

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

**LEA:** East Nicolaus Joint Union High School District  
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**LCAP Year:** 2014/15, 2015/2016, 2016/2017

***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)

**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>The following stakeholder groups were identified:</p> <ul style="list-style-type: none"> <li>• Student Leadership</li> <li>• Boosters/Spartans</li> <li>• Administrative Staff</li> <li>• Classified Staff</li> <li>• ENTA</li> <li>• Site Council</li> </ul> <p>A school-wide LCAP Calendar was created and disseminated in February to the School Community (via website and our Blackboard All Call System) and email.</p> <p>Community was also invited to our WASC Community Meeting/Dinner held in April.</p> <p><b><u>Meetings Scheduled for Stakeholder Engagement &amp; Input for Local Control Accountability Plan (LCAP)</u></b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 15%;">Feb 7</td> <td>LCAP Coffee with Parents</td> </tr> <tr> <td>Feb 12</td> <td>LCAP Board Update</td> </tr> <tr> <td>Feb 28</td> <td>Management Meeting</td> </tr> <tr> <td>March 5</td> <td>Certificated Staff Meeting (7:30 a.m. Library)</td> </tr> <tr> <td>March 6</td> <td>Classified Staff Meeting (8:30 a.m. Library)</td> </tr> <tr> <td>Mar 10</td> <td>Public Forum, 6:00 p.m. ENHS Library</td> </tr> <tr> <td>April 6</td> <td>WASC Accreditation Community Mtg (6:00 p.m.)</td> </tr> </table>	Feb 7	LCAP Coffee with Parents	Feb 12	LCAP Board Update	Feb 28	Management Meeting	March 5	Certificated Staff Meeting (7:30 a.m. Library)	March 6	Classified Staff Meeting (8:30 a.m. Library)	Mar 10	Public Forum, 6:00 p.m. ENHS Library	April 6	WASC Accreditation Community Mtg (6:00 p.m.)	<p>Feedback from stakeholder groups included a desired focus on:</p> <ul style="list-style-type: none"> <li>• Facility improvements including modernization and improvement of current campus facilities and completion of pending projects (welding shop replacement, roofing, HVAC upgrade, energy conservation, and irrigation system)</li> <li>• Technology access &amp; utilization of 21<sup>st</sup> century technology in classrooms, lab and school library (e.g., Smart Boards, LCD projectors in classrooms)</li> <li>• Increase music program to support feeder schools choral program (implemented in 2012)</li> <li>• Maintenance of current ROP/CTE program sections and review of additional CTE opportunities for current job market analysis and employment</li> <li>• Increase in benefits for classified and certificated employees</li> <li>• Use of Rtl/EL teacher to close achievement gap for students</li> <li>• Increase accessibility of AP courses for more students</li> <li>• Increase A-G completion rates for all students</li> <li>• Improve transportation (e.g., Vans and buses) for sports and co-curricular field trips</li> <li>• Consider impact to general fund by charging non low income students transportation fees</li> <li>• Identify plan for facility use and growth (including current library and DSA pending projects)</li> <li>• Increase training opportunities in state &amp; locally implemented initiatives (e.g., Smart Board technology, Illuminate, Aeries, CKH, Rti (Mike Mattos), SBAC)</li> <li>• Increase access to AP courses in Science and Math (either through school delivery and/or use of community college access)</li> <li>• Utilize and focus local initiatives to best suit ENHS (e.g., Capturing Kids Hearts, Rtl) – limit new initiatives to allow for successful implementation of current programs</li> </ul>
Feb 7	LCAP Coffee with Parents														
Feb 12	LCAP Board Update														
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Involvement Process		Impact on LCAP
April 7	Boosters Club Meeting (6:30 p.m. Library)	<ul style="list-style-type: none"> <li>Remain responsive to school culture and traditions keeping “ENHS traditions alive and well for the community”</li> </ul> <p>Based on all stakeholder impact ENHS will be working on increasing college readiness thru enrolling and passing A-G approved classes, Improve AP exam pass rate in all AP courses, increasing passing grades in core subject areas, creating a LCAP advisory committee, reviewing transportation costs and the impact to general fund, addressing school climate, improving CCCS knowledge, delivery STEP curriculum, actively involving families, increasing EL proficiency, and increasing access to 21<sup>st</sup> century technology skills and strategies.</p>
April 13	WASC Community Meeting/Dinner (5:00p.m., Library)	
May 30	Leadership Class (Zero Period, 7:20 a.m.)	
June 6, 9	Public Forum – Open Door Availability	
June 6	Posted on ENHS Website	
June 10	School Board – LCAP as information/discussion item (6:30 p.m. Library)	
June 11	School Board adopts final budget including LCAP (6:30 p.m. Library)	

**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 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017	
<p><b>Currently ENHS offers 38 A-G classes. In 2012/2013 11% of ENHS graduates completed A-G requirements.</b></p>	<p>Increase college readiness by setting high expectations for students enrolling and passing A-G approved classes.</p> <p>Increase number of course offerings to allow more students access to A-G courses at ENHS.</p>	All	All (ENHS)	All	<p>Increase rate of A-G completers by 3% and/or state average or higher.</p> <p>Increase A-G course offering by 1 current course offering.</p> <p>14/15: Choir</p>	<p>Increase rate of A-G completers to state average or higher.</p> <p>Increase A-G course offerings based on student needs.</p>	<p>Increase rate of A-G completers to state average or higher</p> <p>Ensure all courses added to the ENHS master schedule are A-G approved (and/or CTE/career-college readiness)</p>	<p>3: Course Access</p> <p>4: Student Achievement</p>
<p>Currently our student pass rate</p>	<p>Improve AP Exam Pass Rate (Score of</p>	AP Students	ENHS	Annually	Increase number of students with	Increase number of	Increase number of	4: Student Achievement

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 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017	
<p>in the four AP courses that ENHS offer fall below the statewide pass rate (3 or higher) in most areas.</p> <p>When comparing similar schools in California:                      English Lit 58%                      English Lang 52%                      US History 54%                      Calc AB 60%</p>	<p>3 or higher) in all AP courses offered.</p> <p>Raising Student Achievement by increasing the current pass rates:</p> <p>2013/2014:                      English Lit 32%                      English Lang 50%                      US History 25%                      Calc AB 29%</p>				a qualified score by 3% of baseline score or state average or higher.	students with a qualified score to state average or higher.	students with a qualified score to state average or higher.	
<p>Currently at ENHS 15.8% of our students have a 'F' grade in one of their core subject areas.</p>	<p>Increase passing grades in core subject classes at ENHS</p>	All	All	Annually	Establish baseline number of students receiving F's looking at Spring 2014 data	Decrease number of students receiving 'F's by 3%	Decrease number of students receiving 'F's by 6% (over the course of two years)	#4 Student Achievement



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 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017	
<p>Currently at ENHS Parent Coffees, LCAP Advisory Meetings, Boosters, and Site Council Meetings have low attendance with very little stability in membership.</p> <p>(Attendance at these meetings range from 2 parents to 15 parents.)</p>	Create an on-going, cohesive and stable LCAP Advisory Committee	All	All	Annually	Establish baseline membership of LCAP Advisory Committee that will meet 3 X's year -Overtly recruit parents through Increase engagement thru communication: ENHS Website, Back to School Night, Academic E, ENHS Activities, and overt recruiting of parent participation -Calendar Dates	Increase membership 5% (over base membership team)	Increase membership 10% (over 14/15 base membership team)	#6 Parent Involvement

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 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017	
					-Site Council			
Currently at ENHS attendance rates hover around 94%. While the district recognizes transportation as a key reason our attendance rates are not lower, the current budget is impacted by this contribution from the general fund.	ENHS will continue to offer transportation for students to ensure a positive attendance rate, while lowering the impact of general fund without resulting in a cost to low-income students.	All	All	Annually	Develop a process to look at cost of transportation to general fund <b>Cost: \$80,000 (Supplemental)</b>	Establish protocol for transportation costs. Contribution to general fund: <b>Cost: \$80,000 (Supplemental)</b>	Contribution to general fund: <b>Cost: \$80,000 (Supplemental)</b>	#1 Basic #7 Pupil Engagement
School climate as measured by recent data collection, meetings, and school-wide participation is low.	Address school climate in order to improve school culture and connectedness on campus by administering a survey to improve	All	School-wide	Annually	Establish a survey to administer to school community about school climate (Spring 2015)	Administer survey and create a team that will review data and report to school leadership	Review survey and re-administer survey for increased satisfaction rates.	#6: Parent Involvement #7: Student Engagement #8: 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 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017	
	school perception.							
Currently our teachers need additional professional development and resources in CCCSS (California Common Core State Standards)	Improve academic content knowledge on the CCCSS in order to ensure alignment of current instruction and curriculum.	All	All	Annually	PD for ELA/ELD and Math Teachers in CCCSS.	PD added for Next Generation Science Standards with ELA/ELD alignment	Reassess curriculum and PD options for on-going alignment	#2: Implementation of State Standards
Currently our students at ENHS have no access to STEM course offerings	Establish content area and curriculum delivery to develop and implement curriculum in STEM (utilizing Project Lead the Way grant)	Freshman Students (Class of 2018) Addition of class of 2019 and 2020 as the grades matriculate.	ALL	Annually	Establish base group of 20 students (1 section) to be monitored by PLTW (STEM) Grant; First year will be determined by lottery (14/15)	Addition of section for Freshman Class (2019) will be added as determined by course registration	Additional section for Freshman/Sophomore/Junior classes will be participating (2018/2019/2020)	Conditions of Learning: #3: Course Access #5: Student Outcomes
In 2012/2013	Actively involve	All	All	Annually	Reduce	Reduce	Reduce	#8:

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 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017	
there were 88 offenses on our campus that caused suspensions and a loss in positive school attendance.  Maintain our zero percentage expulsion rate	families and students to increase school climate and engagement at ENHS in order to decrease suspension rates, increase attendance, and maintain expulsion rates.				suspension rates 1% from 13/14 baseline year.  Maintain expulsion rates.	suspension rates 2% from baseline year  Maintain expulsion rates.	suspension rates 3% from baseline year  Maintain expulsion rates.	School Climate
Currently our EL students have not had a curriculum. Currently our EL and Intervention curriculum, The Edge, is underutilized.	Increase EL proficiency in ELA and Math (AMAO I) based on the CASP	EL Students	School-wide	Annually	Identify ELs, including Long Term ELs, and implement a reclassification procedure according to triangulated evidence	Train teachers in Edge Curriculum. Establish baseline data for ELs utilizing CAASP.	Establish benchmarks assessments for EL students	#4: Student Achievement  #5: Parent Involvement
Currently, ENHS lacks instructional	Increase access to 21 <sup>st</sup> century	All	School-wide	Annually	Install LCD projects and/or	Create a technology	Re-evaluate technology	#3: Course Access

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.)
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technology and access to support the 21 <sup>st</sup> century learner	technology to access best instructional strategies				Smart Board in 10 classrooms  (CCCSS funds)	team to assess technology plan	needs thru committee	#7 Pupil Engagement

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Increase college readiness by setting high expectations for students enrolling and passing A-G approved classes.</p> <p>Increase number of course offerings to allow more students access to A-G courses at ENHS.</p>	<p>Basics</p> <p>Implementation of State Standards</p> <p>Student Achievement</p> <p>Student Engagement</p> <p>Course Access</p>	<p>In order to improve college readiness, close an achievement gap, ensure students graduate college and career ready, ENHS will provide:</p> <ol style="list-style-type: none"> <li>1. Ensure that all new course additions to ENHS master schedule are A-G approved (to the fullest extent possible).</li> <li>2. Adoption of new History/ Social Science Textbooks (14/15)</li> <li>3. Addition of Math Adoption textbooks (15/16)</li> <li>4. Supplemental texts for AP English (ongoing)</li> <li>5. Training of all teachers in CCCSS and ongoing monthly PD (early release days)</li> <li>6. Implementation of RtI instruction (class)</li> <li>7. Review graduation requirements to ensure students graduate</li> </ol>	School-wide	Annual	<p>Develop and support teachers' instructional practices to ensure all students are provided quality first instruction in A-G course offerings to support students' access and success. Increase knowledge and understanding of CCCSS.</p> <p>Review graduation requirements</p> <p><b>Cost: \$10,000 (CCCSS)</b></p>	<p>Develop and support teachers' instructional practices to support direct instruction and tier 1 intervention in the classroom.</p> <p><b>Cost: \$5,000 (Supplemental)</b></p>	<p>On-going support to ensure all students have access and are successful in A-G courses.</p> <p><b>Cost: \$5,000 (Supplemental)</b></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	Year 2: 2015-16	Year 3: 2016-17
		college and career ready					(Supplemental)
Improve AP Access for all students and Pass Rate in all AP course offerings	Course Access  Student Achievement	In order to improve AP pass rates in all four AP course offerings ENHS will provide: 1. Professional Development training for all AP teachers in course offering they are instructing 2. Connecting with mentor teacher in subject area 3. Ongoing training and collaboration time. 4. Use data and evidence to determine decisions and actions and to evaluate effectiveness of action steps	School-wide	Annual	Ensure all teachers are trained in week-long AP Institute (offered in 2014)  <b>Cost: \$12,500 Supplemental</b>	Connect with local high school (AP teachers) to establish coaching support for each subject area  Review of data to date  <b>Cost: \$5,000 (Supplemental)</b>	Establish subject area collaboration time  <i>Review data to date</i>  <b>Cost: \$5,000 (Supplemental)</b>



Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<b>Increase passing rates in core content areas by ensuring families at ENHS are provided information to assist their students in academic and social success.</b>	Implementation of State Standards  Student Achievement  Parent Involvement	In order to increase passing rates (grades) in core content areas ENHS will provide:  1. Additional professional development for Freshman class to support the understanding of CCCSS and school success.  2. Assist in training and deeper data analysis of failing grades.  3. Providing information for families and parents to ensure student success thru FAFSA nights and additional training	School-wide	Yearly	Establish base-line data from 2013/2014  Implement professional development for deeper understanding of CCCSS.  <b>Cost: Freshman Orientation \$ 3,000 (Supplemental)</b>  <b>FAFSA \$1000 (Supplemental)</b>	Improve communication with families through trainings and seminars  Increase communication with families – direct from teachers  <b>Cost: Freshman Orientation \$ 3,000 (Supplemental)</b>  <b>FAFSA \$1000 (Supplemental)</b>	Review CCCSS and train new teachers in data             <b>Cost: Freshman Orientation \$ 3,000 (Supplemental)</b>  <b>FAFSA \$1000 (Supplemental)</b>
<b>Create an on-going, cohesive, well-represented</b>	Parent Involvement	ENHS will positively create an LCAP committee thru:  1. Ongoing communication with ENHS families  2. Individual invitations	School-wide	Annually	Review baseline data of parents who have partnered on campus.	Review timeline  Provide training	Review data set to date. Revise expectations of data

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
and stable LCAP Advisory committee					Create a timeline for communication and implementation		
<b>Increase engagement on campus to ensure positive school attendance</b>	Student Achievement Student Engagement School Climate	ENHS will ensure student engagement and increased ADA attendance on campus	School-wide	Annually	Review base-line attendance rates from 2014/2014.	Create a committee to determine action plan to increase attendance and support a positive school climate	Re-evaluate attendance rates and action plan.
<b>Improve knowledge in CCCSS</b>	Basics Implementation of State Standards Course Access Student Achievement	ENHS will provide resources to ensure that teachers are: <ol style="list-style-type: none"> <li>1. Knowledgeable about the CCCSS</li> <li>2. Provided time to collaborate across curricular areas</li> <li>3. Additional PD time to ensure knowledge and resources on CCCSS</li> </ol>	School-wide	Annually	Create a plan including 2 days of professional development in ELA/ELD and Math  <b>\$9894 (Common Core)</b>	Use tool to determine feedback from teachers on additional training in additional content areas including NGSS.  Evaluate Math and ELA knowledge	Re-evaluate plan and form next steps in all content areas <b>\$9894 (Supplemental)</b>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
						\$9894 (Supplemental)	
<b>ENHS lacks courses that focus on STEM content areas.</b>	Basic  Course Access  Student Engagement  School Climate	To ensure that ENHS is successfully preparing the next generation of students ENHS will: <ul style="list-style-type: none"> <li>• Establish a STEM pathway to ensure successful integration of STEM resources</li> <li>• Evaluate use of STEM in existing coursework</li> <li>• Provide extensive training to ensure student success</li> </ul>	School-wide	Annually	ENHS will establish a panel to determine STEM needs at ENHS in addition to the Project Teach and i3 grant through Project Lead the Way  <b>Cost: \$6370</b> <b>Cost of Stipend for 1 section of STEM course (Supplemental)</b>	Resources and current professional development will be evaluated and refined for course offerings  <b>Cost: \$6370</b> <b>Cost of Stipend for 1 section of STEM course (Supplemental)</b>	A team will review implementation of current STEM resources and offerings and evaluate success and next steps.  <b>Cost: \$6370</b> <b>Cost of Stipend for 1 section of STEM course (Supplemental)</b>
<b>Increase access to 21<sup>st</sup> century tools</b>	Course Access Student Engagement	To ensure student accessibility to 21 <sup>st</sup> century technology ENHS will install Smart Boards	School-wide	Annually	<b>Investigate &amp; Purchase Smartboards</b> <b>Cost:</b>	<b>Additional professional development for Teachers</b>	<b>Ongoing training</b> <b>Cost: \$5,000</b>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					\$50,000 (CCSS)	Cost: \$5,000 (Supplemental)	(Supplemental)
<b>To decrease suspension rates and increase ADA</b>	Basics Course Access	ENHS will implement practices to decrease suspension rates thereby increasing ADA and positive school attendance.	School-wide	Annually	<i>Identify suspension rates</i>	<i>Create a plan to decrease rates</i>	<i>Implement plan</i>
<b>To identify a plan to decrease impact to the general fund from excess transportation costs.</b>	Basics	ENHS will provide transportation to all students who are on free and reduced lunches. ENHS will ensure that reduced costs to district's general fund for transportation overages.	School-wide	Annually	<i>Discuss with stakeholders and create a study to examine other school districts systems for fee-based transportation costs.</i>	<i>Discuss with Stakeholders feedback - Create plan.</i>	<i>Implement plan and review as necessary</i>

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Support training for students to ensure academic success	Basic Services	For low income pupils students	School-wide	Annually	Review current instructional practices to support student learning.	Identify a 3-year plan for growth	Monitor plan and re-evaluate based on data
			School-wide	Annually	Identify and implement a reclassification procedure	Teachers will be trained in Edge	Review CELDT and ELPAC for next steps.
Continue to identify, support and improve student services to close achievement gap	Basic Services  Pupil Achievement	For foster youth:	School-wide	Annually Convene a sub-committee (as determined need arises) to monitor student needs	Work with county to identify resources	Coordinate with foster you to identify additional resources	Coordinate and plan with outstanding agencies
ENHS will maintain or improve attendance rate on campus	Pupil Engagement	Continue to provide transportation beyond funding 2013/2014	School-wide	Annually	Continue to Provide transportation for <b>\$80,000 (Supplemental Funds)</b>	Continue to Provide transportation for <b>\$80,000 (Supplemental Funds)</b>	Continue to Provide transportation for <b>\$80,000 (Supplemental Funds)</b>
Increase proficiency in ELA and Math	Pupil Engagement	For English Learners: Currently at ENHS students who are	School-wide Targeted for English Learners	Annually	Purchase instructional materials/text books for EL	Monitor academic language and materials	Review and update plan as required

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
(AMAO I)		classified as EL are typically designated as LTEL. Course Access Implementation of State Standards Student Achievement Purchase The Edge curriculum for all English learners			curriculum  <b>Cost: \$2000 (Base/ Supplemental)</b>	<b>Cost: \$2000 (Base/ Supplemental)</b>	<b>Cost: \$2000 (Base/ Supplemental)</b>

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

Based on the SBE formula calculator, ENHS’s 14-15 LCFF Supplemental Grant is projected to be \$112,625. Subtracting the 13-14 ‘base’ (supplemental Expenses) of \$75,000 results in an increase of supplemental funds of \$37,625. The \$37,625 increase in Supplemental Funds are being utilized schoolwide to purchase instructional materials, implement advanced training, and provide technology. These programs and strategies are the best use of our current funds to help increase the achievement of all students while at the same time accelerating the growth of the students who are LI, EL, FY, and/or RFEP.

Schoolwide services best meet the goals of ENHS by ensuring that students have the most research-based strategies to serve all students thru the effective use of these funds.

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

ENHSs proportionality percentage of 4.55% results in a total estimated LCFF Supplemental allocation of \$112,625. Use of the increased funds portion totaling \$37,625 are described in “C” and demonstrates ENHS is meeting the proportionality requirement quantitatively.

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.