

Introduction:

LEA: East Nicolaus Joint Union High School District Contact: Karen Villalobos, Superintendent 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.

ENHS LCAP Public Hearing: 6/10/2015

ENHS LCAP Board of Trustee Approved: 6/24/2015 (revised September 22, 2015)

REVISED 2015/16 4/14/2016

Public Hearing: 6/1/2016 Board of Trustee Approved: 6/8/2016 Public Hearing (Revision: Public Hearing: 7/26/2016 Approved: pending 8/10/2016

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
<p>Board of Trustee Meetings (August 2015 – ongoing)</p> <p>Leadership Team (monthly meetings - ongoing)</p> <p>District Site Council: September 2015, April 18, 2016</p> <p>WASC: November 16, 2015</p> <p>Community Training WASC – February 17, 2016</p> <p>ENTA Meetings (First Wednesday of the month – ongoing)</p> <p>LCAP Survey (Family/Community, Staff/Faculty, Students): April 2016</p> <p>Board Study Sessions on LCFF/LCAP/Annual Plan (January 2015 – ongoing on Board Agenda)</p>	<p>-ENHS Board of Trustees board meetings included monthly updates</p> <p>-LCAP updates were provided at Site Council Meetings, WASC meetings, staff meetings, and monthly Principal Council meetings with the superintendent/principal.</p> <p>Feedback from stakeholders (via survey feedback, meeting attendance, and one-to-one discussions at school functions demonstrated concerns in: <i>Update for 2015/16</i> <i>Focus on Survey and Stakeholder Groups continued to be:</i> 1) Grades and helping their students be successful; 2) Preparing students to be career and college ready; 3) Deepening understanding of the California Standards; and</p>

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<p>Annual Plan Review: 4/18/2016</p> <p>Board of Trustee LCAP Public Hearing: 6/1/2016</p> <p>LCAP Submitted for Board of Trustee Approval: 6/8/2016</p>	<p>4) Increasing engagement</p> <p>The LCAP Committee (Site Council) and Leadership Team reviewed the original LCAP goals with input throughout the year</p> <ul style="list-style-type: none"> -Goal 1: Increase School and Career Readiness -Goal 2: Improve School Climate -Goal 3: Increase Academic Content knowledge <p>On-going feedback was collected during the LCAP Survey from Community, Staff, and Students (May 2016)</p>
<p>Annual Update:</p>	<p>Annual Update:</p>
<ul style="list-style-type: none"> • A Leadership Team (superintendent/principal, assistant principal, learning director, and ENTA president) continued to meet. The LCAP and progress towards meeting LCAP goals were reviewed at these meetings. • A schedule and ideas for increased community and student involvement was created. • Data was collected and baseline scores were reviewed in all focus areas. • Data was shared at monthly ENHS Board of Trustee meetings as a standing agenda item under Superintendent's Report. • Data was also shared with WASC committee, ENTA group, Principal's Council, and Site Council meetings. • Updates were provided (ongoing) at staff meetings. 	<p>The data collected on A-G demonstrated we continue to make gains in students meeting A-G graduation requirements and adding A-G eligible coursework at ENHS.</p> <p>We added SBAC testing as a monitor for student achievement; this had not been included in the 14/15 baseline. We have the baseline data from 14/15 and will be able to utilize it for upcoming years.</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

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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.

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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?

<p>GOAL:</p>	<p>1.0 Conditions of Learning ENHS will hire and assign fully credentialed teachers. ENHS will ensure the following: 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. 1.1 Ensure all teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they teach. 1.2 Ensure that all students have access to standards-aligned materials. 1.3 Ensure all school facilities are maintained and in good repair. 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). 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 governing board). 1.6 Develop courses that focus on STEM content area.</p>	<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>
<p>Identified Need :</p>	<p>1.1 Currently, there are no inappropriately-assigned teachers; 16 ENHS faculty members are fully-credentialed teachers. (Baseline= 18 teachers). 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/ELD adoption is based on 2008 adoption and consumables are needed for CMP. 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 2015, the roofs were replaced and ADA access around campus will be addressed. A Master Plan has been created that ensures full compliance with DSA for all future project close outs and new construction in the future. 1.4 Professional Development needs to be ongoing in all content areas of the CA Standards. 1.5 Currently ENHS offers a broad course of study for students and intends to maintain this broad course of study for all students. 1.6 Currently the district has three approved STEM courses.</p>	
<p>Goal Applies to:</p>	<p>Schools: ENJUHSD Applicable Pupil Subgroups: White, Hispanic, Low Income, Students with Disabilities</p>	
<p>LCAP Year 1: 2016-17</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>1.1a. <u>Maintain appropriately-assigned teachers.</u> 1.1b. Maintain fewer than 2 non HQTs 1.2 <u>Materials:</u> Maintain 100% sufficiency with instructional materials. 1.3 <u>Facilities:</u> Work with DSA to create a DSA certified plan.</p>	

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1.4 <u>CA Standards</u> : 100% of teachers will be trained in more depth in ELA/ELD, Mathematics, and NGSS. 1.5 <u>Access</u> : Maintain full access to broad course of study for all students. 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: 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 <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5000 LCFF Base, supplies
1.3 Work with Inspector or Record to write a letter with plan to become DSA compliant.	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
1.4 Provide professional development for ELA/ELD, Mathematics, and NGSS.	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)_____	\$10,000 supp conc, services
1.5 Maintain full access of course of stud.	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 Add one STEM course for the master schedule.	Districtwide	<input checked="" type="checkbox"/> ALL <hr/> 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)_____	\$6370 Supp. Conc., salaries

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	1.1a. <u>Maintain</u> appropriately-assigned teachers. 1.1b. <u>Maintain</u> fewer than 2 non HQTs. 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 <u>Access</u> : Maintain full access to broad course of study for every student. 1.6 Develop one additional STEM class.
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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 <hr/> 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 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 <hr/> 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)_____	School-wide \$8000, LCFF Base, supplies
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 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)_____	\$10,000 supp/conc, services
1.5 Maintain full access of course of study	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
1.6 Develop one additional STEM class	Districtwide	<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)_____	\$6370, sup/con, salaries

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	1.1a. <u>Maintain appropriately assigned teachers.</u> 1.1b. Maintain fewer than 1 non HQTs. 1.6 <u>Materials:</u> Maintain 100% sufficiency with instructional materials. 1.7 <u>Facilities:</u> Maintain 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 <u>Access:</u> Maintain full access to broad course of study for every student. 1.6 Develop one additional STEM class.
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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: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	No cost

		___ Other Subgroups: (Specify) _____ <hr/> ___ 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 NGSS adoption when available.	Districtwide	X ALL <hr/> 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	X ALL <hr/> 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	X ALL <hr/> 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 study.	Districtwide	X ALL <hr/> 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	X ALL <hr/> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	\$6370 supp conc, salaries

<p>GOAL:</p>	<p>2.0 Pupil Outcomes 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, 21st 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 21st 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. 2.10 Increase from 14/15 baseline scores in ELA/ELD. 2.11 Increase from 14/15 baseline scores in Math.</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>
<p>Identified Need:</p>	<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>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)</p>	

	<p>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. 2.10 The District has a baseline data from 14/15 SBAC scores. ELA/ELD 2.11 The District has a baseline data from 14/15 SBAC scores. Math</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													
<p>Goal Applies to:</p>	<p>Schools: ENJUHSD Applicable Pupil Subgroups: White, Hispanic, Low Income, Students with Disabilities</p>														
<p>LCAP Year 1: 2016-17</p>															
<p>Expected Annual Measurable Outcomes:</p>	<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. 2.10 Increase 3 % from 14/15 baseline scores in ELA/ELD. 2.11 Increase 3 % from 14/15 baseline scores in Math.</p>														
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>												
<p>2.1 Work with teachers in ELA/ELD and Math to ensure benchmark assessments are being used to monitor progress and ensure student growth.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>Release Time</p>												
<p>2.2 Work with ELD teacher and SCSOS to ensure teacher</p>	<p>Districtwide</p>	<p>___ ALL</p>	<p>\$3500</p>												

<p>has training in ELD curriculum and strategies and can support student's proficiency in English language.</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>supp/con, services</p>
<p>2.3 Work with SCSOS (Kristi Johnson) and CELDT coordinator to determine reclassification requirements and criteria.</p>	<p>Districtwide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <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>*</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> <hr/> <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> <hr/> <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> <hr/> <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> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>\$37,210 supp/con, salaries</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2.8 Include technology strategies and tips during professional development trainings and early release days.	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
2.9 Contract with SCSOS of Dawn Carl/Kristi Johnson to create ICAs for English and Math departments to use to monitor student achievement.	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)_____	*

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	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. 2.10 Increase 3 % from 15/16 baseline scores in ELA/ELD and/or exceed the statewide average. 2.11 Increase 3 % from 15/16 baseline scores in Math and/or exceed the statewide average.		
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 Continue to monitor EL students, providing additional	Districtwide	<input type="checkbox"/> ALL	Release Time

<p>training for ELD teachers; reviewing current ELD curriculum.</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>2.3 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><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)_____</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</p>	<p>No cost</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2.9 Review ICA's	Districtwide	<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)_____	No cost

LCAP Year 3: 2018-19

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. 2.10 Increase 3 % from 16/17 baseline scores in ELA/ELD and/or exceed the statewide average. 2.11 Increase 3 % from 16/17 baseline scores in Math and/or exceed the statewide average.
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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:	*

ENHS LCAP Public Hearing: 6/10/2015
 ENHS LCAP Board of Trustee Approved: 6/24/2015 (revised September 22, 2015)
 REVISED 2015/16 4/14/2016
 Public Hearing: 6/1/2016 Board of Trustee Approved: 6/8/2016 Public Hearing (Revision: Public Hearing: 7/26/2016 Approved: pending 8/10/2016

		<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 additional skills needed for more students to become exempt/conditionally exempt on the EAP.	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
2.6 Continue to monitor course offerings A-G courses are added to master schedule.	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.
2.7 Monitor Rtl course sections, review current delivery and revise plan as necessary.	Districtwide	<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)_____	\$37,210 supp/con, salaries
2.8 Review technology plan and implement next steps to ensure timely and updated delivery to 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)_____	No cost
2.9 Review IORs for English, Math, and Science \	Districtwide	<input checked="" type="checkbox"/> ALL	Substitutes

departments to us to monitor student achievement.

OR:

Low Income pupils English Learners

Foster Youth Redesignated fluent English proficient

Other Subgroups: (Specify) _____

GOAL:	1.0 Engagement 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.		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__	
	1.1 Ensure all students have an opportunity to arrive at school by school-provided transportation. 1.2 Ensure yearly a survey is administered (LCAP Survey) in order to gain insights into school perception and connectedness. 1.3 Provide opportunities for the families and students to provide feedback about student discipline and suspension. 1.4 Maintain expulsion rates and minimize suspension rates for all students. 1.5 Develop a system that improves student engagement by addressing attendance, chronic absenteeism, high school drop, and graduation rates.		Local : Specify _____	
Identified Need :	1.1 Currently ENHS provides a no-fee transportation system to all students resulting in a substantial impact to the general fund. 1.2 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. 1.3 Maintain active parent communication with all ENHS families. 1.4 Currently administration has not used data to determine suspension reasons across campus. Maintain current expulsion rate <1 year. 1.5 Currently the LCAP Committee (formerly Site Council) is the only group that seeks information to support school-wide focus areas.			
Goal Applies to:	Schools: ENJUHSD Applicable Pupil Subgroups: White, Hispanic, Low Income, Students with Disabilities			
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	1.1 Maintain school to home transportation while decreasing cost to general fund by 3% yearly. Begin by creating a baseline cost. 1.2 Maintain administering the school-wide survey each spring. 1.3 Create a sub-committee to determine strategies to improve school connectedness. 1.4 Maintain less than one expulsion per year and identify current suspension rates (and reasons). 1.5 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.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 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: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>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.</p>
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Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted
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	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: 2018-19

Expected Annual Measurable Outcomes:	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.
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ENHS LCAP Public Hearing: 6/10/2015

ENHS LCAP Board of Trustee Approved: 6/24/2015 (revised September 22, 2015)

REVISED 2015/16 4/14/2016

Public Hearing: 6/1/2016 Board of Trustee Approved: 6/8/2016 Public Hearing (Revision: Public Hearing: 7/26/2016 Approved: pending 8/10/2016

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?

Original GOAL from prior year LCAP:	<p>1.0 Conditions of Learning ENHS will hire and assign fully credentialed teachers. ENHS will ensure the following: 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. 1.1 Ensure all teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they teach. 1.2 Ensure that all students have access to standards-aligned materials. 1.3 Ensure all school facilities are maintained and in good repair. 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). 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 governing board). 1.6 Develop courses that focus on STEM content area.</p>		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4__ 5__ 6__ 7 <u>X</u> 8__
Goal Applies to:	Schools:	ENJUHSD	
Expected Annual Measurable Outcomes: DESCRIPTIONS OF GOALS	Applicable Pupil Subgroups:	White, Hispanic, Low Income, Students with Disabilities	1.1a. ENHS maintained appropriately-assigned teachers. 1.1b. ENHS maintained fewer than 2 HQTs 1.2 ENHS maintained 100% sufficiency with instructional materials. 1.3 ENHS is working with DSA and our architect, Rainforth-Grau to create a DSA certified plan. 1.4 100% of ENHS teachers were trained in more depth in ELA/ELD, Mathematics, and NGSS. 1.5 ENHS maintained full access to a broad course of study for Students. 1.6 ENHS developed on additional STEM class this year.
Planned Action/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual

ENHS LCAP Public Hearing: 6/10/2015

ENHS LCAP Board of Trustee Approved: 6/24/2015 (revised September 22, 2015)

REVISED 2015/16 4/14/2016

Public Hearing: 6/1/2016 Board of Trustee Approved: 6/8/2016 Public Hearing (Revision: Public Hearing: 7/26/2016 Approved: pending 8/10/2016

			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.		1.1 In 2015/16, we were audited by the SCSOS County Credential Analyst. This audit allowed ENHS to create a baseline system of teachers who were not HQT. This year we continued to meet with Kathy Tamez (SCSOS Credential Analyst) to assure that our two non-HQT teachers are on a path to meet HQT path. By January 2016 one of the teachers was HQT	
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.	1.2 LCFF Base, Supplies \$5000	1.2 We reviewed instructional material sufficiency at our August 2015 board meeting following our staff meeting with English and math teachers. Supplemental math materials were purchased in math curriculum but we purchased provide PD for ELD. We did not purchase ELA materials as they are not available.	1.2 LCFF \$2500
1.3 Work with Inspector or Record to write a letter with plan to become DSA compliant.		1.3 The District met with DSA in December 2015 to review DSA compliant issues. The District is now creating a Master Plan to become DSA compliant.	
1.4 Provide professional development for ELA/ELD, Mathematics, and NGSS.	1.4 Supp/Con Services \$10,000	1.4 Professional Development has been offered in several areas over the course of 8 early release Monday afternoons (1:30 – 3:00 p.m.) All staff participated in these trainings. In addition, the Science Department attended an NGSS Cohort presented at the county office (3 – full day sessions) and had 2 full days of planning at the site level to plan science implementation for ENHS. The math department also has had several planning days for ICAs and matriculation across course studies. The English department will be collaborating on a universal rubric in May, after AP testing.	1.4 Supp/Conc Services \$13,069
1.5 Maintain full access of course of studies.		1.5 ENHS continues to offer a full course of studies for all students (despite dipping below 300 ada).	
1.6 Develop one additional STEM class.	1.6 Supp/Conc., Salaries	1.6 A second STEM class (Robotics) was developed this year for our i3 PLTW grant.	1.6 Supp/Conc \$9294

		\$6,370		
+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?	The District intends to have all teachers HQT for the 2016/17 school year. A planning session for PD training in all content areas is being considered to ensure that all teachers have access to the CA standards in their content area. ENHS is committed to only adding fully approved A-G courses to its course of study, and in a systematic manner having all currently offered classes approved. ENHS will continue to work with our architect, using our bond funding to move more buildings to full DSA compliance.			

<p>Original GOAL from prior year LCAP:</p>	<p>2.0 Pupil Outcomes 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, 21st Century strategies, and address school climate in order to improve school culture.</p> <ul style="list-style-type: none"> 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 21st century technology to access best instructional strategies. 2.9 Use interim comprehensive assessments (ICAs), based on publisher, to determine student goals in English and math classes. 	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4_X 5__ 6__ 7__ 8_X</p>	
<p>Goal Applies to: 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>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> <ul style="list-style-type: none"> 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. 	<p>Actual Annual Measurable Outcomes:</p> <p>DID WE DO IT</p>	<p><i>The District made strides in several areas on Pupil Outcomes this year, we are still struggling with a small ELD population and serving the needs of our students.</i></p> <ul style="list-style-type: none"> 2.1 Yes, the district continued to monitor our internal academic performance measures. In math, ICAs were administered for the first time. No new internal academic performance measures were added in ELA/ELD. 2.2 The district had not seen an increase in CELDT AMAO 1 t this year.

<p>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.</p> <p>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="padding-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 style="margin-left: 40px; border-collapse: collapse;"> <tr> <td style="padding-right: 20px;">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).</p> <p>2.7 Ensure all students are given support services to be successful in core academic instruction.</p> <p>2.8 Ensure that technology purchased is supported with professional development to support access to 21st</p>	English	Math		19%	11%	Exempt	17%	34%	Conditionally Exempt	64%	53%	Non Exempt	<p>2.3 This year the district was able to RFEP 2 students based on CELDT data and district criteria. This was a marked improvement from the previous year and the district administration felt more confidence in the data used to determine this redesignation.</p> <p>2.4 The data is inconsistent as we are seeing an increased number of students who are accessing community college courses. Our AP instructors have all committed to attend additional professional development for their AP content area.</p> <p>2.5 No data for 15/16 yet.</p> <p>2.6 The district currently has received /or is in the process of A-G approval in all courses except Welding and Woodshop courses. All new courses at ENHS are A-G approved. 1 A-G courses were added to A-G approved during the 15/16 school year.</p> <p style="padding-left: 40px;">Class of 2016 -63 seniors 48% met A-G requirements</p> <p>2.7 The District offered 4 Rtl classes that focused on instruction and remedial skills. 22 students participated in Rtl classes</p> <p>2.8 Technology Plan – smart boards and/or Apple TV technology is available in every classroom.</p>
English	Math												
19%	11%	Exempt											
17%	34%	Conditionally Exempt											
64%	53%	Non Exempt											

	century technology. 2.9 Develop interim assessments using publisher benchmarks to determine student achievement.		2.9 Use of ICA are in place for math... Developing ICAs for English
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual 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. 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. 2.3 Work with SCSOS (Kristi Johnson) and CELDT coordinator to determine reclassification requirements and criteria. 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. 2.5 Create a plan to review EAP data to increase Exempt and Conditionally Exempt rates for students. 2.6 Work with teaching staff and learning director to ensure only A-G courses are added to master schedule. 2.7 Increase Rtl course sections, including providing a professional development for teachers for strategies to support struggling students. 2.8 Include technology strategies and tips during professional development trainings and early release	2.2 supp/conc \$3500 * 2.7 \$37,210 Supp/conc salaries	2.1 Both math teachers implemented ICAs this year. Pending further review, ELA/ELD teachers will be looking at ICAs for 16/17. 2.2 Mr. Priddy was trained in ELD curriculum and strategies during one day with Kate Kinsella. Additional training in 3D Curriculum is necessary. 2.3 We worked with SCSOS (Kristi Johnson) as our CELDT coordinator to determine reclassification requirements and criteria. We continued to gain knowledge in this area in order to determine additional needs for our students. 2.4 Developed an outreach plan to Improve access and knowledge of AP courses and worked with AP teachers to assess areas for additional growth. 2.5 A plan is in place to review EAP data to increase Exempt and Conditionally Exempt rates for students. 2.6 We only added A-G courses to the master schedule during the 15/16 school year. 2.7 4 Rtl classes were added during the 15/16 school year. Professional development was implemented with these 4 teachers including training in initial assessments. 2.8 Some technology strategies and tips were shared during staff meetings, additional strategies are needed.	2.2 supp/conc services \$3500 2.7 \$36,420 Supp/conc salaries

<p>days.</p> <p>2.9 Contract with SCSOS of Dawn Carl to create interim comprehensive assessment (ICAs) for English and Math departments to use to monitor student achievement.</p>			<p>2.9 We worked with Dawn Carl (SCSOS) to create ICAs for the Math department to use to monitor student achievement. We have yet to develop ICAs in ELA/ELD.</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: ___Low Income pupils ___English Learners ___Foster Youth ___ Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>			<p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___ Redesignated fluent English proficient ___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>The District continues to need to develop a plan to improve AP enrollment, attempt rate, and passing rates. This review will include working with the ENHS English Department. We will be doing a full review of our ELA/ELD curriculum and assessment in 16/17. The Superintendent will be reading the book Mindset to support the teachers in supporting the teachers in adapting to new mindsets. In addition survey data from our LCAP Survey data showed all three groups seeing this as an area for growth.</p> <p>We will be adding the SBAC data for our 16/17 goals. Using the 15/16 data as our baseline scores.</p>			

Original GOAL from prior year LCAP:	<p>3.0 Engagement 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.</p> <p>3.1 Ensure all students have an opportunity to arrive at school by school-provided transportation.</p> <p>3.2 Ensure yearly a survey is administered (LCAP Survey) in order to gain insights into school perception and connectedness.</p> <p>3.3 Provide opportunities for the families and students to provide feedback about student discipline and suspension.</p> <p>3.4 Maintain expulsion rates and minimize suspension rates for all students.</p> <p>3.5 Develop a system that improves student engagement by addressing attendance, chronic absenteeism, high school drop, and graduation rates.</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3 <u>X</u> 4__ 5 <u>X</u> 6 <u>X</u> 7__ 8__</p>
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Goal Applies to:	Schools: ENJUHSD	Applicable Pupil Subgroups: White, Hispanic, Low Income, Students with Disabilities
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Expected Annual Measurable Outcomes: DESCRIPTIONS OF GOALS	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.	Actual Annual Measurable Outcomes: DID WE DO IT	3.1 The baseline for transportation fee costs to general fund continues to exceed \$160,000. 3.2 The LCAP survey was administered last spring. 3.3 The District updated it's website this year to maintain communication. 3.4 The District maintained its expulsion rates for 15/16. 3.5 The District sought information at the LCAP Committee, Principals Council, and WASC Committee groups.
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Planned Action/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
3.1 Create a baseline cost for home to school transportation.	3.1 Supp/Conc function 3600	3.1 We created a baseline cost for home-school transportation.	3.1 Supp/Conc \$160,000

<p>3.2 Maintain administering the school-wide survey.</p> <p>3.3 Create a sub-committee to discuss school connected-ness.</p> <p>3.4 Maintain current expulsion rates and identify current suspension rates for trends.</p> <p>3.5 Expand collaboration with attendance clerk and assistant principal and create an outreach plan to increase school attendance, specifically for low income students.</p>	<p>\$160,000</p>	<p>3.2 We administered the school-wide survey and added survey questions based on feedback.</p> <p>3.3 The Principal's Council was re-established to discuss school connected-ness with students.</p> <p>3.4 Expulsion rates were maintained.</p> <p>3.5 The district increased school attendance for low income students by 1% using home visits and attendance letters.</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:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><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>The Principal's Council was re-established this year to focus on Engagement. This group of students reviewed the District's LCAP monthly, mostly focusing on Engagement, although all three goals were reviewed at the beginning of the year.</p> <p>Data showed from our survey that our families believe they understand our attendance policy. Based on follow up meetings with our LCAP Committee it was clear that there was a lack of understanding of our Independent Study policies. The AP and Superintendent reached out to the IPP staff at SCSOS to gain additional strategies for pre-SARB policies and procedures.</p> <p>Parent Communication will continue to be encouraged at ENHS.</p>		

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

ENHS LCAP Public Hearing: 6/10/2015

ENHS LCAP Board of Trustee Approved: 6/24/2015 (revised September 22, 2015)

REVISED 2015/16 4/14/2016

Public Hearing: 6/1/2016 Board of Trustee Approved: 6/8/2016 Public Hearing (Revision: Public Hearing: 7/26/2016 Approved: pending 8/10/2016

- 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:	\$224,336
<p>East Nicolaus Joint Union High School currently has unduplicated pupil count. ENHS is a targeted assistance school.</p> <p>The amount listed in the revised version of the LCAP and in the MPP calculated in the FCMAT calculator is \$224,336. The amount of estimated expenditures of supplemental and concentration grant funds totals \$217,000. This a \$7,336 shortfall that equates to 3.27% of the calculated supplemental and concentration funds.</p> <p>East Nicolaus Joint Union High School District (ENHS) educates over 300 students’ ninth-twelfth grade. Currently, 46% 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>Focus 1: Ensuring all students are college and career ready thru conditions of learning.</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"> Continuing to only add courses to the master schedule that are A-G approved (for 16/17 seven (7) additional A-G Classes have been approved with an 8th course pending: 	

Integrated Math II
 Integrated Math III
 Economics (submitted, pending)
 German III
 Integrated Science I
 Agricultural and Soil Chemistry
 Sustainable Agriculture
 Principles of Engineering (STEM)

- Adding STEM and higher level academic rigor courses
- Providing in-depth professional development on implementation of California Standards for all teachers by adding additional buy back days for teachers before the school year begins utilizing 2 additional buy out days.
- Provide information (training) for all families/students to provide knowledge about course access and post-secondary options thru the Counseling Dept.

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 21st 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 (In 2016/17 48% of graduating seniors met the A-G requirements)
- Improving access to AP courses for all students thru sharing AP requirements to all students and recruiting students
- Increase training in ELD strategies, with support and coaching of SCSOS (Kristi Johnson) to Mr. Priddy (ELD teacher)
- Address school climate by ensuring stakeholders are knowledgeable about all aspects of pupil achievement and are able to provide feedback thru expanded LCAP Survey

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 fee for school transportation
- Look for ways to increase knowledge of stakeholder groups in all communication areas

ENHS LCAP Public Hearing: 6/10/2015

ENHS LCAP Board of Trustee Approved: 6/24/2015 (revised September 22, 2015)

REVISED 2015/16 4/14/2016

Public Hearing: 6/1/2016 Board of Trustee Approved: 6/8/2016 Public Hearing (Revision: Public Hearing: 7/26/2016 Approved: pending 8/10/2016

- Continue to administer school-wide LCAP survey to seek input and triangulate data

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.

8.84	%
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The district's Minimum Proportionality for low income pupils, foster youth, and English Learners is 8.84%.

County Office Support Personnel (Base and Supplemental Concentration):

- \$350/day X 10 days (ELD, NGSS, and ELA)
- \$3500
- All Staff ELD Training – All Staff Pay to Play Day August 10, 2016 (K. Johnson) – 2 days (Teacher Effectiveness Funding)
- Additional Interim Assessment Training (Math/ELA)
- CELDT support – Training for AP and ELD teacher
- Materials and Supplies

Rti/ELD Teachers (Base and Supplemental Concentration):

- 3 Sections Rti/1 Section ELD
- \$37, 210
- ELD Training
- Assessments
- Additional support strategies thru training with K. Johnson
- 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 continue to be offered for 2016/2017 (this is one more section than in 2014/2015) Qualitatively this is a 33% increase in services for students since 2014/15.
- 2) One (1) English Language development (ELD) class section will be offered in 2016/17 (in 2014/2015 this class was offered with Rtl students);
- 3) After school tutoring is available school wide to all students as needed (math has dedicated tutoring time once a week); and/or
- 4) Support services from SCSOS Education Services department have been increased for 16/17 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 thru Rtl and/or ELD classes.

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]