

**Introduction:**

LEA: East Nicolaus Joint Union High School District Contact: Karen Villalobos, Superintendent [kvillalobos@eastnicolaus.k12.ca.us](mailto:kvillalobos@eastnicolaus.k12.ca.us) (530) 656-2255 LCAP Year: 2015-18

### ***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. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*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. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. 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 shall comply with instructions and should 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. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. 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 and English language development 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:**

**Parental involvement:** efforts to seek parent input in decision making at the district and each schoolsite, 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 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 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 consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes,

describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

**Guiding Questions:**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
Board of Trustee Meetings (August 2014 – ongoing) Leadership Team (monthly meetings - ongoing)  District Site Council: September 16, 2014, February 4, 2015, April 22, 2015  Community Training Math Night: November 3, 2015	-ENHS Board of Trustees & superintendent participated in a daylong training on LCAP goal setting.  -LCAP updates were provided at Site Council Meetings and Student Advisory Group with the superintendent/principal.  Feedback from stakeholders (via survey

<p>Superintendent’s Advisory Meeting: April 16</p> <p>ENTA Meetings (First Wednesday of the month – ongoing)</p> <p>LCAP Survey (Family/Community, Staff/Faculty, Students): May/June 2015</p> <p>Board Study Sessions on LCFF/LCAP (January 2015 – ongoing)</p> <p>Board of Trustee Strategic Planning Training Session: April 25, 2015</p> <p>Board of Trustee LCAP Public Hearing: 6/10/2015</p> <p>LCAP Submitted for Board of Trustee Approval: 6/24/2015</p>	<p>feedback, meeting attendance, and one-to-one discussions at school functions demonstrated concerns in:</p> <ol style="list-style-type: none"> <li>1) Grades and helping their students be successful;</li> <li>2) Preparing students to be career and college ready;</li> <li>3) Deepening understanding of the California Standards; and</li> <li>4) Increasing engagement</li> </ol> <p>The LCAP Committee (Site Council) and Leadership Team synthesized the many original LCAP goals and with input throughout the year the following goals were drafted:</p> <ul style="list-style-type: none"> <li>-Goal 1: Increase School and Career Readiness</li> <li>-Goal 2: Improve School Climate</li> <li>-Goal 3: Increase Academic Content knowledge</li> </ul> <p>On-going feedback was collected during the LCAP Survey from Community, Staff, and Students (June 2015)</p>
<p><b>Annual Update:</b></p>	<p><b>Annual Update:</b></p>
<ul style="list-style-type: none"> <li>• A Leadership Team (superintendent/principal, assistant principal, learning director, and ENTA president) was formed at the beginning of the 2014/2015 school year. The LCAP and progress towards meeting LCAP goals were reviewed at these meetings.</li> <li>• A schedule for community involvement meetings was created.</li> <li>• Data was collected and baseline scores were reviewed in all focus areas.</li> </ul>	<p>The data collected on A-G demonstrated we had made clear gains in students meeting A-G graduation requirements.</p> <p>After two years of data showing little progress, a renewed focus on student’s receiving failing grades has been identified.</p>

<ul style="list-style-type: none"> <li>• Data was shared at monthly ENHS Board of Trustee meetings as a standing agenda item under Superintendent’s Report.</li> <li>• Data was also shared with WASC committee, ENTA group, and Site Council meetings.</li> <li>• Updates were provided (ongoing) at staff meetings.</li> </ul>	<p>After various methods of engaging students and families has stagnated the district will create a focus group on School Culture to be launched in fall 2015 to focus on family needs and student engagement.</p>
--	--

**Section 2: Goals, Actions, Expenditures, and Progress Indicators**

**Instructions:**

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table 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.

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, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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, schoolsite-level advisory groups, as applicable (e.g., schoolsite 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.

**Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.**

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Actions/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

**Budgeted Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

#### **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 parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?

- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

<b>GOAL:</b>	<p><b>1.0 Conditions of Learning</b>  ENHS will hire and assign fully credentialed teachers.  ENHS will ensure the following:</p> <ul style="list-style-type: none"> <li>1) facilities are well maintained; 2) implementation of California standards (CA Standards); 3) student access to standards-aligned materials; and 4) broad course of access for all students.</li> <li>1.1 Ensure all teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they teach.</li> <li>1.2 Ensure that all students have access to standards-aligned materials.</li> <li>1.3 Ensure all school facilities are maintained and in good repair.</li> <li>1.4 Provide professional development for the CA Standards including English Language Arts/English Language Development (ELA/ELD); Mathematics; and Next Generation Science Standards (NGSS).</li> <li>1.5 Ensure all students have access to, and are enrolled in, a broad course of study that includes all the subject areas listed for grades 9 to 12 (English, social science, foreign language, physical education, science, mathematics, visual and performing arts, applied arts, career technical education, and other studies as prescribed by the local</li> </ul>	<p>Related State and/or Local Priorities:  1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7 <input checked="" type="checkbox"/> 8__  COE only: 9__ 10__</p> <p>Local : Specify _____</p>
--------------	---	---

	governing board).
	1.6 Develop courses that focus on STEM content area.
Identified Need :	<p>1.1 Currently, there are no inappropriately-assigned teachers; 16 ENHS faculty members are fully-credentialed teachers. (Baseline= 18 teachers).</p> <p>1.2 All students have access to standards-aligned materials in all subject areas. The district intends to maintain students' access to standards-aligned materials in all subjects. However, ELA adoption is based on 2008 adoption and consumables are needed for CMP.</p> <p>1.3 Maintain school facilities with a rating of <i>good</i> or <i>excellent</i> as per <i>Facilities Inspection Tool</i> (FIT - 2014 baseline reporting was mostly <i>fair</i>). In November 2014, the ENHS Community approved a \$4.0 GO Bond to repair roofs, construct modular classrooms, and general maintenance and ADA compliance around the ENHS campus. This construction also included certification of several non-DSA buildings. In summer 2014, the roofs will be replaced and ADA access around campus will be addressed. A plan is being written to DSA to ensure full compliance with DSA for all future project close outs and new construction in 2015.</p> <p>1.4 Professional Development needs to be ongoing for 15-16. PD has not been provided in the NGSS and further PD needs to be provided for ELA/ELD and Math.</p> <p>1.5 Currently ENHS offers a broad course of study for students and intends to maintain this broad course of study for all students.</p> <p>1.6 Currently there is one course being offered that focuses on STEM content.</p>

Goal Applies to:	Schools: ENJUHSD
	Applicable Pupil Subgroups: White, Hispanic, Low Income, Students with Disabilities

**LCAP Year 1: 2015-2016**

Expected Annual Measurable Outcomes:	<p>1.1a. <u>Maintain appropriately-assigned teachers.</u></p> <p>1.1b. <u>Maintain fewer than 2 non HQTs</u></p> <p>1.2 <u>Materials:</u> Maintain 100% sufficiency with instructional materials.</p> <p>1.3 <u>Facilities:</u> Work with DSA to create a DSA certified plan.</p> <p>1.4 <u>CA Standards:</u> 100% of teachers will be trained in more depth in ELA/ELD, Mathematics, and NGSS.</p> <p>1.5 <u>Access:</u> Maintain full access to broad course of study for all students.</p> <p>1.6 Develop one additional STEM class.</p>
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 a&b: Meet with SCSOS credential analyst to review teachers' credentials to verify appropriate assignments and number of HQTs and set up plan for compliance.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
1.2 Survey core subject courses for sufficiency of instructional materials. Purchase if needed. Purchase consumables if needed. Review and Purchase ELA adoption,when available.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	\$5000 LCFF Base, supplies

		__ Other Subgroups:(Specify) _____ _____	
1.3 Work with Inspector or Record to write a letter with plan to become DSA compliant.	Districtwide	X ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	No cost
1.4 Provide professional development for ELA/ELD, Mathematics, and NGSS.	Districtwide	X ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$10,000 supp conc, services
1.5 Maintain full access of course of stud.	Districtwide	X ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	No cost
1.6 Add one STEM course for the master schedule.	Districtwide	X ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$6370 Supp. Conc., salaries

**LCAP Year 2: 2016-2017**

Expected Annual Measurable Outcomes:	1.1a. <u>Maintain appropriately-assigned teachers.</u> 1.1b. <u>Maintain fewer than 2 non HQTs.</u> 1.4 <u>Materials:</u> Maintain 100% sufficiency with instructional materials. 1.5 <u>Facilities:</u> Attain DSA full certification on buildings. 1.4 <u>CA Standards:</u> Continue 100% of teachers trained in ELA/ELD, Mathematics, and NGSS. Continue to deepen understanding of
--------------------------------------	--

California Standards			
1.5 Access: Maintain full access to broad course of study for every student.			
1.6 Develop one additional STEM class.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 a&b: Review with SCSOS credential analyst teachers' credentials to verify appropriate assignments and number of HQTs and set up plan for compliance.	Districtwide	<input checked="" type="checkbox"/> ALL	No cost
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1.2 Continue to survey core subject courses for sufficiency of instructional materials. Purchase if needed. Purchase consumables if needed. Purchase current ELA adoption when available.	Districtwide	<input checked="" type="checkbox"/> ALL	School-wide \$8000, LCFF Base, supplies
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1.3 Monitor compliance with DSA on all buildings.	Districtwide	<input checked="" type="checkbox"/> ALL	No cost
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1.4 Provide professional development for ELA/ELD, Mathematics, and NGSS.	Districtwide	<input checked="" type="checkbox"/> ALL	\$10,000 supp/conc, services
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1.5 Maintain full access of course of study	Districtwide	<input checked="" type="checkbox"/> ALL	No cost
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1.6 Develop one additional STEM class	Districtwide	<input type="checkbox"/> ALL	\$6370, sup/con,

OR:  
 \_\_\_ Low Income pupils \_\_\_ English Learners  
 \_\_\_ Foster Youth \_\_\_ Redesignated fluent English proficient  
 \_\_\_ Other Subgroups:(Specify) \_\_\_\_\_

salaries

**LCAP Year 3: 2017-2018**

**Expected Annual Measurable Outcomes:**

- 1.1a. Maintain appropriately assigned teachers.
- 1.1b. Maintain fewer than 1 non HQTs.
- 1.6 Materials: Maintain 100% sufficiency with instructional materials.
- 1.7 Facilities: Maintain DSA full certification on buildings.
- 1.4 CA Standards: Continue 100% of teachers trained in ELA/ELD, Mathematics, and NGSS. Continue to deepen understanding of California Standards.
- 1.5 Access: Maintain full access to broad course of study for every student.
- 1.6 Develop one additional STEM class.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 a&b: Review with SCSOS credential analyst teachers' credentials to verify appropriate assignments and number of HQTs and set up plan for compliance.	Districtwide	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	No cost
1.2 Continue to survey core subject courses for sufficiency of instructional materials. Purchase if needed. Purchase consumables if needed. Purchase current NGSS adoption when available.	Districtwide	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	\$8000 school-wide, LCFF Base, supplies
1.3 Monitor compliance with DSA on all buildings.	Districtwide	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	No cost
1.3 Continue to provide professional development for ELA/ELD, Mathematics, and NGSS.	Districtwide	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient	\$10,000 supp/conc, services

		___ Other Subgroups:(Specify)_____	
1.5 Maintain full access of course of study.	Districtwide	<u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	No cost
1.6 Add one STEM section of class.	Districtwide	<u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)_____	\$6370 supp conc, salaries

<b>GOAL:</b>	<p><b>2.0 Pupil Outcomes</b>                  ENHS will increase A-G completer rate, course offerings, and increase passing rates for core subject areas; improve AP access and pass rates; provide additional professional development in California Standards and ELD to support an increase in EL student proficiency, increase access to STEM, 21<sup>st</sup> Century strategies, and address school climate in order to improve school culture.</p> <p>2.1 Maintain an Academic Performance Index (API) above 800.                  2.2 Increase the number of English learners (ELs) that are proficient in the English language as per CELDT AMAO 1.                  2.3 Ensure that EL students who meet requirements become reclassified.                  2.4 Improve Advanced Placement (AP) access and increase the number of students that pass AP exams with a '3' or higher.                  2.5 Increase the number of students scoring "exempt" on the Early Assessment Program (EAP) test.                  2.6 Increase A-G course offering by one and increase the rate of A-G completers by 3% or maintain the state average.                  2.7 Increase passing grades in core subject classes.                  2.8 Increase access to 21<sup>st</sup> century technology to access best instructional strategies.                  2.9 Use interim assessments (ICAs), based on publisher, to determine student goals in English and math classes.</p>	<p>Related State and/or Local Priorities:                  1__ 2__ 3__ 4_X 5__ 6__ 7__ 8_X                  COE only: 9__ 10__</p> <p>Local : Specify _____</p>
--------------	--	---

<b>Identified Need:</b>	<p>As indicated by our WASC review, STAR testing results, and CELDT data it is clear that the district needs to continue to focus on pupil outcomes, specifically for ELD and struggling students ensuring that all students are performing to their highest potential in all core subject area courses.</p> <p>2.1 <u>New state measure:</u> Monitor academic performance through internal measures until new state measure is available in 2015-2016.                  2.2 Our number of English learners (ELs) that become proficient in the English as per the CELDT AMAO 1 has been flat for the past few years.                  2.3 Currently the district has 8 students classified as EL. Students would like to be reclassified as RFEP, but do not score proficient on the CELDT.                  2.4 All students have access to AP courses, but currently less than 30% of our students enroll in AP coursework in English and significantly less students are on track to take AP Calculus and Statistics. Our data for AP is inconsistent.</p> <p style="margin-left: 40px;">English Literature/Composition                  29% (2012/13) 32% (2013/14) 42% (2014/2015)                  English Language/Composition                  38% (2012/13) 50% (2013/14) 5% (2014/2015)                  Calculus                  0% (2012/13) 29% (2013/14) 67% (2014/2015)                  US History                  10% (2012/13) 25%(2013/14) 0% (2014/2015)</p>
-------------------------	---

	<p>2.5 Currently on the EAP our students score:</p> <table border="0"> <tr> <td>English</td> <td>Math</td> <td></td> </tr> <tr> <td>19%</td> <td>11%</td> <td>Exempt</td> </tr> <tr> <td>17%</td> <td>34%</td> <td>Conditionally Exempt</td> </tr> <tr> <td>64%</td> <td>53%</td> <td>Non Exempt</td> </tr> </table> <p>2.6 Ensure all new course offerings are A-G approved and continue to increase A-G completers by 3% (or state average).                  2.7 Ensure all students are given support services to be successful in core academic instruction.                  2.8 Ensure that technology purchased is supported with professional development to support access to 21st century technology.                  2.9 Develop interim assessments using publisher benchmarks to determine student achievement.</p>	English	Math		19%	11%	Exempt	17%	34%	Conditionally Exempt	64%	53%	Non Exempt
English	Math												
19%	11%	Exempt											
17%	34%	Conditionally Exempt											
64%	53%	Non Exempt											

Goal Applies to:	Schools: ENJUHSD
	Applicable Pupil Subgroups: White, Hispanic, Low Income, Students with Disabilities

**LCAP Year 1: 2015-2016**

Expected Annual Measurable Outcomes:	<p>2.1 Review internal assessments while the API is recalculated to ensure pupil growth.                  2.2 Increase English learner proficiency by 10% (1 student) – AMAO 1.                  2.3 Reclassify one student this year using triangulated evidence including the CELDT scores.                  2.4 Increase student enrollment in AP courses by 3% and increase student pass rate (3 or higher) by at least 3% in each area.                  2.5 Increase Exempt and Conditionally Exempt by 3% on the EAP.                  2.6 Increase A-G course offerings by one course.                  2.7 Increase passing grades of students by 3% in core subject areas.                  2.8 Maintain ongoing professional development during PD and early release to train teachers.                  2.9 Select pre, post and interim ICA's for English and Math and administer to all students.</p>
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Work with teachers in ELA/ELD and Math to ensure benchmark assessments are being used to monitor progress and ensure student growth.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Release Time
2.2 Work with ELD teacher and SCSOS to ensure teacher has training in ELD curriculum and strategies and can support student's proficiency in English language.	Districtwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3500 supp/con, services
2.3 Work with SCSOS (Kristi Johnson) and CELDT	Districtwide	<input type="checkbox"/> ALL	*

<p>coordinator to determine reclassification requirements and criteria.</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>2.4 Work with learning director to create an outreach plan to Improve access and knowledge of AP course. Work with AP teachers to assess areas for additional growth.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No additional cost</p>
<p>2.5 Create a plan to review EAP data to increase Exempt and Conditionally Exempt rates for students.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No cost</p>
<p>2.6 Work with teaching staff and learning director to ensure only A-G courses are added to master schedule.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No cost</p>
<p>2.7 Increase Rtl course sections, including providing a professional development for teachers for strategies to support struggling students.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$37,210                  supp/con,                  salaries</p>
<p>2.8 Include technology strategies and tips during professional development trainings and early release days.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>No cost</p>

<p>2.9 Contract with SCSOS of Dawn Carl/Kristi Johnson to create ICAs for English and Math departments to use to monitor student achievement.</p>	<p>Districtwide</p>	<p>__ Other Subgroups:(Specify)_____</p> <hr/> <p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p>__ Low Income pupils __ English Learners</p> <p>__ Foster Youth __ Redesignated fluent English proficient</p> <p>__ Other Subgroups:(Specify)_____</p>	<p>*</p>
---	---------------------	---	----------

**LCAP Year 2: 2016-2017**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>2.1 Review API and establish baseline growth for 17/18.                  2.2 Increase English learner proficiency by 10% (1 student) – AMAO 1.                  2.3 Reclassify one student this year using triangulated evidence including the CELDT scores.                  2.4 Increase student enrollment in AP courses by 3% and increase student pass rate (3 or higher) by at least 3% in each area.                  2.5 Increase Exempt and Conditionally Exempt by 3% on the EAP.                  2.6 Ensure all added courses meet A-G requirements.                  2.7 Increase passing grades of students by 3% in core subject areas.                  2.8 Review and maintain ongoing professional development for teachers.                  2.9 Review pre and post ICA’s for English and math and administer to all students. Select NGSS ICAs as available.</p>
--	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Work with teachers in ELA/ELD, Math, and NGSS to ensure benchmark assessments are being used to monitor progress and ensure student growth.</p>	<p>districtwide</p>	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p>__ Low Income pupils __ English Learners</p> <p>__ Foster Youth __ Redesignated fluent English proficient</p> <p>__ Other Subgroups:(Specify)_____</p>	<p>Release time</p>
<p>2.2 Continue to monitor EL students, providing additional training for ELD teachers; reviewing current ELD curriculum.</p>	<p>Districtwide</p>	<p>__ ALL</p> <hr/> <p>OR:</p> <p>__ Low Income pupils <u>X</u> English Learners</p> <p>__ Foster Youth __ Redesignated fluent English proficient</p> <p>__ Other Subgroups:(Specify)_____</p>	<p>Release Time</p>
<p>2.3 Continue to work with SCSOS (Kristi Johnson) and to determine reclassification requirements and criteria. Include additional training for ELD teacher.</p>	<p>Districtwide</p>	<p>__ ALL</p> <hr/> <p>OR:</p> <p>__ Low Income pupils <u>X</u> English Learners</p> <p>__ Foster Youth __ Redesignated fluent English proficient</p> <p>__ Other Subgroups:(Specify)_____</p>	<p>No cost</p>

<p>2.4 Continue to work with learning director to Improve access and knowledge of AP courses and enrollment numbers. Create a plan to work with AP teachers to assess areas for additional growth in skills, including visiting other teachers.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No cost</p>
<p>2.5 Use CAASP data and outreach to students to determine additional skills needed for more students to become exempt/conditionally exempt on the EAP.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No cost</p>
<p>2.6 Monitor course offerings to ensure only A-G courses are added to master schedule.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No cost</p>
<p>2.7 Monitor Rtl course sections, review current delivery.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$37,210  supp/con  salaries</p>
<p>2.8 Review technology plan and update.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No cost</p>
<p>2.9 Review ICA's</p>	<p>Districtwide</p>	<p><input type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No cost</p>

**LCAP Year 3: 2017-2018**

**Expected Annual Measurable Outcomes:**

- 2.1 Review API score and increase score 3%.
- 2.2 Increase English learner proficiency by 10% (1 student) – AMAO 1.
- 2.3 Reclassify one student this year using triangulated evidence including the CELDT scores.
- 2.4 Increase student enrollment in AP courses by 3% and increase student pass rate (3 or higher) by at least 3% in each area.
- 2.5 Increase Exempt and Conditionally Exempt by 3% on the EAP.
- 2.6 Ensure all added courses meet A-G requirements.
- 2.7 Increase passing grades of students by 3% in core subject areas.
- 2.8 Review and maintain ongoing professional development for teachers.
- 2.9 Review and update pre and post ICA's for English, Math, and NGSS.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Work with teachers in ELA/ELD, Math, and NGSS to ensure benchmark assessments are being used to monitor progress and ensure student growth.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Release Time
2.2 Review EL student's scores, providing additional training and reviewing current ELD curriculum.	Districtwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No cost
2.3 Continue to work with SCSOS (Kristi Johnson) and to determine reclassification requirements and criteria. Review protocol for student reclassification.	Districtwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	*
2.4 Continue to work with learning director to improve access and knowledge of AP courses. Work with AP teachers to assess areas for additional growth in skills, including visiting other teachers.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Sub costs
2.5 Use CAASP data and outreach to students to determine	Districtwide	<input checked="" type="checkbox"/> ALL	No cost

<p>additional skills needed for more students to become exempt/conditionally exempt on the EAP.</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>2.6 Continue to monitor course offerings A-G courses are added to master schedule.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL                      OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No cost.</p>
<p>2.7 Monitor Rtl course sections, review current delivery and revise plan as necessary.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL                      OR:  <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$37,210 supp/con, salaries</p>
<p>2.8 Review technology plan and implement next steps to ensure timely and updated delivery to teachers.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL                      OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No cost</p>
<p>2.9 Review IORs for English, Math, and Science \ departments to us to monitor student achievement.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL                      OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>Substitutes</p>

<b>GOAL:</b>	<b>3.0 Engagement</b>	ENHS will increase parent involvement and pupil engagement by ensuring that school climate identifies all areas of academics and student success in order to decrease suspension rates and increase school perception. 3.1 Ensure all students have an opportunity to arrive at school by school-provided transportation. 3.2 Ensure yearly a survey is administered (LCAP Survey) in order to gain insights into school perception and connectedness. 3.3 Provide opportunities for the families and students to provide feedback about student discipline and suspension. 3.4 Maintain expulsion rates and minimize suspension rates for all students. 3.5 Develop a system that improves student engagement by addressing attendance, chronic absenteeism, high school drop, and graduation rates.		Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__  Local : Specify _____
	<b>Identified Need :</b>	3.1 Currently ENHS provides a no-fee transportation system to all students resulting in a substantial impact to the general fund. 3.2 All students, staff, and the ENHS Community participated in the LCAP Survey last spring. Maintain questions and add additional questions based on LCAP committee needs. 3.3 Maintain active parent communication with all ENHS families. 3.4 Currently administration has not used data to determine suspension reasons across campus. Maintain current expulsion rate <1 year. 3.5 Currently the LCAP Committee (formerly Site Council) is the only group that seeks information to support school-wide focus areas.		
<b>Goal Applies to:</b>	Schools: ENJUHSD Applicable Pupil Subgroups: White, Hispanic, Low Income, Students with Disabilities			
<b>LCAP Year 1: 2015-2016</b>				
<b>Expected Annual Measurable Outcomes:</b>	3.1 Maintain school to home transportation while decreasing cost to general fund by 3% yearly. Begin by creating a baseline cost. 3.2 Maintain administering the school-wide survey each spring. 3.3 Create a sub-committee to determine strategies to improve school connectedness. 3.4 Maintain less than one expulsion per year and identify current suspension rates (and reasons). 3.5 Develop a plan that addresses chronic absenteeism and attendance. 3.5a Increase attendance rates for all groups with rates below 95% by .2% by reviewing Long Term Study district protocol.			
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>	
3.1 Create a baseline cost for home to school transportation.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$160,000 supp con, function 3600	

3.2 Maintain administering the school-wide survey.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost
3.3 Create a sub-committee to discuss school connectedness.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost
3.4 Maintain current expulsion rates and identify current suspension rates for trends.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost
3.5 Expand collaboration with attendance clerk and assistant principal and create an outreach plan to increase school attendance, specifically for low income students.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost

**LCAP Year 2: 2016-2017**

<b>Expected Annual Measurable Outcomes:</b>	3.1 Maintain school to home transportation while decreasing cost to general fund by 3% yearly. Review cost 3.2 Review data and maintain administering the school-wide survey each spring. 3.3 Maintain School Connectedness sub-committee to establish ongoing needs of district. 3.4 Maintain less than one expulsion per year and identify current suspension rates (and reasons). 3.5 Review plan that addresses chronic absenteeism and attendance. 3.5a Continue to increase attendance rates for all groups with rates below 95% by .2% implement Long Term Study findings and/or updates.
---	---

Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted
------------------	----------	--	----------

	Service		Expenditures
3.1 Review baseline cost for home to school transportation and develop a plan to reduce costs.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$160,000 supp con, function 3600
3.2 Maintain administering the school-wide survey and review questions as appropriate to reflect LCAP needs.	Districtwide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost
3.3 Create a sub-committee to discuss school connectedness.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost
3.4 Maintain current expulsion rates and decrease suspension rate 1%.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost
3.5 Review outreach plan to increase school attendance, for low income students.	Districtwide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost

**LCAP Year 3: 2017-2018**

<b>Expected Annual Measurable Outcomes:</b>	3.1 Maintain school to home transportation while decreasing cost to general fund by 3% yearly. Review cost 3.2 Review data and maintain administering the school-wide survey each spring. 3.3 Maintain School Connectedness sub-committee to establish ongoing needs of district. 3.4 Maintain less than one expulsion per year and identify current suspension rates (and reasons). 3.5 Review plan that addresses chronic absenteeism and attendance.
---	---

3.5a Continue to increase attendance rates for all groups with rates below 95% by .2% implement Long Term Study findings and/or updates.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Review plan and decrease transportation costs 5%.	districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$160,000 supp con, function 3600
3.2 Continue to administer the school-wide survey and review questions as appropriate to reflect LCAP needs.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No cost
3.3 Continue to meet with sub-committee to discuss school connectedness.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No cost
3.4 Maintain current expulsion rates and decrease suspension rate 1%.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No cost
3.5 Review outreach plan to increase school attendance for low income students.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No cost

## Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

### Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to 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?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

<p>Original GOAL from prior year LCAP:</p>	<p><b>1A. Increase rate of A-G completers by 3%.</b></p> <p><b>1B. Increase A-G course offering by one (1) current course offering.</b></p> <p><b>1C. Increase passing grades in core subject classes at ENHS.</b></p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__</p>
<p>Goal Applies to:</p>	<p>Schools: ENJUHSD</p> <p>Applicable Pupil Subgroups: White, Hispanic, Low Income, Students with Disabilities</p>	
<p>Expected Annual Measurable Outcomes:</p> <p>DESCRIPTIONS OF GOALS</p>	<p>In order to improve college readiness, increase A-G course offerings and increase passing grades, ENHS will:</p> <p>1A.1 Ensure that all new course additions to ENHS master schedule are A-G approved (to the fullest extent possible).</p> <p>1A.2 Review graduation requirements to ensure students graduate college prepared</p> <p>1A.3 Purchase supplemental texts for AP English (ongoing).</p> <p>1B.1 Ensure that all courses added are A-G Approved.</p> <p>1B.2 Review current courses to possible move to A-G approval process</p> <p>1C.1 Purchase Math adoption textbooks (15/16).</p> <p>1C.2 Train all teachers in CCCSS thru ongoing monthly PD (early release days and substitute release days).</p> <p>1C.3 Implement Rtl instruction (2 classes).</p>	<p>Actual Annual Measurable Outcomes:</p> <p>DID WE DO IT</p> <p>1A.1 We increased students who are completing (with passing grades) A-G courses 8.6% (baseline 27.4% in 2012/2013)</p> <p>1A.2 We identified and monitored a plan for graduation requirements (Counseling Dept.) and delivery of presentations for ENHS students and families.</p> <p>1A.3 We purchased additional AP English (Language and Composition (11) and Literature and Composition (12) supplemental texts \$3,746 <i>Common Core</i>.</p> <p>1B.1 We had three A-G classes approved to offer for (14/15):          -Concert Choir (\$21,737) <i>Supplemental/Base</i>          -Integrated Math I (\$25,207) <i>Supplemental/Base</i>          -German III (No class offered 14/15)</p> <p>1B.2 We have not reviewed current course list for this step yet.</p> <p>1C.1 We purchased CPM – Integrated I textbooks for the Math department and freshman math (3 classes) \$550 <i>Lottery</i></p> <p>1C.2 We trained teachers in Common Core at the</p>

			<p>beginning of the school year, in buy back days, and the 14/15 calendar was adopted with minimum release Mondays, one/month for professional development. 8/13, 8/19. 9/8. 10/13, 11/10, 12/8, 1/22, 2/23, 3/6, 3/9, 4/14, 4/21 \$9666  <i>(Supplemental Concentration)</i> \$1090</p> <p>1C. 3 We scheduled two sections of Rtl in the master schedule for 14/15 (4<sup>th</sup> and 7<sup>th</sup> periods) \$18,610  <i>Supplemental Concentration</i></p> <p>Information was provided through many opportunities (e.g., classroom presentations, one on one counseling sessions, and evening workshops for students and parents).</p>
--	--	--	---

Planned Action/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
<p>We will increase rate of A-G completers by 3% by ensuring that more students are enrolled in A-G courses, have information about college requirements, and are provided 1:1 counseling sessions.</p> <p>1a. 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</p> <p>1b. Review graduation requirements</p> <p>We will increase A-G course offerings by 1</p>	<p>\$10,000.00                      , Common Core</p>	<p>1A. We increased the percentage of A-G completers by 8.6% by ensuring that students were enrolled in A-G courses to the fullest extent possible in this classes.</p> <p>1B. We had three (3) additional sections of A-G approved classes approved to support student access to A-G courses.</p> <p>1B-1 Concert Choir                      1B-2 Integrated Math                      1B-3 German III (no class offered 14/15)</p> <p>1.1 We created a plan to identify failing students and support them in their passing of core subject areas.</p>	<p>1B-1                      \$21,737                      Supp/Conc, salaries                      1B-2                      \$25,207                      Base, salaries                      1B-3 \$0</p>

current course offering every year.				
+Scope of service:	District-wide		Scope of service:	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<p>We will be reviewing CPM curriculum vs. other adopted curriculum for Integrated Math I and II as this publisher may not be a good fit for ENHS.</p> <p>We will continue to look at current class offerings and begin to write for A-G approval in all (available) classes.</p> <p>Because of the nature of these goals we will be consolidating them into Pupil Outcomes (Goal #2) for our 14/15 LCAP in order to streamline our focus areas. We feel these areas</p>		

Original GOAL from prior year LCAP:	<b>2.0 Improve AP access for all students and pass rate in all AP course offerings.</b>		Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5__ 6__ 7 <u>X</u> 8__
Goal Applies to:	Schools: ENJUHSD Applicable Pupil Subgroups: White, Hispanic, Low Income, Students with Disabilities		
Expected Annual Measurable Outcomes:  DESCRIPTIONS OF GOALS	2.1 Increase number of students with a qualified score by 3% of baseline score in AP classes.	Actual Annual Measurable Outcomes:  DID WE DO IT	2.1A Improved AP pass rates by 3% or to the state average for like school districts. 2.1A Currently our AP pass rate falls below state average for similar schools. Literature: 32% vs. 58% English Language: 50% vs. 52% Calculus: 29% vs. 60% US History: 25% vs. 54%
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
<p>In order to improve AP pass rates in all four (4) of AP course offerings ENHS will:</p> <p>2.1 Ensure all teachers are trained in week-long AP Institute (offered in the summer 2014) and are provided with additional support and PD opportunities to gain skills.</p> <p>2.2 Report AP data to stakeholder groups.</p>	<p>\$12,500.00, supplemental</p>	<p>2.1 We improved AP pass rates: English Literature/Composition 29% (2012/13) to 32% (2013/14) English Language/Composition 38% (2012/13) to 50% (2013/14) Calculus 0% (2012/13) to 29% (2013/14) US History 10% (2012/13) to 25%(2013/14)</p> <p>2.1 One ENHS teacher was trained in the week-long AP institute.</p> <p>2.1 Two of our four AP teachers connected with an AP teacher at other high schools.</p> <ul style="list-style-type: none"> <li>• Our AP English Literature Teacher worked with the AP Literature Teacher from YCHS on an ongoing basis.</li> </ul>	

		<ul style="list-style-type: none"> <li>The AP History Teacher worked with the AP teacher from Lincoln High School two times throughout the 14/15 school year.</li> </ul> <p>2.1 Minimum days were scheduled on the master calendar (Second Monday of each month) to support collaboration and professional development.</p> <p>2.1 Release days with Dawn Carl (SCSOS) were provided throughout the year to focus on data and action steps. 8/13, 8/19, 9/8, 10/13, 11/10, 12/8, 1/22, 2/23, 3/6, 3/9, 4/14, 4/21</p>	<p>\$9666 Supplemental Concentration, services</p> <p>\$1090 Supplemental Concentration, salaries</p> <p>\$1862.50 Supplemental Concentration, salaries</p>
<p>Scope of service:</p>	<p>District</p>	<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>All AP teachers were not able to utilize visiting teacher colleagues at other sites. We will include this as a goal for our 15/16 LCAP. This goal will also be included in Conditions of Learning (Goal #2) for next year's LCAP.</p>		

Original GOAL from prior year LCAP:	<b>3.0 Currently our teachers need additional professional development and resources in CCCSS (California Common Core State Standards).</b>		Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6__ 7__ 8__		
Goal Applies to:		Schools: ENJUHSD Applicable Pupil Subgroups: White, Hispanic, Low Income, Students with Disabilities			
Expected Annual Measurable Outcomes:  DESCRIPTIONS OF GOALS	3.1 Provide PD for ELA/ELD and Math teachers in CCCSS. 3.2 Review current instructional practices to support student learning (low income). 3.3 Identify and implement a reclassification procedure (ELD). 3.4 Work with county to identify resources.	Actual Annual Measurable Outcomes:  DID WE DO IT	Professional Development for ELA, ELD and Math teachers in CCCSS.  3.1 Release days with Dawn Carl (SCSOS) were provided throughout the year to focus on data and action steps. 8/13, 8/19, 9/8, 10/13, 11/10, 12/8, 1/22, 2/23, 3/6, 3/9, 4/14, 4/21		
Planned Action/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
In order to improve knowledge in CCCSS in ELA/ELD and Math additional professional development will be offered.		\$9894	1.1 Dawn Carl from the county office was hired 10 days to support delivery: January 22, February 23, March 6, March 9, April 4, April 21		\$1862.50 supplemental concentration, services  \$9666 supplemental concentration, services
Scope of service:	District		Scope of service:		

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>We have an increased need for training than we originally thought due to several new staff members hired over the last two years.</p> <p>Reviewing this goal we will include it in Conditions of Learning (Goal #`1) and Pupil Outcomes (Goal #2) to ensure all of our teachers are using best, research-based strategies to support students.</p>		

Original GOAL from prior year LCAP:	<b>4.0 ENHS lacks courses that focus on STEM content areas.</b>		Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6__ 7__ 8__
Goal Applies to:	Schools: ENJUHSD Applicable Pupil Subgroups: White, Hispanic, Low Income, Students with Disabilities		
Expected Annual Measurable Outcomes:  DESCRIPTIONS OF GOALS	4.0 Establish base group of 20 students (1 section) to be monitored by PLTW (STEM) grant; First year will be determined by lottery.	Actual Annual Measurable Outcomes:  DID WE DO IT	4.1 Implementation of PLTW grant with a base group of 18 students.  Implementation of STEM pathway for this first cohort of 18 students.
Planned Action/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
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	\$6370 (One section of time – Jake Paulos)	In the 2014-15 school year, ENHS began to offer Engineering Design course as a part of the STEM Pathway.	\$6214 Supplemental concentration, salaries
Scope of service:	District	Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress	We are limited by the number of teachers interested and trained to teach this content. ENHS will need to train additional staff to increase our capacity.		

and/or changes to goals?

We were informed by the i3 grant that we will be able to offer this class to our Juniors and Seniors, thus expanding student access.

Feedback from our LCAP survey was very positive in anecdotes. Students overwhelming thought this class and the delivery method (hands on instruction) was very beneficial and we will look to expand course offerings.

Reviewing this goal we will address this area in Conditions of Learning (Goal #1) and Pupil Outcomes (Goal #2) in 15/16.

Original GOAL from prior year LCAP:	<b>5.0 Increase EL proficiency in ELA and Math (AMAO 1) based on CELDT.</b>		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ <u>X</u> 5__ 6__ 7__ 8__	
Goal Applies to:	Schools: ENJUHSD Applicable Pupil Subgroups: Hispanic, Low Income, Students with disabilities			
Expected Annual Measurable Outcomes:  DESCRIPTORS OF GOALS	5.1 Identify ELs, including long term ELs, and implement a reclassification procedure according to triangulated evidence.	Actual Annual Measurable Outcomes:  DID WE DO IT	We did a preliminary identification of EL students. Students were assigned an ELD class and curriculum was purchased to support EL achievement.	
Planned Action/Services	Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
5.1 Implement an ELD section (49 minutes). 5.2 Provide instructional materials/textbooks for EL curriculum 5.3 Provide training for ELD teacher.  Create a plan including 2 days of PD in ELA/ELD and Math	\$2000.00	5.1 ELD class was added to master schedule after data was collected from feeder schools and student registration for EL students.  5.2 Instructional materials (3D Curriculum) were purchased for ELD classroom.  5.3 The instructor also had the opportunity to observe and collaborate with another EL instructor in another small high school in Sutter County. Kristi Johnson (SCSOS) was utilized to train new staff in CELDT and implementation of our ELD program at ENHS. She also assisted with CELDT training.		\$3746 Common Core, supplies
Scope of	District		Scope of	

service:			service:		
__ALL			__ALL		
OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify) _____			OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>ENHS will continue to monitor this class for student success also increasing training for the ELD teacher and reviewing curriculum. A process will be reviewed for reclassification in 15/16.</p> <p>Reviewing this goal we felt it would be a better fit to consolidate this goal under Pupil Outcomes (Goal #2) to ensure all of our teachers are meeting pupil achievement goals for EL students.</p>				

Original GOAL from prior year LCAP:	<b>6.0 Increase access to 21<sup>st</sup> century technology to access best instructional strategies.</b>		Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6__ 7__ 8__		
Goal Applies to:	Schools: ENJUHSD	Applicable Pupil Subgroups: White, Hispanic, Low Income, Students with Disabilities			
Expected Annual Measurable Outcomes:  DESCRIPTIONS OF GOALS	6.1 Investigate and purchase smart boards.	Actual Annual Measurable Outcomes:  DID WE DO IT	Installed LCD projectors or Smart boards in ten classrooms.		
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
6.1 Installed LCD projectors and/or Smart Boards in 10 classrooms.		\$50,000	Laptops, projectors, Apple TV and/or Smart Boards were purchased for teachers beginning with English department, followed by mathematics, history, and science.  All teachers now have laptops and ceiling mounted projectors.		\$67,000 Common Core, supplies & equipment
Scope of service:	District		Scope of service:		
X ALL			X ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services,		Not all classrooms were outfitted with technology (Apple TV monitors) at this time due to the			

and expenditures will be made as a result of reviewing past progress and/or changes to goals?

budget. We started with the core content areas (English and Math) and need to continue to budget to ensure all classrooms have 21<sup>st</sup> technology available.

We will utilize one time dollars (if available) to finish installing Apple TV or Smart boards in all classrooms for 15/16 and as our budget allows.

Reviewing this goal we will address this area in Conditions of Learning (Goal #1) and Pupil Outcomes (Goal #2) in 15/16 to support integration of 21<sup>st</sup> century skills for ENHS students.

Original GOAL from prior year LCAP:	<b>7.0 ENHS will continue to offer transportation for students to ensure a positive attendance rate, while lowering the impact of the general fund without resulting in a cost to low-income students.</b>		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <u>X</u> 6__ 7__ 8__		
Goal Applies to:	Schools: ENJUHSD Applicable Pupil Subgroups: White, Hispanic, Low Income, Students with Disabilities				
Expected Annual Measurable Outcomes:  DESCRIPTIONS OF GOALS	7.1 Discuss with stakeholders and create a study.	Actual Annual Measurable Outcomes:  DID WE DO IT	Preliminary study was accomplished and presented at the August and September Board of Trustee meetings (See Agendas).		
Planned Action/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
10.1 Discuss with stakeholders and create a study to examine other school districts systems for a fee-based transportation cost.		\$80,000.00	The Board of Trustees began to investigate the cost of fee-based transportation at the August and September (2014) Board of Trustee meetings. Current year contribution to maintain program		\$160,000 Supplemental Concentration, function 3600
Scope of service:	District		Scope of service:		
<u>X</u> ALL		<u>X</u> ALL			
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress		Due to changes in the business office personnel (fall 2014) this goal, while identified as a priority by the board of trustees (and our original LCAP) last year was able to put on hold given the			

and/or changes to goals?

shortage of office personnel to investigate options.

2015/2016

First, the district will be working with the newly hired ASB clerk to identify transportation costs in excess of CIF sanctioned season events. Sports programs and clubs will be responsible for these transportation costs beyond the general fund expenditures for the “regular” (and playoff) sport season.

Second, the district will continue to evaluate a possible fee-based system for students utilizing transportation in the 16/17 school-year.

This goal will also be included in the Engagement (Goal #3) for our 15/16 LCAP ensuring that we are building a healthy school climate for our students and families to be engaged.

Original GOAL from prior year LCAP:	<b>8.0 Address school climate in order to improve school culture and connectedness on campus by administering a survey to improve school perception.</b>		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8 <b>X</b>
Goal Applies to:	Schools:	ENJUHSD	
Expected Annual Measurable Outcomes:  DESCRIPTIONS OF GOALS	8.1 Identify suspension rates	Actual Annual Measurable Outcomes:  DID WE DO IT	Attendance rates stayed at about 90% School Climate Survey (LCAP/Spring 2015) Reduce suspension rates from 13/14 baseline (88 offenses)
Planned Action/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
8.1 Actively involve families to increase school climate and engagement (thereby increasing ADA and decreasing suspension rates) at ENHS.	\$0	<p>8.1 The principal met with the Site Council to discuss a plan.</p> <p>District Site Council: September 16, 2014, February 4, 2015, April 22, 2015</p> <p>8.2 Small focus groups of seniors were provided. Superintendent’s Advisory Meeting: April 16</p> <p>8.3 Student survey was given (May/June 2015).</p> <p>8.4 We sent out a SARB introduction letter to the entire ENHS community (January, 2015) and met with families for truancy. We conducted one home visit.</p> <p>8.5 Our Inter district agreement was also re-written to include an attendance policy to ensure that our students are aware of our high expectations to</p>	\$0

				attend school.			
Scope of service:		District		Scope of service:			
<input checked="" type="checkbox"/> ALL				<input checked="" type="checkbox"/> ALL			
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____				OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We will add this to Engagement (Goal #3) in the 15/16 LCAP.					

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner 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 schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>199,506</u>
<p>East Nicolaus Joint Union High School currently has 43.37% unduplicated pupil count. ENHS is a targeted assistance school.</p> <p>East Nicolaus Joint Union High School District (ENHS) educates over 300 students’ ninth-twelfth grade. Currently, 44% qualify as low income and 4% are English learners. The unduplicated count may suggest that services or actions are not needed by all students at ENHS, but due to the nature of a single school district site the actions of the district support targeted support using resources benefitting all students. Because of our small size we have chosen to institute our supplemental and concentration grant funds district-wide.</p> <p><b><i>Focus 1: Ensuring all students are college and career ready thru conditions of learning.</i></b></p> <p>In order to close the achievement gap in ENHS and support student readiness, the following actions and services are included in the LCAP include improving AP access and pass rates for all student in all AP course offerings, providing additional professional development and resources in CCCSS and increasing STEM access for all students.</p> <ul style="list-style-type: none"> <li>• Only adding courses to course offerings that are A-G approved.</li> <li>• Adding STEM and higher level academic rigor courses</li> <li>• Provide in-depth professional development on implementation of California Standards for all teachers</li> <li>• Provide information (training) for all families/students to provide knowledge about course access</li> </ul>	

**Focus 2: Supporting Pupil achievement through increased pupil goals.**  
 In order to support pupil achievement ENHS will increase of A-G completers, improving access of courses, supporting professional development for all teachers across common core standards, provide access to STEM and 21<sup>st</sup> century tools, and address school climate by active family engagement.

- Continue to increase rate of A-G completers by only adding A-G approved coursework
- Improving access to AP courses for all students
- Increase training, with support of SCSOS (Kristi Johnson) to ELD teacher
- Address school climate by ensuring stakeholders are knowledgeable about all aspects of pupil achievement and are able to provide feedback.

**Focus 3: Improve Engagement of all stakeholder groups.**  
 In order to support increase parent and pupil engagement and increase school climate ENHS will address academic areas, continue to provide transportation to ensure student are able to attend school, and actively involve parents and the community in school activities.

- Ensure that students are able to attend school without a cost
- Look for ways to increase knowledge of stakeholder groups in all communication areas
- Continue to administer school-wide survey to seek input.

B. In the box below, 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).

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). 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.

8.46	%
------	---

The district's Minimum Proportionality for low income pupils, foster youth, and English Learners is 8.46%.

**County Office Support Personnel (Base and Supplemental Concentration):**

- \$350/day X 10 days  
(ELD, STEM, and ELA)  
\$3500
- ELD Training
- Assessment Training
- CELDT support
- Materials and Supplies

**Rtl/ELD Teachers (Base and Supplemental Concentration):**

- 3 Sections Rtl/1 Section ELD  
\$37, 210
- ELD Training
- Assessments
- Additional support strategies
- Materials

Specific services to improve services to our unduplicated pupils are both quantitatively and qualitatively supported by district implementation of services.

- 1) Three (3) Rtl intervention classes will be offered for 2015/2016 (this is one more section than in 2014/2015) Qualitatively this is a 33% increase in services for students;
- 2) One (1) English Language development (ELD) class section will be offered in 2015/2016 (in 2014/2015 this class was offered with Rtl students);
- 3) After school tutoring is available school wide to all students; and/or
- 4) Support services from SCSOS Education Services department have been increased for 15/16 to support classroom teachers' use and implementation of research-based strategies with these students.

Students who are identified in the unduplicated pupil count are both qualitatively and quantitatively provided additional services as compared to services provided to all pupils at ENHS.

## LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

01-13-15 [California Department of Education]

## APPENDIX ITEMS

### Counseling Department Outreach 2014/2015

- Counseling Dept. conducted classroom presentations in grades 10, 11, and 12 at the beginning of the school year – Student were provided information about graduation requirements, post secondary options, A-G requirements, NCAA requirements, financial aid, admissions testing requirements and accessing college courses in high school.
- The Counseling Dept. conducted presentations in small groups to freshman students during Freshman Camp at the beginning of the school year regarding about graduation requirements, post secondary options, develop a 4 year plan, A-G requirements, NCAA requirements, financial aid, admissions testing requirements, and accessing college courses in high school
- The Counseling Dept. conducted a College Night for seniors in March. Students and parents are provided information about postsecondary options, college application process, college admissions process, testing requirements, NCAA requirements and financial aid. Representatives from the CSU and UC system were available for families to speak with.
- The Counseling Department conducted an AP Student and Parent Night in May for all potential AP students (for all incoming 11<sup>th</sup> and 12<sup>th</sup> graders) which provided opportunity for families to know the rigor required for AP courses, the benefits of AP courses and support for success for students for AP courses.
- The Counseling Department, in conjunction with CAL-SOAP, presents Introduction to College Options to all juniors. Students are told of the A-G requirements and courses offered at East Nicolaus High School, college admissions process, financial aid, and required testing.
- The Counseling Department, in partnership with CAL SOAP, conducted transcript reviews with seniors, reviewed post secondary options, A-G requirements, financial aid, assisted students in determining which colleges they wanted to apply to, and assisted them in completing their college applications.
- The Counseling Department, in partnership with CAL SOAP presented Introduction to College Options to all juniors. Students were told of the A-G requirements and courses offered at East Nicolaus High School, college admissions process, financial aid, and required testing.
- The Counseling Dept. conducted financial aid workshops in senior classes to notify students about post secondary options and financial aid available to help pay for college. Provided information about the FAFSA, how to apply for a pin, scholarships available, and loans.
- The Counseling Dept. conducted a Financial Aid Night for seniors and their parents. Parents and students were provided information about post secondary options and resources available to help pay for college. Provided information about the FAFSA, how to apply for a pin, scholarships available and loans.

- The Counseling Dept., in partnership with Yuba Community College and CAL SOAP, presented Cash for College Workshop for all seniors and their families. It provided families and students assistance with completing the FAFSA.
- The Counseling Dept. conducted presentations in 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade classes in March regarding transcript reviews, graduation requirements, post secondary options, A-G requirements, NCAA requirements, financial aid, admissions testing requirements, and accessing college courses in high school.
- The Counseling Dept. held Junior Student & Parent Night in April to discuss planning for senior year, post secondary options, college application process, A-G requirements, testing requirements, NCAA requirements, and accessing college courses in high school.
- The Counseling Dept. conducted a Sophomore Student & Parent Night in April to discuss benefits of AP courses, high school graduation requirements, post secondary options, A-G requirements, financial aid, testing requirements, NCAA requirements, and accessing college courses in high school.
- The Counseling Dept., in partnership with CAL SOAP, provided a workshop in March for seniors to help students to understand their Student Aid Report and the next steps in the college admissions process.
- The Counseling Dept. conducted a presentation for all incoming students and their parents to discuss high school graduation requirements, post secondary options, A-G requirements, financial aid, testing requirements, NCAA requirements and accessing college courses in high school.
- The Counseling Dept. conducted classroom presentations in all 8<sup>th</sup> grade classes of our feeder schools to provide information to students about discuss high school graduation requirements, post secondary options, A-G requirements, financial aid, testing requirements, NCAA requirements, and accessing college courses in high school.

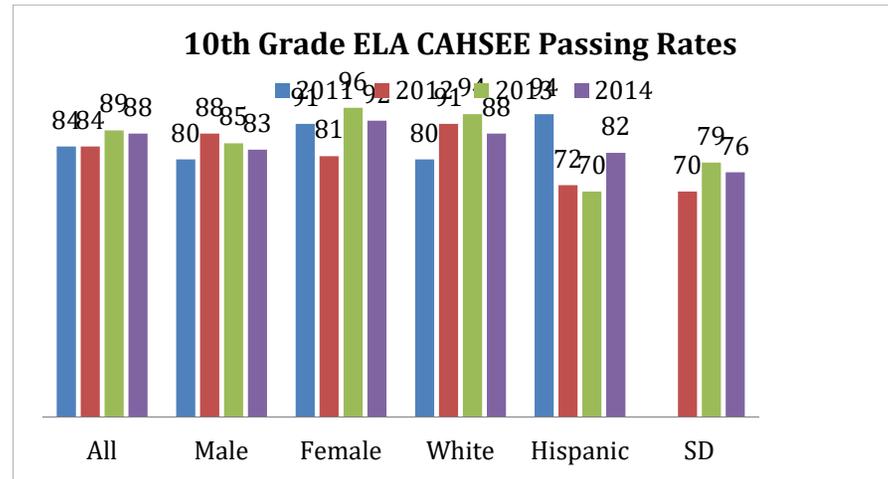
**ASSESSMENTS**

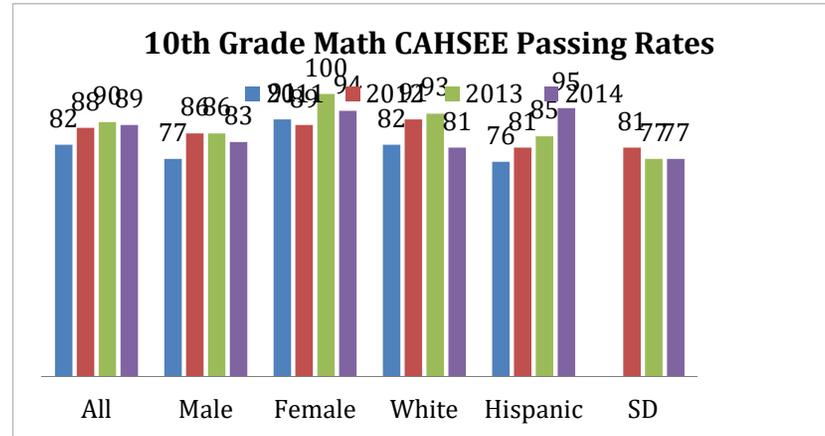
**AYP**

AYP Results	ELA (% of students who scored proficient or above)		
	2012	2013	2014
Year	2012	2013	2014
Schoolwide	63.8%	66.3%	67.1%
White	71.1%	72.2%	71.4%
Hispanic	50%	60%	54.5%
Socioeconomically Disadvantaged	48.1%	55.6%	40.7%

AYP Results	MATH (% of students who scored proficient or above)		
	2012	2013	2014
Year	2012	2013	2014
Schoolwide	55.3%	57.8%	58.9%
White	69%	63%	61.9%
Hispanic	40%	45%	40.9%
Socioeconomically Disadvantaged	48.1%	33.3%	33.3%

**CAHSEE**





Although ENHS has met AYP targets in 2013 and 2014, we are still concerned about the lack of growth shown by Hispanic and socioeconomically disadvantaged subgroups in the areas of Math and ELA. The decline in scores was one of the several factors as the impetus for creating the Response to Intervention (RtI) class in the 2013-14 school year to provide additional support to students struggling academically during the school day. Students placed or opting to be in the RtI class for additional support have a full period to access a credentialed teacher for additional academic support. The RtI teacher in cooperation with the student tracks the academic progress of all academic courses. In the 2014-15 school year, a new EL Program was launched to address the learning needs of our English Learners. Identified EL students receive intensive English acquisition instruction.

In 2013-14, ENHS was added to the California Student Opportunity and Access Program (Cal SOAP) North Valley Consortium. Cal SOAP provides post-secondary outreach to all of our 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students. However, specific intervention is provided in partnership with Cal Soap targeting our highest at risk populations including our socioeconomically disadvantaged students and Latino students. Cal SOAP and the Counseling Department work together to provide specific outreach to Latino and socio-economically disadvantaged students regarding A-G completion, post secondary options, and financial aid.

Since 2013-14, students that are socio-economically disadvantaged have backpacks and school supplies available to them at no cost. In 2013-14, we also started a partnership with Sutter County One Stop. Through this program, students were provided opportunities in accessing life skills such as resume writing, interviewing skills, etc. Students were also provided employment leads.

In the 2013-14 school year, ENHS reached out in partnership with the Sutter County Intervention and Prevention Program to provide tutorial services to our homeless youth who was identified.

In 2014-15 school year, ENHS has reinstated our notebook loaner program. This program allows socio-economically disadvantaged students to check out laptops to utilize if they do not have one that they can access at home. The students are also able to access the internet through the notebooks on campus. This allows our socio-economically disadvantaged students to have access to resources that may not be readily available to them at home.

Our Cinderella's Closet provides formal clothing to students in need for Prom, dances, job interviews, etc. The staff also does multiple food drives to support our socio-economically disadvantaged families.

In 2014 our staff nominated our homeless youth for a shopping trip with law enforcement during the holidays.

### **Academic Progress Index (API)**

East Nicolaus High School has increased their API scores school wide every year from 2009-10 scoring 801 to 2012-13 scoring 813. Our white student subgroup increased their API scores each year from 804 in 2011, to 823 in 2012, to 832 in 2013. Each of our other significant subgroups of Hispanics, socioeconomically disadvantaged, and students with disabilities have decreased in their API scores over the same timeframe. This is a critical need as our demographics are shifting and steps must be taken to address the needs of the changing student population.

<b>Year</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-2013</b>
School wide	801	800	808	813
White	803	807	822	832
Hispanic	777	776	774	741
Socioeconomic ally Disadvantaged	786	784	763	753
Students w/ Disabilities	609	550	515	Not a significant subgroup (No score)

**Adequate Yearly Progress (AYP)**

East Nicolaus High School has been met all the AYP targets in 2013 and 2014. In 2012, East Nicolaus High School met 5 of the 6 AYP targets.

## 1.4 TECHNOLOGY

### (WASC ACTION PLAN ITEM)

Create a comprehensive, coordinated technology plan that includes acquisition and maintenance of technology infrastructure and support for the use of instructional tool for teaching and student learning.

1. We will ensure that the Aeries system is used to its fullest capacity to support teaching, counseling, student learning, and parent communication.
2. We will ensure that an assessment tools like Interim Comprehensive Assessments (ICA) available through the Digital Library are utilized to their fullest capacity to support teaching and student learning.
3. We will ensure that parent portal access concerning student information related to school be made available as a communication tool for parents and students.
4. We will ensure that the school website is upgraded and maintained for the purpose of parent and student access to school information.
5. We will ensure that technology tools for communication with parents like Blackboard and Remind are utilized to foster better communication with parents and students in regards to school policies, practices, activities, and general school safety situations.
6. We will ensure that our technology systems support all other significant school related functions such as critical student data collection, instructional feedback, attendance, and grades.

### STEM PATHWAY

This course serves as a foundation course within ENHS's STEM Pathway. Topics covered in this pathway are:

- The Role of the Engineer
- The Design Process
- Technical Sketching and Drawing
- Measurement and Statistics
- Geometric Shapes and Solids
- Dimensions and Tolerances
- 3D Modeling Skills
- Reverse Engineering

- Structural Analysis
- Product Improvement
- Design Teams
- Mechanisms
- Energy
- Statics
- Kinematics