

§ 15497. Local Control and Accountability Plan and Annual Update Template.**Introduction:**

LEA: Eastern Sierra Unified School District Contact (Name, Title, Email, Phone Number): Arik Avanesyans, Business Manager, Aavanesyans@esUSD.org,
760-932-7443 LCAP Year: 2014-2017

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

About Eastern Sierra Unified School District

Eastern Sierra is a small rural school district located exclusively in Mono County. The District has four K-8 schools and two high schools. We are a basic aide school by virtue of our low enrollment. Enrollment has declined precipitously over the past few years and as such the District has been forced to make difficult decisions. As a rural schools District we service communities in far reaching places throughout Mono County. 29% of our students are in some way connected to Federal or Indian Tribal housing. The cost of educating these pupils far outweighs the reimbursement offered by the Federal Government and is a major burden on our finances.

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents,

education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>Attended a LCAP workshop hosted by the county office of education on 01/09/2014. The Superintendent, Business Manager, and Administrators from ESUSD attended the workshop.</p>	<p>Allowed for a better understanding of how to construct an LCAP the County found acceptable.</p>
<p>Presented LCAP overview to all district administrators on 2/4/2014 and solicited their feedback about the process and proposed timeline.</p>	<p>Increase awareness of the LCAP and promoted outreach for parent involvement through Principal communication with the School Site Councils.</p>
<p>Held community forums throughout the District to allow for feedback from the community on the contents and construction of the LCAP. The Superintendent of ESUSD and County Office of Education attended each forum. Forums were held on 04/01/14 in Benton, 04/14/14 in Lee Vining, 05/06/14 in Coleville and on 05/20/14 in Bridgeport.</p>	<p>The forums ensured representation of all stakeholder groups that are reflected in the goals of the LCAP.</p>
<p>Public hearing scheduled for June 9th to solicit public comment on draft LCAP. The final draft of the LCAP is scheduled to be presented to the Board on June 18th for Board approval.</p>	<p>Finalize the process of approving the LCAP.</p>

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
<p>Need: The Williams case requires that teachers are appropriately assigned to their classes and properly credentialed in their subject matter.</p> <p>Metric: Results of the Williams Assignment Monitoring Report</p>	<p>Goal: CL 1</p> <p>Attain 100% compliance with the teacher assignment requirements of the Williams case each year.</p>	All Students	All Schools	TBD	100% Compliant	100% Compliant	100% Compliant	#1: Basic Services

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
<p>Need: The Williams case requires that students have access to standards-aligned instructional materials.</p> <p>Metric: Resolution on the sufficiency of Textbooks and Instructional Materials.</p>	<p>Goal: CL 2</p> <p>Attain 100% compliance with the instructional materials requirements of the Williams Case each year.</p>	All Students	All Schools	TBD	100% Compliant	100% Compliant	100% Compliant	#1: Basic Services #2: Implementation of State Standards
	<p>Goal: CL 3</p> <p>Attain overall facility ratings of "good" or "exemplary" repair for 100% of schools each year.</p>	All Students	All Schools	TBD	100% in good or exemplary repair	100% in good or exemplary repair	100% in good or exemplary repair	#1: Basic Services

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
<p>Need: In alignment with the State of California's adoption of new academic standards, ESUSD must fully implement "Common Core"</p> <p>Metric: Common Core implementation report to the Board on a semi-annual basis.</p>	<p>Goal: CL 4 Fully implement the Common Core State Standards by the 2015 – 2016 school year.</p>	All Students	All Schools	TBD	50% of all K-12 classes	100% of all K-12 classes	100% of all K-12 classes	<p>#2 Implementation of State Standards</p> <p>#7 Course Access</p>
<p>Need: Students need greater access to two-year and four-year colleges upon graduating from High School.</p> <p>Metric: Percentage of high school graduates who enroll in a two-year or four-year college</p>	<p>Goal: PO 1 Increase the percentage of high school graduates who enroll in a two-year or four-year college by 5% annually.</p>	High School Graduates	High Schools	TBD	Baseline to be determined.	Baseline + 5%	Baseline + 10%	<p>#4: Pupil Achievement</p> <p>#8: Other Pupil Outcomes</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
<p>Need: English Learners must acquire sufficient language proficiency and achieve high academic success in accordance with ESUSD's rigorous standards.</p> <p>Metric: Percentage of English Learners who are re-designated to "Fluent English Proficient"</p>	<p>Goal: PO 2</p> <p>Each year, increase the re-designation rate to a level above the state average.</p>	English Learners	All Schools	TBD	Above State Average	Above State Average	Above State Average	<p>#4: Pupil Achievement</p> <p>#8: Other Pupil Outcomes</p>
<p>Need: Parents must play an increasingly meaningful role in school decision-making processes and programs that support student achievement.</p> <p>Metric: Percentage of parents who express satisfaction with their opportunities to participate in school decision-making processes and programs, based on surveys from ESUSD.</p>	<p>Goal: EN 1</p> <p>Increase the percentage of parents of who express satisfaction with their opportunities to participate in school decision-making processes and programs by at least 5%.</p>	All Students	All Schools	TBD	Baseline to be determined.	Baseline + 5%	Baseline + 10%	<p>#3: Parent Involvement</p> <p>#5: School Climate</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
<p>Need: Regular and prompt attendance is vital to raising student achievement.</p> <p>Metric: Average Daily Attendance</p>	<p>Goal: EN 2</p> <p>Achieve an average attendance rate of 97% for all schools.</p>	All Students	All Schools	TBD	Maintain or improve on current ADA % at all schools.	Maintain or improve on current ADA % at all schools.	Maintain or improve on current ADA % at all schools.	#5: Pupil Engagement
<p>Need: Students must remain engaged in school so that they can graduate and prepare for college and careers.</p> <p>Metric: Cohort high school dropout rate</p>	<p>Goal: EN 3</p> <p>Decrease or maintain high school dropout rate</p>	9 th – 12 th Grade Students	High Schools 9 th 10 th 11 th 12 th	TBD TBD TBD TBD	Maintain or improve the % of students who dropout.	Maintain or improve the % of students who dropout.	Maintain or improve the % of students who dropout.	#5: Pupil Engagement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
<p>Need: In 2012 – 2013, ESUSD had a graduation rate of approximately 100%</p> <p>Metric: High school graduation rate.</p>	<p>Goal: EN 4</p> <p>Maintain the high school graduation rate at 100%</p>	12 th Grade Students	High Schools	TBD	Maintain or improve on graduation rate.	Maintain or improve on graduation rate.	Maintain or improve on graduation rate.	#5: Pupil Engagement
<p>Need: Academic excellence requires students to attend class regularly, and suspensions by definition remove students from class.</p> <p>Metric: Percentage of Students who are suspended.</p>	<p>Goal: EN 5</p> <p>Each year, lower or maintain the suspension rate</p>	All Students	<p>All Schools</p> <p>K – 8th</p> <p>9th – 12th</p>	<p>TBD</p> <p>TBD</p> <p>TBD</p>	Maintain or improve on % of suspended students.	Maintain or improve on % of suspended students.	Maintain or improve on % of suspended students.	#6: School Climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
<p>Need: Students, parents, and staff members must feel that their school is safe and conducive to learning.</p> <p>Metric: Results of the school culture and climate survey from ESUSD.</p>	<p>Goal: EN 6</p> <p>Increase the student, parent, and staff member results of the school culture survey by at least 5% annually.</p>	<p>All students</p> <p>Parents</p> <p>Staff Members</p>	<p>All Schools</p> <p>All Schools</p> <p>All Schools</p>	<p>TBD</p> <p>TBD</p> <p>TBD</p>	<p>Baseline to be determined.</p>	<p>Baseline + 5%</p> <p>Baseline + 5%</p> <p>Baseline + 5%</p>	<p>Baseline + 10%</p> <p>Baseline + 10%</p> <p>Baseline + 10%</p>	<p>#6: School Climate</p>

Section 3: Actions, Services, and Expenditures

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

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will

serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

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

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
<p>Conditions of Learning (CL) Goals: 1,2,3,4</p> <p>Pupil Outcomes (PO) Goals: 1,2</p> <p>Engagement Goals (EN): 2,3,4,5,6</p>	<p>Priority: #1 Priority: #2 Priority: #4 Priority: #5 Priority: #6 Priority: #7 Priority: #8</p>	<p>Instruction</p> <p>ESUSD believes that classroom instruction is vital to student achievement, particularly with the implementation of the Common Core State Standards. Teachers and students are expected to spend more time exploring the most important topics in greater depth. In addition, teachers must help students to develop deeper understanding of key concepts and apply their knowledge to real-world situations. Specific instructional shifts in English Language Arts and Mathematics are being cultivated district wide over several years, along with new Smarter Balanced assessments that measure the Common Core State Standards and support students with their preparations for college and careers.</p> <p>The actions and services in this section include:</p> <ul style="list-style-type: none"> Teachers 	<p>LEA – Wide</p> <p>Certificated Salaries</p> <p>Certificated Fringe Benefits</p> <p>Title II, Part A</p>	<p>N/A</p>	<p>\$2,513,795</p> <p>\$888,668</p> <p>\$29,651</p>	<p>\$2,734,297</p> <p>\$915,328</p> <p>\$29,651</p>	<p>\$2,974,540</p> <p>\$942,787</p> <p>\$29,651</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
<p>Conditions of Learning (CL) Goals: 1,2,3,4</p> <p>Pupil Outcomes (PO) Goals: 1,2</p> <p>Engagement Goals (EN): 1,2,3,4,5,6</p>	<p>Priority: #1 Priority: #2 Priority: #3 Priority: #4 Priority: #5 Priority: #6 Priority: #7 Priority: #8</p>	<p>Instruction-Related Services</p> <p>The quality of classroom instruction is dependent upon the content knowledge, skills, and belief systems of teachers. Such teacher characteristics are developed through a wide array of instruction-related services, which span from pre-service preparation programs, through induction processes, through curricular support, through ongoing professional development, through regular collaboration with colleagues. They also involve instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement.</p> <p>The actions and services in this section include:</p> <ul style="list-style-type: none"> • Principals • Site staff non-academic 	<p>LEA – Wide</p> <p>Certificated Admin Salaries</p> <p>Certificated Admin Fringe Benefits</p> <p>Classified Site Salary</p> <p>Classified Site Fringe Benefits</p>	<p>N/A</p>	<p>\$341,198</p> <p>\$79,895</p> <p>\$740,556</p> <p>\$531,812</p>	<p>\$351,443</p> <p>\$82,291</p> <p>\$759,069</p> <p>\$545,107</p>	<p>\$361,986</p> <p>\$84,759</p> <p>\$778,045</p> <p>\$558,734</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
<p>Conditions of Learning (CL) Goals: 1,2,3,4</p> <p>Pupil Outcomes (PO) Goals: 1,2</p> <p>Engagement Goals (EN): 1,2,3,4,5,6</p>	<p>Priority: #1 Priority: #2 Priority: #3 Priority: #4 Priority: #5 Priority: #6 Priority: #7 Priority: #8</p>	<p>Pupil Services, Ancillary Services, and Community Services</p> <p>ESUSD Strives to ensure that all students graduate from high school with as many options as possible. We integrate key district wide efforts to expand postsecondary opportunities, namely college and career awareness, parent outreach, enhanced counseling, and targeted interventions, among many others. More broadly, ESUSD supports the personal and intellectual success of every student, every day. It provides targeted services that relate to academic, behavioral, social-emotional, health, psychological, and other needs.</p> <p>Pupil Services</p> <ul style="list-style-type: none"> • Counselors • Transportation <p>Ancillary Services</p> <ul style="list-style-type: none"> • Sports 	<p>LEA – Wide</p> <p>Counselor Salary</p> <p>Counselor Fringe Benefits</p> <p>Transportation Total Cost</p> <p>Athletics Total Cost</p>	<p>N/A</p>	<p>\$58,767</p> <p>\$25,392</p> <p>\$611,214</p> <p>\$35,000</p>	<p>\$60,236</p> <p>\$26,026</p> <p>\$611,214</p> <p>\$35,000</p>	<p>\$61,741</p> <p>\$26,676</p> <p>\$611,214</p> <p>\$35,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
<p>Conditions of Learning (CL) Goals: 1,2,3</p> <p>Pupil Outcomes (PO) Goals: 1,2</p> <p>Engagement Goals (EN): 1,2,3,4,5,6</p>	<p>Priority: #1 Priority: #2 Priority: #3 Priority: #4 Priority: #5 Priority: #6 Priority: #8</p>	<p>General Administration and Other Services</p> <p>ESUSD's administrative departments exist to support schools in providing a outstanding education to all students. They are structured to enhance the instructional, pupil, ancillary, and community services, with clear lines of authority and accountability. ESUSD employs more than 100 people (making it one of the largest employers in Mono County).</p> <p>General Administration</p> <ul style="list-style-type: none"> • Business Services • Facilities • Executive Staff • Human Resources <p>Plant Services</p> <ul style="list-style-type: none"> • Operations • Maintenance 	<p>LEA – Wide</p> <p>Admin and Support Salaries, Off-site</p> <p>Admin and Support Fringe Benefits, Off-site</p> <p>Maintenance and Operations</p>	<p>N/A</p>	<p>\$640,547</p> <p>\$446,341</p> <p>\$1,107,000</p>	<p>\$659,763</p> <p>\$457,499</p> <p>\$1,107,000</p>	<p>\$679,555</p> <p>\$468,936</p> <p>\$1,107,000</p>

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
For English learners and redesignated fluent English proficient pupils:							
Conditions of Learning (CL) Goals: 1,2,3,4 Pupil Outcomes (PO) Goals: 1,2 Engagement Goals (EN): 1,2,3,4,5,6	Priority: #1 Priority: #2 Priority: #3 Priority: #4 Priority: #5 Priority: #6 Priority: #7 Priority: #8	Provide support to English Learners and their families. These efforts include translation/interpretation services, California English Language Development Test (CELDT) administration, parent involvement, and technical assistance to schools, among many others. Provide families with strategies to support their child’s education at home and deliver these resources through multiple venues, including parent forums, online communication, and hard copies. Also, ESUSD is in the process of expanding opportunities for parents to understand and support what is happening at schools.	LEA – Wide	N/A			
			Direct Services to English Learners		\$53,282	\$53,282	\$53,282
			Title I, Part A		\$74,348	\$74,348	\$74,348
			Title III, Part A		\$7,337	\$7,337	\$7,337

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Other Services for Students, Families, Staff, and Schools							
Pupil Outcomes (PO) Goals: 1,2 Engagement Goals (EN): 1,2,3,4,5,6	Priority: #3 Priority: #4 Priority: #5 Priority: #6 Priority: #8	Provide summer programs to extend learning opportunities for students in key academic areas. <ul style="list-style-type: none"> • Summer school at the High School level consisting of credit recovery. • Elementary and Middle school medication during summer school 	LEA – Wide Certificated Salary	N/A	\$13,291	\$13,291	\$13,291

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

ESUSD does not stand to see an increase in funds from the state to provide services beyond what is already being provided to low income, foster youth, and English learner pupils. Local revenue is the sole source of income for ESUSD and as such all services provided by ESUSD using local revenue impact all students either directly or indirectly.

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

All goals, actions, and services contained in the LCAP will benefit the targeted student populations. Some services will be more direct than others. ESUSD plans to spend \$53,300 on aides, keeping in line with the Economic Impact Aide funds received in 2012-2013. The aides are assigned exclusively to English Learners. In addition to Economic Impact Aide funds, the District has allocated \$74,348 in Title I, Part A funding to go directly to supporting English Learners. Title I, Part A funding is used exclusively for English Learners and provides instructional aides and supplies for these pupils. The services for unduplicated pupils should be improved by 32% calculated pursuant to 5 CCR 15496(a). The proportionality percentage is met by the services provided to unduplicated pupils. Unduplicated pupils are a majority of ESUSD students and as such account for a percentage larger than the proportionality percentage. In effect unduplicated pupils receive over 50% of the services provided by the District in all areas. The District currently has No increase is planned beyond the Economic Impact Aide allocation as no increase

in funding was provided to ESUSD through the implementation of the Local Control Funding Formula.

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