Local Control and Accountability Plan

Acton-Agua Dulce Unified

July 1, 2016 - June 30, 2019

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

Introduction:

LEA: Acton-Agua Dulce Unified   **Contact (Name, Title, Email, Phone Number):**   Kim Lytle   **LCAP Year:** 2016
Asst Supt
klytle@aadusd.k12.ca.us
(661) 269-0750 106

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies? (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies,; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
Information regarding student outcomes, LCAP goals and actions, and how LCFF and other school funding supports implementation of LCAP goals and actions to improve student outcomes, has been shared at meetings with stakeholders throughout the year. When preparing the annual update and seeking input for development of the 2016/17 – 2018/19 LCAP, a handout that summarized LCAP information was shared with stakeholders at each meeting. Stakeholders were provided opportunities to ask questions and provide suggestions, which were shared with district leaders for inclusion in the current or future year LCAP updates. Information sharing and input gathering meetings included:

School Site Council, which includes Administrative, Teacher, Classified, parent and student representatives

Booster Club and PTO meetings, which includes parent and community representatives

Parent Advisory Committee

English Learner Advisory Committees

Associated Student Body and Student Council meetings

LCAP Information meetings, which are advertised to parents, community members, teaching and support staff, and students

Administrative Council and Management Team meetings

Board of Trustee meetings, which are publically noticed for attendance by parents, community members, teachers, classified staff and students

One-to-one meetings with principals or district staff, as requested by parents, students, stakeholders

In addition to meetings, all stakeholders (parents, including parents of English Learners, Socioeconomically disadvantaged, and Foster Youth, community members, certificated and classified staff including Union Representatives,, and students) were notified of the opportunity to participate in the District's LCAP Survey, which was available online or in a hard copy format, as requested.

The Superintendent met with the Parent Advisory Committee to share goals, actions, and data on 5/27/16. Parents said they felt that the priorities of the community as identified in meetings and the surveys were included in the goals and actions. Parents indicated they were happy with the LCAP as written and did not want any changes made before it is presented for the Board Hearing. | **Stakeholder meetings:**

Input gathered at parent, student and stakeholder meetings includes:

Purchase CCSS aligned materials

Continue to provide students and parents with information about HS graduation, and college and career pathway requirements and application processes.

Provide increased opportunities for students at all levels to engage in activities and complete classes related to Science, Technology, Engineering, Arts, and Math (STEAM) through hiring qualified staff, professional development, acquisition of equipment and supplies, and STEAM-based presentations and field trips.

Provide parent trainings to help parents understand Common Core State Standards, how to help their child with homework, and how to motivate students

Provide more student support and enrichment opportunities during the day and after school

Maintain and improve the school climate through implementation of programs that support positive behavior and discipline, and extinguish negative behaviors and bullying.

Continue with letters and incentives to improve student attendance, and begin holding meetings with families that continue to have attendance issues

Provide PD to help teachers implement CCSS, address behavior concerns, and provide improved instruction for students with differentiated learning needs (English learners, gifted/advanced students, Special Education students, students "at-risk" of not meeting grade level and/or graduation requirements)

Ensure that teachers can do timely assessment to set and monitor learning goals.

Provide competitive salaries to retain and recruit HQT and HQ classified staff

Continue facility projects to support academic and extra-curricular programs, and to maintain compliance with Williams Act requirements

Following review of goals, actions and data on 4/22/16 and 4/29/16, English Learner Advisory Committee members said that they would like 1) more books at their children's reading levels so they will learn to enjoy reading, 2) intervention classes and |

The Superintendent met with the EL Parent Advisory Committee on 6/10/16. The meeting was conducted in English and Spanish. LCAP data, goals and actions were shared with the EL parents. The EL Parents did not want any additions or changes, and mentioned they are happy that the district is keeping all the same administrators and hiring teachers to lower class sizes.

Comments and feedback from stakeholders have been incorporated within the draft LCAP. Any comments were responded to and the LCAP was adjusted as necessary to reflect stakeholder input by June 9, 2016 for the Public Hearing with any additional updates included for final adoption of the LCAP by the AADUSD Board of Trustees on June 23, 2016.

tutoring in all subjects including Language Arts, Science, and History, 3) workshops to teach parents how to motivate students and to teach strategies to help with academics 4) workshops specifically for Spanish speaking parents to teach them about post High School educational options, entrance requirements, application process, and financial resources, 5) ESL classes for adults, 6) preschool opportunities to provide academic and social preparation for kindergarten, 7) summer school classes for all students, 8) new textbooks with materials that will help parents support their children at home, 9) additional supervision at recess and lunch, 10) elimination of combination grade classes, and 11) additional opportunities for parents to become engaged in campus activities. Parents were happy with the goals and actions included and did not ask for any changes to the LCAP.

LCAP Survey:

The LCAP Survey was available online and in a hard-copy format from April 18, 2016 – May 13, 2016 for parents, community members, certificated staff, classified staff, and unrepresented staff to provide input on the goals and actions for the 2016/17 LCAP. All parents and staff members were notified about the LCAP Survey and the LCAP Information Meeting by a flyer that was distributed to all stakeholders. Parents and staff members were encouraged to complete the LCAP Survey through the district's phone messaging system and Booster Club/PTO/Staff meetings.

Students at all grade levels had the opportunity to provide input to LCAP by answering questions. K/1st Grade LCAP Surveys and 2nd-12th Grade LCAP Surveys were completed voluntarily by students at Meadowlark, High Desert and Vasquez. Additionally, classes and grade levels provided information to Student Council and Associated Student Body representatives who shared the input with the SSC and site administrators.

Annual Update:

A LCAP Summary was created in September and updated throughout the year to share information and seek stakeholder input related to the LCAP goals, actions, and attainment of objectives. Information about progress towards goals, status of actions, and expenditures to support goals was shared throughout the year at SSC, ELAC, Booster Club/PTO, ASB, staff meetings, Cabinet, AdCo, Board meetings, and the LCAP Community Meeting. Input was collected from dialogues, the annual LCAP Survey for Parents/Staff/Community, and the annual LCAP Survey for Students. The input from stakeholders was used to identify proposed changes to goals, actions, and/or expenditures. The proposed changes were included on the final LCAP Summary, which was also discussed at all stakeholder meetings including the LCAP Community Meeting.

Annual Update:

Comments and input from all stakeholder meetings and surveys have been incorporated within the proposed changes section of the annual update and/or within the LCAP for 2016/17 -2018/19. The input and proposed changes to goals, actions and related expenditures are noted in the above section since they have been included in the Impact of the Plan section above.

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

Instructions:

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

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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

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

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

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

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

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

Action/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?

GOAL:	**GOAL 1:** Maintain or increase grade level proficiency by 2% annually in core content areas for all students by accessing and mastering grade level Common Core State Standards. Core content areas refer to courses in ELA, Math, History and Science. A student is proficient when they perform at the "standard met" or "proficient" level based on CAASPP Smarter Balance ELA, Math, and CST Science state assessments. Subgroups: Increase the percentage of All Students, including Socioeconomically Disadvantaged (SED), English Learners (EL), Foster Youth (FY), Reclassified Fluent English Proficient (RFEP), and Students with Disabilities (SWD), who perform at the "standard met" or "proficient" level by 2% each year on CAASPP Smarter Balanced ELA, Math and Science.	Related State and/or Local Priorities: 1 X 2 X 3__ 4 X 5__ 6__ 7 X 8 X COE Only: 9__ 10__ Local: <u>Increase pathways to a broad course of study with an emphasis on STEAM-based course options at all grade levels.</u>

Identified Need:	To prepare our students to be 21st century learners. The district needs to continue to adopt updated curriculum that aligns with the California Common Core State Standards and provide current and up to date professional development to ensure that our highly qualified teachers have the training they need to successful teach the new Common Core standards. We must gather the data on the new CAASPP assessment for all students and specifically for Socioeconomically Disadvantaged (SED), English Learners, Foster Youth, RFEP, and Students With Disabilities (SWD) to determine growth toward proficiency based on the new Common Core standards. Growth goals for Science were set at 2%. **CAASPP ELA percent Standard Met or Standard Exceeded 2014 is not available due to no assessment in 2014 / CAASPP ELA percent Standard Met or Standard Exceeded 2015 (Baseline data in 2015)** LEA Total All students-NA / 43% SED- NA / 33% EL- NA / 14% RFEP- NA / 37% Foster Youth- NA / N/A Students with Disabilities- NA / 19% **CAASPP Math percent Standard Met or Standard Exceeded 2014 is not available due to no assessment in 2014 /CAASPP Math Percent Standard Met or Standard Exceeded 2015 (Baseline data 2015)** LEA Total All students- NA / 29% SED- NA / 21% EL- NA / 14% RFEP- NA / 13% Foster Youth-N/A Students with Disabilities- NA / 11% **CAASPP Science percent Proficient or Advanced 2014/CST Science percent Proficient or Advanced 2015** ***N/A = less than 10 students in group so no data is publicly reported** 5th Grade – Not met All students-69% / 44% SED-69% / 33% EL- 82% / * N/A RFEP- N/A / *N/A Foster Youth- N/A / N/A Students with Disabilities-67% / 27% 8th Grade – Not met All students-76% / 60% SED-63% / 35% EL-*N/A / *N/A RFEP-*N/A / *N/A Foster Youth-N/A / N/A Students with Disabilities-63% / 27% 10th Grade – Not met

All students-64% / 63%

SED-53% / 54%

EL-*N/A / *N/A

RFEP-*N/A / *N/A

Foster Youth-N/A / N/A

Students with Disabilities-34% / *N/A

* We currently do not have CAASPP data to input in this plan and will input in the 2016-2017 plan.

| Goal Applies to: | Schools: All |
| | Applicable Pupil Subgroups: All |

LCAP Year 1: 2016-17

	From the 2015/2016 Data
	AADUSD will work to meet or exceed state targets for all students as it relates to proficiency in CAASPP (Smarter Balanced Assessment)
	CAASPP ELA percent Standard Met or Standard Exceeded 2015 / Expected CAASPP ELA percent Standard Met or Standard Exceeded 2016
	All students-43% / 45%
	SED-33% / 35%
	EL-14% / 16%
	RFEP-37% / 39%
	Foster Youth- N/A
	Students with Disabilities-19% / 21%
	CAASPP Math Percent Standard Met or Standard Exceeded 2015/Expected CAASPP Math Percent Standard Met or Standard Exceeded 2016
	All students-29% / 31%
	SED-21% / 23%
	EL-14% / 16%
	RFEP- 13% / 15%
	Foster Youth-N/A
	Students with Disabilities-11% / 13%
Expected Annual Measurable Outcomes:	CAASPP Science percent Proficient or Advanced 2015/Expected CST Science percent Proficient or Advanced 2016
	5th Grade
	All students-44% / 46%
	SED-33% / 35%
	EL- * N/A
	RFEP-* N/A
	Foster Youth- N/A
	Students with Disabilities-27% / 29%
	8th Grade
	All students-60% / 62%
	SED-35% / 37%
	EL-* N/A
	RFEP-* N/A
	Foster Youth-N/A
	Students with Disabilities-27% / 29%
	10th Grade
	All students-63% / 65%
	SED-54% / 56%
	EL-* N/A
	RFEP-* N/A

Foster Youth-N/A

Students with Disabilities-* N/A

Local Expected Outcome:

All Students, including SED, English Learners, and FY, will have access to, and be enrolled in "broad course of study" as measured by class schedules and district reports on course enrollment. A "broad course of study" includes classes such as English, Math, Social Science, Science, VAPA, Health, PE, CTE Applied Arts, Foreign Language, etc.

2016/17 will be a baseline year for data collection.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1.1 Professional development of instructional staff will be conducted reflecting the priorities and topics below, which supports improved implementation of Common Core State Standards and the state's priorities as identified by the State Board of Education and California Department of Education. Priority topics in the LCAP year include, but are not limited to: -Implementation of Common Core State Standards ELA, Math and Supplemental programs including Universal Access for unduplicated pupil groups - Use of new ELD Standards to monitor EL student progress and drive instruction - SDAIE and ELD instructional strategies for EL and LTEL students - Response to Instruction and Intervention (RtI2) - Effective use of technology in the classroom for teaching and learning - Data driven decision making and assessment of student progress - Writing, Speaking, and Listening Standards - Content standards integration - Integration of Science, Technology, Engineering, Arts and/or Math (STEAM) - Teacher Growth and Development Cycle - Strategies for students with disabilities (SWD) in General Education settings. - Strategies to provide depth and complexity for high achieving students - Implementation of Positive Behavior Support programs and/or Safe Schools Plans for student discipline - Instructional Coaches - Paraprofessional Training - Professional Development improving Standards-Focused instructional capacity in all content areas.	LEA-Wide	__All --- OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	Certificated Salaries: Professional Development - 1000-1999 Certificated Salaries - LCFF S & C: $71,750 Certificated Salaries: Professional Development - 1000-1999 Certificated Salaries - LCFF Base: $21,328 Classified Salaries: Professional Development - 2000-2999 Classified Salaries - LCFF Base: $1,225 Benefits: Professional Development - 3000-3999 Employee Benefits - LCFF S & C: $10,250 Benefits: Professional Development - 3000-3999 Employee Benefits - LCFF Base: $3,047 Benefits: Professional Development - 3000-3999 Employee Benefits - LCFF Base: $175 Services and Other Operating Expenses: Conferences and Training - 5000-5999 Services and Other Operating Expenses - LCFF Base: $75,000
Action 1.2 The design and implementation of curriculum is a critical component of implementing the Common Core State Standards and a broad course of study in all subject areas, as well as development of multiple channels, pathways and models assisting students in completing the standards aligned content. - Online courses - Credit recovery and core programs - Supplemental curriculum and materials supporting Common Core State Standards	LEA-Wide	__All --- OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	Books and Supplies: Supplemental materials and supplies - 4000-4999 Books and Supplies - LCFF S & C: $88,500 Books and Supplies: Supplemental

- Content Design lessons - Summer School - Curriculum Maps aligned to Common Core State Standards - Digital curriculum aligned to Common Core State Standards (CCTP) - Alignment of Curriculum with Common Core State Standards, English - Language Development Standards and California Content Standards. - Design and provide schools and teachers with Common Core State - Standards developed curriculum maps			materials - 4000-4999 Books and Supplies - LCFF Base: $483,000 Services and Operating Expenses: Field Trips to support a broad course of study - 5000-5999 Services and Other Operating Expenses - LCFF Base: $39,000
Action 1.3 The methods, practices and delivery of instructional content are critical to improving student engagement and student learning. Differentiation, personalization and pacing all impact a student's ability to understand and learn. Ongoing monitoring of the critical elements of instruction and positive learning environment as defined in the California Standard for the Teaching Profession will improve educational outcomes for all students including SED, EL, RFEP, FY students. Teacher and/or instructional leaders to support improved and enhanced teaching/learning in areas such as: -Integration of Science, Technology, Engineering, Arts, and Math (STEAM) content across the curriculum and/or in content specific classes -Integration of technology to support effective teaching and learning -Implementation of effective CCSS Math and/or ELA -SDAIE and ELD strategies -Instructional strategies to differentiate curriculum for EL, RFEP, FY, SED, SWD, and high achieving students -Assessment and data-driven instruction and intervention	LEA-Wide	__All -- OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	Certificated Salary: PD Stipend - 1000-1999 Certificated Salaries - LCFF S & C: $9,625 Benefits: PD Stipend - 3000-3999 Employee Benefits - LCFF S & C: $1,375 Services and Other Operating Expenses: Walkthrough system and training - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $6,000
Action 1.4 In order to ensure that our AADUSD students are on the right track we must conduct formal and informal assessments throughout the school year. Conducting these assessments allows our teachers to determine if a child is learning the core subjects at a proficient level. The assessments below are examples of the types of assessments that can be given each year. -Norm referenced assessments of Reading and Math skills such as STAR Reading and STAR Math -End of unit/chapter for ELA, Math, Science, History/SS for adopted or supplemental curriculum - Graduation checks - Algebra EOC (End Of Course assessment) - Math Placement Assessment - Literacy Intervention Assessment - K2 assessments in Foundational Reading and Math - Diagnostic assessments - Progress monitoring assessment tools - English Language Development Benchmarks - Interim assessments (Benchmarks) aligned to the Common Core State Standards in ELA and Math	LEA-Wide	__All -- OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	Books and Supplies: Assessment systems for ongoing monitoring of identified students - 4000-4999 Books and Supplies - LCFF S & C: $40,600
Action 1.5 Continue to hire and retain the most Highly Qualified Teachers and ensure 100% of the District's teachers will be appropriately assigned and fully credentialed.	LEA-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Certificated Salaries - 1000-1999 Certificated Salaries - LCFF Base: $4,124,838 Benefits - 3000-3999

			Employee Benefits - LCFF Base: $589,262
Action 1.6 Maintain and hire highly qualified classified employees to ensure students have a high quality education.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Classified Salaries - 2000-2999 Classified Salaries - LCFF Base: $1,799,133 Benefits - 3000-3999 Employee Benefits - LCFF Base: $257,019
Action 1.7 After reviewing student assessment data targeted interventions for students who are struggling to meet grade level proficiency in ELA, math or ELD will be provided for students using, but not limited to, the following vehicles to improve and enhance learning. -Teacher for Leveled Learning -Targeted Intervention Sessions Before/During/After School to accelerate learning -On-Line Instruction and Practice Programs	LEA-Wide	__All -- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	Certificated Salaries: Teacher pay for before/during /after school intervention - 1000-1999 Certificated Salaries - LCFF S & C: $40,950 Benefits: Teacher pay for before/during /after school intervention - 3000-3999 Employee Benefits - LCFF S & C: $5,850 Books and Supplies: Intervention materials - 4000-4999 Books and Supplies - LCFF S & C: $7,100 Services and Operating Expenses: Contracted services for intervention and access to VAPA - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $10,000
Action 1.8 Existing staff will monitor Foster Youth, Socioeconomically Disadvantaged, English Learners, and RFEP for growth towards proficiency on state and local assessments to ensure academic success. Referrals to appropriate district support systems (SST, SARB, counseling, etc.) will be made for students struggling academically.	LEA-Wide	__All -- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	Certificated Salaries: Existing staff will monitor unduplicated pupils' progress - 1000-1999 Certificated Salaries - LCFF Base: $0

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	**From the 2015/2016 Data** AADUSD will work to meet or exceed state targets for all students as it relates to proficiency in CAASPP (Smarter Balanced Assessment) **CAASPP ELA percent Standard Met or Standard Exceeded 2015 / Expected CAASPP ELA percent Standard Met or Standard Exceeded 2016** All students-43% / 45% SED-33% / 35% EL-14% / 16% RFEP-37% / 39% Foster Youth- N/A Students with Disabilities-19% / 21%

CAASPP Math Percent Standard Met or Standard Exceeded 2015/Expected CAASPP Math Percent Standard Met or Standard Exceeded 2016

All students-29% / 31%

SED-21% / 23%

EL-14% / 16%

RFEP- 13% / 15%

Foster Youth-N/A

Students with Disabilities-11% / 13%

CAASPP Science percent Proficient or Advanced 2015/Expected CST Science percent Proficient or Advanced 2016

5th Grade

All students-44% / 46%

SED-33% / 35%

EL- * N/A

RFEP-* N/A

Foster Youth- N/A

Students with Disabilities-27% / 29%

8th Grade

All students-60% / 62%

SED-35% / 37%

EL-* N/A

RFEP-* N/A

Foster Youth-N/A

Students with Disabilities-27% / 29%

10th Grade

All students-63% / 65%

SED-54% / 56%

EL-* N/A

RFEP-* N/A

Foster Youth-N/A

Students with Disabilities-* N/A

Local Expected Outcome:

All Students, including SED, English Learners, and FY, will have access to, and be enrolled in "broad course of study" as measured by class schedules and district reports on course enrollment. A "broad course of study" includes classes such as English, Math, Social Science, Science, VAPA, Health, PE, CTE Applied Arts, Foreign Language, etc.

2016/17 will be a baseline year for data collection.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1.1 Professional development of instructional staff will be conducted reflecting the priorities and topics below, which supports improved implementation of Common Core State Standards and the state's priorities as identified by the State Board of Education and California Department of Education. Priority topics in the LCAP year include, but are not limited to: -Implementation of Common Core State Standards ELA, Math and Supplemental programs including Universal Access for unduplicated pupil groups - Use of new ELD Standards to monitor EL student progress and drive instruction - SDAIE and ELD instructional strategies for EL and LTEL students - Response to Instruction and Intervention (RtI2) - Effective use of technology in the classroom for teaching and learning	LEA-Wide	__All --- OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	Certificated Salaries: Professional Development - 1000-1999 Certificated Salaries - LCFF S & C: $71,750 Certificated Salaries: Professional Development - 1000-1999 Certificated Salaries - LCFF Base: $21,328 Classified Salaries: Professional Development -

- Data driven decision making and assessment of student progress - Writing, Speaking, and Listening Standards - Content standards integration - Integration of Science, Technology, Engineering, Arts and/or Math (STEAM) - Teacher Growth and Development Cycle - Strategies for students with disabilities (SWD) in General Education settings. - Strategies to provide depth and complexity for high achieving students - Implementation of Positive Behavior Support programs and/or Safe Schools Plans for student discipline - Instructional Coaches - Paraprofessional Training - Professional Development improving Standards-Focused instructional capacity in all content areas.			2000-2999 Classified Salaries - LCFF Base: $1,225 Benefits: Professional Development - 3000-3999 Employee Benefits - LCFF S & C: $10,250 Benefits: Professional Development - 3000-3999 Employee Benefits - LCFF Base: $3,047 Benefits: Professional Development - 3000-3999 Employee Benefits - LCFF Base: $175 Services and Other Operating Expenses: Conferences and Training - 5000-5999 Services and Other Operating Expenses - LCFF Base: $75,000
Action 1.2 The design and implementation of curriculum is a critical component of implementing the Common Core State Standards and a broad course of study in all subject areas, as well as development of multiple channels, pathways and models assisting students in completing the standards aligned content. - Online courses - Credit recovery and core programs - Supplemental curriculum and materials supporting Common Core State Standards - Content Design lessons - Summer School - Curriculum Maps aligned to Common Core State Standards - Digital curriculum aligned to Common Core State Standards (CCTP) - Alignment of Curriculum with Common Core State Standards, English - Language Development Standards and California Content Standards. - Design and provide schools and teachers with Common Core State - Standards developed curriculum maps	LEA-Wide	__All -- OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	Books and Supplies: Supplemental materials and supplies - 4000-4999 Books and Supplies - LCFF S & C: $88,500 Books and Supplies: Supplemental materials - 4000-4999 Books and Supplies - LCFF Base: $483,000 Services and Operating Expenses: Field Trips to support a broad course of study - 5000-5999 Services and Other Operating Expenses - LCFF Base: $39,000
Action 1.3 The methods, practices and delivery of instructional content are critical to improving student engagement and student learning. Differentiation, personalization and pacing all impact a student's ability to understand and learn. Ongoing monitoring of the critical elements of instruction and positive learning environment as defined in the California Standard for the Teaching Profession will improve educational outcomes for all students including SED, EL, RFEP, FY students. Teacher and/or instructional leaders to support improved and enhanced teaching/learning in areas such as: -Integration of Science, Technology, Engineering, Arts, and Math (STEAM)	LEA-Wide	__All -- OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	Certificated Salary: PD Stipend - 1000-1999 Certificated Salaries - LCFF S & C: $9,625 Benefits: PD Stipend - 3000-3999 Employee Benefits - LCFF S & C: $1,375 Services and Other Operating Expenses:

content across the curriculum and/or in content specific classes -Integration of technology to support effective teaching and learning -Implementation of effective CCSS Math and/or ELA -SDAIE and ELD strategies -Instructional strategies to differentiate curriculum for EL, RFEP, FY, SED, SWD, and high achieving students -Assessment and data-driven instruction and intervention			Walkthrough system and training - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $6,000
Action 1.4 In order to ensure that our AADUSD students are on the right track we must conduct formal and informal assessments throughout the school year. Conducting these assessments allows our teachers to determine if a child is learning the core subjects at a proficient level. The assessments below are examples of the types of assessments that can be given each year. -Norm referenced assessments of Reading and Math skills such as STAR Reading and STAR Math -End of unit/chapter for ELA, Math, Science, History/SS for adopted or supplemental curriculum - Graduation checks - Algebra EOC (End Of Course assessment) - Math Placement Assessment - Literacy Intervention Assessment - K2 assessments in Foundational Reading and Math - Diagnostic assessments - Progress monitoring assessment tools - English Language Development Benchmarks - Interim assessments (Benchmarks) aligned to the Common Core State Standards in ELA and Math	LEA-Wide	__All --- OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	Books and Supplies: Assessment systems for ongoing monitoring of identified students - 4000-4999 Books and Supplies - LCFF S & C: $40,600
Action 1.5 Continue to hire and retain the most Highly Qualified Teachers and ensure 100% of the District's teachers will be appropriately assigned and fully credentialed.	LEA-Wide	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Certificated Salaries - 1000-1999 Certificated Salaries - LCFF Base: $4,124,838 Benefits - 3000-3999 Employee Benefits - LCFF Base: $589,262
Action 1.6 Maintain and hire highly qualified classified employees to ensure students have a high quality education.	LEA-Wide	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Classified Salaries - 2000-2999 Classified Salaries - LCFF Base: $1,799,133 Benefits - 3000-3999 Employee Benefits - LCFF Base: $257,019
Action 1.7 After reviewing student assessment data targeted interventions for students who are struggling to meet grade level proficiency in ELA, math or ELD will be provided for students using, but not limited to, the following vehicles to improve and enhance learning. -Teacher for Leveled Learning -Targeted Intervention Sessions Before/During/After School to accelerate learning -On-Line Instruction and Practice Programs	LEA-Wide	__All --- OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	Certificated Salaries: Teacher pay for before/during/after school intervention - 1000-1999 Certificated Salaries - LCFF S & C: $40,950 Benefits: Teacher pay for before/during/after school intervention - 3000-3999 Employee Benefits - LCFF S & C: $5,850

			Books and Supplies: Intervention materials - 4000-4999 Books and Supplies - LCFF S & C: $7,100
			Services and Operating Expenses: Contracted services for intervention and access to VAPA - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $10,000
Action 1.8 Existing staff will monitor Foster Youth, Socioeconomically Disadvantaged, English Learners, and RFEP for growth towards proficiency on state and local assessments to ensure academic success. Referrals to appropriate district support systems (SST, SARB, counseling, etc.) will be made for students struggling academically.	LEA-Wide	__All --- OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	Certificated Salaries: Existing staff will monitor unduplicated pupils' progress - 1000-1999 Certificated Salaries - LCFF Base: $0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	**From the 2015/2016 Data** AADUSD will work to meet or exceed state targets for all students as it relates to proficiency in CAASPP (Smarter Balanced Assessment) **CAASPP ELA percent Standard Met or Standard Exceeded 2015 / Expected CAASPP ELA percent Standard Met or Standard Exceeded 2016** All students-43% / 45% SED-33% / 35% EL-14% / 16% RFEP-37% / 39% Foster Youth- N/A Students with Disabilities-19% / 21% CAASPP Math Percent Standard Met or Standard Exceeded 2015/Expected CAASPP Math Percent Standard Met or Standard Exceeded 2016 All students-29% / 31% SED-21% / 23% EL-14% / 16% RFEP- 13% / 15% Foster Youth-N/A Students with Disabilities-11% / 13% CAASPP Science percent Proficient or Advanced 2015/Expected CST Science percent Proficient or Advanced 2016 5th Grade All students-44% / 46% SED-33% / 35% EL- * N/A RFEP-* N/A Foster Youth- N/A Students with Disabilities-27% / 29% 8th Grade All students-60% / 62% SED-35% / 37%

EL-* N/A

RFEP-* N/A

Foster Youth-N/A

Students with Disabilities-27% / 29%

10th Grade

All students-63% / 65%

SED-54% / 56%

EL-* N/A

RFEP-* N/A

Foster Youth-N/A

Students with Disabilities-* N/A

Local Expected Outcome:

All Students, including SED, English Learners, and FY, will have access to, and be enrolled in "broad course of study" as measured by class schedules and district reports on course enrollment. A "broad course of study" includes classes such as English, Math, Social Science, Science, VAPA, Health, PE, CTE Applied Arts, Foreign Language, etc.

2016/17 will be a baseline year for data collection.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1.1 Professional development of instructional staff will be conducted reflecting the priorities and topics below, which supports improved implementation of Common Core State Standards and the state's priorities as identified by the State Board of Education and California Department of Education. Priority topics in the LCAP year include, but are not limited to: -Implementation of Common Core State Standards ELA, Math and Supplemental programs including Universal Access for unduplicated pupil groups - Use of new ELD Standards to monitor EL student progress and drive instruction - SDAIE and ELD instructional strategies for EL and LTEL students - Response to Instruction and Intervention (RtI2) - Effective use of technology in the classroom for teaching and learning - Data driven decision making and assessment of student progress - Writing, Speaking, and Listening Standards - Content standards integration - Integration of Science, Technology, Engineering, Arts and/or Math (STEAM) - Teacher Growth and Development Cycle - Strategies for students with disabilities (SWD) in General Education settings. - Strategies to provide depth and complexity for high achieving students - Implementation of Positive Behavior Support programs and/or Safe Schools Plans for student discipline - Instructional Coaches - Paraprofessional Training - Professional Development improving Standards-Focused instructional capacity in all content areas.	LEA-Wide	__All --- OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	Certificated Salaries: Professional Development - 1000-1999 Certificated Salaries - LCFF S & C: $71,750 Certificated Salaries: Professional Development - 1000-1999 Certificated Salaries - LCFF Base: $21,328 Classified Salaries: Professional Development - 2000-2999 Classified Salaries - LCFF Base: $1,225 Benefits: Professional Development - 3000-3999 Employee Benefits - LCFF S & C: $10,250 Benefits: Professional Development - 3000-3999 Employee Benefits - LCFF Base: $3,047 Benefits: Professional Development - 3000-3999 Employee Benefits - LCFF Base: $175 Services and Other Operating Expenses: Conferences and Training - 5000-5999 Services and

			Other Operating Expenses - LCFF Base: $75,000
Action 1.2 The design and implementation of curriculum is a critical component of implementing the Common Core State Standards and a broad course of study in all subject areas, as well as development of multiple channels, pathways and models assisting students in completing the standards aligned content. - Online courses - Credit recovery and core programs - Supplemental curriculum and materials supporting Common Core State Standards - Content Design lessons - Summer School - Curriculum Maps aligned to Common Core State Standards - Digital curriculum aligned to Common Core State Standards (CCTP) - Alignment of Curriculum with Common Core State Standards, English - Language Development Standards and California Content Standards. - Design and provide schools and teachers with Common Core State - Standards developed curriculum maps	LEA-Wide	__All --- OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	Books and Supplies: Supplemental materials and supplies - 4000-4999 Books and Supplies - LCFF S & C: $88,500 Books and Supplies: Supplemental materials - 4000-4999 Books and Supplies - LCFF Base: $483,000 Services and Operating Expenses: Field Trips to support a broad course of study - 5000-5999 Services and Other Operating Expenses - LCFF Base: $39,000
Action 1.3 The methods, practices and delivery of instructional content are critical to improving student engagement and student learning. Differentiation, personalization and pacing all impact a student's ability to understand and learn. Ongoing monitoring of the critical elements of instruction and positive learning environment as defined in the California Standard for the Teaching Profession will improve educational outcomes for all students including SED, EL, RFEP, FY students. Teacher and/or instructional leaders to support improved and enhanced teaching/learning in areas such as: -Integration of Science, Technology, Engineering, Arts, and Math (STEAM) content across the curriculum and/or in content specific classes -Integration of technology to support effective teaching and learning -Implementation of effective CCSS Math and/or ELA -SDAIE and ELD strategies -Instructional strategies to differentiate curriculum for EL, RFEP, FY, SED, SWD, and high achieving students -Assessment and data-driven instruction and intervention	LEA-Wide	__All --- OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	Certificated Salary: PD Stipend - 1000-1999 Certificated Salaries - LCFF S & C: $9,625 Benefits: PD Stipend - 3000-3999 Employee Benefits - LCFF S & C: $1,375 Services and Other Operating Expenses: Walkthrough system and training - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $6,000
Action 1.4 In order to ensure that our AADUSD students are on the right track we must conduct formal and informal assessments throughout the school year. Conducting these assessments allows our teachers to determine if a child is learning the core subjects at a proficient level. The assessments below are examples of the types of assessments that can be given each year. -Norm referenced assessments of Reading and Math skills such as STAR Reading and STAR Math -End of unit/chapter for ELA, Math, Science, History/SS for adopted or supplemental curriculum - Graduation checks - Algebra EOC (End Of Course assessment) - Math Placement Assessment - Literacy Intervention Assessment - K2 assessments in Foundational Reading and Math	LEA-Wide	__All --- OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	Books and Supplies: Assessment systems for ongoing monitoring of identified students - 4000-4999 Books and Supplies - LCFF S & C: $40,600

- Diagnostic assessments - Progress monitoring assessment tools - English Language Development Benchmarks - Interim assessments (Benchmarks) aligned to the Common Core State Standards in ELA and Math			
Action 1.5 Continue to hire and retain the most Highly Qualified Teachers and ensure 100% of the District's teachers will be appropriately assigned and fully credentialed.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Certificated Salaries - 1000-1999 Certificated Salaries - LCFF Base: $4,124,838 Benefits - 3000-3999 Employee Benefits - LCFF Base: $589,262
Action 1.6 Maintain and hire highly qualified classified employees to ensure students have a high quality education.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Classified Salaries - 2000-2999 Classified Salaries - LCFF Base: $1,799,133 Benefits - 3000-3999 Employee Benefits - LCFF Base: $257,019
Action 1.7 After reviewing student assessment data targeted interventions for students who are struggling to meet grade level proficiency in ELA, math or ELD will be provided for students using, but not limited to, the following vehicles to improve and enhance learning. -Teacher for Leveled Learning -Targeted Intervention Sessions Before/During/After School to accelerate learning -On-Line Instruction and Practice Programs	LEA-Wide	__All -- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	Certificated Salaries: Teacher pay for before/during /after school intervention - 1000-1999 Certificated Salaries - LCFF S & C: $40,950 Benefits: Teacher pay for before/during /after school intervention - 3000-3999 Employee Benefits - LCFF S & C: $5,850 Books and Supplies: Intervention materials - 4000-4999 Books and Supplies - LCFF S & C: $7,100 Services and Operating Expenses: Contracted services for intervention and access to VAPA - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $10,000
Action 1.8 Existing staff will monitor Foster Youth, Socioeconomically Disadvantaged, English Learners, and RFEP for growth towards proficiency on state and local assessments to ensure academic success. Referrals to appropriate district support systems (SST, SARB, counseling, etc.) will be made for students struggling academically.	LEA-Wide	__All -- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	Certificated Salaries: Existing staff will monitor unduplicated pupils' progress - 1000-1999 Certificated Salaries - LCFF Base: $0

GOAL:	**GOAL 2:** Increase the percentage of English Learners who are reclassified fluent English proficient (RFEP) by meeting all district criteria by 2% each year. Note: AADUSD RFEP criteria includes: 1) "Reasonable Proficiency" on CELDT, 2) CAASPP ELA "Standard Met", 3) teacher recommendation, and 4) parent opinion.	Related State and/or Local Priorities: 1__ 2 _X_ 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: <u>Ensuring targeted subgroup students are placed in the proper classrooms to meet individual needs.</u>
Identified Need:	Reclassification rate 2014/15 / Reclassification rate 2015/16 0% RFEPs (no state academic assessment in 2014) / 0% (1 EL student met CELDT proficiency and "Standard Met" level of CAASPP; Baseline with CAASPP) AMAO 1 - Percentage of ELs making annual progress toward English proficiency 2013/14 (Target – 59.0%) / AMAO 1 2014/15 (Target – 60.5%) 61.3% / 60.8% (Target met both years) AMAO 2 Less Than 5 Years - Percentage of ELs in school less than 5 years who achieve English proficiency on CELDT 2013/14 (Target – 22.8%) / AMAO 2 2014/15 (Target – 24.2%) 18.9% / 18.8% (Target not met either year) AMAO 2 More Than 5 Years - Percentage of ELs in school for 5 years of more who achieve English proficiency on CELDT 2013/14 (Target – 49.0%) / AMAO 2 2014/15 (Target – 50.9%) 58.7% / 51.3% (Target met both years) Based on AMAO and reclassification rate data, there is a need to increase and/or improve language development instruction and support to ELs enrolled less than 5 years. There is also a need to enhance and/or improve instruction and support to ELs to ensure EL students develop academic skills necessary to meet the academic measure for reclassification ("Standards Met" level on CAASPP ELA). The RFEP rate was 4.8% in 2013/14; the last year CST was used as an academic factor.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: English learners	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	AMAO 1 - The percentage of English Learners in the AADUSD making annual progress in learning English (1 proficiency level per year) will meet annual growth targets for AMAO 1 (62.0% for 2015/16) AMAO 2 Less than 5 years – The percentage of English learners in AADUSD for less than 5 years achieving the English Proficient level on CELDT proficiency will meet annual growth targets for AMAO 2 – Less than 5 years (25.4% for 2015/16) AMAO 2 5 Years or more – The percentage of English learners in AADUSD for 5 years or more achieving the English Proficient level on CELDT proficiency will meet annual growth targets for AMAO 2 – 5 years or more (52.8% for 2015/16) The reclassification rates of English Learners achieving full English Proficiency in AADUSD in 1516 by meeting all elements of RFEP criteria will meet the 3 year average for 1213-1415 of 4.0% (1213 - 3.8%, 1314 - 3.5%, 1415 – 4.8%) Note – This is the first year that CAASPP scores are available and are used as the academic element of RFEP criteria. The RFEP rate may need to be adjusted based on district, county and state comparisons.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Action 2.1: Teachers must constantly monitor student learning and progress with a focus on SED, EL, FY and RFEP students. Providing teachers release days to collaborate, review data, modify lessons, create assessments and hold student and parent meetings is vital in improving student outcomes.	LEA-Wide	__All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	Certificated Salaries: Tier I and ILP meetings - 1000-1999 Certificated Salaries - LCFF S & C: $8,225 Benefits: Tier I and ILP meetings - 3000-3999 Employee Benefits - LCFF S & C: $1,175
Action 2.2: Implement EL Master Plan	LEA-Wide	__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	Certificated Salaries: Program Coordination and PD - 1000-1999 Certificated Salaries - LCFF S & C: $18,813 Classfied Salaries:

| | | | IAs - 2000-2999 Classified Salaries - LCFF S & C: $38,500

Benefits: Program Coordination and PD - 3000-3999 Employee Benefits - LCFF S & C: $2,687

Books and Supplies: Extra practice and assessment for EL and RFEP students - 4000-4999 Books and Supplies - LCFF S & C: $1,500

Benefits: IAs - 3000-3999 Employee Benefits - LCFF S & C: $5,500 |
| Action 2.3:
Monitor the academic progress of RFEP students for 2 years in accordance with the district's EL Master Plan | LEA-Wide | __All
----
OR:
__Low Income pupils __English Learners
__Foster Youth
 X Redesignated fluent English proficient
__Other Subgroups: _____ | Certificated Salaries: Monitor academic progress of RFEP students using existing staff - 1000-1999 Certificated Salaries - LCFF Base: $0 |

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	AMAO 1 - The percentage of English Learners in the AADUSD making annual progress in learning English (1 proficiency level per year) will meet annual growth targets for AMAO 1 (62.0% for 2015/16) AMAO 2 Less than 5 years – The percentage of English learners in AADUSD for less than 5 years achieving the English Proficient level on CELDT proficiency will meet annual growth targets for AMAO 2 – Less than 5 years (25.4% for 2015/16) AMAO 2 5 Years or more – The percentage of English learners in AADUSD for 5 years or more achieving the English Proficient level on CELDT proficiency will meet annual growth targets for AMAO 2 – 5 years or more (52.8% for 2015/16) The reclassification rates of English Learners achieving full English Proficiency in AADUSD in 1516 by meeting all elements of RFEP criteria will meet the 3 year average for 1213-1415 of 4.0% (1213 - 3.8%, 1314 - 3.5%, 1415 – 4.8%) Note – This is the first year that CAASPP scores are available and are used as the academic element of RFEP criteria. The RFEP rate may need to be adjusted based on district, county and state comparisons.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 2.1: Teachers must constantly monitor student learning and progress with a focus on SED, EL, FY and RFEP students. Providing teachers release days to collaborate, review data, modify lessons, create assessments and hold student and parent meetings is vital in improving student outcomes.	LEA-Wide	__All --- OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	Certificated Salaries: Tier I and ILP meetings - 1000-1999 Certificated Salaries - LCFF S & C: $8,225 Benefits: Tier I and ILP meetings - 3000-3999 Employee Benefits - LCFF S & C: $1,175
Action 2.2: Implement EL Master Plan	LEA-Wide	__All --- OR: __Low Income pupils X English Learners __Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	Certificated Salaries: Program Coordination and PD - 1000-1999 Certificated Salaries - LCFF S & C: $18,813 Classfied Salaries: IAs - 2000-2999 Classified Salaries - LCFF S & C:

			$38,500
			Benefits: Program Coordination and PD - 3000-3999 Employee Benefits - LCFF S & C: $2,687
			Books and Supplies: Extra practice and assessment for EL and RFEP students - 4000-4999 Books and Supplies - LCFF S & C: $1,500
			Benefits: IAs - 3000-3999 Employee Benefits - LCFF S & C: $5,500
Action 2.3: Monitor the academic progress of RFEP students for 2 years in accordance with the district's EL Master Plan	LEA-Wide	__All --- OR: __Low Income pupils __English Learners __Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	Certificated Salaries: Monitor academic progress of RFEP students using existing staff - 1000-1999 Certificated Salaries - LCFF Base: $0

LCAP Year 3: 2018-19

| Expected Annual Measurable Outcomes: | AMAO 1 - The percentage of English Learners in the AADUSD making annual progress in learning English (1 proficiency level per year) will meet annual growth targets for AMAO 1 (62.0% for 2015/16)

AMAO 2 Less than 5 years – The percentage of English learners in AADUSD for less than 5 years achieving the English Proficient level on CELDT proficiency will meet annual growth targets for AMAO 2 – Less than 5 years (25.4% for 2015/16)

AMAO 2 5 Years or more – The percentage of English learners in AADUSD for 5 years or more achieving the English Proficient level on CELDT proficiency will meet annual growth targets for AMAO 2 – 5 years or more (52.8% for 2015/16)

The reclassification rates of English Learners achieving full English Proficiency in AADUSD in 1516 by meeting all elements of RFEP criteria will meet the 3 year average for 1213-1415 of 4.0% (1213 - 3.8%, 1314 - 3.5%, 1415 – 4.8%)

Note – This is the first year that CAASPP scores are available and are used as the academic element of RFEP criteria. The RFEP rate may need to be adjusted based on district, county and state comparisons. |

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 2.1: Teachers must constantly monitor student learning and progress with a focus on SED, EL, FY and RFEP students. Providing teachers release days to collaborate, review data, modify lessons, create assessments and hold student and parent meetings is vital in improving student outcomes.	LEA-Wide	__All --- OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	Certificated Salaries: Tier I and ILP meetings - 1000-1999 Certificated Salaries - LCFF S & C: $8,225 Benefits: Tier I and ILP meetings - 3000-3999 Employee Benefits - LCFF S & C: $1,175
Action 2.2: Implement EL Master Plan	LEA-Wide	__All --- OR: __Low Income pupils X English Learners __Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	Certificated Salaries: Program Coordination and PD - 1000-1999 Certificated Salaries - LCFF S & C: $18,813 Classfied Salaries: IAs - 2000-2999 Classified Salaries - LCFF S & C: $38,500 Benefits: Program

			Coordination and PD - 3000-3999 Employee Benefits - LCFF S & C: $2,687 Books and Supplies: Extra practice and assessment for EL and RFEP students - 4000-4999 Books and Supplies - LCFF S & C: $1,500 Benefits: IAs - 3000-3999 Employee Benefits - LCFF S & C: $5,500
Action 2.3: Monitor the academic progress of RFEP students for 2 years in accordance with the district's EL Master Plan	LEA-Wide	__All --- OR: __Low Income pupils __English Learners __Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	Certificated Salaries: Monitor academic progress of RFEP students using existing staff - 1000-1999 Certificated Salaries - LCFF Base: $0

GOAL:	**Goal 3:** Decrease chronic absenteeism and truancy by by 2% annually, reduce suspension rates by 0.5% annually, and maintain expulsion rates at 0%.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6_X_ 7__ 8__ COE Only: 9__ 10__ Local: <u>School Attendance Rates</u>

Identified Need:	District/LEA data for 2014/15 and 2015/16 is included below:	
	2014/2015	2015/2016
	Chronic Absenteeism – 16.9%	Chronic Absenteeism – 12.6%
	Truancy Rate – 32.5%	Truancy Rate – 27.2%
	Habitual Truancy Rate – Data N/A	Habitual Truancy Rate - 4.9%
	Suspension Rates – 2.5%	Suspension Rates - 2.8%
	Expulsion Rate - 0%	Expulsion Rate - 0%
	Attendance Rate - 94%	Attendance Rate - 95%

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Decrease chronic absenteeism by 2% over prior year (from 12.6% to 10.6%) Decrease truancy rate by 2% over prior year (from 1516 27.2% to 1617 25.2%) Decrease habitual truancy rate by 2% over prior year (from 1516 4.9% to 1617 2.9%) Decrease student suspension rates by .05% (from 1516 2.8% to 1617 2.3%) Maintain student expulsion rates at 0% Increase the Attendance Rate by 1% over prior year (from 95% to 96%) NOTE: Suspension and expulsion rates are included with the attendance improvement goal because AADUSD seeks to reduce absences for all causes and keep students in school to learn.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 3.1: Student attendance is directly related to student success. When students miss instruction they miss the opportunity to learn a concept. In order to keep students in school, systems and protocols must be set into place. - Parent notification on the same day of a student is absent or missing from class -Monitor attendance monthly and send formal district letters based on chronic absentee (12, 15, 18 days for any reason) or truant (3, 6, 9 days unexcused EdCode reasons) criteria - Implement SART and DART meetings for Habitually Truant and/or Chronic Absentee students (including training, material costs, and time for staff to attend meetings) - Form a SARB Committee, train personnel, and refer students with 3 additional absences following a meeting to establish a DART Contract -Each site will positively reinforce any students attending school regularly on a monthly basis	LEA-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Classified Salaries: Training for Secretaries, Attendance Clerks and staff involved in attendance monitoring. - 2000-2999 Classified Salaries - LCFF Base: $875 Benefits: Training for Secretaries, Attendance Clerks and staff involved in attendance monitoring. - 3000-3999 Employee Benefits - LCFF Base: $125 Books and Supplies: Supplies to send attendance letters. - 4000-4999 Books and Supplies - LCFF Base: $2,000 Books and Supplies: Attendance incentives - 4000-4999 Books and Supplies - LCFF Base: $3,000
Action 3.2 Continue and enhance behavior and academic support for all students with a focus on SED, EL, FY, and RFEP through high quality personnel with concentration on the Medal of Honor framework, SARB and school wide behavior programs.	LEA-Wide	__All -- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Certificated Salaries: 1.5 FTEs Counselor, MOH Teacher Leader - 1000-1999 Certificated Salaries - LCFF S & C: $105,000 Benefits: 1.5 FTEs Counselor, MOH

| | | | Teacher Leader - 3000-3999 Employee Benefits - LCFF S & C: $15,000

Certificated Salaries: Tier Meetings - 1000-1999 Certificated Salaries - LCFF Base: $15,969

Benefits: Tier Meetings - 3000-3999 Employee Benefits - LCFF Base: $2,281

Books and Supplies: Academic/Behavior Support - 4000-4999 Books and Supplies - LCFF S & C: $3,000

Books and Supplies: MIS for academic, behavior, attendance, parent portal - 4000-4999 Books and Supplies - LCFF Base: $14,400 |

| **LCAP Year 2: 2017-18** | | | |

Expected Annual Measurable Outcomes:	Decrease chronic absenteeism by 2% over prior year (from 12.6% to 10.6%)		
	Decrease truancy rate by 2% over prior year (from 1516 27.2% to 1617 25.2%)		
	Decrease habitual truancy rate by 2% over prior year (from 1516 4.9% to 1617 2.9%)		
	Decrease student suspension rates by .05% (from 1516 2.8% to 1617 2.3%)		
	Maintain student expulsion rates at 0%		
	Increase the Attendance Rate by 1% over prior year (from 95% to 96%)		
	NOTE: Suspension and expulsion rates are included with the attendance improvement goal because AADUSD seeks to reduce absences for all causes and keep students in school to learn.		

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Action 3.1: Student attendance is directly related to student success. When students miss instruction they miss the opportunity to learn a concept. In order to keep students in school, systems and protocols must be set into place. - Parent notification on the same day of a student is absent or missing from class -Monitor attendance monthly and send formal district letters based on chronic absentee (12, 15, 18 days for any reason) or truant (3, 6, 9 days unexcused EdCode reasons) criteria - Implement SART and DART meetings for Habitually Truant and/or Chronic Absentee students (including training, material costs, and time for staff to attend meetings) - Form a SARB Committee, train personnel, and refer students with 3 additional absences following a meeting to establish a DART Contract -Each site will positively reinforce any students attending school regularly on a monthly basis	LEA-Wide	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Classified Salaries: Training for Secretaries, Attendance Clerks and staff involved in attendance monitoring. - 2000-2999 Classified Salaries - LCFF Base: $875

Benefits: Training for Secretaries, Attendance Clerks and staff involved in attendance monitoring. - 3000-3999 Employee Benefits - LCFF Base: $125

Books and Supplies: Supplies to send attendance letters. - 4000-4999 Books and Supplies - LCFF Base: $2,000 |

			Books and Supplies: Attendance incentives - 4000-4999 Books and Supplies - LCFF Base: $3,000
Action 3.2 Continue and enhance behavior and academic support for all students with a focus on SED, EL, FY, and RFEP through high quality personnel with concentration on the Medal of Honor framework, SARB and school wide behavior programs.	LEA-Wide	__All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Certificated Salaries: 1.5 FTEs Counselor, MOH Teacher Leader - 1000-1999 Certificated Salaries - LCFF S & C: $105,000 Benefits: 1.5 FTEs Counselor, MOH Teacher Leader - 3000-3999 Employee Benefits - LCFF S & C: $15,000 Certificated Salaries: Tier Meetings - 1000-1999 Certificated Salaries - LCFF Base: $15,969 Benefits: Tier Meetings - 3000-3999 Employee Benefits - LCFF Base: $2,281 Books and Supplies: Academic/Behavior Support - 4000-4999 Books and Supplies - LCFF S & C: $3,000 Books and Supplies: MIS for academic, behavior, attendance, parent portal - 4000-4999 Books and Supplies - LCFF Base: $14,400

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Decrease chronic absenteeism by 2% over prior year (from 12.6% to 10.6%)
	Decrease truancy rate by 2% over prior year (from 1516 27.2% to 1617 25.2%)
	Decrease habitual truancy rate by 2% over prior year (from 1516 4.9% to 1617 2.9%)
	Decrease student suspension rates by .05% (from 1516 2.8% to 1617 2.3%)
	Maintain student expulsion rates at 0%
	Increase the Attendance Rate by 1% over prior year (from 95% to 96%)
	NOTE: Suspension and expulsion rates are included with the attendance improvement goal because AADUSD seeks to reduce absences for all causes and keep students in school to learn.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 3.1: Student attendance is directly related to student success. When students miss instruction they miss the opportunity to learn a concept. In order to keep students in school, systems and protocols must be set into place. - Parent notification on the same day of a student is absent or missing from class -Monitor attendance monthly and send formal district letters based on chronic absentee (12, 15, 18 days for any reason) or truant (3, 6, 9 days unexcused EdCode	LEA-Wide	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Classified Salaries: Training for Secretaries, Attendance Clerks and staff involved in attendance monitoring. - 2000-2999 Classified Salaries - LCFF Base: $875 Benefits: Training

reasons) criteria - Implement SART and DART meetings for Habitually Truant and/or Chronic Absentee students (including training, material costs, and time for staff to attend meetings) - Form a SARB Committee, train personnel, and refer students with 3 additional absences following a meeting to establish a DART Contract -Each site will positively reinforce any students attending school regularly on a monthly basis			for Secretaries, Attendance Clerks and staff involved in attendance monitoring. - 3000-3999 Employee Benefits - LCFF Base: $125 Books and Supplies: Supplies to send attendance letters. - 4000-4999 Books and Supplies - LCFF Base: $2,000 Books and Supplies: Attendance incentives - 4000-4999 Books and Supplies - LCFF Base: $3,000
Action 3.2 Continue and enhance behavior and academic support for all students with a focus on SED, EL, FY, and RFEP through high quality personnel with concentration on the Medal of Honor framework, SARB and school wide behavior programs.	LEA-Wide	__All -- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Certificated Salaries: 1.5 FTEs Counselor, MOH Teacher Leader - 1000-1999 Certificated Salaries - LCFF S & C: $105,000 Benefits: 1.5 FTEs Counselor, MOH Teacher Leader - 3000-3999 Employee Benefits - LCFF S & C: $15,000 Certificated Salaries: Tier Meetings - 1000-1999 Certificated Salaries - LCFF Base: $15,969 Benefits: Tier Meetings - 3000-3999 Employee Benefits - LCFF Base: $2,281 Books and Supplies: Academic/Behavior Support - 4000-4999 Books and Supplies - LCFF S & C: $3,000 Books and Supplies: MIS for academic, behavior, attendance, parent portal - 4000-4999 Books and Supplies - LCFF Base: $14,400

GOAL:	**Goal 4:** Involve parents and community members in decision making at the school and district levels. Provide connections between the community and schools so as to foster investment in education and provide meaningful transparent communication with all stakeholders. Ensure that parents, students and teachers feel that our schools are providing a safe positive environment for our students to learn by increasing "strongly agree/agree" responses 2% annually.	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5__ 6_X_ 7__ 8__ COE Only: 9__ 10__ Local: <u>Promotion of Parent Involvement</u>

Identified Need:	**2014/2015**	**2015/2016**
	NEW in 1516 -Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 20 ("Our schools encourage active partnerships between school, family and community.") – N/A Item not included	Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 20 – 75%
	NEW in 1516-Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 22 ("Our schools actively seek input before making important decisions.") – N/A Item not included	Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 22 – 46%
	NEW in 1516-Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 25 ("Our schools have a supportive learning environment for students.") – N/A Item not included	Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 25 – 82%
	NEW in 1516 – Percent of students who Strongly Agree/Agree on LCAP Student Survey Item 8 ("I feel safe at school.") – N/A Item not included	NEW in 1516 – Percent of students who Strongly Agree/Agree on LCAP Student Survey Item 8 ("I feel safe at school.") – **75%**
	NEW in 1516 – Percent of students who Strongly Agree/Agree on LCAP Student Survey Item 9 ("I am happy with my school overall.") – N/A Item not included	NEW in 1516 – Percent of students who Strongly Agree/Agree on LCAP Student Survey Item 9 ("I am happy with my school overall.") – **76%**

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 20 will increase by 2% – (Baseline data 1516 / 1617) 75% / 77% Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 22 will increase by 2% – (Baseline data 1516 / 1617) 46% / 48% Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 25 will increase by 2% – (Baseline data 1516 / 1617) 82% / 84% Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Student Survey Item 8 will increase by 2% - (Baseline data 1516 / 1617) **75% / 77%** Percent of students who Strongly Agree/Agree on LCAP Student Survey Item 9 will increase by 2% - (Baseline data 1516 / 1617) **76% / 78%**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 4.1: Provide parent training, learning opportunities and workshops on topics such as: Supporting Common Core State Standards at home Supporting math at home Supporting reading at home The importance of good attendance Technology use to support learning and digital citizenship EL Master Plan programs, services, and progress monitoring requirements High School graduation and college entry requirements Supporting behavior and mental health issues	LEA-Wide	__All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	Certificated Salaries: Teachers to lead parent workshops - 1000-1999 Certificated Salaries - LCFF S & C: $875 Benefits: Teachers to lead parent workshops - 3000-3999 Employee Benefits - LCFF S & C: $125 Books and Supplies: Supplies for parent workshops - 4000-4999 Books and Supplies - LCFF S & C: $1,500

Action 4.2: The district will annually provide all parents opportunities to provide the district feedback on all aspects of their child's education.	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Books and Supplies: Program for parent/community input - 4000-4999 Books and Supplies - LCFF Base: $1,000
Action 4.3: Provide parent training, learning opportunities and workshops on topics such as: -EL Master Plan programs, services, and progress monitoring requirements for EL and RFEP students -How to support students at home with academics and language acquisition -How to support behavior and mental health -Community resources available to support the whole child -College and career options and requirements for application	LEA-Wide	__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	Books and Supplies: EL Parent workshops - 4000-4999 Books and Supplies - LCFF S & C: $1,000
Action 4.4: Enhance parent participation and school connection opportunities for families with a home-language other than English through creation of a District Interpreter/Translator position.	LEA-Wide	__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	Classified Salaries: District Translator/Interpreter - 2000-2999 Classified Salaries - LCFF S & C: $17,063 Benefits: District Translator/Interpreter - 3000-3999 Employee Benefits - LCFF S & C: $2,438 Books and Supplies: District Translator/Interpreter to increase parent engagement - 4000-4999 Books and Supplies - LCFF S & C: $5,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 20 will increase by 2% – (Baseline data 1516 / 1617) 75% / 77% Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 22 will increase by 2% – (Baseline data 1516 / 1617) 46% / 48% Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 25 will increase by 2% – (Baseline data 1516 / 1617) 82% / 84% Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Student Survey Item 8 will increase by 2% - (Baseline data 1516 / 1617) **75% / 77%** Percent of students who Strongly Agree/Agree on LCAP Student Survey Item 9 will increase by 2% - (Baseline data 1516 / 1617) **76% / 78%**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 4.1: Provide parent training, learning opportunities and workshops on topics such as: Supporting Common Core State Standards at home Supporting math at home Supporting reading at home The importance of good attendance Technology use to support learning and digital citizenship EL Master Plan programs, services, and progress monitoring requirements High School graduation and college entry requirements Supporting behavior and mental health issues	LEA-Wide	__All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	Certificated Salaries: Teachers to lead parent workshops - 1000-1999 Certificated Salaries - LCFF S & C: $875 Benefits: Teachers to lead parent workshops - 3000-3999 Employee Benefits - LCFF S & C: $125 Books and Supplies: Supplies for parent workshops - 4000-4999 Books

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
			and Supplies - LCFF S & C: $1,500
Action 4.2: The district will annually provide all parents opportunities to provide the district feedback on all aspects of their child's education.	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Books and Supplies: Program for parent/community input - 4000-4999 Books and Supplies - LCFF Base: $1,000
Action 4.3: Provide parent training, learning opportunities and workshops on topics such as: -EL Master Plan programs, services, and progress monitoring requirements for EL and RFEP students -How to support students at home with academics and language acquisition -How to support behavior and mental health -Community resources available to support the whole child -College and career options and requirements for application	LEA-Wide	__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	Books and Supplies: EL Parent workshops - 4000-4999 Books and Supplies - LCFF S & C: $1,000
Action 4.4: Enhance parent participation and school connection opportunities for families with a home-language other than English through creation of a District Interpreter/Translator position.	LEA-Wide	__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	Classified Salaries: District Translator/Interpreter - 2000-2999 Classified Salaries - LCFF S & C: $17,063 Benefits: District Translator/Interpreter - 3000-3999 Employee Benefits - LCFF S & C: $2,438 Books and Supplies: District Translator/Interpreter to increase parent engagement - 4000-4999 Books and Supplies - LCFF S & C: $5,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 20 will increase by 2% – (Baseline data 1516 / 1617) 75% / 77% Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 22 will increase by 2% – (Baseline data 1516 / 1617) 46% / 48% Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 25 will increase by 2% – (Baseline data 1516 / 1617) 82% / 84% Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Student Survey Item 8 will increase by 2% - (Baseline data 1516 / 1617) **75% / 77%** Percent of students who Strongly Agree/Agree on LCAP Student Survey Item 9 will increase by 2% - (Baseline data 1516 / 1617) **76% / 78%**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 4.1: Provide parent training, learning opportunities and workshops on topics such as: Supporting Common Core State Standards at home Supporting math at home Supporting reading at home The importance of good attendance Technology use to support learning and digital citizenship EL Master Plan programs, services, and progress monitoring requirements High School graduation and college entry requirements Supporting behavior and mental health issues	LEA-Wide	__All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	Certificated Salaries: Teachers to lead parent workshops - 1000-1999 Certificated Salaries - LCFF S & C: $875 Benefits: Teachers to lead parent workshops - 3000-3999 Employee Benefits - LCFF S & C: $125 Books and Supplies:

			Supplies for parent workshops - 4000-4999 Books and Supplies - LCFF S & C: $1,500
Action 4.2: The district will annually provide all parents opportunities to provide the district feedback on all aspects of their child's education.	LEA-Wide	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Books and Supplies: Program for parent/community input - 4000-4999 Books and Supplies - LCFF Base: $1,000
Action 4.3: Provide parent training, learning opportunities and workshops on topics such as: -EL Master Plan programs, services, and progress monitoring requirements for EL and RFEP students -How to support students at home with academics and language acquisition -How to support behavior and mental health -Community resources available to support the whole child -College and career options and requirements for application	LEA-Wide	__All --- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Books and Supplies: EL Parent workshops - 4000-4999 Books and Supplies - LCFF S & C: $1,000
Action 4.4: Enhance parent participation and school connection opportunities for families with a home-language other than English through creation of a District Interpreter/Translator position.	LEA-Wide	__All --- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Classified Salaries: District Translator/Interpreter - 2000-2999 Classified Salaries - LCFF S & C: $17,063 Benefits: District Translator/Interpreter - 3000-3999 Employee Benefits - LCFF S & C: $2,438 Books and Supplies: District Translator/Interpreter to increase parent engagement - 4000-4999 Books and Supplies - LCFF S & C: $5,000

GOAL:	**Goal 5:** Ensure that secondary students are on-track to graduate from high school, are college and career ready, and students experience academic progress and success in a broad course of study with 1% increases annually on key indicators of readiness.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 _X_ 5 _X_ 6__ 7 _X_ 8__ COE Only: 9__ 10__ Local: <u>Ensuring students are college and career ready. High School Graduation Rates</u>

Identified Need:	**Increase the graduation rate by 1% - 2013/14 / 2014/15** 86.7% / 91.7% (Met) **Increase the percentage of UC/CSU eligible students by 1% - 2013/14 / 2014/15** 7.7% / 30.7% (Met) **Increase the percentage of EAP college "ready/conditionally ready" students by 1% - 2012/13 / 2014/15** Ready/Conditionally Ready for English Language Arts – 32% / 42% (Met) Ready/Conditionally Ready for Math – 31% / 14% (Not Met) **Increase the AP exam passage rate by 1% - 2013/14 / 2014/15** 65% / 49% (Not Met) **Increase the student "proficiency" rate on the CAASPP in ELA and Math for all students, ELs, and students with disabilities (SWD) by 1% - 2014/15 / 2015/16** CAASPP ELA - Standard Met or Standard Exceeded 2014 All students 11th Grade - 44% (Baseline data) ELs/RFEP 11th Grade - 36% (Baseline data) SWD 11th Grade - 21% (Baseline data) CAASPP Math - Standard Met or Standard Exceeded 2014 All students 11th Grade - 15% (Baseline data) ELs/RFEP 11th Grade - 9% (Baseline data) SWD 11th Grade - 13% (Baseline data) **Maintain the middle school dropout rate at 0.0% - CALPADS 2013/14 / CALPADS 2014/15** 0.0% / 0.0% (Met) **Reduce the high school dropout rate by 1% - 2014/15 / 2015/16** 8% / 0.005% (2 students) (Met)

Goal Applies to:	Schools:　High School
	Applicable Pupil Subgroups:　All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	**Increase the graduation rate by 1%** - 2013/14 / 2014/15 / 2015-16 86.7% / 91.7% (Met) / 92.7 **Increase the percentage of UC/CSU eligible students by 1%** - 2013/14 / 2014/15 / 2015-16 7.7% / 30.7% (Met) / 31.7% **Increase the percentage of EAP college "ready/conditionally ready" students by 1% - 2014/15 / 2015/16** Ready/Conditionally Ready for English Language Arts – 42% / 43% Ready/Conditionally Ready for Math – 14% / 15% **Increase the AP exam passage rate by 1%** - 2014/15 / 2015-16 49% / 50%

Increase the student "proficiency" rate on the CAASPP in ELA and Math for all students, including ELs, Low Income, Foster Youth, and students with disabilities (SWD) by 2% - 2014/15 / 2015/16

CAASPP ELA - Standard Met or Standard Exceeded 2015 / +2% Standard Met or Standard Exceeded 2016

All students 11th Grade - 44% / 46%

ELs/RFEP 11th Grade - 36% / 38%

SWD 11th Grade - 21% / 23%

CAASPP Math - Standard Met or Standard Exceeded 2015 / +2% Standard Met or Standard Exceeded 2016

All students 11th Grade - 15% / 17%

ELs/RFEP 11th Grade - 9% / 11%

SWD 11th Grade - 13% / 15%

Maintain the middle school dropout rate at 0.0% - CALPADS 2013/14 / CALPADS 2014/15 / CALPADS 2015/16

0.0% / 0.0% (Met) / 0.0%

Reduce the high school dropout rate to 0.0% - 2013/14 / CALPADS 2014/15 / CALPADS 2015/16

8% / 0.005% (2 students) (Met) / 0.025

*Note – achievement of measureable outcomes and goals are based on prior year due to availability of data sets after July 1 annually.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 5.1: Focus on school climate and student engagement on the high school campus. - PPS Counselor Available -EAP data collection -SST meetings held for at risk students -Credit Recovery Options -Chartered General Education Summer School Partnership	School-Wide; Vasquez HS	__All --- OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	Certificated Salaries: 1.5 FTE Counselors - 1000-1999 Certificated Salaries - LCFF Base: $102,375 Certificated Salaries: $75,000 Athletic Director - 1000-1999 Certificated Salaries - LCFF Base: $65,625 Certificated Salaries: Credit Recovery Program - 1000-1999 Certificated Salaries - LCFF S & C: $70,263 Benefits: 1.5 FTE Counselors - 3000-3999 Employee Benefits - LCFF Base: $14,625 Benefits: $75,000 Athletic Director - 3000-3999 Employee Benefits - LCFF Base: $9,375 Benefits: Credit Recovery Program - 3000-3999 Employee Benefits - LCFF S & C: $10,037 Credit Recovery program: Other Operating Expenses: $38,000 -

			5000-5999 Services and Other Operating Expenses - LCFF S & C: $38,000
Action 5.2: Ensuring that all students, including Socioeconomically Disadvantaged, EL, Foster Youth, and RFEP have equitable opportunity for high school graduation and intensive college entry requirement preparation through activities such as progress monitoring, scheduling with counselors, and student/school/parent collaboration.	School-Wide; Vasquez HS	__All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	College entry program: $5500 - 5000-5999 Services and Other Operating Expenses - LCFF Base: $5,500
Action 5.3: Advanced Placement Costs for low income students who cannot afford to take the exam.	School-Wide; SED, EL, FY, and RFEP at Vasquez HS	__All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	AP Exam costs: $1,000 - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $1,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	**Increase the graduation rate by 1%** - 2013/14 / 2014/15 / 2015-16 86.7% / 91.7% (Met) / 92.7 **Increase the percentage of UC/CSU eligible students by 1%** - 2013/14 / 2014/15 / 2015-16 7.7% / 30.7% (Met) / 31.7% **Increase the percentage of EAP college "ready/conditionally ready" students by 1% - 2014/15 / 2015/16** Ready/Conditionally Ready for English Language Arts – 42% / 43% Ready/Conditionally Ready for Math – 14% / 15% **Increase the AP exam passage rate by 1%** - 2014/15 / 2015-16 49% / 50% **Increase the student "proficiency" rate on the CAASPP in ELA and Math for all students, including ELs, Low Income, Foster Youth, and students with disabilities (SWD) by 2%** - 2014/15 / 2015/16 **CAASPP ELA - Standard Met or Standard Exceeded 2015 / +2% Standard Met or Standard Exceeded 2016** All students 11th Grade - 44% / 46% ELs/RFEP 11th Grade - 36% / 38% SWD 11th Grade - 21% / 23% **CAASPP Math - Standard Met or Standard Exceeded 2015 / +2% Standard Met or Standard Exceeded 2016** All students 11th Grade - 15% / 17% ELs/RFEP 11th Grade - 9% / 11% SWD 11th Grade - 13% / 15% **Maintain the middle school dropout rate at 0.0% - CALPADS 2013/14 / CALPADS 2014/15 / CALPADS 2015/16** 0.0% / 0.0% (Met) / 0.0% **Reduce the high school dropout rate to 0.0% - 2013/14 / CALPADS 2014/15 / CALPADS 2015/16** 8% / 0.005% (2 students) (Met) / 0.025 ***Note – achievement of measureable outcomes and goals are based on prior year due to availability of data sets after July 1 annually.**

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures

Action 5.1: Focus on school climate and student engagement on the high school campus. - PPS Counselor Available -EAP data collection -SST meetings held for at risk students -Credit Recovery Options -Chartered General Education Summer School Partnership	School-Wide; Vasquez HS	__All -- OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	Certificated Salaries: 1.5 FTE Counselors - 1000-1999 Certificated Salaries - LCFF Base: $102,375 Certificated Salaries: $75,000 Athletic Director - 1000-1999 Certificated Salaries - LCFF Base: $65,625 Certificated Salaries: Credit Recovery Program - 1000-1999 Certificated Salaries - LCFF S & C: $70,263 Benefits: 1.5 FTE Counselors - 3000-3999 Employee Benefits - LCFF Base: $14,625 Benefits: $75,000 Athletic Director - 3000-3999 Employee Benefits - LCFF Base: $9,375 Benefits: Credit Recovery Program - 3000-3999 Employee Benefits - LCFF S & C: $10,037 Credit Recovery program: Other Operating Expenses: $38,000 - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $38,000
Action 5.2: Ensuring that all students, including Socioeconomically Disadvantaged, EL, Foster Youth, and RFEP have equitable opportunity for high school graduation and intensive college entry requirement preparation through activities such as progress monitoring, scheduling with counselors, and student/school/parent collaboration.	School-Wide; Vasquez HS	__All -- OR: X Low Income pupils X English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	College entry program: $5500 - 5000-5999 Services and Other Operating Expenses - LCFF Base: $5,500
Action 5.3: Advanced Placement Costs for low income students who cannot afford to take the exam.	School-Wide; SED, EL, FY, and RFEP at Vasquez HS	__All -- OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	AP Exam costs: $1,000 - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $1,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	**Increase the graduation rate by 1%** - 2013/14 / 2014/15 / 2015-16 86.7% / 91.7% (Met) / 92.7 **Increase the percentage of UC/CSU eligible students by 1%** - 2013/14 / 2014/15 / 2015-16 7.7% / 30.7% (Met) / 31.7% **Increase the percentage of EAP college "ready/conditionally ready" students by 1% - 2014/15 / 2015/16**

Ready/Conditionally Ready for English Language Arts – 42% / 43%

Ready/Conditionally Ready for Math – 14% / 15%

Increase the AP exam passage rate by 1% - 2014/15 / 2015-16

49% / 50%

Increase the student "proficiency" rate on the CAASPP in ELA and Math for all students, including ELs, Low Income, Foster Youth, and students with disabilities (SWD) by 2% - 2014/15 / 2015/16

CAASPP ELA - Standard Met or Standard Exceeded 2015 / +2% Standard Met or Standard Exceeded 2016

All students 11th Grade - 44% / 46%

ELs/RFEP 11th Grade - 36% / 38%

SWD 11th Grade - 21% / 23%

CAASPP Math - Standard Met or Standard Exceeded 2015 / +2% Standard Met or Standard Exceeded 2016

All students 11th Grade - 15% / 17%

ELs/RFEP 11th Grade - 9% / 11%

SWD 11th Grade - 13% / 15%

Maintain the middle school dropout rate at 0.0% - CALPADS 2013/14 / CALPADS 2014/15 / CALPADS 2015/16

0.0% / 0.0% (Met) / 0.0%

Reduce the high school dropout rate to 0.0% - 2013/14 / CALPADS 2014/15 / CALPADS 2015/16

8% / 0.005% (2 students) (Met) / 0.025

*Note – achievement of measureable outcomes and goals are based on prior year due to availability of data sets after July 1 annually.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 5.1: Focus on school climate and student engagement on the high school campus. - PPS Counselor Available -EAP data collection -SST meetings held for at risk students -Credit Recovery Options -Chartered General Education Summer School Partnership	School-Wide; Vasquez HS	__All --- OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	Certificated Salaries: 1.5 FTE Counselors - 1000-1999 Certificated Salaries - LCFF Base: $102,375 Certificated Salaries: $75,000 Athletic Director - 1000-1999 Certificated Salaries - LCFF Base: $65,625 Certificated Salaries: Credit Recovery Program - 1000-1999 Certificated Salaries - LCFF S & C: $70,263 Benefits: 1.5 FTE Counselors - 3000-3999 Employee Benefits - LCFF Base: $14,625 Benefits: $75,000 Athletic Director - 3000-3999 Employee Benefits - LCFF Base: $9,375 Benefits: Credit Recovery Program

			- 3000-3999 Employee Benefits - LCFF S & C: $10,037 Credit Recovery program: Other Operating Expenses: $38,000 - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $38,000
Action 5.2: Ensuring that all students, including Socioeconomically Disadvantaged, EL, Foster Youth, and RFEP have equitable opportunity for high school graduation and intensive college entry requirement preparation through activities such as progress monitoring, scheduling with counselors, and student/school/parent collaboration.	School-Wide; Vasquez HS	__All -- OR: X Low Income pupils X English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	College entry program: $5500 - 5000-5999 Services and Other Operating Expenses - LCFF Base: $5,500
Action 5.3: Advanced Placement Costs for low income students who cannot afford to take the exam.	School-Wide; SED, EL, FY, and RFEP at Vasquez HS	__All -- OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	AP Exam costs: $1,000 - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $1,000

GOAL:	**Goal 6:** Maintaining the appropriate assignment of teachers who are fully credentialed in the subject areas of the pupils they are teaching**.**			Related State and/or Local Priorities: 1 _X_ 2__ 3__ 4__ 5__ 6__ 7__ 8 _X_ COE Only: 9__ 10__ Local: <u>Teacher Assignment/ Mis-Assignment</u>
Identified Need:	The district maintained 98.8% accuracy for teacher assignments in the 2015/16 school year. One position requiring a specialized credential was posted throughout 1516 without a viable candidate, and remains unfilled. Additional teachers will be hired for 2016/17 due to increased enrollment and program enhancements across the district.			
Goal Applies to:	Schools: All			
	Applicable Pupil Subgroups: All			

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	100% of teachers will be appropriately assigned and fully credentialed.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Action 6.1: The basic operations of the District are maintained and controlled through the management, oversight, and provision of basic operating services to all by the Central Office Administration (Superintendent, Asst. Superintendent, "Support" and CFO)	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Salaries - Superintendent, Asst. Superintendent, CFO - 2000-2999 Classified Salaries - LCFF Base: $458,500 Salaries - Support Staff 2000-2999 Classified Salaries - LCFF Base: $87,500 Benefits: Superintendent, Asst. Superintendent, CFO - 3000-3999 Employee Benefits - LCFF Base: $65,500 Benefits: Support Staff - 3000-3999 Employee Benefits - LCFF Base: $12,500

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	100% of teachers will be appropriately assigned and fully credentialed.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Action 6.1: The basic operations of the District are maintained and controlled through the management, oversight, and provision of basic operating services to all by the Central Office Administration (Superintendent, Asst. Superintendent, "Support" and CFO)	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Salaries - Superintendent, Asst. Superintendent, CFO - 2000-2999 Classified Salaries - LCFF Base: $458,500 Salaries - Support Staff 2000-2999 Classified Salaries - LCFF Base: $87,500 Benefits: Superintendent, Asst. Superintendent, CFO - 3000-3999 Employee Benefits - LCFF Base: $65,500 Benefits: Support Staff - 3000-3999 Employee Benefits - LCFF Base: $12,500

LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:	100% of teachers will be appropriately assigned and fully credentialed.			
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**		Budgeted Expenditures
Action 6.1: The basic operations of the District are maintained and controlled through the management, oversight, and provision of basic operating services to all by the Central Office Administration (Superintendent, Asst. Superintendent, "Support" and CFO)	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		Salaries - Superintendent, Asst. Superintendent, CFO - 2000-2999 Classified Salaries - LCFF Base: $458,500 Salaries - Support Staff - 2000-2999 Classified Salaries - LCFF Base: $87,500 Benefits: Superintendent, Asst. Superintendent, CFO - 3000-3999 Employee Benefits - LCFF Base: $65,500 Benefits: Support Staff - 3000-3999 Employee Benefits - LCFF Base: $12,500

GOAL:	**Goal 7:** The district will continue to provide a safe, secure, and drug-free learning environment for our students. Students will have access to standards aligned material, and a safe, secure and aesthetically pleasing learning environment with 2% increases in stakeholder satisfaction annually.	Related State and/or Local Priorities: 1 X 2__ 3__ 4__ 5__ 6 X 7__ 8__ COE Only: 9__ 10__ Local: <u>Facilities, Maintenance and Operations, School Climate</u>

Identified Need:	Maintain the percentage of facilities in good repair at 100% (1516 - 100% / 1617 – 100%) Maintain the percentage of students who have access to standards aligned instructional materials at 100% (1516 - 100% / 1617 – 100%) Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 11 ("Our school campuses are an inviting place to learn.") – 93% Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 18 ("Our school campuses are safe.") – 89% Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 23 ("Our schools have clean and well maintained facilities and properties.") – 79% Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 25 ("Our schools have a supportive learning environment for students.") – 82% Percent of students who Strongly Agree/Agree on LCAP Student Survey Item 8 ("I feel safe at school.") – 75% Percent of students who Strongly Agree/Agree on LCAP Student Survey Item 9 ("I am happy with my school overall.") – 76%

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Maintain the percentage of facilities in good repair at 100% (1516 - 100% / 1617 – 100%) Maintain the percentage of students who have access to standards aligned instructional materials at 100% (1516 - 100% / 1617 – 100%) Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 11 ("Our school campuses are an inviting place to learn.") will increase 2% – (1516 - 93% / 1617 – 95%) Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 18 ("Our school campuses are safe.") will increase 2% – (1516 - 89% / 1617 – 91%) Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 23 ("Our schools have clean and well maintained facilities and properties.") will increase 2% – (1516 - 79% / 1617 – 81%) Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 25 ("Our schools have a supportive learning environment for students.") will increase 2% – (1516 - 82% / 1617 – 84%) Percent of students who Strongly Agree/Agree on LCAP Student Survey Item 8 ("I feel safe at school.") will increase 2% – **75% / 77%** Percent of students who Strongly Agree/Agree on LCAP Student Survey Item 9 ("I am happy with my school overall.") will increase 2% – **76% / 78%**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 7.1: The district will continue to maintain a safe, secure, and drug-free school environment for all students by providing security, supervision, and educating students and staff regarding anti-bullying.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Salary: Campus Supervisor and 3 Hours/IA for Training - 2000-2999 Classified Salaries - LCFF Base: $48,475 Benefits: Campus Supervisor and 3 Hours/IA for Training - 3000-3999 Employee Benefits - LCFF Base: $6,925
Action 7.2: Properly maintain all campuses in "Good Repair" to remain in compliance with the Williams Act.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Deferred Maintenance - 5000-5999 Services and Other Operating Expenses - LCFF Base: $400,000
Action 7.3: Purchase CCSS aligned textbooks for math to improve academic achievement and maintain sufficient inventory for Williams Act compliance. Form a Textbook Adoption Committee to engage in the adoption process for CCSS aligned textbooks for ELA.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Certificated Salaries: Adoption Committee - 1000-1999 Certificated Salaries - LCFF Base: $7,438

			Textbooks, CCSS Math: $300,000 - 4000-4999 Books and Supplies - Other State Revenues: $300,000 Benefits: Adoption Committee - 3000-3999 Employee Benefits - LCFF Base: $1,062

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Maintain the percentage of facilities in good repair at 100% (1516 - 100% / 1617 – 100%) Maintain the percentage of students who have access to standards aligned instructional materials at 100% (1516 - 100% / 1617 – 100%) Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 11 ("Our school campuses are an inviting place to learn.") will increase 2% – (1516 - 93% / 1617 – 95%) Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 18 ("Our school campuses are safe.") will increase 2% – (1516 - 89% / 1617 – 91%) Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 23 ("Our schools have clean and well maintained facilities and properties.") will increase 2% – (1516 - 79% / 1617 – 81%) Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 25 ("Our schools have a supportive learning environment for students.") will increase 2% – (1516 - 82% / 1617 – 84%) Percent of students who Strongly Agree/Agree on LCAP Student Survey Item 8 ("I feel safe at school.") will increase 2% – **75% / 77%** Percent of students who Strongly Agree/Agree on LCAP Student Survey Item 9 ("I am happy with my school overall.") will increase 2% – **76% / 78%**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 7.1: The district will continue to maintain a safe, secure, and drug-free school environment for all students by providing security, supervision, and educating students and staff regarding anti-bullying.	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Salary: Campus Supervisor and 3 Hours/IA for Training - 2000-2999 Classified Salaries - LCFF Base: $48,475 Benefits: Campus Supervisor and 3 Hours/IA for Training - 3000-3999 Employee Benefits - LCFF Base: $6,925
Action 7.2: Properly maintain all campuses in "Good Repair" to remain in compliance with the Williams Act.	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Deferred Maintenance - 5000-5999 Services and Other Operating Expenses - LCFF Base: $400,000
Action 7.3: Purchase CCSS aligned textbooks for math to improve academic achievement and maintain sufficient inventory for Williams Act compliance. Form a Textbook Adoption Committee to engage in the adoption process for CCSS aligned textbooks for ELA.	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Certificated Salaries: Adoption Committee - 1000-1999 Certificated Salaries - LCFF Base: $7,438 Textbooks, CCSS Math: $300,000 - 4000-4999 Books and Supplies - Other State Revenues: $300,000 Benefits: Adoption Committee - 3000-3999

				Employee Benefits - LCFF Base: $1,062

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Maintain the percentage of facilities in good repair at 100% (1516 - 100% / 1617 – 100%) Maintain the percentage of students who have access to standards aligned instructional materials at 100% (1516 - 100% / 1617 – 100%) Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 11 ("Our school campuses are an inviting place to learn.") will increase 2% – (1516 - 93% / 1617 – 95%) Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 18 ("Our school campuses are safe.") will increase 2% – (1516 - 89% / 1617 – 91%) Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 23 ("Our schools have clean and well maintained facilities and properties.") will increase 2% – (1516 - 79% / 1617 – 81%) Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 25 ("Our schools have a supportive learning environment for students.") will increase 2% – (1516 - 82% / 1617 – 84%) Percent of students who Strongly Agree/Agree on LCAP Student Survey Item 8 ("I feel safe at school.") will increase 2% – **75% / 77%** Percent of students who Strongly Agree/Agree on LCAP Student Survey Item 9 ("I am happy with my school overall.") will increase 2% – **76% / 78%**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 7.1: The district will continue to maintain a safe, secure, and drug-free school environment for all students by providing security, supervision, and educating students and staff regarding anti-bullying.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Salary: Campus Supervisor and 3 Hours/IA for Training - 2000-2999 Classified Salaries - LCFF Base: $48,475 Benefits: Campus Supervisor and 3 Hours/IA for Training - 3000-3999 Employee Benefits - LCFF Base: $6,925
Action 7.2: Properly maintain all campuses in "Good Repair" to remain in compliance with the Williams Act.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Deferred Maintenance - 5000-5999 Services and Other Operating Expenses - LCFF Base: $400,000
Action 7.3: Purchase CCSS aligned textbooks for math to improve academic achievement and maintain sufficient inventory for Williams Act compliance. Form a Textbook Adoption Committee to engage in the adoption process for CCSS aligned textbooks for ELA.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Certificated Salaries: Adoption Committee - 1000-1999 Certificated Salaries - LCFF Base: $7,438 Textbooks, CCSS Math: $300,000 - 4000-4999 Books and Supplies - Other State Revenues: $300,000 Benefits: Adoption Committee - 3000-3999 Employee Benefits - LCFF Base: $1,062

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:	Maintain or increase grade level proficiency in core content areas for all students by accessing and mastering grade level Common Core State Standards. Core content areas refer to courses in ELA, Math, History and Science. A student is proficient when they perform at grade level based on state assessments CAASPP and/ or the Smarter Balanced Assessment. Subgroups: Increase the percentage of SWD that are considered proficient in ELA/MATH CAASPP by 2% each year. Increase the percentage of Foster Youth that are considered proficient of the ELA/MATH CAASPP by 2% each year.	Related State and/or Local Priorities: 1 _X_ 2 _X_ 3 _X_ 4 _X_ 5 _X_ 6 __ 7 _X_ 8 _X_ COE Only: 9 __ 10 __ Local: <u>Teachers properly credentialed, materials aligned to state standards, facilities in good condition, implementation of state standards.</u>

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	AADUSD will work to meet or exceed state targets as it relates to proficiency in CAASPP (Smarter Balanced Assessment) AADUSD will work to improve proficiency on CST Science by 2% each year (69%-71% of 5th grade students were proficient , 76%-78% of 8th grade students were proficient , 64%-66% of 10h grade students were proficient.) Based on Baseline data SWD will increase proficiency on the Math and ELA CAASPP by 2% Based on Baseline data Foster Youth will increase proficiency on the Math and ELA CAASPP by 2%	Actual Annual Measurable Outcomes:	CAASPP ELA percent Standard Met or Standard Exceeded 2014 is not available due to no assessment in 2014 / CAASPP ELA percent Standard Met or Standard Exceeded 2015 LEA Total – Baseline ELA data in 2015 All students-NA / 43% SED- NA / 33% EL- NA / 14% RFEP- NA / 37% Foster Youth- NA / N/A Students with Disabilities-NA / 19% CAASPP Math percent Standard Met or Standard Exceeded 2014 is not available due to no assessment in 2014 /CAASPP Math Percent Standard Met or Standard Exceeded 2015 LEA Total – Baseline Math data in 2015 All students- NA / 29% SED- NA / 21% EL- NA / 14% RFEP- NA / 13% Foster Youth-N/A Students with Disabilities-NA / 11% CAASPP Science percent Proficient or Advanced 2014/CST Science percent Proficient or Advanced 2015 *N/A = less than 10 students in group so no data is publically reported 5th Grade – Not met All students-69% / 44% SED-69% / 33% EL- 82% / * N/A RFEP- N/A / *N/A Foster Youth-N/A / N/A Students with Disabilities-67% / 27% 8th Grade – Not met All students-76% / 60% SED-63% / 35% EL-*N/A / *N/A RFEP-*N/A / *N/A Foster Youth-N/A / N/A Students with Disabilities-63% / 27% 10th Grade – Not met All students-64% / 63% SED-53% / 54% EL-*N/A / *N/A RFEP-*N/A / *N/A Foster Youth-N/A / N/A Students with Disabilities-34% / *N/A

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional development of instructional staff will be conducted reflecting the priorities and topics below, which support the implementation of Common Core State Standards and the state's priorities as identified by the State Board of Education and California Department of Education. Priority topics in the LCAP year and forward include: - Long Term English Learners (LTEL) Courses and LTEL Designees. - Common Core State Standards English Language Arts shifts, mathematics and supplemental programs - Response to Instruction and Intervention (RtI2) - Effective use of technology in the classroom for teaching and learning - Assessment of student progress - Writing, Speaking, and Listening Standards - Content standards integration - Integration of the Arts - Teacher Growth and Development Cycle - Strategies for students with disabilities (SWD) in General Education settings. - Access to the core strategies for English Learners - Implementation of Safe Schools Plans for student discipline - Student Discipline Training kit - Instructional Coaches - Paraprofessional Teacher Training - Standards--Focused Professional Development improving instructional capacity in all content areas. - Alternatives to suspension - Positive Behavior Support Systems - Student placement of EL and LTEL	Professional Development: $96,000; Funding Source Title II: $40,000 Supplemental LCFF:$56,000 Expenditure Summary: Certificated Salaries : $86,000 Classified Salaries: $6,000 Book/Supplies: $4,000	Professional development of instructional staff was conducted reflecting the priorities and topics below, which support the implementation of Common Core State Standards and the state's priorities as identified by the State Board of Education and California Department of Education. Professional development actions included: - Common Core State Standards English Language Arts shifts, mathematics and supplemental programs - Response to Instruction and Intervention (RtI2) - Effective use of technology in the classroom for teaching and learning - Assessment of student progress - Strategies, procedures, and processes for students with disabilities (SWD) - Implementation of Safe Schools Plans for student discipline - Student Behavior: Non-Violent Crisis Intervention training - Standards-Focused Professional Development improving instructional capacity in all content areas. - Positive Behavior Support Systems including universal and intensive mental health support - CPR Training	Professional Development: $62,743; Funding Source LCFF Base: $3,468 LCFF Supplemental: $59,275 Expenditure Summary: Certificated Salaries : $62,743

students, Integrated EL			
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
__All --- OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____		__All --- OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	
The design and implementation of curriculum is a critical component of the alignment of content and instruction to the Common Core State Standards, as well as development of multiple channels, pathways and models assisting students in completing the standards aligned content. - Online courses - credit recovery and core programs - Supplemental curriculum and materials supporting Common Core State Standards - Content Design lessons - Summer School - Curriculum Maps aligned to Common Core State Standards - Digital curriculum aligned to Common Core State Standards (CCTP) - Alignment of Curriculum with Common Core State Standards, English - Language Development Standards and California Content Standards. - Design and provide schools and teachers with Common Core State - Standards developed curriculum maps - If budget allows purchase aligned textbooks & Instructional Material	Supplemental Common Core Curriculum Purchase: $200,000; Funding Source: Restricted Lottery $33,000 per year, Unrestricted 1 Time Common Core $100,000 Base LCFF$67,000 Expenditure Summary: Book/Supplies: $114,000 Services/ Other Operating Expenses: $86,000	District staff focused on the design and implementation of curriculum to align with Common Core State Standards, as well as providing multiple pathways and models to assist students in completing standards aligned content. - Supplemental curriculum and materials supporting Common Core State Standards - Summer School - Curriculum Maps aligned to Common Core State Standards - Digital curriculum aligned to Common Core State Standards (CCTP_ -Online course credit recovery and core programs. - Teachers designed curriculum maps - The Textbook Adoption Committee piloted CCSS aligned Math programs. A recommendation will be made to the Board of Trustees to purchase a program K-12 in 2016/17.	Supplemental Materials and Supplies: $313,506 Funding Source: LCFF Base: $215,570 LCFF Supplemental: $97,936 Expenditure Summary: Certificated Salaries: $7,680 Book/Supplies: $305,826
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
X All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All --- OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	
The methods, practices and delivery of instructional content are critical to the engagement and learning of every student. Differentiation, personalization and pacing all impact a student's ability to understand and learn. The elements below provide aspects of the critical elements of good instruction while aligning the District's curricula and content into alignment with the Common Core State Standards. The District will leverage new models, technology and resources for the greatest impact and learning gains by all of our students Professional Development Coordinator Stipend Position: - Teachers and instructional staff - Implementation of shifts in Mathematics and ELA - Interdisciplinary instruction - Use of technology in the classroom to support effective teaching and learning via the Common Core Technology Project - Contracts to support effective Common Core State Standards instruction - Design lessons - Digital curriculum aligned to the Common Core State Standards via the Common Core Technology Project - English Language Development (ELD) Standards Phase--In Plan - Arts integration	Teacher Walk Through Application: $15,000; Funding Source: Base LCFF $15,000 Note: An informal walk though application that ensures the connection between teacher, student and curriculum. Expenditure Summary: Services/Other Operating Expenses: $15,000 Certificated Salaries:$36,000	The district focused on instructional methods, practices and delivery of instructional content critical to the engagement and learning of every student. Differentiation, personalization and pacing all impact students' ability to understand and learn. The elements of good instruction bring the District's curricula and content into alignment with the Common Core State Standards. The District used various models, technology, and resources to provide training, and monitor implementation and learning gains for all of our students. - Instructional leaders with content area expertise - Contracts to support effective Common Core State Standards instruction - Use of technology in the classroom to support effective teaching and learning	Observation Application: $5,880 Teacher Leader: $10,883 Funding Source: LCFF Base: $16,763 Expenditure Summary: Certificated Salaries:$10,883 Services/Other Operating Expenses: $5,880
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
X All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient		X All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	

__Other Subgroups: _____		__Other Subgroups: _____	
In order to ensure that our AADUSD students are on the right track we must conduct formal and informal assessments throughout the school year. Conducting these assessments allows our teachers to determine if a child is learning the core subjects at a proficient level. The assessments below are examples of the types of assessments that can be given each year. - Graduation checks - California High School Exit Exam (CaHSEE) assessments - Algebra EOC (End Of Course assessment) - Math Placement Assessment - Literacy Intervention Assessment - K-2 assessments in Foundational Reading and Math - Diagnostic assessments - Progress monitoring assessment tools - English Language Development assessment tools - Interim assessments (Benchmarks) aligned to the Common Core State Standards in ELA and Math	Purchasing of LEA Wide Assessment Tools: $50,000; Funding Source: Common Core $25,000 Base LCFF $25,000 Expenditure Summary: Books/Supplies: $50,000	Teachers used formal and informal assessments throughout the school year to monitor student progress. Conducting these assessments allows our teachers to determine if a child is learning the core subjects at a proficient level. The assessments below are some that were used. - Online and traditional Math Assessments - Literacy Intervention Assessment - K2 assessments in Foundational Reading and Math - Diagnostic assessments - Progress monitoring assessment tools - English Language Development assessment tools - Interim online assessments in Math and ELA aligned to the Common Core State Standards	Assessment Tools: $44,954 Funding Source: LCFF Supplemental: $44,954 Expenditure Summary: Books/Supplies: $44,954
Scope of Service:	LEA-Wide	Scope of Service:	School-Wide; Meadowlark and High Desert
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	
Continue to hire and retain the most Highly Qualified Teachers	High Qualified Certificated Teacher Salaries: $3,761,315; Funding Source: Base LCFF $3,761,315 Note: * Includes step and column increase at 2%. Expenditure Summary: Certificated Salaries : $3,761,315	AADUSD continued to hire and retain Highly Qualified Teachers.	HQT Salaries: $4,531,056 Funding Source: LCFF Base: $4,531,056 Expenditure Summary: Certificated Salaries : $4,531,056
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Continue to provide behavior support for all students through high quality personnel with concentration on the Medal of Honor framework, 504, IEP's ,SARB and school wide behavior plans.	PPS Certificated Staff: Funding Source: Supplemental LCFF: $196,490 Expenditure Summary: Certificated Salaries : $196,490	AADUSD increased academic monitoring, behavior, and socioemotional support for students through high quality personnel with concentration on the Medal of Honor framework, SARB, Counseling, Dancing Feet/Etiquette classes, and school wide behavior plans.	PPS Counselor (1.0), Medal of Honor (MOH) Teacher Leader, Teacher Extra Duty: $80,100 Funding Source: LCFF Supplemental: $80,100 Expenditure Summary: Certificated Salaries: $80,100
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
__All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth __Redesignated fluent English proficient		__All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient	

__Other Subgroups: _____		__Other Subgroups: _____	
Maintain and hire highly qualified classified employees to ensure students have a high quality education	Classified Employee Salaries: $1,972,958; Funding Source:Base LCFF; Note: * Includes 2% step and column increase. Expenditure Summary: Classified Salaries: $1,972,958	AADUSD maintained and hired highly qualified classified employees to ensure students have a high quality education.	HQ Classified Salaries: $2,056,152 Funding Source: LCFF Base: $2,056,152 Expenditure Summary: Classified Salaries: $2,056,152
Scope of Service:	LEA-Wide	Scope of Service:	
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
After reviewing student assessment data the district will provide targeted interventions for students who are struggling to meet grade level proficiency. Title 1- Push/In and Pull/ Out Teacher Before/ During the Day/ After school- Targeted Interventions Purchasing On-Line Curriculum Reinforcement Programs	Title I Intervention Teacher: $90,000; Funding Source: Title I: $90,000 Note: Hiring a Highly Qualified Intervention Teacher to work with designated students in small group intensive instruction to improve proficiency in reading and math. Intervention Materials: $50,000; Funding Source: Title I $20,000 Supplemental LCFF $30,000 Note: Provide supplemental intervention materials that align to adopted curriculum to support designated students in intervention classes. Before/After School Intervention Classes: $53,000; Funding Source: Title I $23,000 Supplemental LCFF: $30,000 Note: To support an hourly certificated teacher pay for before and after school interventions for designated students. Expenditure Summary: Certificated Salaries : $143,000 Books/Supplies: $50,000	The district provided targeted interventions for students who were identified as struggling to meet grade level proficiency standards. -Title 1- Push/In and Pull/ Out Teacher Before/ During the Day/ After school - Targeted Interventions Purchased -On-Line Curriculum Reinforcement Programs	Teacher Intervention Push In/Pull Out: $96,353 Funding Source: Title I: $96,353 Intervention Before/After School: $56,382 Funding Source: LCFF Supplemental: $56,382 Expenditure Summary (LCFF): Certificated Salaries: $44,827 Supplemental Materials and Supplies: $2,532 Services/Other Operating Expenses: $9.023
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide

__All --- OR: X Low Income pupils X English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All --- OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	
The district will monitor Foster Youth, using existing staff, for proficiency on state and local assessments to ensure academic success or refer to the SST team in the event the student is struggling academically.		The district monitored Foster Youth, EL, and RFEP students for proficiency on state and local assessments to ensure academic success, and referred to the SST team and/or Counselor if the student was struggling academically or socioemotionally.	Expenditure Summary: $0
Scope of Service:	Targeted	Scope of Service:	
__All --- OR: __Low Income pupils __English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All --- OR: __Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	To support increased achievement and educational outcomes in core content areas the district will: • Provide ongoing professional development • Use data to drive instructional decisions and instructional planning, and purchase data systems as necessary to support data analysis • Purchase CCSS aligned core curriculum and supplemental materials/supplies to improve and enhance core instruction for all students • Continue to hire Highly Qualified teachers and support staff for core and support programs Expand access and improve instruction for all students at all grade levels in classes that provide targeted and integrated learning opportunities in the areas of science, technology, engineering, arts and math

Original GOAL from prior year LCAP:	Increase the percentage of English Learners who reclassify to Fully English Proficiency by 2% each year (61.3%-63.3%)		Related State and/or Local Priorities: 1 _X_ 2 _X_ 3 _X_ 4 _X_ 5 _X_ 6 __ 7 _X_ 8 _X_ COE Only: 9 __ 10 __ Local: <u>Ensuring targeted subgroup students are placed in the proper classrooms to meet individual needs.</u>

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: English learners

Expected Annual Measurable Outcomes:	Based on AMAO 1 English Learners in the AADUSD will make annual progress by 61.3%-63.3% Based on AMAO 2 English learners achieving English proficiency in AADUSD will increase by 18.9%-20.9% Based on reclassifications English Learners achieving English Proficiency in AADUSD will increase by 4.8%-6.8% Attendance Rate for EL students will increase by 2% (94%-96%) Chronic Absentee will decrease by 0.01% (0.04%-0.03%) EL Suspension Rates will maintain or decrease 0.01% (0.05%-0.04%)	Actual Annual Measurable Outcomes:	**AMAO 1 2013/14 (Target – 59.0%) / AMAO 1 2014/15 (Target – 60.5%)** 61.3% / 60.8% (Target met both years) **AMAO 2 Less Than 5 Years - 2013/14 (Target – 22.8%) / AMAO 2 2014/15 (Target – 24.2%)** 18.9% / 18.8% (Target not met either year) **AMAO 2 More Than 5 Years - 2013/14 (Target – 49.0%) / AMAO 2 2014/15 (Target – 50.9%)** 58.7% / 51.3% (Target met both years) **Reclassification rate 2014/15 / Reclassification rate 2015/16** N/A - 0% RFEPs (no state academic assessment in 2014) / 0% (change of academic element from CST to CAASPP for academic element increased rigor - Target not met)

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Teachers must constantly monitor the progress and student learning of the districts significant subgroups. Providing teachers release days to collaborate, review data, modify lessons, create assessments and hold student and parent meetings to inform all stakeholders is vital in student success.	Release Days: $15,000; Funding Source: Title 1: $5,000 Suplemental LCFF: $10,000 Note: Each teacher will be provided two days annually to be released to review student progress specifically Foster, EL and SWD students. Expenditure Summary: Certificated Salaries : $15,000	Teachers analyzed student assessment results at the beginning of the year, and monitored student learning and progress throughout the year. Teachers were provided release days and additional hours to collaborate, review data, modify lessons, create assessments and hold student and parent meetings to improve student success.	Release Days: $3,312 Funding Source: LCFF Supplemental: $3,312 Expenditure Summary: Certificated Salaries : $3,312
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
__All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____		__All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	
Implement EL Master Plan	Implement EL Master Plan Classified Staff: $18,000; Funding Source: Title III.	Implemented the programs, services and actions identified in the EL Master Plan.	Implement EL Master Plan: $65,672 Funding Source: LCFF

	Implement EL Master Plan Classified Staff: $35,000; Funding Source: Supplemental LCFF. EL Professional Development: $12,500; Funding Source: Title II $10,000 Title III $2,500 Expenditure Summary: Certificated Salaries : $11,000 Classified Salaries: $53,000 Books/Supplies: $1,500		Supplemental: $65,672 Expenditure Summary: Certificated Salaries : $21,120 Classified Salaries: $43,432 Books/Supplies: $1,120
Scope of Service:	Targeted	Scope of Service:	LEA-Wide
__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____		__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	
Monitor To progress of RFEP students for two years in accordance with out EL Master PLAN		Screened students for possible reclassification, reclassified/RFEPed students, and monitored the progress of RFEP students for two years in accordance with the EL Master Plan.	Expenditure Summary: $0 Action completed with personnal and supplies in other goals
Scope of Service:	Targeted	Scope of Service:	
__All --- OR: __Low Income pupils __English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____		__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	To improve English language proficiency and academic achievement for English Learners to increase reclassification rates for EL students the district will: • Modify annual measureable objectives to align with Title III AMAO targets rather than 2% annually for all AMAOs • Provide additional ELD support for ELs in the Less Than 5 Year cohort to meet target • Provide additional academic support for ELs at the Early Advanced/Advanced levels to assist with reaching the "Standards Met" level on CAASPP needed for reclassification • Provide professional development in new ELD standards for certificated and support staff		

Original GOAL from prior year LCAP:	Increase annually the percentage of students attending 173-180 days of school by 2% each school year. 95.31%-96.31% Increase graduation rate by 1% each year. (93%-94%) Maintain a 0% expulsion rate in the district. Decrease chronic absenteeism by 0.01% (0.05%-0.04%)	Related State and/or Local Priorities: 1 _X_ 2 _X_ 3 _X_ 4 _X_ 5 _X_ 6 __ 7 _X_ 8 _X_ COE Only: 9__ 10__ Local: <u>School Attendance Rates</u>

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	Based on 2014-2015 data increase average daily attendance rates by 2% annually. (95.31%- 96.31%) Decrease students with chronic absenteeism by 0.01% (0.05%-0.04%) Decrease student suspension rates by 0.01% (0.04%-0.03%) Maintain a 0% expulsion rate with in the district.	Actual Annual Measurable Outcomes:	**Students attending 173-180 days of school (present 96% of days) - 2014/15 / 2015/16** LEA – 40.7% / 58.6% (present 96% of days through 3/25/16, Met) Meadowlark - 39.7% / 47.2% (present 96% of days through 3/25/16, Met) High Desert - 21.7% / 57.7% (present 96% of days through 3/25/16, Met) Vasquez HS - 55.5% / 72.1% (present 96% of days through 3/25/16, Met) **Attendance Rate 2014/15 / 2015/16** 94% / 95% **Decrease the percentage of Chronic Absentee students by 0.01% - 2014/15 / 2015/16** LEA – 16.9% / 12.6% (Chronic rate through 3/25/16, absent 10% of days, Met) Meadowlark - 17.6% / 16.2% (Chronic rate through 3/25/16, absent 10% of days, Met) High Desert - 23.2% / 14.0% (Chronic rate through 3/25/16, absent 10% of days, Met) Vasquez HS – 12.1% / 7.7% (Chronic rate through 3/25/16, absent 10% of days, Met) **Decrease student suspension rates - 2014/15 / 2015/16** LEA – 2.4% / 2.8% (Suspension rate through 3/25/16, Not met) **Maintain student expulsion rates at 0% - 2014/15 / 2015/16** LEA – 0.0% / 0.0%

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Student attendance is directly related to student success. When a child misses instruction they miss the opportunity to learn a concept. In order to keep the students in seats;systems and protocols must be set into place. - Parent notification on the same day of a student is absent or missing from class -A formal district letter is sent home after missing 3 days of instruction or 3 tardies. -SST is set up for students who continue to be habitually truant -Referral to SARB for students and families where children are not getting to school. -Each site will be expected to positively reinforce any students attending school regularly on a monthly basis	Student Letters Sent Home: $500; Funding Source: Base LCFF; Note: Postage for letters to be sent out. SST: $5,000; Funding Source: Title 1 $2500 LCFF $2500 Note: Providing teachers release time to attend SST meetings accross the district. Positive Reinforcement: $3,000; Funding Source: Base LCFF. Expenditure Summary: Certificated	In order to keep the students in seats, systems and protocols were put into place. - Parent notification on the same day of a student is absent or missing from class -"Truant" letters are sent home after 3 unexcused absences and/or 3 tardies of more than 30 minutes, and each 3 unexcused absences thereafter. -"Chronic Absence" letters are sent home after 12 absences for any reason and each 3 absences thereafter. -Each site positively reinforced any students attending school regularly on a monthly basis.	Attendance Letters: $510 Funding Source: LCFF Base: $510 Positive Reinforcement: $825 Funding Source: LCFF Base: $825 Expenditure Summary: $1,335 Books/Supplies: $1,335

	Salaries : $5,000 Books/Supplies: $8,000		
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide

_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	To support continuous improvement in the system for monitoring student attendance and enhance educational outcomes for students the following changes are recommended: • Revise the goal to focus on the reduction of Chronic Absentee students (absent 10% of days for any reason) and eliminate from the goal "percentage of students who attend school 173 days or more" • Move the goal and metrics for increasing graduation rates and decreasing dropout rates into Goal 5 • Train staff to hold SART and DART meetings for Habitually Truant and/or Chronic Absentee students • Form a SARB Committee, train personnel, and refer students as necessary Hire staff, as necessary, to implement a student attendance improvement plan

Original GOAL from prior year LCAP:	Clearly involve parents and community members in decision making at the school and district levels. Provide connections between the community and schools so as to foster investment in education and provide meaningful transparent communication with all stakeholders. Ensure that parents, students and teachers feel that our schools are providing a safe positive environment for our students to learn.	Related State and/or Local Priorities: 1__ 2__ 3 _X_ 4__ 5 _X_ 6 _X_ 7__ 8__ COE Only: 9__ 10__ Local: <u>Promotion of Parental Participation</u>

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	From the 2014/2015 Data Increase parent/student participation in survey and workshops by 2% (322 parent responses needed) Increase satisfaction rate on the survey by 2% (93%-95%) Maintain 0% Middle School Drop Out Rate Reduce High School Drop Out Rate 1% (8%-7%)	Actual Annual Measurable Outcomes:	**Percent of stakeholders completing the LCAP Survey will increase by 2% - 2014/15 / 2015/16** 30% / 23% Survey target not met, but input was also collected from parents, students, community members, and staff in meetings in addition to the LCAP Surveys for Parents/Community Members/Staff and the LCAP Survey for Students. **The satisfaction rate on the LCAP Survey will increase by 2% - 2014/15 / 2015/16** 95% / The LCAP Survey was modified to focus on specific aspects of parent/community involvement and safe, positive school environments **Maintain the middle school dropout rate at 0.0% - CALPADS 2013/14 / CALPADS 2014/15** 0.0% / 0.0% (Met) **Reduce the high school dropout rate by 1% - 2014/15 / 2015/16** 8% / 0.005% (2 students) (Met)

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Parental Involvement Provide parent training, learning opportunities and workshops: Supporting Common Core State Standards literacy at home, EL Master Plan requirements and progress monitoring, and provide parents notification of student ELD placement, progress and reclassification 10% of Common Core State Standards funds for parent involvement in the implementation of the Common Core State Standards	Parent Workshops: $950; Funding Source: Common Core. Expenditure Summary: Certificated Salaries : $800 Books/Supplies: $150	Provided parent involvement, parent meetings, parent participation, and parent learning opportunities such as: -Parent Information Nights -Parent "Road Shows" for families of 5th and 8th graders -Back to School Night -Open House -IEP, 504, SST, ILP and RFEP meetings -Calendared parent conferences and other conferences as requested, including Spanish translation, as requested -Phone messages, flyers and brochures -Aeries Portal parent access -Website	Parent Meetings and Workshops: $10,538 Funding Source: LCFF Base: $10,304 LCFF Supplemental: $234 Expenditure Summary: $10,538 Classified Salaries : $234 Books/Supplies: $10,304
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
The district will annually create and provide all parents an opportunity to provide the district feedback on all aspects of their child's education.	Computer Software: $1,000; Funding Source: Base LCFF; Note: Annual Survey Monkey Membership. Expenditure Summary: Services/Other Operating Expenditures: $1,000	The district provided parents and community members opportunities to provide feedback and input into all aspects of their child's educations through various meetings (ELAC, SSC, Booster Club/PTO, LCAP, Board) and the annual LCAP Survey that all parents, staff and community members were notified they could complete.	Computer Software Subscription: $800 Funding Source: LCFF Base: $800 Expenditure Summary: Services/Other Operating Expenditures: $800
Scope of Service:	LEA-Wide	Scope of Service:	

	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	• Provide trainings, workshops and participation opportunities specifically targeting the needs and interests of parents of English Learners and socioeconomically disadvantaged/low income students • Identify a way to enhance and improve opportunities for parents with a home language other than English to fully participate in all aspects of their child's education.	

Original GOAL from prior year LCAP:	Ensure that secondary students are on-track to graduate from high school, are college and career ready and students experience academic progress and success.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 _X_ 5 _X_ 6__ 7 _X_ 8__ COE Only: 9__ 10__ Local: <u>Preparing students for college and career ready. High School Graduation Rates</u>

Goal Applies to:	Schools: High School
	Applicable Pupil Subgroups: Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth

Expected Annual Measurable Outcomes:	From the 2014/2015....... Increase graduation rates by 1% Increase UC/CSU eligible students by 1% Increase pupils determined to be prepared for college by the Early Assessment Program by 1% Increase students who pass AP exams by 1% Increase students who pass the CAHSEE ELA and Math by 1% Increase EL/SWD proficiency rate on the ELA and Math by 1% Increase student proficiency rate on the CAASPP in ELA and Math by 1%	Actual Annual Measurable Outcomes:	**Increase the graduation rate by 1% - 2013/14 / 2014/15** 86.7% / 91.7% (Met) **Increase the percentage of UC/CSU eligible students by 1% - 2013/14 / 2014/15** 7.7% / 30.7% (Met) **Increase the percentage of EAP "college ready" students by 1% - 2014/15 / 2015/16** EAP Ready for College English – 32% EAP Ready for College Math – 31% **Increase the AP exam passage rate by 1% - 2013/14 / 2014/15** 65% / 49% **Increase the percentage students who pass CAHSEE by 1% - 2013/14 / 2014/15** ****Note CAHSEE eliminated as a HS graduation requirement for 1415, and not administered in 1516** Math – 92% / 94% (Met) ELA – 91% / 88% (Not met) **Increase the student "proficiency" rate on the CAASPP in ELA and Math for all students, ELs, and students with disabilities (SWD) by 1% - 2014/15 / 2015/16** **CAASPP ELA - Standard Met or Standard Exceeded 2014** All students 11th Grade - 44% (Baseline data) ELs/RFEP 11th Grade - 36% (Baseline data) SWD 11th Grade - 21% (Baseline data) **CAASPP Math - Standard Met or Standard Exceeded 2014** All students 11th Grade - 15% (Baseline data) ELs/RFEP 11th Grade - 9% (Baseline data) SWD 11th Grade - 13% (Baseline data)

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Focus on school climate and student engagement on the high school campus. - PPS Counselor Available -EAP data collection -SST meetings held for at risk students -Credit Recovery Options -Chartered General Education Summer School Partnerhsip	High School Graduation: $174,000; Funding Source:Base LCFF; Note: Providing a PPS counselor (or intern) to monitor and support student to ensure graduation success.	Focused on school climate and student engagement on the high school campus. -PPS Counselor Available -Credit Recovery Options -Chartered General Education Summer School Partnerhsip -Tutoring -EAP data collection -SST meetings held for at risk students	High School Graduation (PPS Counselor 1.0, Salary and online materials for Credit Recovery Program, Progress Monitoring Program): $204,108 Funding Source:

	SST Meetings: $1,500; Funding Source: Supplemental LCFF; Note: Holding student study team meetings with student, family and school for targeted students who are at risk of not graduating. On-line Credit Recovery Program: $85,000; Funding Source: Supplemental LCFF; Note: Purchase and make available on-line credit recovery course offerings to ensure that targeted students are able to make-up unused credits. Computer Software: $5,000; Funding Source: Supplemental LCFF; Note: Purchasing a student information system that allows the district to track student progress K-12. Expenditure Summary: Certificated Salaries:$175,500 Books and Supplies: $85,000 Services/Other Operating Expenditures: $5,000		LCFF Base: $86,685 LCFF Supplemental: $117,450 Expenditure Summary: $204,108 Certificated Salaries:$161,490 Books and Supplies: $42,618
Scope of Service:	School-Wide	Scope of Service:	School-Wide; Vasquez
__All --- OR: X Low Income pupils X English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All --- OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	
Ensuring that all students have opportunity for intensive CAHSEE preparation specifically low socio economic, EL, Foster students and Students with Disabilites	CAHSEE Preparation Intervention: $5,000; Funding Source: Supplemental LCFF $5000; Note: Partnering with the local library and their free resources offering of a credentialed teacher in partnership with a well know CAHSEE preparatory curriculum AADUSD will provide intervention for those students that need support passing the CAHSEE exam. Expenditure Summary: Certificated Salaries:$500 Services/Other	The CAHSEE was eliminated, but students were provided resources to assist in overall academic success and passage of critical tests.	CAHSEE Preparation Intervention: $0

	Operating Expenditures: $4,500		
Scope of Service:	School-Wide	Scope of Service:	
__All -- OR: X Low Income pupils X English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All -- OR: X Low Income pupils X English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Advanced Placement Costs for low income students who cannot afford to take the exam.	AP Placement Costs for SES students: $1,000; Funding Source: Supplemental LCFF	Advanced Placement costs were paid for SED students who requested financial assistance to participate in the AP program.	AP Placement Costs for SES students: $1,100 Funding Source: Supplemental LCFF: $1,100
Scope of Service:	Targeted	Scope of Service:	
__All -- OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____		__All -- OR: X Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	• No changes		

Original GOAL from prior year LCAP:	Maintaining the appropriate assignment of teachers who are fully credentialed in the subject areas of the pupils they are teaching.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8 X COE Only: 9__ 10__ Local: Teacher Assignment/ Mis-Assignment
Goal Applies to:	Schools: All		
	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	We will maintain 100% compliance with appropriate subject area authorization and core course taught by "highly qualified" teachers according to the federal standards.	Actual Annual Measurable Outcomes:	Percent of courses taught by authorized HQTs - 2014/15 / 2015/16 100% / 98.8% (Not Met) Note – One position requiring a specialized credential was posted throughout the 1516 year with a viable candidate.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The basic operations of the District are maintained and controlled through the management, oversight, and provision of basic operating services to all by the Central Office, Director of Education and the Superintendent.	Central Office: $470,142; Funding Source: Base LCFF; Note: Salaries of Superintendent, Assistant Superintendent and Support Staff. Expenditure Summary: Certificated Salaries: $470,142	The basic operations of the District were maintained and controlled through the management, oversight, and provision of basic operating services to all by the Superintendent, Assistant Superintendent, CFO, and other Central Office staff.	Central Office: $587,711 Funding Source: LCFF Base: $587,711 (Superintendent, Asst. Superintendent, CFO, confidential support staff) Expenditure Summary: Certificated Salaries: $587,711
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
X All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		X All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No changes		

Original GOAL from prior year LCAP:	The district will continue to provide a safe and secure learning environment for our students. Students access to standards aligned material, safe, secure and aesthically pleasing learning environment		Related State and/or Local Priorities: 1_X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: <u>Facilities Maintenance and Operations</u>

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	Maintain the percentage of facilities in good repair is 100% Maintain the percentage of students who have access to standards aligned instructional materials is 100%	Actual Annual Measurable Outcomes:	**Percent of schools in good repair - 2014/15 / 2015/16** 100% / 100% (Met) **Percent of Williams Act Complaints - 2014/15 / 2015/16** 0.0% / 0.0% (Met)

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The district will continue to maintain a safe and drug free high school learning environment for all students by providing security, educating students and staff regarding anti-bullying as monitored by site and district administration	Campus Security Classified Employee: $35,000; Funding Source:Base LCFF. Executive Summary: Classified Salaries: $35,000	The district maintained a safe and drug learning environment for all students by providing campus supervision, campus security, and educating students and staff regarding anti-bullying as monitored by site and district administration.	Campus Security Staff: $37,320 Funding Source: LCFF Base: $37,320 Executive Summary: Classified Salaries: $37,320
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Properly maintain all campuses to remain in compliance with the Williams Act.	Deferred Maintenance: $350,000. Funding Source: Base LCFF Expenditure Summary: Other Operating Expenses: $350,000	The District properly maintained all campuses to remain in compliance with the Williams Act.	Deferred Maintenance: $699,989 Funding Source: LCFF Base: $699,989 Expenditure Summary: Other Operating Expenses: $699,989
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	To improve the sense of safety and well-being, and ensure that campuses are safe, drug-free, and able to support 21st century learning programs the following changes are recommended: • Continue to increase and enhance the sense of campus security by adding support staff for discipline and safety • Provide staff development annually for safety-related issues such as mandated reporting and bullying • Increase and enhance mental health support options to include all sites and explore partnerships with community providers • Continue to provide funding for deferred maintenance projects and other identified projects to ensure schools are aesthetically pleasing, safe, and support academic, vocational and extracurricular programs.		

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

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$629,202

The district total enrollment is 1097 with 435 students meeting Unduplicated Pupil Count eligibility as a Socioeconomically Disadvantaged/Low Income, Foster Youth, or English Learner (EL) student. The LACOE BAS LCFF/LCFF Analysis Worksheet dated May 26, 2016 calculates the total amount of LCFF supplemental funding available to provide increased and/or improved services to "Unduplicated Pupils" calculated to be $629,202.

Based on input from stakeholders and research related to school improvement, the Acton Agua Dulce Unified School District has determined that the most effective use of Supplemental funds will be to continue using funds on a schoolwide and districtwide basis. This will allow for horizontal and vertical articulation of services and actions. AADUSD will address the unique needs of Low Income (LI), English Learner (EL), Foster Youth (FY), and Reclassified Fluent English Proficient (RFEP) students through increases and improvements in the following areas: Professional Learning Communities (PLCs) and Professional Development, Response to Intervention (RTI), technology, support services through School Counselors and staff, supplemental materials, and parent involvement.

Professional Learning Communities and Professional Development

All teachers will participate in professional development to ensure that they have the knowledge and practices to deliver the best first instruction, especially for their LI, EL, FY, and RFEP students. Research shows that teacher effectiveness is the most significant factor in student achievement (Bartolo, D.B., (2012). *Closing the Teaching Gap*; WestEd, (2000). *Teachers Who Learn, Kids Who Achieve*).

Targeted and ongoing professional development using a Professional Learning Community (PLC) model provides all teachers and staff with the support necessary to improve teaching and student outcomes (Joyce, B and Showers, B. (2002). *Student Achievement Through Staff Development;* Goldenberg, C. (2015) *Examining the Impact of Professional Learning Communities*). Focus areas for 2016/17 include implementation of Common Core State Standards in a broad course of study, analyzing student data and implementing a multi-tiered RTI system, technology integration, and a focus on the ELA/ELD standards to help the Textbook Adoption Committee pilot and identify a new ELA/ELD textbook. Improved and increased knowledge, strategies, and practices that teachers and staff acquire through professional development and PLC actions are a critical factor in closing the achievement gap for LI, EL, FY, and RFEP students.

Response to Intervention (RTI)

All schools will implement a comprehensive RTI program that compliments PLCs to improve and increase services for unduplicated pupils. RTI focuses on intervening early in a multi-tiered model to provide interventions of increasing intensity. Supplemental funds support universal screening and targeted interventions for all students, but will be principally directed at meeting the academic, social, and emotional needs of LI, EL, FY, and RFEP students. Supplemental materials and supplies will be purchased with supplemental funds to support RTI programs. Significant research validates that increased and improved services provided through RTI have the potential to affect change for students in unduplicated student groups (Brown, J.E. A Cultural, *Linguistic and Ecological Framework for Response to Intervention with English Learners* (2008); Batsche, Elliott, Graden, Grimes, Kovaleski, Prasse, et. al., (2005) Response to intervention: Policy considerations and implementation; Fuchs, D., Mock, D., Morgan, P.L., & Young, C.L. (2003). *Responsiveness-to-Intervention: Definitions, evidence, and implications).*

Technology

Supplemental funds provide additional technology resources, including devices and applications, incorporated into during, before, and after school instruction. The districtwide technology program maximizes student access to instructional technology and provides support for LI, EL, FY, and RFEP students who may need increased support with the use of technology due to limited access to technology at home. The unduplicated pupils in AADUSD are anticipated to comprise the majority of pupils who need increased access to educational technology. Classrooms supported by educational technology benefit LI, EL, FY, and REP students by encouraging reading, writing, and social interactions, and allow for "virtual fieldtrips" and research to build background knowledge that student may lack due to limited resources in the home. The district will be improving and increasing the technology program in 2016/17 to capitalize on the research-proven benefits of educational technology for unduplicated pupils (Lin, L. (2009). *Technology and second language learning;* WestEd (2002). *The Learning Return on Our Educational Technology*; Linda Darling-Hammond, L. and Goldman, S. (2014) *Using Technology to Support At-Risk Students' Learning*).

Increased Services Through School Counselors and District Support Staff

AADUSD recognizes the importance of focusing on the whole child to improve student educational outcomes. The District will increase counseling services to students at all sites in 2016/17. Counseling services are intended to assist students in overcoming behavioral and emotional barriers to learning, attendance, school completion, and preparation for college/career. The actions are principally directed toward our LI, EL, FY, and RFEP students based on research that shows increased counseling services can improve educational outcomes for students who may experience issues related to sociocultural barriers, poverty, or unavailable parents (White House Reports (2014). *Increasing College Opportunity for Low Income Students*; Edutopia - Elias, M.J. (2004). *The Four Keys to Helping At Risk Students).*

Classified staff provides support in the school library so LI, EL, FY, and RFEP students have ready access to library books, and can assist students in selecting appropriately leveled books and taking tests on computers.

Research shows that student achievement is positively impacted when parents are involved in their child's education. (WestEd (2014). *Empowering Families to Improve Student Learning*; Center for Law and Education (1996). *A New Generation of Evidence: The Family is Critical to Student Achievement).* Parent involvement in workshops, conferences, homework help, regular school attendance, graduation/college requirements, and teacher planning time will support increased achievement of LI, EL, FY, and RFEP students because families will have increased understandings and skills of how to support their child. Parent involvement will be increased by a providing a District Translator who will support involvement in trainings, School Site Council, ELAC, and Booster Club/PTO.

Research shows that absenteeism negatively affects school performance. The AADUSD is committed to ensuring that all students attend school on a daily basis, with a focus on increasing attendance rates for LI, EL, FY, and RFEP students. District staff will provide training to classified and certificated staff to increase effectiveness of monitoring attendance on a daily basis and providing early intervention when needed to reduce loss of instructional time. Additionally, administrative staff, counselors, and teachers are committed to working with parents to help them understand and address factors that contribute to truancy and absenteeism to support the goal of increasing attendance and school completion rates. (Balfanz, R. and Byrnes, V. (2014). *The Importance of Being In School: A Report On Absenteeism in the Nation's Public Schools*; Ready, Douglas. 2010. *Socioeconomic disadvantage, school attendance, and early cognitive development: The differential effects of school exposure;* Musser, M. P. 2011. *Taking Attendance Seriously: How School Absences Undermine Student and School Performance).*

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.

7.55 %	
Acton Agua Dulce Unified School District has a Minimum Proportionality Percentage (MPP) of 7.55% for the 2016/2017 budget year.

Actions described in Section 2 and Section 3 will improve and increase services for unduplicated pupils by providing professional development and PLCs to improve best first teaching in the CCSS and a broad course of study, by increasing technology integration, by providing supplementary materials, by increasing additional academic and socioemotional support, by improving communications and increasing parent involvement opportunities with parents of unduplicated pupils, by improving the effectiveness of RTI with universal screening and tiered interventions, and by improving attendance monitoring procedures. Extensive research validating the value of improving and increasing these services for our LI, EL, FY, and RFEP students has been included in Section 3A. | |

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

Expenditure Summary

Expenditures by Budget Category

Budget Category	Year 1	Year 2	Year 3
All Budget Categories	$9,656,778	$9,656,778	$9,656,778
1000-1999 Certificated Salaries	4,663,074	4,663,074	4,663,074
2000-2999 Classified Salaries	2,451,271	2,451,271	2,451,271
3000-3999 Employee Benefits	1,016,333	1,016,333	1,016,333
4000-4999 Books and Supplies	951,600	951,600	951,600
5000-5999 Services and Other Operating Expenses	574,500	574,500	574,500

Expenditures by Funding Source

Funding Source	Year 1	Year 2	Year 3
All Funding Sources	$9,656,778	$9,656,778	$9,656,778
LCFF Base	8,718,077	8,718,077	8,718,077
LCFF S & C	638,701	638,701	638,701
Other State Revenues	300,000	300,000	300,000

Expenditures by Budget Category and Funding Source

Budget Category	Funding Source	Year 1	Year 2	Year 3
All Budget Categories	All Funding Sources	$9,656,778	$9,656,778	$9,656,778
1000-1999 Certificated Salaries	LCFF Base	4,337,573	4,337,573	4,337,573
1000-1999 Certificated Salaries	LCFF S & C	325,501	325,501	325,501
2000-2999 Classified Salaries	LCFF Base	2,395,708	2,395,708	2,395,708
2000-2999 Classified Salaries	LCFF S & C	55,563	55,563	55,563
3000-3999 Employee Benefits	LCFF Base	961,896	961,896	961,896
3000-3999 Employee Benefits	LCFF S & C	54,437	54,437	54,437
4000-4999 Books and Supplies	LCFF Base	503,400	503,400	503,400
4000-4999 Books and Supplies	LCFF S & C	148,200	148,200	148,200
4000-4999 Books and Supplies	Other State Revenues	300,000	300,000	300,000
5000-5999 Services and Other Operating Expenses	LCFF Base	519,500	519,500	519,500
5000-5999 Services and Other Operating Expenses	LCFF S & C	55,000	55,000	55,000

Expenditures by Goal and Funding Source

Funding Source	Year 1	Year 2	Year 3

GOAL 1: Maintain or increase grade level proficiency by 2% annually in core content areas for all students by accessing and mastering grade level Common Core State Standards. Core content areas refer to courses in ELA, Math, History and Science. A student is proficient when they perform at the "standard met" or "proficient" level based on CAASPP Smarter Balance ELA, Math, and CST Science state assessments. Subgroups: Increase the percentage of All Students, including Socioeconomically Disadvantaged (SED), English Learners (EL), Foster Youth (FY), Reclassified Fluent English Proficient (RFEP), and Students with Disabilities (SWD), who perform at the "standard met" or "proficient" level by 2% each year on CAASPP Smarter Balanced ELA, Math and Science.

Funding Source	Year 1	Year 2	Year 3
All Funding Sources	7,685,027	7,685,027	7,685,027
LCFF Base	7,393,027	7,393,027	7,393,027
LCFF S & C	292,000	292,000	292,000

GOAL 2: Increase the percentage of English Learners who are reclassified fluent English proficient (RFEP) by meeting all district criteria by 2% each year.
Note: AADUSD RFEP criteria includes: 1) "Reasonable Proficiency" on CELDT, 2) CAASPP ELA "Standard Met", 3) teacher recommendation, and 4) parent opinion.

Funding Source	Year 1	Year 2	Year 3
All Funding Sources	76,400	76,400	76,400
LCFF Base	0	0	0
LCFF S & C	76,400	76,400	76,400

Goal 3: Decrease chronic absenteeism and truancy by by 2% annually, reduce suspension rates by 0.5% annually, and maintain expulsion rates at 0%.

Funding Source	Year 1	Year 2	Year 3
All Funding Sources	161,650	161,650	161,650
LCFF Base	38,650	38,650	38,650

LCFF S & C	123,000	123,000	123,000

Goal 4: Involve parents and community members in decision making at the school and district levels. Provide connections between the community and schools so as to foster investment in education and provide meaningful transparent communication with all stakeholders. Ensure that parents, students and teachers feel that our schools are providing a safe positive environment for our students to learn by increasing "strongly agree/agree" responses 2% annually.

All Funding Sources	29,001	29,001	29,001
LCFF Base	1,000	1,000	1,000
LCFF S & C	28,001	28,001	28,001

Goal 5: Ensure that secondary students are on-track to graduate from high school, are college and career ready, and students experience academic progress and success in a broad course of study with 1% increases annually on key indicators of readiness.

All Funding Sources	316,800	316,800	316,800
LCFF Base	197,500	197,500	197,500
LCFF S & C	119,300	119,300	119,300

Goal 6: Maintaining the appropriate assignment of teachers who are fully credentialed in the subject areas of the pupils they are teaching.

All Funding Sources	624,000	624,000	624,000
LCFF Base	624,000	624,000	624,000

Goal 7: The district will continue to provide a safe, secure, and drug-free learning environment for our students. Students will have access to standards aligned material, and a safe, secure and aesthetically pleasing learning environment with 2% increases in stakeholder satisfaction annually.

All Funding Sources	763,900	763,900	763,900
LCFF Base	463,900	463,900	463,900
Other State Revenues	300,000	300,000	300,000

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