

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Eastern Sierra Unified

Contact Name and Title

Don Clark

Superintendent

Email and Phone

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2017-20 Plan Summary

The Story

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

Eastern Sierra Unified is a small, rural and remote school district serving approximately 377 students. Made up of four separate and geographically dispersed communities, ESUSD is committed to serving its students in as personal a way as possible. The district recently completed a comprehensive Strategic Plan which was written with a large amount of parent, teacher and community member input. This Plan reflects the strong values of the community and centers around the ideas of integrity, honesty, hard work and dedication. Many families in three of the district's communities (Lee Vining, Bridgeport and Benton) are multi-generational residents of the area. The fourth community (Coleville/Walker) is dominated by military families, who only stay in the area for three years at a time. The district has been experiencing declining enrollment, however they continue to be a Basic Aid district due to the level of property taxes. The individual school sites do not have the number of students to be eligible for data reporting in many of the subgroup areas. It is of note that with this small of a district, one student's score or one student's suspension could skew the data abnormally. The district's dashboard data is therefore taken with a bit of a grain of salt. Data kept by site administrators in various areas of state indicators will be referred to in this document from time to time, in favor of the dashboard data. The District's greatest priority is improving Math instruction and students' Math scores. The District will continue to have this as an area of focus during the upcoming school year. Stakeholders' input was complimentary of the District's distance learning program, but mentioned wanting to have additional instructional assistant help among other resources added to the District program. The District enjoys a collaborative and positive relationship with the County Office of Education, as well as with its Stakeholders.

LCAP Highlights

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

The district adopted the Eureka Math program in this last year.

Teachers all participated in regular grade level meetings which focused on Eureka Math implementation, ELD Resources, and reviewing of district benchmark assessments.

Distance learning opportunities for students increased.

Parents and community members participated in regular engagement meetings with the district Superintendent.

Students were provided opportunities for after school archery and cross-country programs.

The district had a "green" color in the area of suspension rates and three of four elementary schools had a "blue" color for suspension rates.

The district continued to support pre-school education by implementing pre-school classrooms on two of its school sites (Benton and Bridgeport).

Review of Performance

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

Greatest Progress

The District was most successful in the area of suspensions and of graduation rate. The District was in the "Green" category for Suspension Rates (K-12). Although the District was in the "Orange" category for Graduation Rate, the District anticipates having approximately a 96% graduation rate at the end of the 2016- 2017 school year. District aims to improve on this data in the coming year, as appropriate student behavior and students who exemplify integrity are major components of the District's Strategic Plan and core value system. The local community involvement in each of the four school site areas is impressive, with community members playing a large role in offering enrichment, mentoring, interning and fundraising opportunities.

Referring to the LCFF Evaluation Rubrics, 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

It must be noted that due the small the numbers of students in the ESUSD, the dashboard data is not as

comprehensive as would be the case in larger districts. According the Fall, 2017 dashboard data, ESUSD was in the "red" category in the area of English Learner Progress. This was the only red area for the whole district. Progress in English Language Arts and Math both showed "orange" categories for the whole district.

The district has been working on their use of ELD strategies to not only improve these strategies but to implement them more consistently across the district as a whole. The district implemented Eureka Math and is in their second year of implementation

Referring to the LCFF Evaluation Rubrics, 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

In reviewing the 2017 dashboard, it appears that there are limited performance gaps between subgroups and the district's data as a whole. The one area where there is a discrepancy is the American Indian group has a "red" rating in the area of suspensions, while the district data shows "orange". That said, it should also be noted that this is a small sample group and the suspension of only one student could possibly throw the district and the subgroup into this "red" area.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved Services

The district will continue to work diligently to improved its services for unduplicated count students. Over the past year, professional development was provided to teachers in the area of English Language Development and this work discussed at grade level team meetings. Further, the district's "orange" rating in both LEA and Mathematics was another focus of professional development, particularly math.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

The total General Fund Budget for the 2017/2018 year is \$10,080,157. The 2018/2019 budget is not yet adopted, but is anticipated to be approximately \$10,200,000.

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

Budgets for LCAP actions and services total approximately \$600,000.

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Most salaries and plant operations and facilities related costs are not included in the LCAP.

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

LCFF revenues are projected to be approximately \$8,174,000.

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

All students will be engaged in an innovative, challenging, and standards aligned learning environment in safe, clean facilities to prepare them for college and/or career beyond high school.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

1A. 100% of teachers will be appropriately assigned.
1B and 1C. District will continue record of having 0 Williams complaints.

Actual

Both outcomes were fully met.

Expected

2A. 75% of teachers will implement CCSS and ELD standards.
 4A. SBAC Math Assessment scores will increase by a minimum of 3 points.
 4D. 50% of students score at Advanced or Early Advanced on CELDT.
 7A. At least 30 students will take A-G classes.

8. At least 55 students will attend after school intervention programs.
 8. 80% of students will perform at proficiency on district benchmark assessments.

Actual

2A. Goal met as evidenced by principal/Superintendent walkthroughs.
 4A. Outcome not known at this time, as district has only just completed SBAC testing.
 4D. This goal will be changed in light of the state's change from CELDT to ELPAC assessment tool.
 7A. This was completed; all students took English which is an A-G class. 100% of high school students took at least one A-G class.

8. More than 55 students attended after school intervention programs. Regarding the proficiency on benchmark assessments, the exact % of students is yet to be determined. However, the teacher anecdotal interviews indicate that this goal was achieved.

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

District will continue to recruit, employ and retain highly qualified teachers who are appropriately assigned to their grade level and/or subject area.

This action was completed.

\$526, 037 from LCFF supplemental and concentration funds

\$526, 037 from LCFF supplemental and concentration funds was used to specifically support the needs of unduplicated pupils by providing one additional teacher at each school site to help reduce class sizes, minimize the need for triple graded classrooms and ensure appropriately credentialed teachers in every subject area at our small high schools.

Action 2

Planned Actions/Services

District will provide all students with standards aligned instructional materials for Math and will examine new ELA materials during the 2017 - 2018 school year.

Actual Actions/Services

The district completed its adoption of the Eureka Math curriculum. However, the examination of new ELA materials was postponed.

Budgeted Expenditures

\$35,000 from EPA

Estimated Actual Expenditures

\$22,949 from EPA and Restricted Lottery was used to provide all needed books and supplies for Eureka Math. Restricted Lottery funds continue to be set aside for future curriculum adoptions.

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

All Math teachers will receive specific training in the Eureka Math program.

This action was completed.

\$28,000 from Title II

This training was completed in June 2017 for a total cost of \$30,465 from Title II funds.

Action 4

Planned Actions/Services

Teachers will receive training in ELD strategies for the purpose of improving ELD instruction of EL students.

Actual Actions/Services

Training was provided by MCOE during grade level team meetings.

Budgeted Expenditures

\$23,587 from Title II; Budget code 4035

Estimated Actual Expenditures

\$20,598 from Title II funding.

Action 5

Planned Actions/Services

District will provide opportunities for EL and low-performing students to receive tutoring during after school intervention programs.

Actual Actions/Services

This action was completed.

Budgeted Expenditures

\$79,893 from ASES/Supplemental and Concentration funds; Budget code 6010

Estimated Actual Expenditures

\$77,624 from ASES/Supplemental and Concentration funds; Budget code 6010.

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

District will provide distance learning classes in order to give students access to a broader course of study, as well as concurrent enrollment opportunities.

There were a few students enrolled in concurrent enrollment classes.

\$1,000 from LCFF

\$998 from the College Readiness Block Grant (CRBG) was spent on textbooks for students enrolled on on-line and college courses; budget code 7338.

Action 7

Planned Actions/Services

District will continue to provide safe, clean, and properly maintained school facilities and learning environments for all students.

Actual Actions/Services

This action was accomplished.

Budgeted Expenditures

\$360,133 from LCFF; Site Maint. Staff

Estimated Actual Expenditures

\$410,405 from LCFF; Site Maint. Staff

Action 8

Planned Actions/Services

District will provide vertical articulation meeting opportunities for teachers to better align the new Math curriculum.

Actual Actions/Services

This action was accomplished as facilitated by MCOE staff.

Budgeted Expenditures

No Cost.

Estimated Actual Expenditures

None.

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 actions planned for the 2017 -2018 school year were accomplished. The few actions that were not accomplished were: the examination of new ELA materials and the provision of distance learning and concurrent enrollment classes. The district decided to put more emphasis on fully and appropriately implemented the Eureka Math curriculum rather than jumping into looking at new ELA curriculum. With respect to the distance learning classes, there was simply no administrator with the time to pull this together.

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

The actions and services that were accomplished are appropriately aligned with the articulated goal. In some cases, the level of effectiveness is yet to be determined as that will be determined by the students' test scores. These actions, services and goal also align with the district's Strategic Plan which is a document the district considers to be it's first level of accountability.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Site maintenance costs increased above the planned amount due to the costs for substitutes and overtime being added to the amount including in the accounting for this item.

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.

This goal and associated actions and services will be largely unchanged as the district moves into the 2018 - 2019 school year. There will continue to be a focus on the monitoring of instruction throughout the district and a focus on the district providing A - G classes and concurrent enrollment opportunities. Given the district's "orange" ranking on the Dashboard for ELA and Math achievement, it will be a priority for the district to try to improve in

these areas.

Goal 2

Maintain a high rate of attendance and positive students attitudes towards school and education so that students may attain a high level of integrity in alignment with the district's values and culture.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected

- 5A. 95% attendance rate will be maintained or exceeded.
- 5A/5B. No students will be invited to SARB hearings.
- 5C/5D. Middle and High School drop out rates will decrease to (or be less than) 2%.
- 5E. 97% of high school students will graduate.

- 6A/6B. Maintain zero expelled students.
- 6C. Principals were to collect data regarding student participation in community service.

Actual

- 5A. The district's attendance rate (at time of writing this update) is: 93.9% according to the Aeries system.
- 5A/5B. The district had two students invited to SARB this year.
- 5C/5D. The district had 0 students drop out of school at the time of writing this update.
- 5E. The district's projected graduation rate is 100%.

- 6A/6B. The district had four expelled students this year.
- 6C. This was not accomplished.

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

District will continue to utilize the SARB process to intervene with students (and parents) if poor attendance becomes an issue.

Actual Actions/Services

The district did participate in the SARB process this year. 0 students were identified for an invitation to SARB until April of the school year, at which time 2 students were invited to SARB. Both invited students and their parents participated in the process.

Budgeted Expenditures

NO COST

Estimated Actual Expenditures

NO EXPENSE

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Counseling services will be provided by district and by MCOE for students who are at-risk of failing and/or who demonstrate emotional difficulties or undue stress.

One student at Antelope Elementary School received counseling services this year and 2 students attending the Lee Vining Schools had counseling services. All high school students at-risk of failing met with the district guidance counselor and their parents.

NO COST

NO EXPENSE

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

District will participate in the 2017 Healthy Kids Survey to determine the students' level of safety and connectedness at school.

The CA Healthy Kids Survey was completed in the Fall of 2017. It is typical that the results of this survey are not published until the following Fall.

NO COST

NO EXPENSE

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

District will continue to offer AVID classes to assist with increase of students graduating high school.

This only happened at Coleville High School this year. 11 students participated, 9 girls and 2 boys. At the time of writing this Annual Update the students were on their college visitation trip.

\$19,844 from College Readiness Grant - CRBG

\$6,774.29 from College Readiness Block Grant (CRBG)

Action 5

Planned Actions/Services

District will work with local Chambers of Commerce to develop community service projects for high school students. Principals will collect data regarding the number of students who successfully participate.

Actual Actions/Services

This did not happen this year. Upon review the district administration felt this would be more appropriate for the middle school/jr. high school students, but no actions were taken.

Budgeted Expenditures

NO COST

Estimated Actual Expenditures

NO EXPENSE

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.

Of the actions and services listed, most were successfully accomplished. The actions were aligned to both the stated goal, as well as the district's strategic plan. The district's graduation rate is expected to be 100% and the district continued to participate in the SARB process.

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

In most cases, the actions and services were effective in helping the district achieve this goal. In the case of building a community service program, this action was not accomplished as the administration (following further discussion) felt this was better suited for another age level.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Approximately 2/3 of the funds planned for AVID were not spent. Although AVID training was completed for staff at both LVHS and CHS, AVID was fully implemented at only CHS.

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.

Although there will not be any changes to the stated goal, there will be changes to the actions and services, as some actions have been accomplished and some, following discussion have been determined to need tweaking. The dashboard indicates that the district is "red" in the area of suspensions, particularly in the Native American subgroup. This is likely due to the small number of students in this subgroup. Even if only one or two students get suspended, it triggers the "red" color because overall district numbers are small.

Goal 3

To promote opportunities for parent and community involvement in matters related to the educational success of all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 8

Local Priorities:

Annual Measurable Outcomes

Expected

3A/3B/3C. Attendance at each parent event will increase by 5%.
3A. District will increase use of Spanish to better communicate with Spanish speaking parents.
3B. District will hire a Bilingual Community Liaison and collect data on the number of personal contacts with families.

Actual

3A/3B/3C. Attendance at parent events increased at an uneven rate, with some events having near 90% parent participation and others (such as the Community Forums) not showing any increase over last year.
3A. Volunteers helped with translation and interpretation throughout the school year.
3B. The district did not hire a Bilingual Community Liaison, as nobody applied for the position, despite multiple opportunities to offer the position.

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

With assistance from MCOE, District will provide translators at all parent teacher conferences.

Actual Actions/Services

Translators were provided for conferences and for IEP meetings as needed.

Budgeted Expenditures

\$24,338 from LCFF: Reference LIAS

Estimated Actual Expenditures

\$24,338 from LCFF: Reference LIAS

Action 2

Planned Actions/Services

District will upgrade and improve website to include information (e.g. regarding graduation requirements). Current communication methods will continue to be implemented. Text messaging will also be employed as a communication method.

Actual Actions/Services

The district's website was not upgraded due to feedback from staff that it was not a primary means of communicating with our stakeholders. Text messaging was used extensively this past year at all sites. It is the primary means of communicating with our stakeholders for brief messages.

Budgeted Expenditures

No Cost

Estimated Actual Expenditures

No Expense

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Principals will collect attendance data at Back to School Nights, Parent-Teacher conferences, and Open House events. A survey will be sent to parents to measure their satisfaction with the events they attend. Surveys from parents will be analyzed and events adjusted accordingly.

Data was collected for the nights listed above.
No survey was sent, as one was not created.

No Cost

No Expense

Action 4

Planned Actions/Services

Create a community service requirement for high school students to engage them in the community with local businesses/residents.

Actual Actions/Services

Each of our community liaisons created at least 8 community partnerships for all students to better engage with their local businesses and residents.

Budgeted Expenditures

\$24,338 from LCFF: Reference LIAS

Estimated Actual Expenditures

\$24,338 from LCFF: Reference LIAS

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

District will hire a Bilingual Community Liaison, as this was a priority of parents and will facilitate better integration of the Hispanic parents into the community.

This was not accomplished despite multiple attempts to fly a position. The district will continue to seek a person for this position and MCOE is still willing to cover that cost.

No Cost

No Expense

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Students will be involved in "place-based" educational classes.

Goal fully met.

No Cost

No Expense

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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.

The actions and services written for this goal were rather hit or miss. No Bilingual Community Liaison was hired, as no one applied for the position. Some of the school events were very well attended by parents and other were not. In the case of the Community Forums that are held in each district community two times per year, one could make the assumption that since things are going well and parents/students are happy, there is no need to attend these events. Regarding the community service requirement, at least 8 community partnerships for all students to better engage with their local businesses and residents. Text messaging was used extensively for communication with parents and this has been deemed a successful strategy.

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

The overall intent of the goal was, for the most part, met, even though the contributing actions/services might have missed the mark in some respects.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences in this category.

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.

While this goal will remain the same for the 2018 - 2019 school year, the actions and services are likely to be much different and be better aligned to the intent of the goal. The action regarding the website will be dropped for next year, as it was determined not to be an effective communication method.

Stakeholder Engagement

LCAP Year: 2018-19

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?

The LEA consulted with the following stakeholders: parents, teachers, Board Members, administrative staff, classified staff, students and community members.

Administrative meetings were held:

Grade level team meetings where LCAP was discussed:

Community Forum meetings were held: EBES: Sept. 25, Feb. 12; BES: Oct. 3, Mar. 25, AES: Oct. 9, Mar. 12; LVES: _____, _____

Board meetings:

Impact on LCAP and Annual Update

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

Input gathered at the meetings listed above was used to determine whether actions and services in the 17 - 18 school year were successful or if they needed to be changed. Input was also used to determine new actions and services that must be included in the upcoming year's plan.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged

Goal 1

All students will be engaged in an innovative, challenging, and standards aligned learning environment in safe, clean facilities to prepare them for college and/or career beyond high school.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7, 8

Local Priorities: District will use benchmark assessments to determine students' progress throughout the school year.

Identified Need:

Teachers must be appropriately assigned. State standards must be implemented for all students. Students must have access to a broad course of study (e.g. A-G classes and CTE classes). All facilities must be safe, well-maintained to best support students' learning.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Data from Human Resources
Principal/Superintendent monitoring through classroom observations.
SBAC Math and ELA assessments/CA Dashboard
Number of students taking A - G classes
Number of students attending after school intervention classes
District benchmark assessment data
Williams Complaint Reports

100% of students will be appropriately assigned.
60% of teachers will implement Common Core Standards.
Decline of 9.2 on SBAC Math Assessment (2017)
Decline of 6.8 on SBAC ELA Assessment (2017)
27 students took A - G classes in 16-17.
At least 50 students will attend after school intervention classes.
70% of students will preform at proficiency on district benchmark assessments.
0 Williams Complaint Reports have been filed with the district.

N/A

100% of students will be appropriately assigned.
85% of teachers will implement CCSS according to principal/superintendent observations.
SBAC Math Assessment scores will increase by 5 points.
SBAC ELA Assessment scores will increase by 5 points.
34 students will take A - G classes.
50 students will attend after school intervention classes.
85% of students will preform at proficiency on district benchmark assessments.
0 Williams Complaints will be filed.

100% of students will be appropriately assigned.
90% of teachers will implement CCSS according to principal/superintendent observations.
SBAC Math Assessment scores will increase by 5 points.
SBAC ELA Assessment scores will increase by 5 points.
36 students will take A - G classes.
45 students will attend after school intervention classes.
88% of students will preform at proficiency on district benchmark assessments.
0 Williams Complaints will be filed.

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

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

District will employ highly qualified teachers who are appropriately assigned to their grade level and/or subject area.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$541,818	
Source	N/A	LCFF	
Budget Reference	N/A	LCFF Calculation Spreadsheet	

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

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

N/A

Principals and Superintendent (with assistance from MCOE Asst. Supt. of Ed.Services) will monitor use of Eureka Math materials and provide assistance to teachers in need of additional support.

District will continue to monitor consistency and fidelity in implementation of Eureka Math curriculum. District will begin to investigate new ELA materials.

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

N/A

No added cost for instructional supervision. \$5,000 will be budgeted for possible Eureka Math training updates.

No added cost for instructional supervision. \$5,000 will be budgeted for possible Eureka Math training updates and \$2,000 for teacher substitutes for planning meetings for ELA curriculum search

Source

N/A

Title II

Eureka Math: Title II; ELA Planning: General Funds

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	Resource 4035 TIIA	Resource 4035 TIIA; ELA: Mgt Code STPL

Action #3

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

Students to be Served	Location(s)
N/A	N/A

OR

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

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

Actions/Services

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

ELD Training will continue as needed, as determined by administration observations and teacher requests.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$20,000 is budgeted for this purpose, representing 1/2 of the total Training and Support package the district is purchasing from MCOE.	
Source	N/A	Title II	
Budget Reference	N/A	Resource 4035, TIIA	

Action #4

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

Actions/Services

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

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

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

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Provide English Learners and Low Performing students with after school tutoring.

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

5,600

Source

N/A

Title I

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	TTL1	

Action #5

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

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

N/A

District will ensure that students are offered A - G classes and a broad course of study, including concurrent enrollment opportunities.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	To support our ability to provide A-G classes while providing added support to unduplicated pupils, each High School is staffed with one additional teacher, beyond the number called for in the CDE Necessary Small Schools calculation. The budgeted cost for these added high school teachers is \$197,770. College tuition for concurrently enrolled students is free. The district supports these enrollments through the purchase of required college textbooks. \$1,000 is budgeted for this purpose.	
Source	N/A	Added teacher costs are supported through general LCFF sources. College textbooks are purchased using College Readiness Block Grant funds.	

N/A

District will continue to provide safe, clean learning environments at all campuses.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$411,368	
Source	N/A	LCFF	
Budget Reference	N/A	2200-MAIN	

Action #7

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

Students to be Served

Location(s)

Specific Student Groups, Pre-School students

Specific Schools, Benton and Bridgeport

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

N/A

District will continue to support pre-school education by implementing pre-school classrooms on its Benton and Bridgeport campuses. District will assist in facilitating vertical articulation discussions between pre-school and Kindergarten teaching staff.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Amount

N/A

\$278,000 is budgeted for preschool operations. \$250,000 is planned to be Federally supported through a Community Development Block Grant (CDBG) which is currently awaiting approval. \$28,000 will be funded through the CDE State Preschool Program.

Year	2017-18	2018-19	2019-20
Source	N/A	State Preschool and CDBG funding	
Budget Reference	N/A	SPRE, CDBG	

Action #8

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

Students to be Served

Location(s)

All Students, Specific Student Groups, High School Students

Specific Schools, Lee Vining High School and Coleville High School

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

N/A

2018-19 Actions/Services

Master Schedules at both high schools will include both online and distance learning course offerings. Online courses at both high schools will be explored for potential vocational options.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$1,500	
Source	N/A	College Readiness Block Grant	
Budget Reference	N/A	4100-CRBG	

Action #9

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

N/A

Math Intervention programs will be implemented:
 K-3 - iReady
 4th - 8th - iReady
 9th - 12th - Khan Academy
 Professional Development for staff members facilitating the intervention programs will be provided by the intervention vendors.

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	N/A	\$15,000	
Source	N/A	LCFF	
Budget Reference	N/A	5840-TECH	

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

Unchanged

Goal 2

Maintain a high rate of attendance and positive student attitudes towards school and education so that students may attain a high level of integrity in alignment with the district's values and culture.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

Local Priorities:

Identified Need:

Students must attend school in order to learn.
Student must feel connected and demonstrate a positive attitude towards learning in order to be successful.
Students' individual educational and emotional needs must be met.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

<p>Aeries attendance data to track student attendance rates and middle/high school drop out rates. School Attendance Review Board (SARB) invitation records. High School graduation numbers.</p>	<p>95% attendance rate will be maintained or exceeded according to Aeries data (5A) 0 students will be invited to attend SARB meetings (5A/5B) Drops out rates at middle and high school levels will decrease to, or will be less than 3% (5C/5D) 96% of high school students will graduate with a diploma (5E)</p>	<p>N/A</p>	<p>95% attendance rate will be maintained or exceeded according to Aeries data (5A) 0 students will be invited to attend SARB meetings (5A/5B) Drops out rates at middle and high school levels will decrease to, or will be less than 1% (5C/5D) 98% of high school students will graduate with a diploma (5E)</p>	<p>96% attendance rate will be maintained or exceeded according to Aeries data (5A) 0 students will be invited to attend SARB meetings (5A/5B) Drops out rates at middle and high school levels will decrease to, or will be less than 1% (5C/5D) 99% of high school students will graduate with a diploma (5E)</p>
<p>Aeries Attendance Data Principals' Data</p>	<p>0 students were expelled in 2016-2017 (6A/6B) To be determined (6C)</p>	<p>N/A</p>	<p>District will have 0 students expelled Principals' data will show an increase of 10% in students' participation in Community Service activities</p>	<p>District will have 0 students expelled Principals' data will show an increase of 10% in students' participation in Community Service activities</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.

Action #1

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

District will continue to utilize the SARB process to intervene with students (and parents) if poor attendance becomes an issue.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	No Cost	
Source	N/A	No Cost	
Budget Reference	N/A	No Cost	

Action #2

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

N/A

District will analyze the results from the 2017 Healthy Kids Survey to determine if there are any issues with students' feelings of safety/connectedness at school. District will take actions necessary to improve any issues discovered in the results of the Healthy Kids Survey.

District will review results of any actions taken in the previous year to determine actions necessary to continue to improve students' feelings of safety and connectedness to their school community.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	No Cost	No Cost
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #3

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools, Coleville High 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

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

District will continue to offer AVID classes at Coleville High School to assist in ensuring that students graduate from high school.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$8,000	
Source	N/A	College Readiness Block Grant	
Budget Reference	N/A	Resource 7338: CRBG	

Action #4

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

Students to be Served

Specific Student Groups, Middle School students

Location(s)

Specific Grade spans, 6th grade - 8th grade

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

District will strive to expand the Expansive Learning Environment program to involve more students. Students will have at least eight Expansive Learning Environment activities during the course of the year. Principals will collect data regarding the number of students who successfully participate.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$24,338	
Source	N/A	LCFF	
Budget Reference	N/A	LIAS	

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

Unchanged

Goal 3

To promote opportunities for parent and community involvement in matters related to the educational success of all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 8

Local Priorities: Parent attendance at school meetings.

Identified Need:

District needs to engage parents at all levels of decision making and for all student subgroups.

In a small, rural and geographically disparate district, the community members have a role in the success of the students, so the level of engagement of community members is of great importance to the success of the district.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Attendance at Back to School Nights and Community Forum meetings. Outreach to parents and community members. Number of personal contacts with Hispanic families.

70% of parents attend Back to School nights (3A/3B/3C)
 At least 10 - 15 community members attend each Community Forum in each community (3A/3B/3C)
 District uses phone calls and newsletters as primary communication tools (3A)
 To Be Determined

N/A

Attendance at Back to School Nights will increase by 5% at each site.
 Community Forums will meet baseline of having at least 10 community members attend each Forum.
 District will expand expand its use of texting to increase outreach to parents (in English and Spanish)
 District will hire a Bilingual Community Liaison.

Attendance at Back to School Nights will increase by 7% at each site.
 Community Forums will meet baseline of having at least 10 community members attend each Forum.
 District will expand expand its use of texting to increase outreach to parents (in English and Spanish)
 District will adjust use of Bilingual Liaison to better meet the needs of Hispanic families.

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

Location(s)

Specific Student Groups, Hispanic students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

District will provide translators/interpreters for all parent-teacher conferences, as necessary. District will provide all documents and "robo-calls" in Spanish, as well as English.

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	N/A	\$24,825	
Source	N/A	LCFF	
Budget Reference	N/A	LIAS	

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

District will continue to provide multiple communications methods with parents. Text messaging will be employed as a communication method.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	No cost	
Source	N/A	N/A	
Budget Reference	N/A	N/A	

Action #3

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Principals will continue to collect data on parent attendance at school events and will analyze that data to determine the level of parent engagement. Student performances, free food, translators and child care will be available as often as possible at school functions and events.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
-------------	----------------	----------------	----------------

Amount	N/A	No cost	
Source	N/A	N/A	
Budget Reference	N/A	N/A	

Action #4

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

Students to be Served

Location(s)

Specific Student Groups, Middle School students

Specific Schools, Lee Vining and Coleville middle school students

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Schools will continue to implement community service requirement for middle school students. Active engagement with 10 (2 new ones this year) community partners will be established at each school site.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$24,338	
Source	N/A	LCFF	
Budget Reference	N/A	LIAS	

Action #5

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

Actions/Services

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

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

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

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

District will hire a Bilingual Community Liaison as this was a priority of parents and will facilitate better integration of the Hispanic parents into the district community.

District will adjust the Bilingual Community Liaison position responsibilities as needed.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Year	2017-18	2018-19	2019-20
Amount	N/A	Position will be paid by MCOE (not to exceed \$20,000)	Position to be paid by MCOE (not to exceed \$20,000).
Source	N/A	MCOE	MCOE
Budget Reference	N/A	MCOE	MCOE

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$348,046

Percentage to Increase or Improve Services

Required increase: 11.1%.

ESUSD spent \$543,869 to provide additional teaching staff at every district school, above what is called for in the CDE Necessary Small School formula, to improve classroom instruction to all students and to unduplicated students in particular by reducing pupil-teacher ratios and, where appropriate, reducing multi-graded classes and ensuring that high schools have sufficient, properly credentialed teachers to meet A-G subject matter requirements for all students. This spending alone exceeds all supplemental and concentration funding by \$195,823, leaving no spending gap for ESUSD to meet.

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

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

Due to the small size of each of our schools and classes, most actions and services are provided on a school-wide or LEA-wide basis. This is

permitted since each of our schools has an unduplicated student count exceeding 50% and our district-wide unduplicated student count is currently at 59%.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$428,888

Percentage to Increase or Improve Services

Required increase: 12.44%

ESUSD has budgeted to spend \$565,414 to provide additional teaching staff at every district school, above what is called for in the CDE Necessary Small School formula, to improve classroom instruction to all students and to unduplicated students in particular by reducing pupil-teacher ratios and, where appropriate, reducing multi-graded classes and ensuring that high schools have sufficient, properly credentialed teachers to meet A-G subject matter requirements for all students. This spending alone exceeds all supplemental and concentration funding by \$136,526, leaving no spending gap for ESUSD to meet.

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

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

Due to the small size of each of our schools and classes, most actions and services are provided on a school-wide or LEA-wide basis. This is permitted since each of our schools has an unduplicated student count exceeding 50% and our district-wide unduplicated student count is currently at 59%.