentration | |
| Budget Reference | | 1000-1999: Certificated Personnel Salaries Math coach for middle school | |

Action 21

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, and Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

ESS

Actions/Services

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

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

New

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

2017-18 Actions/Services

2018-19 Actions/Services

Action 21 (AMO 14)
Fund an additional mathematics teacher for ESS to double-block all the math course offerings and provide greater access to the students who are behind in content.

2019-20 Actions/Services

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|---------|--------------|---------|
| Amount | | \$120,034.74 | \$0 |

| | | | |
|------------------|---------|---|---------|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Source | | Supplemental and Concentration | |
| Budget Reference | | 1000-1999: Certificated Personnel Salaries Additional math teacher for ESS | |

Action 22

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

Students to be Served:

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

Location(s):

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

| | |
|--|--|
| | |
|--|--|

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

| | | |
|--|------------|-----|
| English Learners, Foster Youth, Low Income | Schoolwide | ESS |
|--|------------|-----|

Actions/Services

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

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

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

| | | |
|--|-----|-----------|
| | New | Unchanged |
|--|-----|-----------|

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| | | |
|--|--|--|
| | <p>Action 22</p> <p>Offer an AP statistics class to ESS students. This will contribute to equity of educational opportunity for all of EUSD students, but especially for unduplicated populations.</p> | <p>Action 22</p> <p>Continue offering an AP statistics class to ESS students. This contributes to equity of educational opportunity for all of EUSD students, but especially for unduplicated populations.</p> |
|--|--|--|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|--|---|
| Amount | | \$6,000 | \$6,000 |
| Source | | Supplemental and Concentration | Supplemental and Concentration |
| Budget Reference | | 4000-4999: Books And Supplies AP Statistics books for a class of 30 students. | 4000-4999: Books And Supplies AP Statistics books for a class of 30 students. |
| Amount | | \$2,500 | |
| Source | | Supplemental and Concentration | |
| Budget Reference | | 5800: Professional/Consulting Services And Operating Expenditures Professional development for the AP Statistics teacher | |

Action 23

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

that all students benefit academically from extra-curricular activities, especially the unduplicated populations.

2019-20 Actions/Services

schedule – vocal music TK through three for one trimester and band instruction in grades four and five.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---|---------|
| Amount | | \$15,000 | |
| Source | | Supplemental and Concentration | |
| Budget Reference | | 2000-2999: Classified Personnel Salaries Instructors for enrichment clubs | |

Action 24

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

| | | |
|--|--|--|
| | Anna Yates Elementary and Anna Yates Middle School | Anna Yates Elementary and Anna Yates Middle School |
|--|--|--|

Actions/Services

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

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

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

| | | |
|--|-----|-----------|
| | New | Unchanged |
|--|-----|-----------|

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

| | | |
|--|--|---|
| | <p>Action 24 (AMO 18)</p> <p>Fund after-school Homework Club - this action is directly requested by parents. This action will assist our EL, low income, and Special Education students.</p> | <p>24 (AMO 18)</p> <p>Continue funding the after-school Homework Club and expand it beyond 3-5 grades. This action originated in response to parents' requests and the Homework Club will assist our EL, African American, low income, and Special Education students with additional support after school.</p> |
|--|--|---|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|---------|----------|----------|
| Amount | | \$25,000 | \$25,000 |

| | | | |
|------------------|---------|---|---|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Source | | Supplemental and Concentration | Supplemental and Concentration |
| Budget Reference | | 1000-1999: Certificated Personnel Salaries Stipends for teachers in Homework Club | 1000-1999: Certificated Personnel Salaries hourly for teachers in Homework Club |

Action 25

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

Students to be Served:

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

Location(s):

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

| | |
|--|--|
| | |
|--|--|

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

| | | |
|---|----------|-------------|
| African American, Hispanic, English Learners and Low Income | LEA-wide | All Schools |
|---|----------|-------------|

Actions/Services

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

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

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

| | | |
|--|--|-----|
| | | New |
|--|--|-----|

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| | | |
|--|--|---|
| | | <p>25 (AMO 18)</p> <p>Fund a collaboration with a consulting company to create a data-driven intervention system with focus on African American students. The Partners will provide leadership coaching to institute Results-oriented Cycles of Inquiry with the goals of raising student achievement, closing achievement gap for African American students, improving attendance, and reducing the rate of suspensions/expulsions.</p> <p>Create rubrics to consistently measure high quality instructional practices in service African American students.</p> <p>Collect student artifacts at multiple points in the year to gage the progress during the year, with the focus on African American students, English Learners, and the Hispanic subgroup.</p> |
|--|--|---|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|---------|---------|-----------|
| Amount | | | \$220,000 |

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---------|---|
| Source | | | Supplemental and Concentration, Differentiated Assistance |
| Budget Reference | | | 5800: Professional/Consulting Services And Operating Expenditures |

Action 26

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

Students to be Served:

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

Location(s):

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

| | |
|--|--|
| | |
|--|--|

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

| | | |
|--|----------|-------------|
| English Learners, Foster Youth, and Low Income | LEA-wide | All Schools |
|--|----------|-------------|

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

26 (AMO 18)
Engage in vertical articulation of curriculum and instruction between grades and schools to achieve greater instructional coherence, continuity, equity of expectations, and rigor in all of our instructional offerings. This will enhance academic of all of our students and will facilitate the closing of the achievement gap between the African American, low socio-economic, and Hispanic subgroups.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|----------------------|----------------------|---|
| Amount | <input type="text"/> | <input type="text"/> | \$15,000 |
| Source | <input type="text"/> | <input type="text"/> | Supplemental and Concentration |
| Budget Reference | <input type="text"/> | <input type="text"/> | 5800: Professional/Consulting Services And Operating Expenditures |

| Year | 2017-18 | 2018-19 | 2019-20 |
|------|---------|---------|--|
| | | | Teacher hourly for working after hours on articulation with equity consultants – 3 hours a month per teacher |
| | | | |

Action 27

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| | | New |
| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| | | 27 (AMO) Collaborate with a math coaching organization to strengthen district-wide mathematics instruction and to build teachers' capacity to provide rigorous and Standards-based mathematics learning opportunities to students. This work will include embedded coaching, professional development, and collaborative lesson planning with peer observations. |

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---------|---|
| Amount | | | \$ 75,000 |
| Source | | | Supplemental and Concentration |
| Budget Reference | | | 5800: Professional/Consulting Services And Operating Expenditures |

Action 28

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, and Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

31. Hold a district-wide cultural event for all schools to celebrate the district's cultural diversity and to promote the sense of community at EUSD.

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount

\$ 3,000

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---------|---|
| Source | | | Supplemental and Concentration |
| Budget Reference | | | 4300: Materials and Supplies Decorations, etc. for the event 1000-1999: Certificated Personnel Salaries Hourly compensation for teachers to supervise the event. |

Goal 2

Facilitate global awareness, communication, collaborative learning and critical thinking with innovative technology integrated across disciplines.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)
 Local Priorities: [List Local Priorities here]

Identified Need:

According to the district data as evidenced on the CA School Dashboard, the Alameda County Office of Education recommendations, our staff and parent satisfaction surveys, Local Control Accountability (LCAP) input forms, community and LCAP advisory group meetings, current research, and other relevant district data, the Emery Unified School District needs:

- Teachers who are competent in using technology to enhance student learning
- Students able to work collaboratively and communicate their ideas orally and in writing
- Opportunities for students to assess each other’s and own thinking critically using relevant data across disciplines.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|--|--|--|
| AMO's are numbered on left side under State Priority headings. State metrics 1-27 identified in parentheses at the end of AMO. AMOs are identified by | AMO's are numbered on left side under State Priority headings. State metrics 1-27 identified in parentheses at end of AMO. AMOs are identified by number in Actions. | AMO's are numbered on left side under State Priority headings. State metrics 1-27 identified in parentheses at end of AMO. AMOs are identified by number in Actions. | AMO's are numbered on left side under State Priority headings. State metrics 1-27 identified in parentheses at end of AMO. AMOs are identified by number in Actions. | AMO's are numbered on left side under State Priority headings. State metrics 1-27 identified in parentheses at end of AMO. AMOs are identified by number in Actions. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|---|--|--|---|
| <p>number in Actions.</p> <p>PRIORITY 2 - Implementation of CA State Standards</p> <p>29. Evidence of implementation of CA State Standards - aligned ELA/ELD curriculum <i>Reach for Reading!</i> in grades TK-5 reflected in student artifacts and observed in classroom instruction, including integrated technology. Evidence of implementation of CA State Standards - aligned, technology-integrated ELA/ELD curricula in secondary grades (6-12)</p> | <p>PRIORITY 2 - Implementation of CA State Standards</p> <p>29. During 2016-2017 school year all the teachers in grades TK-5 piloted either <i>Reach for Reading!</i> or <i>Benchmark Advance ELA/ELD</i> literacy program. Both programs have an on-line component for teachers and students. The Curriculum Committee made a decision in March to choose <i>Reach for Reading!</i> for full implementation TK-5 next year. We are piloting a K - 2 online literacy intervention program for all k-2 students, and we are using <i>Odysseyware</i> as an online credit recovery program. All of our students at the k-8 level have been assessed for mathematics using <i>Mars</i></p> | <p>PRIORITY 2 - Implementation of CA State Standards</p> <p>29. 100% of students will have access to CA State Standards -aligned instructional materials in ELA/ELD and mathematics which incorporate technology components for teachers and students. Continue implementing an on-line reading intervention program for grades K-2.</p> <p>Continue technology-based intervention programs for students in need of credit recovery in high school. (2, 4) Create an assessment calendar of interim blocks and comprehensive tests for grades 3-8 and grade 11 to monitor students' progress Work with the high school math and English teachers to create benchmark</p> | <p>PRIORITY 2 - Implementation of CA State Standards</p> <p>29. 100% of students will have access to CA State Standards -aligned instructional materials in ELA/ELD and mathematics which incorporate technology components for teachers and students. Continue implementing an on-line reading intervention program for grades K-2.</p> <p>Continue technology-based intervention programs for students in need of credit recovery in high school. (2, 4) Create an assessment calendar of interim blocks and comprehensive tests for grades 3-8 and grade 11 to monitor students' progress Work with the high school math and English teachers to create benchmark</p> | <p>PRIORITY 2 - Implementation of CA State Standards</p> <p>29. 100% of students will have access to CA State Standards -aligned instructional materials in ELA/ELD and mathematics which incorporate technology components for teachers and students. Continue implementing an on-line reading intervention program for grades K-2.</p> <p>Continue technology-based intervention programs for students in need of credit recovery in high school. (2, 4) Create district-wide assessment calendar to monitor students' academic progress.</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---------|
| <p>Evidence of implementing <i>Eureka Math</i>, a CA State Standards - aligned curriculum, in grades TK-12 and of incorporating technology tools available in the program.</p> <p>Piloting <i>Math Trailblazers</i>, Common Core- aligned program in grades 3 and 5, including the technology component.</p> <p>MARS assessments conducted in the classrooms; data from Dibels.</p> <p>Data from benchmark assessments and from the Smarter Balanced Interim Assessments.</p> <p>30. Teacher responses to</p> | <p>assessment and for language arts using Dibels assessments. In addition, the District began implementing Smarter Balanced Interim Assessments as the ongoing district-wide assessment system.</p> | <p>assessments which will be conducted three times a year for the grades that are not tested on Smarted Balanced (9,10, and 12)</p> | <p>assessments which will be conducted three times a year for the grades that are not tested on Smarted Balanced (9,10, and 12)</p> | |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|--|---|---|
| <p>mentoring and coaching as evidenced in surveys and expressed in collaborative settings.</p> <p>31. Greater engagement in CTE courses as observed in the classrooms and evidenced in student surveys.</p> | <p>30. There is no support for integrating technology into the instructional process in the district this year. The only assistance available is of a technical nature.31.This is a new initiative for the next school year.</p> | <p>30. Provide ongoing professional development and support for teachers in effective use of technology to enhance and promote Standards-based instructional practices. This priority is a direct result of a very strong input from parents and teachers.31.Engage in professional collaboration between the teaching staff and the local industry community through TEALS grant for CTE technology courses. A local industry professional will co-teach with the ESS technology instructor at ESS to provide opportunities for the high school students to engage with the industry professionals.</p> | <p>30. Provide ongoing professional development and support for teachers in effective use of technology to enhance and promote Standards-based instructional practices. This priority is a direct result of a very strong input from parents and teachers.</p> <p>31. Engage in professional collaboration between the teaching staff and the local industry community through TEALS grant for CTE technology courses. A local industry professional will co-teach with the ESS technology instructor at ESS to provide opportunities for the high school students to engage with the industry professionals.</p> | <p>30. Continue providing ongoing support for teachers in effective use of technology to enhance and promote Standards-based instructional practices.</p> |
| <p>PRIORITY 3 - Parental Involvement</p> | <p>PRIORITY 3 - Parental Involvement</p> | <p>PRIORITY 3 - Parental Involvement</p> | <p>PRIORITY 3 - Parental Involvement</p> | <p>PRIORITY 3 - Parental Involvement</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|--|--|--|---|
| <p>32.100% of the Spanish speaking parents will be assisted by the Parent Outreach Coordinator in Spanish, as the need arises. 100% of all outgoing communications to parents will be translated into Spanish and Arabic.</p> <p>33. Illuminate data and evidence of use. Responses from parents' surveys. The percent of parents at both sites who use technology will be at least at 40% across the board.</p> | <p>32. The LCAP will be translated into Arabic and Spanish upon its approval by the Board.</p> <p>33. Only ESS parents currently have the access, and only 28% of these parents, which includes the unduplicated students, use Illuminate. By the end of 2016-2017 school year parents from both sites will have the access to the system.</p> | <p>32.100% of EUSD EL families will have access to translation services and assistance from the Parent Outreach Coordinator in the Parent Center. (18, 19) 100% of the Arabic speaking parents will have access to LCAP documents translated into Arabic.</p> <p>33.100% of EUSD families, including parents of unduplicated and exceptional needs students, will have access to District family portal through Illuminate's Student Information System. Increase by 10% the use of Student Information System by parents and families. (18, 19)</p> | <p>32. 100% of the Spanish and Arabic speaking parents will have access to LCAP documents translated into Arabic.</p> <p>33. 100% of EUSD families, including parents of unduplicated and exceptional needs students, will have access to District family portal through Illuminate's Student Information System. (18, 19)</p> | <p>32. 100% of the Spanish and Arabic speaking parents will have access to a Spanish-speaking Parent Outreach Coordinator and to LCAP documents translated into Arabic.</p> <p>33. 100% of EUSD families, including parents of unduplicated and exceptional needs students, will have access to district family portal through Illuminate's Student Information System. (18,19)</p> |
| <p>PRIORITY 5 - Student Engagement</p> <p>34. Technology in the classroom and evidence of its</p> | <p>PRIORITY 5 - Student Engagement</p> <p>34. This year grades both 5th and one 1st</p> | <p>PRIORITY 5 - Student Engagement</p> <p>34. By the end of 2018-19 school year, 100% of</p> | <p>PRIORITY 5 - Student Engagement</p> <p>34. By the end of 2018-19 school year, 100% of</p> | <p>PRIORITY 5 - Student Engagement</p> <p>34. 100% of students will use their own device to</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|---|--|---|---|
| <p>active use observed across all grades. Improved attendance rates and suspensions rates, especially for Students with Disabilities which will move at least one color up on the CA School Dashboard color grid.</p> <p>35. Sign-in sheets, attendance of professional development and coaching by the new Technology Coordinator.</p> <p>36. Evidence of technology use in the classrooms, as demonstrated in classroom observations and peer observations during the rounds. Student feedback</p> | <p>grade classroom and the library are piloting a classroom set of devices.</p> <p>35. Many teachers are using smart boards in the classrooms; three classrooms at AY are piloting one-to-one devices this school year.</p> <p>36. Teachers at both sites occasionally use computers in the instructional process. Students respond very enthusiastically when they are taught how to</p> | <p>students will have their own device to use in class or at home to increase active engagement and will have access to CA State Standards materials and technology which will positively impact attendance rates and will decrease suspension rates, especially among the students with disabilities who are currently suspended at higher rates than their peers, based on 2014-2015 data.</p> <p>35. By the end of 2017-18 school year, 100% of teachers will be trained in integrating technology to enhance learning across content areas.</p> <p>36. By the end of 2017-2018 school year, most of the teachers at all sites will incorporate technology into teaching process which will result in greater student engagement.</p> | <p>students will have their own device to use in class or at home to increase active engagement and will have access to CA State Standards materials and technology which will positively impact attendance rates and will decrease suspension rates, especially among the students with disabilities who are currently suspended at higher rates than their peers, based on 2014-2015 data.</p> <p>35. By the end of 2017-18 school year, 100% of teachers will be trained in integrating technology to enhance learning across content areas.</p> <p>36. By the end of 2017-2018 school year, most of the teachers at all sites will incorporate technology into teaching process which will result in greater student engagement</p> | <p>use in class or at home to increase active engagement. All the students will have access to CA State Standards materials and technology.</p> <p>35. 100% of teachers will receive support with integrating technology to enhance learning across content areas.</p> <p>36. 100% of teachers will integrate technology into instruction to enhance learning across content areas which will result in greater student engagement.</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|--|--|---|
| regarding technology use via surveys; students' artifacts created with technology. | use technology for learning. | | | |
| <p>PRIORITY 7 - Course Access</p> <p>38. Increase in graduation rates in 2017-2018.</p> <p>39. Evaluate effectiveness of these programs as reflected in achievement of students with special needs on</p> | <p>PRIORITY 7 - Course Access</p> <p>38. Currently 100% of the unduplicated students have access to on-demand video database.</p> <p>39. 100% of students with exceptional needs have access to computer-based and web-based supplemental curricula, such as Explode the code and News to You.</p> | <p>PRIORITY 7 - Course Access</p> <p>38. Continue providing access to on-demand video database for 100% of unduplicated students and for all students not meeting graduation requirements to increase student engagement and raise achievement. (7)</p> <p>39. Continue providing access to computer-based and web-based supplemental curriculum for 100% of students with exceptional needs (8)</p> | <p>PRIORITY 7 - Course Access</p> <p>38. Continue providing access to on-demand video database for 100% of unduplicated students and for all students not meeting graduation requirements to increase student engagement and raise achievement. (7)</p> <p>39. Continue providing access to computer-based and web-based supplemental curriculum for 100% of students with exceptional needs will be given (8)</p> | <p>PRIORITY 7 - Course Access</p> <p>38. Continue using Youtube videos to enhance classroom instruction.</p> <p>39. Continue providing access to computer-based and web-based supplemental curriculum for 100% of students with exceptional needs will be given (8)</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|---|---|---|
| Smarter Balanced. | | | | |
| <p>PRIORITY 8 – Other Student Outcomes</p> <p>40. The rate of completion of the A-G courses in 2017-2018.</p> | <p>PRIORITY 8 -- Other Student Outcomes</p> <p>40. The online support is currently available through OdysseyWare. Students who failed a class are expected to either re-take the class or work on Odysseyware. 100% of students have the opportunity to do one or the other.</p> | <p>PRIORITY 8 -- Other Student Outcomes</p> <p>40. 100% of students with failing grades in A-G courses will receive a passing grade through engagement with on-line class support. (16)</p> | <p>PRIORITY 8 -- Other Student Outcomes</p> <p>40. 100% of students with failing grades in A-G courses will receive a passing grade through engagement with on-line class support. (16)</p> | <p>PRIORITY 8 -- Other Student Outcomes</p> <p>40. 100% of students with failing grades in A-G courses will receive a passing grade through engagement with on-line class support. (16)</p> |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

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

Location(s):

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

All Students

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

Unchanged

Unchanged

Modified

2017-18 Actions/Services

Action 1 (AMO 38)

Continue services for all students and in particular English Language Learners students, by supporting access to an internal on-demand video (CA State Standards - aligned) video database, allowing students to engage with core content material, with translation, and regulate its pace to accommodate all learning styles.

2018-19 Actions/Services

Action 1 (AMO 38)

Continue services for all students and in particular English Language Learners students by providing access to an internal on-demand (CA State Standards - aligned) video database, allowing students to engage with core content material, with translation, and regulate its pace to accommodate all learning styles. The technology team will assist teachers

2019-20 Actions/Services

Action 1 (AMO 38)

Continue services for all students and in particular English Language Learners students by providing access Youtube video database, allowing students to engage with core content material and regulate its pace to accommodate all learning styles. The technology team will assist teachers with easier access to these on-demand videos.

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

with easier access to these on-demand videos.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|------------------------------------|
| Amount | \$16,000 | \$7,200 | \$0 |
| Source | Supplemental and Concentration | Supplemental and Concentration | |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Safari Montage | 5000-5999: Services And Other Operating Expenditures Safari Montage | We will use YouTube which is free. |

Action 2

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth and Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Anna Yates Elementary and ESS

Actions/Services

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

Unchanged

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

Unchanged

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

New

2017-18 Actions/Services

Action 2 (AMO 29)

Use Illuminate's Data program to create assessments to inform ongoing instruction. Continue to license Illuminate's Data and Assessment System.

Continue to provide on-line reading intervention program for grades 3-8

2018-19 Actions/Services

Action 2 (AMO 29)

Use Illuminate's Data program to create assessments to inform ongoing instruction.

License Illuminate's Data and Assessment System.

2019-20 Actions/Services

Action 2 (AMO 29)

Use Illuminate's Data program to create benchmark assessments for grades 9, 10, TK-2 to inform ongoing instruction. License Illuminate's Data and Assessment System.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|-----------|----------|----------|
| Amount | \$ 10,000 | \$ 8,000 | \$ 6,000 |
| Source | Base | Base | Base |

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Budget Reference | 4000-4999: Books And Supplies Illuminate's DnA system -- annual license cost and training | 4000-4999: Books And Supplies Illuminate's DnA system -- annual license cost and training | 4000-4999: Books And Supplies Illuminate's DnA system -- annual license cost and training |

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

Action 3 (AMO 34, 36)
Continue use of Waterford Early Learning Reading, Math and Science software as a service for targeted TK-3 students and English Language Learner students and Students with Disabilities for intervention purposes

2018-19 Actions/Services

Action 3 (AMO 34, 36)
Continue use of Waterford Early Learning Reading, Math and Science software as a service for targeted TK-3 students and English Language Learner students and Students with Disabilities for intervention purposes. Provide on-line reading intervention program for grades 3-8

2019-20 Actions/Services

Action 3 (AMO 34, 36)
Provide on-line reading and math intervention support for grades K-8 with IReady and other digital adaptive platforms. This type of individualized learning opportunities will assist our struggling learners and will help close achievement gap between African American, Hispanic, and low socio-economic student groups and the rest of the student population.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|--|--|
| Amount | \$ 0 | \$ 30,000 | \$22,000 |
| Source | | Supplemental and Concentration | Supplemental and Concentration |
| Budget Reference | | 4000-4999: Books And Supplies Purchase of additional software and devices for direct services. | 4000-4999: Books And Supplies Licenses for AY. |

Action 4

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

Students to be Served:

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

Location(s):

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

All

Specific School - ESS

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

Unchanged

Unchanged

Modified

2017-18 Actions/Services

Action 4 (AMO 40)

Continue using Odysseyware as an on-line class support for students who are failing the A-G courses with the goal of credit recovery. This will offer critical online re-teaching assistance for low-income and English Learner students who have traditionally struggled in core subjects. It will empower these students

2018-19 Actions/Services

Action 4 (AMO 40)

Continue using Odysseyware as an on-line class support for students who are failing the A-G courses with the goal of credit recovery. This will offer critical online re-teaching assistance for low-income and English Learner students who have traditionally struggled in core subjects. It will empower these students to

2019-20 Actions/Services

Action 4 (AMO 40)

Continue using Odysseyware as an on-line class support for students who are failing the A-G courses with the goal of credit recovery. This will offer critical online re-teaching assistance for low-income and English Learner students who have traditionally struggled in core subjects and to the African American

2017-18 Actions/Services

to access full range of course content learning.

2018-19 Actions/Services

access full range of course content learning.

2019-20 Actions/Services

Students who need support. It will empower these students to access full range of course content learning.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$ 26,000 | \$ 26,000 | \$ 19,000 |
| Source | Supplemental | Supplemental | General Fund |
| Budget Reference | 4000-4999: Books And Supplies Odysseyware online teaching | 4000-4999: Books And Supplies Odysseyware online teaching | 4000-4999: Books And Supplies Odysseyware online teaching |

Action 5

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

Students to be Served:

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

Students with Disabilities

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

Unchanged

Unchanged

Modified

2017-18 Actions/Services

Action 5 (AMO 37)

Continue to use supplemental computer and web- based materials such as Learning A-Z (Razz Kids reading support), Co-Writer Universal, Learning Ally, Goalbook, Explode the Code and Moby Max for student with special needs and ELs.

2018-19 Actions/Services

Action 5 (AMO 37)

Continue to use supplemental computer and web- based materials such as Learning A-Z (Razz Kids reading support), Co-Writer Universal, Learning Ally, Goalbook, Explode the Code and Moby Max for student with special needs and ELs.

2019-20 Actions/Services

Action 5 (AMO 37)

Continue to use supplemental computer and web- based materials such as Learning A-Z (Razz Kids reading support), Co-Writer Universal, Learning Ally, Goalbook, Explode the Code, Unique Learning and News2You, and Moby Max for student with special needs and ELs.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|----------|--------------------------------|-------------------|
| Amount | \$ 7,500 | \$ 9,000 | \$ 9,500 |
| Source | Base | Supplemental and Concentration | Special Education |

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|--|
| Budget Reference | 4000-4999: Books And Supplies 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 | 4000-4999: Books And Supplies 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 | 6500: Books And Supplies 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 |

Action 6

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

Unchanged

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

Unchanged

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

New

2017-18 Actions/Services

Action 6 (AMO's 32, 35)

Offer a class for parents to enhance communication between parents and staff focusing on things parents can do to help their children with homework and general learning skills.

2018-19 Actions/Services

Action 6 (AMO's 32, 35)

Offer a class for parents to enhance communication between parents and staff focusing on things parents can do to help their children with homework and general learning skills.

2019-20 Actions/Services

Action 6 (AMO's 32, 35)

Offer a class for parents to enhance communication between parents and staff with the focus on the ways that parents can help their children with homework and with general learning skills and habits of mind.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$ 20,000 | \$ 10,000 | \$ 20,000 |
| Source | Base | Base | General Fund |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Class for parents | 5800: Professional/Consulting Services And Operating Expenditures Class for parents | 5800: Professional/Consulting Services And Operating Expenditures Class for parents |

Action 7

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

Students to be Served:

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

All Students

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

Unchanged

2017-18 Actions/Services

Action 7 (AMO's 32, 35)

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

Unchanged

2018-19 Actions/Services

Action 7 (AMO's 32, 35)

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

Unchanged

2019-20 Actions/Services

Action 7 (AMO's 32, 35)

2017-18 Actions/Services

Continue use of Illuminate's Student Information System to improve attendance and promote parental participation (cost accounted for in Goal 1)

2018-19 Actions/Services

Continue use of Illuminate's Student Information System to improve attendance and promote parental participation (cost accounted for in Goal 1)

2019-20 Actions/Services

Continue use of Illuminate's Student Information System to improve attendance and promote parental participation (cost accounted for in Goal 1)

Action 8

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, and Low Income

LEA-wide

All Schools

Actions/Services

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

Unchanged

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

New

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

New

2017-18 Actions/Services

Action 8 (AMO 36)

Provide computer devices for all students. This three year initiative ends 2018-2019 school year. Hire a district-wide technology coordinator to support teachers in learning new technologies and integrating them into teaching to enhance instruction.

2018-19 Actions/Services

Action 8 (AMO 36)

Provide new computer devices for teachers. Continue funding the position of a district-wide technology coordinator to support teachers in learning new technologies and integrating them into teaching to enhance instruction.

2019-20 Actions/Services

Action 8 (AMO 36)

Provide iPads for the ELD Newcomers so that they can use this technology for translations during the general education classes and during the integrate ELD time.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|---|
| Amount | \$100,000 | \$0 | \$4,250 |
| Source | Supplemental | | Title III |
| Budget Reference | 4000-4999: Books And Supplies Computers for students (year one) | | 4000-4999: Books And Supplies iPads for newcomers |
| Year | 2017-18 | 2018-19 | 2019-20 |
| Amount | \$64,571 | \$100,731 | \$0 |
| Source | Base | Base | |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Hire a District-wide Technology Coordinator for 2/3 of FTE. | 1000-1999: Certificated Personnel Salaries Hire a District-wide Technology Coordinator for 2/3 of FTE. | |

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---|---------|
| Amount | | \$120,000 | \$0 |
| Source | | Supplemental | |
| Budget Reference | | 4000-4999: Books And Supplies New computers for teachers to benefit their instruction and professional learning. | |

Goal 3

Provide a comprehensive multi-use city-school campus that fosters respectful environment, engages students in an innovative education, and offers comprehensive resources to bring members of the Emeryville community together to interact and learn.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

According to staff and parent satisfaction surveys, LCAP input forms, LCAP and community advisory group meetings, 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 to post-secondary opportunities
- Robust programs and services to improve outcomes for African Americans, 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
- College and career readiness focused culture
- Additional support opportunities, as needed, to graduate from high school
- Research-based intervention strategies and programs to increase resiliency and engagement in school
- Emotionally and intellectually safe environment, free from bullying
- Alternatives to suspensions and positive incentives and increased engagement to reduce absenteeism

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|---|---|---|---|
| AMO's are numbered on left side under State Priority headings. State metrics 1-27 identified in parentheses at | AMO's are numbered on left side under State Priority headings. State metrics 1-27 identified in parentheses at end of AMO. AMOs are | AMO's are numbered on left side under State Priority headings. State metrics 1-27 identified in parentheses at end of AMO. AMOs are | AMO's are numbered on left side under State Priority headings. State metrics 1-27 identified in parentheses at end of AMO. AMOs are | AMO's are numbered on left side under State Priority headings. State metrics 1-27 identified in parentheses at end of AMO. AMOs are |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|--|--|--|--|
| <p>end of AMO. AMOs are identified by number in Actions. PRIORITY 1 -- Basic Services</p> <p>41. Data from the Williams Facilities Inspection Tool.</p> <p>42. Enrollment rosters.</p> | <p>identified by number in Actions.</p> <p>PRIORITY 1 -- Basic Services</p> <p>41. Currently, all the categories on Williams Facilities Inspection Tool are "Good" or "Exemplary".(3)</p> <p>42.100% of EUSD students attend a multi-use school facility that provides an optimal learning environment and provides opportunities for students to interact and learn together. These include Boys and girls basketball teams, Girls/Boys soccer, Cheer (co-ed), football, girls softball, girls/boys track, girls/boys cross country, girls volleyball</p> | <p>identified by number in Actions.</p> <p>PRIORITY 1 -- Basic Services</p> <p>41. Continue to receive 100% ratings of "Good" or "Exemplary" in all categories on Williams Facilities Inspection Tool as reported on School Accountability Report Card (SARC). (3)</p> <p>42.100% of students will attend a multi-use school facility that provides an optimal learning environment and provides opportunities for students to interact and learn together at high levels. These may include quality sports, clubs and other activities. (3)</p> | <p>identified by number in Actions.</p> <p>PRIORITY 1 -- Basic Services</p> <p>41. Continue to receive 100% ratings of "Good" or "Exemplary" in all categories on Williams Facilities Inspection Tool as reported on School Accountability Report Card (SARC). (3)</p> <p>42.100% of students will attend a multi-use school facility that provides an optimal learning environment and provides opportunities for students to interact and learn together at high levels. These may include quality sports, clubs and other activities. (3)</p> | <p>identified by number in Actions.</p> <p>PRIORITY 1 -- Basic Services</p> <p>41. Continue to receive 100% ratings of "Good" or "Exemplary" in all categories on Williams Facilities Inspection Tool as reported on School Accountability Report Card (SARC). (3)</p> <p>42.100% of students will attend a multi-use school facility that provides opportunities for students to interact and learn together in an optimal learning environment. These may include quality sports, clubs, and other activities. (3)</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|---|--|---|
| | and clubs, such as Girls on the Run-running club for 3rd-5th grade students, Scientific Adventures for Girls, | | | |
| PRIORITY 5 -- Student Engagement | PRIORITY 5 -- Student Engagement | PRIORITY 5 -- Student Engagement | PRIORITY 5 -- Student Engagement | PRIORITY 5 -- Student Engagement |
| 45. Daily Attendance Rate for 2017-2018 | 45. The ADA for 2016-2017 is 649.52. | 45. Increase average daily attendance rate district-wide by 2%. | 45. Increase average daily attendance rate district-wide by 2%. ADA in 2018 was 743. | 45. Increase average daily attendance rate district-wide by 2%. |
| 46. Chronic absenteeism rate for 2017-2018 | 46. District-wide, the rate of chronic absenteeism in 2015-2016 was 9.77%. | 46. Decrease chronic absenteeism rate district wide by 10%. | 46. Decrease chronic absenteeism rate district wide by 10%. | 46. Decrease chronic absenteeism rate district wide by 10%. |
| 47. Middle school drop-out rates for 2017-2018. | 47. This priority was achieved - the dropout rate at middle school in 2015-2016 was 2%. | 47. Decrease dropout rate in middle school to 0% in 2017-18 and on. | 47. Decrease dropout rate in middle school to 0% in 2017-18 and on. | 47. Decrease dropout rate in middle school to 0% in 2017-18 and on. |
| 48. High school drop-out rates for 2017-2018 | 48. The high school dropout rate for ESS in 2015-2016 was 15.1% ,which was significantly lower than the district planned. The certifiable data for the current school year will be | 48. Decrease dropout rate at high school by 10%. | 48. Decrease dropout rate at high school by 10%. | 48. Decrease dropout rate at high school by 10%. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|--|---|
| | available and reported by the district in the fall of 2017. | | | |
| <p>PRIORITY 6 -- School Climate</p> <p>49. Rate of suspensions for 2017-2018.</p> <p>50. 93% of students will report never or rarely experiencing bullying.</p> <p>51. Expand the training to 100% participation in professional development with the Pacific</p> | <p>PRIORITY 6 -- School Climate</p> <p>49. According to the CA School Dashboard, the district suspension rate in 2014-2015 was 1.3% and it declined significantly from 2013-2014 by -2.3%</p> <p>50. As reported on the Anna Yates School safety survey, the percentage of students who were never bullied and students who were rarely (only once or twice) bullied in past two months is as follows: 2015-16 87% 2016-17 90%</p> <p>51. All teachers at both sites participated n equity training or meetings in 2016-2017.</p> | <p>PRIORITY 6 -- School Climate</p> <p>49.Reduce current low rate of suspensions rate to 0% and expulsions to0%.</p> <p>50. On internal surveys increase by 3 basis points (to 93%) the number of students in grades 4-8who report they never or rarely experience bullying.</p> <p>51.100% of Emery teachers will continue training in equity awareness and culturally relevant pedagogy. (27)</p> | <p>PRIORITY 6 -- School Climate</p> <p>49. Reduce current low rate of suspensions rate to 0% and expulsions to0%.</p> <p>50. On internal surveys increase by 3 basis points (to 93%) the number of students in grades 4-8who report they never or rarely experience bullying.</p> <p>51.100% of Emery teachers will continue training in equity awareness and culturally relevant pedagogy. (27)</p> | <p>PRIORITY 6 -- School Climate</p> <p>49. Reduce current rate of suspensions by 3% and expulsions to 0%.</p> <p>50. On internal surveys increase by 3 basis points (to 93%) the number of students in grades 4-8 who report they never or rarely experience bullying.</p> <p>51.100% of Emery teachers will continue training in equity awareness and culturally relevant pedagogy. (27)</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|---|---|---|
| Educational Group (PEG). | | | | |
| 52. Health Center's records. | 52.This year 100% of Emery students have access to social-emotional supports such as Positive Behavioral Intervention Systems and mental health services facilitated by wellness programs and Behavior Support Teams lead by Mr. Anthony Rodgers and Mr. Kevin Edwards .(27) | 52.100% 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. (27) | 52.100% 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. (27) | 52.100% 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. (27) |
| 53. After-school offerings through the partnership with ECCL. | 53.100% of students have access to an after-school program through ECCL. | 53.100% of students, in collaboration with local partnerships, will have access to after-school programs that give students the opportunity to interact, socialize and learn. (27) | 53.100% of students, in collaboration with local partnerships, will have access to after-school programs that give students the opportunity to interact, socialize and learn. (27) | 53.100% of students, in collaboration with local partnerships, will have access to after-school programs that give students the opportunity to interact, socialize and learn. (27) |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

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

Location(s):

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

All Students

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Action 1 (AMO 3)

Continue to ensure that school facilities are clean and in working condition. Continue to provide appropriate and equitable facilities for all organized sports. Continue to maintain all school facilities to provide safe and orderly campuses to support student learning

2018-19 Actions/Services

Action 1 (AMO 3)

Continue to ensure that school facilities are clean and in working condition. Continue to provide appropriate and equitable facilities for all organized sports. Continue to maintain all school facilities to provide safe and orderly campuses to support student learning

2019-20 Actions/Services

Action 1 (AMO 3)

Continue to ensure that school facilities are clean and in working condition. Continue to provide appropriate and equitable facilities for all organized sports. Continue to maintain all school facilities to provide safe and orderly campuses to support student learning

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$400,000 | \$410,000 | \$365,319.43 |
| Source | Base | Base | Operations and Maintenance |
| Budget Reference | 2000-2999: Classified Personnel Salaries Campus maintenance (Funding Source: ongoing maintenance 8150) | 2000-2999: Classified Personnel Salaries Campus maintenance (Funding Source: ongoing maintenance 8150) | 2000-2999: Classified Personnel Salaries Campus maintenance (Funding Source: ongoing maintenance 8150) |

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

Unchanged

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

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

2017-18 Actions/Services

Action 2 (AMO's 42, 45) Continue community meetings between all stakeholders to support ECCL.

2018-19 Actions/Services

This action was developed to plan the ECCL and is not needed anymore.

2019-20 Actions/Services

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---------|---------|
| Amount | \$2,000 | \$0 | \$0 |
| Source | Base | | |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Percentage of staff costs/time | | |

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Action 3 (AMO 40)

Continue to fund athletic director and adequate budget for uniforms and equipment.

2018-19 Actions/Services

Action 3 (AMO 40)

Continue to fund athletic director and adequate budget for uniforms and equipment.

2019-20 Actions/Services

Action 3 (AMO 40)

Continue to fund athletic director and adequate budget for uniforms and equipment.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$7,700 | \$7,700 | \$7,700 |
| Source | Base | Base | Base |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Athletic Director | 1000-1999: Certificated Personnel Salaries Athletic Director | 1000-1999: Certificated Personnel Salaries Athletic Director |

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$1,700 | \$1,700 | \$1,700 |
| Source | Base | Base | Base |
| Budget Reference | 3000-3999: Employee Benefits Fringe benefits | 3000-3999: Employee Benefits Fringe benefits | 3000-3999: Employee Benefits Fringe benefits |

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$7,000 | \$7,000 | \$7,000 |
| Source | Base | Base | Base |
| Budget Reference | 4000-4999: Books And Supplies Uniforms and Equipment | 4000-4999: Books And Supplies Uniforms and Equipment | 4000-4999: Books And Supplies Uniforms and Equipment |

Action 4

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

Students to be Served:

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

Location(s):

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

| | |
|--|--|
| | |
|--|--|

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

| | | |
|--|----------|-------------|
| English Learners, Foster Youth, and Low Income | LEA-wide | All Schools |
|--|----------|-------------|

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Action 4 (AMO 43)

Expand programming/staffing for students to interact, socialize and learn with focus on increasing equity and access for unduplicated students.

2018-19 Actions/Services

Action 4 (AMO 43)

Due to the budgetary constraints and in the interest of efficiency, these functions will be transferred to the staff of PlayWorks.

2019-20 Actions/Services

Action 4 (AMO 43)

Expand programming/staffing for students to interact, socialize and learn with focus on increasing equity and access for unduplicated students.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-2020 |
|------------------|---|---------|---|
| Amount | \$10,000 | \$0 | \$79,302.53 |
| Source | Supplemental | | General Fund |
| Budget Reference | 2000-2999: Classified Personnel Salaries Stipends for teachers and other staff | | 2000-2999: Classified Personnel Salaries Supervisory staff |

Action 5

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, and Low Income

LEA-wide

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services**Action 5 (AMO 32)**

Continue to fund the new Spanish speaking Bilingual Parent Outreach Coordinator

2018-19 Actions/Services**Action 5 (AMO 32)**

Due to the budgetary constraints, these responsibilities will be transferred to the schools' front desk staff in 2018-2019.

2019-20 Actions/Services**Action 5 (AMO 32)**

Fund the position of the Spanish speaking Bilingual Parent Outreach Coordinator

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---------|---|
| Amount | \$83,401 | \$0 | \$110,281.22 |
| Source | Supplemental | | Supplemental and Concentration and Learning Communities (NIC, Prop. 49) |
| Budget Reference | 2000-2999: Classified Personnel Salaries Bilingual Parent Outreach Coordinator | | 2000-2999: Classified Personnel Salaries Bilingual Parent Outreach Coordinator |

Action 6

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Action 6 (AMO 40) Provide structured play support by hiring PlayWorks to ensure greater engagement during recess, bullying prevention, and student mentoring. This will serve the social-emotional needs of unduplicated populations and will impact their ability to focus in class. According to the research from National Bullying Prevention Center, students with disabilities are particularly vulnerable to bullying, so structured play will help to protect and benefit this student group.

2018-19 Actions/Services

Action 6 (AMO 40) Provide structured play support by hiring PlayWorks to ensure greater engagement during recess, bullying prevention, and student mentoring. This will serve the social-emotional needs of unduplicated populations and will impact their ability to focus in class. According to the research from National Bullying Prevention Center, students with disabilities are particularly vulnerable to bullying, so structured play will help to protect and benefit this student group.

2019-20 Actions/Services

Action 6 (AMO 40) Provide structured play support by hiring PlayWorks to ensure greater engagement during recess, bullying prevention, and student mentoring. This will serve the social-emotional needs of unduplicated populations and our African American students, which will impact their ability to focus in class. According to the research from National Bullying Prevention Center, students with disabilities are particularly vulnerable to bullying, so structured play will help to protect and benefit this student group.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$40,000 | \$44,000 | \$36,000 |
| Source | Supplemental | Supplemental and Concentration | Supplemental and Concentration |
| Budget Reference | 5800: Professional/Consulting Services And Operating | 5800: Professional/Consulting Services And Operating | 5800: Professional/Consulting Services And Operating |

| Year | 2017-18 | 2018-19 | 2019-20 |
|------|--|--|--|
| | Expenditures Structured play and bullying prevention | Expenditures Structured play and bullying prevention | Expenditures Structured play and bullying prevention |

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|---|
| Amount | \$60,000 | \$60,000 | \$0 |
| Source | Supplemental | Supplemental and Concentration | |
| Budget Reference | 2000-2999: Classified Personnel Salaries Mentoring services, especially for English Learners and Students with Disabilities. | 2000-2999: Classified Personnel Salaries Mentoring services, especially for English Learners and Students with Disabilities. | Cost accounted for in Goal 3, Action 4. |

Action 7

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, and Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified

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

Modified

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

New

2017-18 Actions/Services

Action 7(AMO 51) Continue to provide training in equity awareness and culturally relevant pedagogy for all EUSD teachers.

2018-19 Actions/Services

Action 7(AMO 51) Continue to provide training in equity awareness and culturally relevant pedagogy for all EUSD teachers.

2019-20 Actions/Services

Action 7(AMO 51) Fund a collaboration with a consulting firm to engage in professional development around equity, unconscious bias, and culturally relevant pedagogy to strengthen systemic approach to improvement and to close the achievement gap.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|---------------------------------|---------------------------------|---------|
| Amount | \$36,000 | \$40,000 | \$0 |
| Source | New Teacher Effectiveness Grant | New Teacher Effectiveness Grant | |

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|--|
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Pacific Educational Group - Through new teacher effectiveness funding | 5800: Professional/Consulting Services And Operating Expenditures Pacific Educational Group - Through new teacher effectiveness funding | Cost accounted for in Goal 1, Action 25. |

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---------|---------|
| Amount | \$12,000 | \$0 | \$0 |
| Source | Other | | |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Equity Conference - School Board Members | | |

Action 8

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

ESS

Actions/Services

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

Modified

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

New

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

Unchanged

2017-18 Actions/Services

Action 8 (AMO 31, AMO 32, AMO 47)
Provide access to a Parent Center at ECCL. Offer a parent class to increase community engagement.

2018-19 Actions/Services

Action 8 (AMO 31, AMO 32, AMO 47)
Provide access to a Parent Center at ECCL. Offer a parent class to increase community engagement.

2019-20 Actions/Services

Action 8 (AMO 31, AMO 32, AMO 47)
Provide access to a Parent Center at ECCL. Offer a parent class to increase community engagement.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$20,000 | \$20,000 | 20,000 |
| Source | Supplemental | Supplemental | Supplemental |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Parent Class | 5800: Professional/Consulting Services And Operating Expenditures Parent Class | 5800: Professional/Consulting Services And Operating Expenditures Parent Class |

Action 9

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

Students to be Served:

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

All Students

Location(s):

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

Specific School - AY

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

Unchanged

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

Undchanged

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

Unchanged

2017-18 Actions/Services

Action 9 (AMO's 46, 47, 48, 49, 51, 54) (AMO 21 in Goal 1 directly addresses PBIS)

Continue to implement a multi-year program to provide 100% of EUSD students with access to Tier I data-driven,

2018-19 Actions/Services

Action 9 (AMO's 46, 47, 48, 49, 51, 54) (AMO 21 in Goal 1 directly addresses PBIS)

Continue to implement a multi-year program to provide 100% of EUSD students with access to Tier I data-driven,

2019-20 Actions/Services

Action 9 (AMO's 46, 47, 48, 49, 51, 54) (AMO 21 in Goal 1 directly addresses PBIS)

Continue to implement a multi-year program to provide 100% of EUSD students with access to Tier I data-driven,

2017-18 Actions/Services

positive, systematized, high quality learning environments across all settings. This will aid in preventing new incidences of problem behaviors and improve attendance, decrease absenteeism and dropout rates that directly affect EUSD's unduplicated students.

2018-19 Actions/Services

positive, systematized, high quality learning environments across all settings. This will aid in preventing new incidences of problem behaviors and improve attendance, decrease absenteeism and dropout rates that directly affect EUSD's unduplicated students.

2019-20 Actions/Services

positive, systematized, high quality learning environments across all settings. This will help in preventing new incidences of problem behaviors and improve attendance while decreasing the absenteeism and dropout rates that directly affect EUSD's African American and unduplicated students.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$2,500 | \$2,500 | \$2,500 |
| Source | Supplemental | Supplemental | Supplemental |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Training with Santa Clara Office of Education | 1000-1999: Certificated Personnel Salaries Training with Santa Clara Office of Education | 1000-1999: Certificated Personnel Salaries Training with Santa Clara Office of Education |

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|--------------|--------------|--------------|
| Amount | \$1,500 | \$1,500 | \$1,500 |
| Source | Supplemental | Supplemental | Supplemental |

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Budget Reference | 4000-4999: Books And Supplies SWIS Software | 4000-4999: Books And Supplies SWIS Software | 4000-4999: Books And Supplies SWIS Software |
| Amount | \$9,000 | \$9,000 | \$4,200 |
| Source | Base | Base | Base |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Sub pay for PBIS team | 1000-1999: Certificated Personnel Salaries Sub pay for PBIS team | 1000-1999: Certificated Personnel Salaries Sub pay for PBIS team (6 staff for 4 days at \$175 per day) |
| Year | 2017-18 | 2018-19 | 2019-20 |
| Amount | \$5,000 | \$7,000 | \$7,000 |
| Source | Base | Base | Base |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Leadership Consulting Hannah Acevedo | 5000-5999: Services And Other Operating Expenditures Leadership Consulting Hannah Acevedo | 5000-5999: Services And Other Operating Expenditures Leadership Consulting Hannah Acevedo |

Action 10

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, and Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Anna Yates

Actions/Services

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Action 10 (AMO 11)

Institute small school model at Anna Yates by creating autonomous middle and elementary schools and hiring two school principals to promote greater equity, improve school climate, create closer personal connections between students and teachers, and improve student attendance and engagement.

2018-19 Actions/Services

Action 10 (AMO 11)

Continue funding small school model at Anna Yates by supporting autonomous middle and elementary schools with two school principals to promote greater equity, improve school climate, create closer personal connections between students and teachers, and improve student attendance and engagement.

2019-20 Actions/Services

Action 10 (AMO 11)

Continue funding small school model at Anna Yates by supporting autonomous middle and elementary schools with two school principals to promote greater equity, improve school climate, create closer personal connections between students and teachers, and improve student attendance and engagement.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|-----------|-----------|------------|
| Amount | \$335,000 | \$350,000 | 352,314.05 |

| | | | |
|------------------|--|--|--|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Source | Base | Base | Base |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Elementary and Middle School Principals Salaries and Benefits | 1000-1999: Certificated Personnel Salaries Elementary and Middle School Principals Salaries and Benefits | 1000-1999: Certificated Personnel Salaries Elementary and Middle School Principals Salaries and Benefits |

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-2018**

[Estimated Supplemental and Concentration Grant Funds](#)

[Percentage to Increase or Improve Services](#)

\$1,142,775

24.08%

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

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

Approximately 79% of our student body are unduplicated students. The District continues making important decisions in order to improve and/or increase services for our unduplicated population of students. Below is the description of our actions principally directed to support our unduplicated pupils for each goal and an explanation of their effectiveness

LCAP Year: **2018-2019**

[Estimated Supplemental and Concentration Grant Funds](#)

[Percentage to Increase or Improve Services](#)

\$ 1,726,349

28.73%

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

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

Approximately 79% of our student body are unduplicated students. The District continues making important decisions in order to improve and/or increase services for our unduplicated population of students. Below is the description of our actions principally directed to support our unduplicated pupils for each goal and an explanation of their effectiveness

LCAP Year: **2019-2020**

[Estimated Supplemental and Concentration Grant Funds](#)

[Percentage to Increase or Improve Services](#)

\$ 1,732,502

28.74%

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

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

Approximately 79% of our student body are unduplicated students. The District continues making important decisions in order to improve and/or increase services for our unduplicated population of students. Below is the description of our actions principally directed to support our unduplicated pupils for each goal and an explanation of their effectiveness:

Goal 1, Action 1: Continue supporting supplemental-funded additional (above the base program) Science teacher at ESS.

This service, used on a school-wide basis at Emery Secondary School, is principally directed to and effective in meeting its goals for unduplicated pupils in the State Priority 2, Implementation of CA State Standards and the State Priority 4, Pupil Achievement because it provides greater opportunities for our unduplicated students to take a course that is Standards-aligned and satisfies University of California (UC) or California State University (CSU) entrance requirements.

Goal 1, Action 4:

A full time (above base) ELD teacher for high school and middle school students and fund a consultant to provide coaching support to teachers in grades 1-12.

This action is planned to be used on an LEA-wide basis. This service is principally directed to and effective in meeting its goals for unduplicated pupils in State Priority 2: Implementation of CA State Standards because it provides additional support from an ELD teacher in designated and integrated ELD and also because this action is geared towards improving the teaching practice and aligning it with the CA State Standards. Teachers will receive imbedded coaching in teaching English, especially in teaching writing. This assistance will improve the quality of instruction and will allow to provide scaffolded, differentiated support to our unduplicated student population.

Goal 1, Action 5: Provide professional development in QTEL for teachers who were not trained in the program yet to improve the quality of our English Language Development instruction for English Learners in new English Language Development standards. Ensure opportunities for collaboration between the ELD and the general education faculty.

This action will be implemented on an LEA-wide basis. It is principally directed to and effective in meeting its goals for unduplicated students in State Priority 2: Implementation of CA State Standards. QTEL strategies are effective in helping our English Learner (EL) population and will increase the access to disciplinary materials for the ELs.

Goal 1, Action 6: Continue the 25% supplemental/concentration funding to ensure that our special education teachers can provide supplementary differentiated service for general education students in need of intervention. This additional support will be principally directed to and effective in supporting the State Priority 2 to raise achievement of our African American students, English Learners (EL),

and low-income students.

Goal 1, Action 7: Provide training in differentiated instruction, culturally relevant pedagogy, and effective ELD strategies to ensure that the needs of English Learners, African American students (our lowest performing population), students with disabilities, students from low socio-economical background, Foster Youth are met. Continue using Instructional Rounds as a mutual accountability and collaboration tool to support these practices.

Participate in the Elementary Science Partnership, a collaboration between the Alameda County Office of Education and Cal State University, East Bay, to provide an intensive PD opportunity for educators in grades 3-5 focused on the CA NGSS and literacy integration, incorporating NGSS into practice and in learning more about project-based, inquiry infused practices that support all student populations.

Continue providing ERWC coaching support for middle school and high school teachers. These educators will engage in facilitated ongoing collaborative teacher inquiry around student learning with an explicit focus on struggling learners, including African American, Hispanic, EL and socio-economically disadvantaged students. This work will include review of data to improve student outcomes based on multiple pieces of evidence from multiple assessment sources. All these services are principally directed and effective in meeting the goals for State Priority 2.

Goal 1, Action 8: Continue repurposing the position of English Language Development Coordinator to better support low income and ELL students by working more directly with teachers and pushing more into classrooms.

Goal 1, Action 9: Continue to provide Advanced Placement science course for all students, including low income and ELL. Continue offering AP Calculus course. This action is principally directed to all of our students and is effective in meeting State Priority 4 – opportunities to complete courses that satisfy University of California (UC) or California State University (CSU) entrance requirements.

Goal 1, Action 10: Provide targeted academic intervention for struggling students during the intervention block and in after-school tutoring, TK-12. This plan also includes classes that prepare students for SAT/ ACT with additional support activities, such as Saturday SAT/ACT Academy, to ensure that students are ready for college. This action is principally directed and is effective in meeting the State Priority 4: Academic Achievement.

Goal 1, Action 12 (AMO 7, 8, 15, 16, 26) Employ the services of an EAOP counselor who will counsel ESS students in all aspects of college preparedness, targeting students who previously have been underserved in navigating pathways to college. This service is important to all students but is principally critical for our unduplicated populations who need even more guidance in how to navigate their learning and how to plan for college. Many of our English learners and the students from low socio-economical background do not have that support at home, so the access to an expert counselor becomes an equity issue; therefore this action is effective in meeting

State Priority 4.F by increasing the percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Goal 1, Action 15: Continue offering coding to middle school students for at least one quarter in 2018-2019 to prepare them for high school CTE technology classes and to support the development of the 21st Century skills. This instruction will be provided by the general education faculty who were trained by our technology coordinator. Provide coding instruction for Elementary Students and train the teacher who will lead this work. These services are directed to all of our student populations and are effective in meeting State Priority 4.F by increasing the percentage of pupils who participate in, and demonstrate college and career preparedness.

Goal 1, Action 16: The district will continue offering the AP Computer Science class in 2018-2019. In addition, the district will offer courses in Digital Photography 1 and 2 in response to students' interests. This will create a CTE sequence with the Publications as a capstone course. These courses will be principally directed to all of our student populations and will be effective in meeting State Priority 4 by preparing students better for college and career.

Goal 1, Action 19: Collaborate with Wareham and their partners to fund Aim High summer program in summer of 2020 for middle school students. This curriculum targets youngsters from low socio-economic backgrounds to prepare them for college and career. The program has a proved record of high academic and social impact on unduplicated students and thus has a high potential for being effective in meeting State Priority 4: Academic Achievement and State Priority 5: Student Engagement.

Goal 1, Action 20: In collaboration with the Teachers Development Group, provide intensive professional development and coaching for all EUSD elementary and middle school math teachers to strengthen their expertise in teaching Standards for Mathematical Practice and to enhance their use of best strategies in teaching of Standards-based mathematics in context of Eureka Math. This support will benefit academic achievement of all our learners with intentional focus directed towards the best instructional practice for teaching African American students, many of whom are low income, to close the achievement gap between this student group and the rest of their peers. These services will be principally directed to our unduplicated populations and effective in meeting State Priority 4.

Goal 1, Action 22: Offer an AP statistics class to ESS students. This will contribute to equity of educational opportunity for all of EUSD students, but especially for d populations who will be better prepared for college.

Action 23: Continue offering music instruction at Anna Yates Elementary on a rotating schedule – vocal music TK through three for one trimester and band instruction in grades four and five. This action is effective in meeting State Priorities 4 and 5.

24: Continue funding the after-school Homework Club and expand it beyond 3-5 grades. This action originated in response to parents' requests and the Homework Club will assist our EL, African American, low income, and Special Education students with additional support after school. The service is effective in meeting State Priority 4.

25: Fund a collaboration with a consulting company to create a data-driven intervention system with focus on African American students. The Partners will provide leadership coaching to institute Results-oriented Cycles of Inquiry with the goals of raising student achievement, closing achievement gap for African American students, improving attendance, and reducing the rate of suspensions/expulsions. This collaboration will be principally directed to all of our students, including the low income youngsters, and it will be effective in meeting State Priorities 4, 5, and 6.

27: Offer the new AP Language and Composition course at Emery Secondary School. This action will be principally directed to all of our populations, including the unduplicated students, and will prepare them better for college thus being effective in meeting State Priority 4.

28: Offer the new AP Government course at Emery Secondary School. This action will be principally directed to all of our populations, including the unduplicated students, and will prepare them better for college thus being effective in meeting State Priority 4.

29: Offer the new AP Chemistry course at Emery Secondary School. This action will be principally directed to all of our populations, including the unduplicated students, and will prepare them better for college thus being effective in meeting State Priority 4.

30: Collaborate with a math coaching group to strengthen district-wide mathematics instruction and to build teachers' capacity to provide rigorous and Standards-based mathematics learning opportunities to students. This work will include embedded coaching, professional development, and collaborative lesson planning with peer observations. This action will be principally directed to all of our populations, including the unduplicated students, and will prepare them better for college thus being effective in meeting State Priority 4.

Goal 2, Action 2: Use Illuminate's Data program to create benchmark assessments for grades 9, 10, TK-2 to inform ongoing instruction. License Illuminate's Data and Assessment System. This action is directed to all of our populations in the grades above and will be effective in improving instruction and raising student achievement, thus meeting the State Priority 4.

Goal 2, Action 3: Provide on-line reading and math intervention support for grades K-8 with IReady and other digital adaptive platforms. This type of individualized learning opportunities will assist our struggling learners and will help close achievement gap between African American, Hispanic, and low socio-economic student groups and the rest of the student population. This service will be effective in meeting State Priority 4.

Action 6: Offer a class for parents to enhance communication between parents and staff with the focus on the ways that parents can help their children with homework and with general learning skills and habits of mind. This action will be principally directed to the parents of all students and will be effective in meeting the State Priority 3 – Parent Engagement and State Priority 4 – Pupil Achievement.

Goal 2, Action 8: Provide iPads for the ELD Newcomers so that they can use this technology for translations during the general education classes and during the integrate ELD time. This action will be principally directed to English Learners and will be effective in meeting State Priorities 2 and 4.

Goal 3, Action 3: Continue to fund athletic director and adequate budget for uniforms and equipment. This action is directed to all students who are interested in participating and is effective in meeting State Priority 5: Pupil Engagement.

Goal 3, Action 4: Expand programming/staffing for students to interact, socialize and learn with focus on increasing equity and access for unduplicated students. This action is effective in meeting State Priority 5: Pupil Engagement.

Goal 3, Action 5: Fund the position of the Spanish speaking Bilingual Parent Outreach Coordinator. This action is principally directed to English Learners and those students who are ELs and low income, and it is effective in meeting the State Priority 3 – parent engagement.

Goal 3, Action 6; Provide structured play support by hiring PlayWorks to ensure greater engagement during recess, bullying prevention, and student mentoring. This will serve the social-emotional needs of unduplicated populations and our African American students, which will impact their ability to focus in class. According to the research from National Bullying Prevention Center, students with disabilities are particularly vulnerable to bullying, so structured play will help to protect and benefit this student group. This action is effective in meeting State Priority 5: Pupil Engagement.

Goal 3, Action 7: Fund a collaboration with a consulting firm to engage in professional development around equity, unconscious bias, and culturally relevant pedagogy to strengthen systemic approach to improvement and to close the achievement gap. This action is effective in meeting State Priority 4 and is principally directed to all of our students, including unduplicated populations.

Goal 3, Action 10: Continue funding small school model at Anna Yates by supporting autonomous middle and elementary schools with two school principals to promote greater equity, improve school climate, create closer personal connections between students and teachers, and improve student attendance and engagement. This action is effective in meeting State Priority 5: Pupil Engagement.

Addendum

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

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

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

Plan Summary

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

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

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

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

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

Goals, Actions, and Services

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

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

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

Location(s)

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

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

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – 10th State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

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

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

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

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;

- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

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

(b) “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).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "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).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

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

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?