

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Acton-Agua Dulce Unified School District

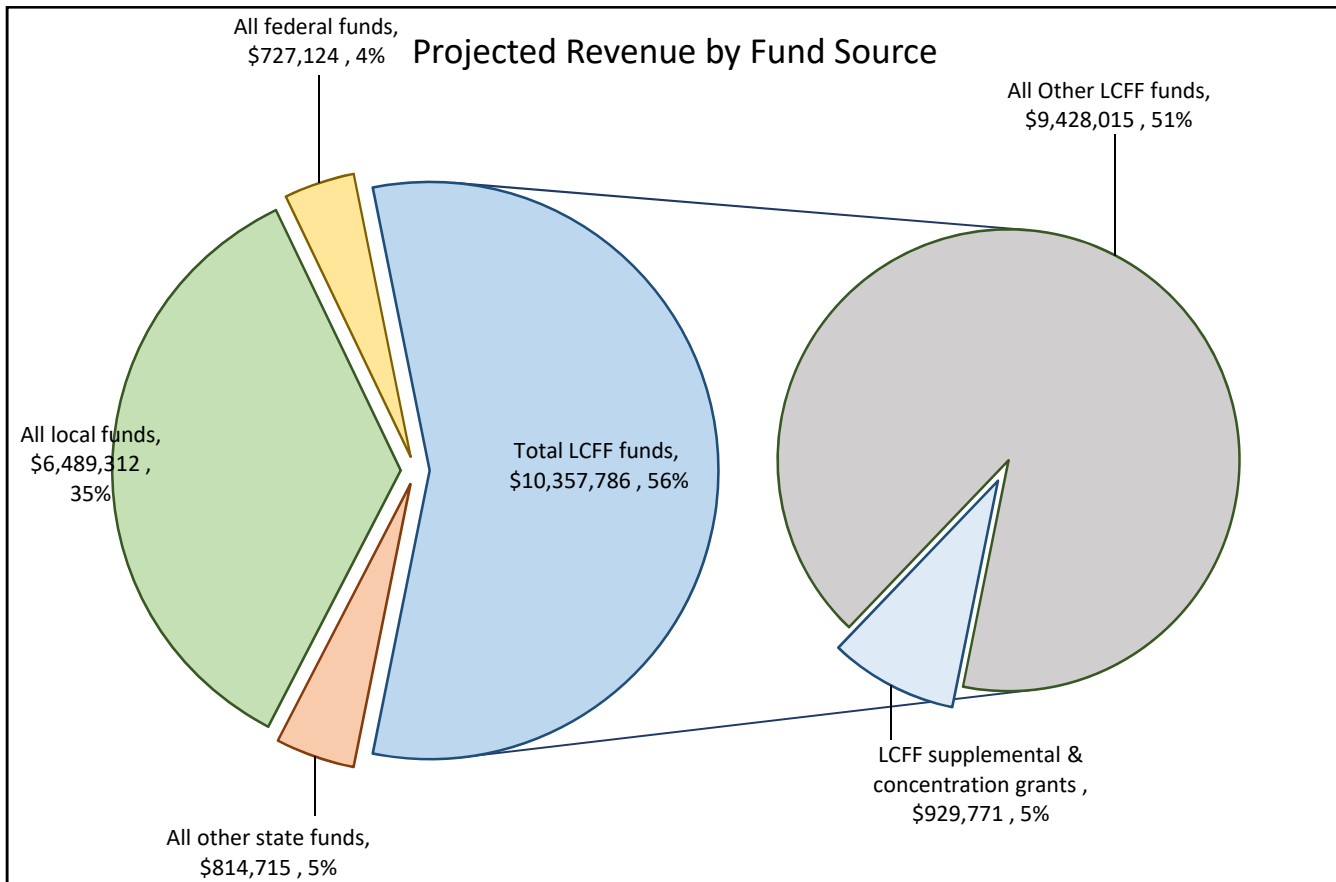
CDS Code: 19-75309

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Lynn David 661-269-0750 ldavid@aadusd.k12.ca.us

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

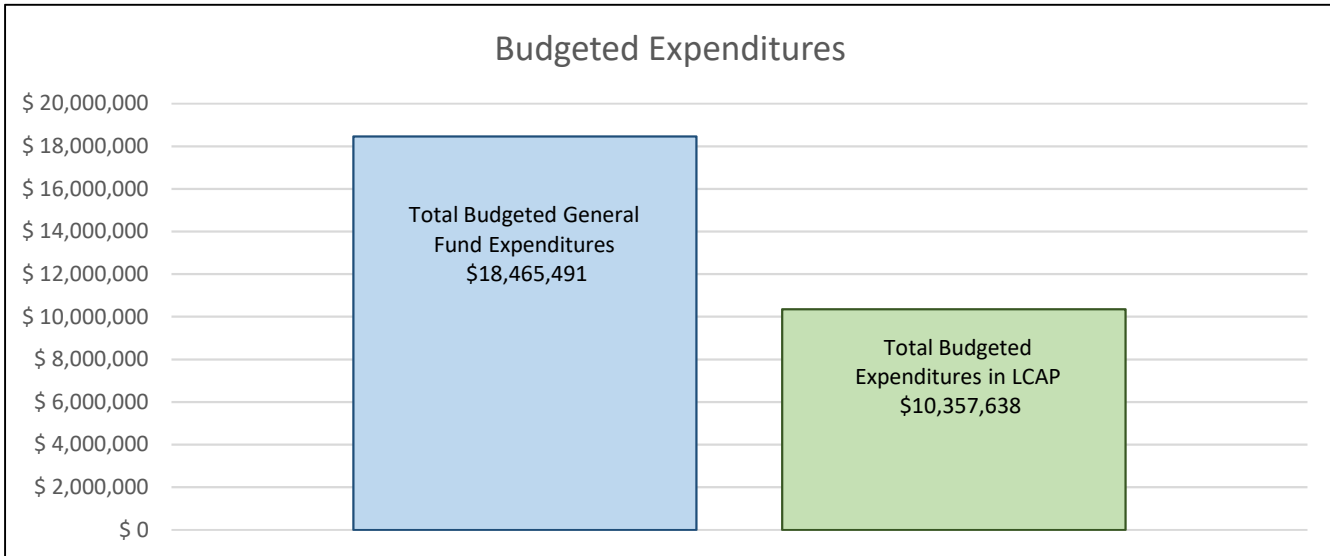


This chart shows the total general purpose revenue Acton-Agua Dulce Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Acton-Agua Dulce Unified School District is \$18,388,937.00, of which \$10,357,786.00 is Local Control Funding Formula (LCFF), \$814,715.00 is other state funds, \$6,489,312.00 is local funds, and \$727,124.00 is federal funds. Of the \$10,357,786.00 in LCFF Funds, \$929,771.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Acton-Agua Dulce Unified School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

LCFF Budget Overview for Parents

Acton-Agua Dulce Unified School District plans to spend \$18,465,491.00 for the 2019-20 school year. Of that amount, \$10,357,638.00 is tied to actions/services in the LCAP and \$8,107,853.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The Acton-Agua Dulce Unified School District receives State, Federal, and Local funding from various programs or resources. Some resources are "unrestricted" and may be used for any purpose, as approved by the Board of Trustees. Other resources are "restricted" and may only be used for specific purposes. AADUSD's LCAP for 2017/18 - 2019/20 includes only goals and actions supported by LCFF funding. The district expects to receive additional General Fund revenue from the sources below, and will expend the resources on appropriate programs and services to benefit students who generate the funding as part of a comprehensive educational program that meets the needs of all students attending our schools. A partner document, the LCAP Federal Addendum, outlines the goals and planned actions to carry out programs and services made possible through receipt of federal revenues for the Every Student Succeeds Act (ESSA).

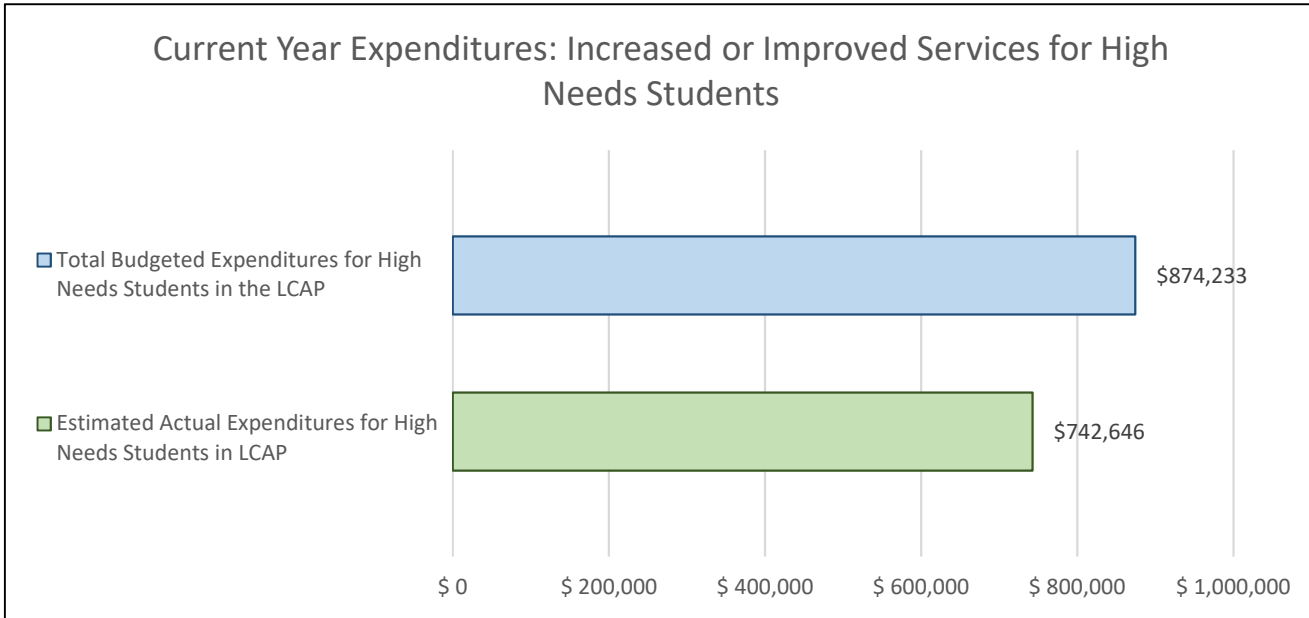
Lottery - Restricted and Unrestricted Instructional materials, discretionary educational expenditures
Mandated Cost Reimbursement - Oversight and implementation of legally mandated educational actions
Special Education - State/Federal Implementation of the Special Education Program
Title I, Basic Grants - Supplemental services and materials for students "at risk" of not meeting grade level standards for ELA
and/or Math
Title II, Teacher Quality - Professional development
Title III, English Learners (EL) - Supplemental programs, services, and materials for ELs to attain English proficiency and acquire content knowledge.
CTE - Implementation of career and technical education programs
Other State Revenue - Operations and program implementation

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Acton-Agua Dulce Unified School District is projecting it will receive \$929,771.00 based on the enrollment of foster youth, English learner, and low-income students. Acton-Agua Dulce Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Acton-Agua Dulce Unified School District plans to spend \$930,331.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Acton-Agua Dulce Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Acton-Agua Dulce Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Acton-Agua Dulce Unified School District's LCAP budgeted \$874,233.00 for planned actions to increase or improve services for high needs students. Acton-Agua Dulce Unified School District estimates that it will actually spend \$742,646.00 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$131,587.00 had the following impact on Acton-Agua Dulce Unified School District's ability to increase or improve services for high needs students:

The District implemented most of the actions and services described in the LCAP. The District planned to provide three days of professional development in 2018-19 primarily directed toward improving academic outcomes for high needs students. Due to community concerns about preparedness for emergencies following a school shooting in a neighboring district, the District used one day and follow up time to provide ALICE training to ensure all students, including high need students, will have the best chance to survive an emergency. With new Principals at every site, leadership teams collaborated to identify materials within the adopted curriculum that could support high need students rather than purchasing many of the materials that had been purchased in the past with limited outcomes. The RFEP workgroup did not convene in 2018-19 as planned, but will meet in 2019-20. One Counselor resigned from the District following LCAP and budget adoption for 2018-19. The District determined that it could increase and improve counseling and socio-emotional supports for high needs students with the remaining three counselors who provided Tier I and Tier II services for students. The counselors referred Tier III students with intensive needs to resources obtained through new partnerships that the counselors formed during 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Acton-Agua Dulce Unified

Contact Name and Title

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2017-20 Plan Summary

The Story

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

Established in 1881, the district has the distinction of being one of the oldest districts in the state of California. The district serves students over a 200 square mile radius. Until 1993 the district was known as Soledad School District, and only served students in grades K - 8. In 1993 Vasquez High School opened and the district became a K-12 unified school district; Acton-Agua Dulce Unified School District (AADUSD).

There are currently approximately 1085 Transitional Kindergarten - 12th grade students attending classes at Meadowlark Elementary (TK - 5th), High Desert School (6th - 8th), and Vasquez High School (9th - 12th). The district anticipates reopening Acton School in the future. The Acton School reopening will depend on funding availability within the district budget. To alleviate overcrowding at Meadowlark School, 5th grade students moved to High Desert School beginning for the start of the 2018-2019 school year. This move made High Desert a 5th-8th grade school and Meadowlark TK-4th grade school. The district will continue to monitor attendance and enrollment at all schools in order to determine what is best for students based on facilities available.

The district provides General Education programs for TK-12th grade students, and Special Education programs for Preschool - 12th grade students. Special Education services are defined in a student's IEP, and may be delivered in RSP, SDC, or pull-out classes with Speech/Language, OT, APE, DHH, Vision, or Mental Health providers. Section 504 Plans are created for some students with special needs. The District Nurse creates Health Care Plans for General Education and Special Education students with health concerns. The School Psychologist and School Counselors work with students to support age appropriate socio-emotional development, provide college/career guidance, and also provide targeted group and individual counseling for identified concerns.

The district monitors outcomes for all students as well as various student groups. The below data represents AADUSD's demographic information as of May 15, 2019.

Student Group Number of Students Percent of Students

All students (TK - 12): 1,045 100%

White: 569, 52%

Hispanic: 451, 42%

Other: 65, 6%

Socio-economically Disadvantaged: 568, 52.4%

English Learners: 133, 12.3%

Special Education: 189, 17.4%

English learners receive instructional support through the Structured English Immersion or English Language Mainstream programs. Teachers, with the support of an Instructional Assistant, provide instruction in core subjects and English Language Development. EL student progress is monitored throughout the year. English learners are reclassified as Fluent English Proficient when they demonstrate English proficiency on state-designated assessments and meet state standards in English.

Services for socio-economically disadvantaged students may include free/reduced price meals, progress monitoring, academic support during/before/after school, counseling for academic/college/career or mental health needs, referrals to community partners, financial assistance for curricular/extracurricular activities, and transportation costs. Foster Youth and Homeless students are eligible for these services as well.

LCAP Highlights

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

The AADUSD LCAP for 2017/18 - 2019/20 includes the following goals to increase outcomes for all students, including students in the English Learner (EL), Socioeconomically Disadvantaged (SED), Foster Youth (FY), Students With Disabilities (SWD), White, and Hispanic student groups:

1. Increase the percentage of students who score "standard met" or "standard exceeded" on math CAASPP tests for all student groups
2. Increase the percentage passage rates of Advance Placement Exams
3. Decrease chronic absenteeism, and suspension rates
4. Involve parents and community members in decision making, and ensure parent, students, and teachers feel schools provide a positive safe environment
5. Ensure secondary students are on track to graduate from high school, are college/career ready, and experience academic progress and success in a broad course of study
6. Maintain the appropriate assignment of teachers who are fully credentialed in the subject areas of the pupils they teach

7. Students will be provided a safe, secure, aesthetically pleasing environment, and will have access to standards-aligned materials

Review of Performance

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

Greatest Progress

Based on a review of AADUSD's performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, and stakeholder input, the progress AADUSD is most proud of are our measurable outcomes for "RFEP," student group on CAASPP for ELA a 5% increase. Measurable outcomes were met for AP exam passage 3+ at a 1% growth and math college readiness at a 8% growth. Measurable outcomes met for access to instructional materials and facilities reported as in good repair at 100% for both and 100% of our teachers are appropriately assigned and fully credentialed.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Based on analysis of data and stakeholder input, the district has identified the following as the areas with the greatest need for improvement:

Academic Achievement (ELA): "All Student," Socially Economically Disadvantages (SED), English Learners (EL), Students with Disabilities (SWD) and Hispanic subgroups are in the "orange" or "red" performance level for Academic Achievement on CAASPP ELA for grades 3 - 8 and 11. The district will focus on these subgroups' needs through identification of materials and strategies to access content in core areas, increased learning opportunities during school, increased monitoring of subgroup progress with data analysis resources, and professional development and collaboration during "staff meeting" time.

Academic Achievement (Math): "All Students," Socially Economically Disadvantages (SED), English Learners (EL), and our students Students with Disabilities (SWD) in grades 3 - 8 and 11 are in the "orange" performance level for Academic Achievement on CAASPP Math for grades 3 - 8 and 11; therefore, the district will focus on these students needs through identification of materials and strategies to access content in core areas, increased learning opportunities during and after school, increased monitoring of subgroup progress with data analysis resources, and professional development and collaboration during "staff meeting" time

College and Career Indicator: "All Students" and Hispanic students are in the "orange" performance level. Although the number of students not prepared has decreased 2.5% over the last two years and the percentage of students approaching prepared has increased 7.2%, "All Students" were in the "orange;" consequently, of our 99 students taken into account 26.3% were considered prepared.

RFEP rates and EL Progress on Dashboard - Although small percentage of EL students met all RFEP criteria, 1.3%. The district will form a workgroup/committee to seek training for committee members and to evaluate RFEP criteria for all students, including RFEP criteria for students who are dually identified as EL and SWD. In order to strengthen our skills in working with EL students we will continue to provide professional development for our teachers. The district's professional development activities will include a focus identification of strategies and instructional resources to increase outcomes for ELs, including LTELs. This instruction can happen specifically through the materials from our curriculum adoptions and help teachers to expand and deepen their understanding of what they are already doing. In addition the district will evaluate and review the new data from ELPAC to determine areas of need and levels of students. This data will also help to determine the most effective ELD delivery model for the district's students and reclassification procedures as well as monitoring of student progress throughout the year.

Community sense of an inviting environment, safety, school maintenance and cleanliness, encouraging partnerships and involvement in decision making- Results on the district's LCAP Community Survey indicate a decline in the percentage of community members who feel schools are not encouraging partnerships, safe, inviting, clean and maintained, and the communities involvement in decision making.

The district is proposing to implement a positive behavioral intervention and supports program that will help to increase a feeling of belonging, safety, and improve overall school climate.

The district will all provide staff development on safety related issues such as mandated reporting, suicide prevention, bullying and threat assessment.

In addition a district safety committee will meet once a month. This committee will include district administration,

teachers, classified staff, counselors, parents and community members to discuss safety issues in the district. All schools are ALICE trained and are aware how to implement lockdown drills and district teams worked with the local sheriff's department on procedures for safety.

The district will work to seek input from the community through town hall meetings, community work groups, and transparency at school board meetings on important topics about school sites.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

"All Students," Socioeconomically Disadvantage (SED), English Learners, and Hispanic students are in the "orange" Students with Disabilities (SWD) are in the "red" performance level compared to "RFEP," which yielded no performance level for CAASPP English Language Arts for grades 3-8. To close the achievement gap for these subgroups, the following actions are proposed:

The district will focus on these subgroups' needs through identification of instructional materials and strategies to access content in core areas, increased learning opportunities during and after school, increased monitoring of progress with data analysis resources, and professional development and collaboration during "staff meeting" time.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

AADUSD is not identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

AADUSD is not identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

AADUSD is not identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

GOAL 1: Increase grade level proficiency by 2% annually in core content areas for all students by accessing and mastering grade level Common Core State Standards (to maintain or achieve Dashboard State Indicator Performance Levels of "Yellow" or better). Core content areas refer to courses in ELA, Math, Science and History. A student is proficient when they perform at the standard met or standard exceeded level on CAASPP - ELA, CAASPP - Math, and CA Science Test (CAST) 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), Hispanic, and White students who perform at the standard met or standard exceeded level by 2% each year on CAASPP - ELA, CAASPP - Math, and CA Science Test (CAST) state assessments.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes
 Local Priorities: Increase pathways to a broad course of study with an emphasis on STEAM-based course options at all grade levels.

Annual Measurable Outcomes

Expected				Actual		
CAASPP ELA Percent Standard Met 2018-19 or Standard Exceeded	Student Group	2018 Expected	2019 Dashboard	Student Group	2018 Actual	2019 Dashboard
	All Students	53%	Green	All Students	49%	Orange
	SED	42%	Yellow	SED	37%	Orange
	EL	27%	Yellow	EL	19%	Orange
	RFEP	67%	N/A	RFEP	72%	N/A
	Foster Youth	N/A	N/A	Foster Youth	N/A	N/A
	SWD	23%	Yellow	SWD	14%	Red
	Hispanic	43%	Yellow	Hispanic	42%	Orange
	White	62%	Green	White	57%	Green

CAASPP Math "Standard Met" or "Standard Exceeded"

2018-19

Student Group	2018 Expected	2019 Dashboard
All Students	38%	Yellow
SED	28%	Yellow
EL	28%	Yellow
RFEP	24%	N/A
Foster Youth	N/A	N/A
SWD	18%	Yellow
Hispanic	26%	Green
White	43%	Green

Student Group	2018 Actual	2019 Dashboard
All Students	38%	Orange
SED	27%	Orange
EL	24%	Yellow
RFEP	17%	N/A
Foster Youth	N/A	N/A
SWD	20%	Orange
Hispanic	28%	Orange
White	47%	Yellow

CST/CAST - 5th Grade Percent "Proficient" or "Advanced"

2018-19

Student Group	2018 Expected
All Students	61%
SED	42%
EL	N/A
RFEP	N/A
Foster Youth	N/A
SWD	N/A
Hispanic	37%
White	75%

Student Group	2018 Actual
All Students	N/A
SED	N/A
EL	N/A
RFEP	N/A
Foster Youth	N/A
SWD	N/A
Hispanic	N/A
White	N/A

CST/CAST Science - 8th Grade Percent "Proficient" or "Advanced"

2018-19

Student Group	2018 Expected
All Students	73%
SED	68%
EL	N/A
RFEP	N/A
Foster Youth	N/A
SWD	7%
Hispanic	37%
White	75%

Student Group	2018 Actual
All Students	N/A
SED	N/A
EL	N/A
RFEP	N/A
Foster Youth	N/A
SWD	N/A
Hispanic	N/A
White	N/A

CST/CAST scores have not been released for 2018, expect results for 2019 - 2020 school year.

Note: Expected outcomes may be adjusted pending 2017 CAST results

**CST/CAST Science - 10th Grade
Percent "Proficient" or
"Advanced"**

2018-19

Student Group	2018 Expected
All Students	39%
SED	38%
EL	N/A
RFEP	N/A
Foster Youth	N/A
SWD	24%
Hispanic	30%
White	44%

Note: Expected outcomes may be adjusted pending 2017 CAST results

Student Group	2018 Actual
All Students	N/A
SED	N/A
EL	N/A
RFEP	N/A
Foster Youth	N/A
SWD	N/A
Hispanic	N/A
White	N/A

CST/CAST scores have not been released for 2018, expect results for 2019 - 2020 school year.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>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 states 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:</p> <ul style="list-style-type: none"> • 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) • Strategies to improve and increase instructional differentiation (content access for below level learners, and depth and complexity for above level students) • Effective use of technology in the classroom for teaching and learning • Data driven decision making and assessment of student progress • Implementation of Positive Behavior Support programs and/or Safe Schools Plans for student discipline • Integration of Science, Technology, Engineering, Arts and/or Math (STEAM) • Instructional Coaches 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Action 1.1 Instructional staff were provided Professional development (PD) to improve outcomes in student learning, the State Priorities. and to further support implementation of the Common Core State Standards. Professional development occurred during 3 student-free PD days, during staff meetings, at conferences and workshops. AADUSD staff implemented and were trained on the professional development topics included below:</p> <ul style="list-style-type: none"> • Positive Behavior Intervention and Supports with an emphasis on identifying strategies to support English Learners (EL), Foster Youth (FY), Socioeconomically Disadvantage (SED) • Suicide Prevention Training • Collaborative planning in grade levels and departments to deepen understanding of curriculum and discuss student need and data • English Language 	<p>\$74,529 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries: Professional Development \$3,300 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries: Professional Development \$15,651 - LCFF - 3000-3999 Employee Benefits - Benefits: Professional Development \$693 - LCFF - 3000-3999 Employee Benefits - Benefits: Professional Development \$0 - LCFF - 4000-4999 Books and Supplies - Supplies - Professional Development \$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Conferences and Staff Training Services</p>	<p>\$85,237 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries: Professional Development \$0 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries: Professional Development \$24,004 - LCFF - 2000-2999 Classified Salaries - Salaries: Professional Development \$28,082 - LCFF - 3000-3999 Employee Benefits - Benefits: Professional Development \$0 - LCFF - 3000-3999 Employee Benefits - Benefits: Professional Development \$87 - LCFF - 4000-4999 Books and Supplies - Supplies - Professional Development \$18,042 - LCFF - 5000-5999 Services and Other Operating Expenses - Conferences and Staff Training Services</p>

	<p>Development training with an emphasis on integrated services</p> <ul style="list-style-type: none"> • Ongoing technology training to better assist with technology based assessments • Trained on how to build assessments and analyze data to identify and monitor learning needs of SED, EL, and FY 		
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Action 1.2 Purchase supplemental materials to support implementation of the Common Core State Standards and a broad course of study, including development of multiple pathways and models that assist SED, EL, and FY students in completing grade level and course requirements such as:</p> <ul style="list-style-type: none"> • Supplemental curriculum and materials supporting Common Core State Standards • Digital curriculum aligned to Common Core State Standards • Online courses to support a broad course of study • Credit recovery and core programs • Summer School • Alignment of Curriculum with Common Core State Standards, English - Language Development Standards and California Content Standards • Curriculum Maps aligned to Common Core State Standards 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Action 1.2: Supplemental materials were purchased to support the planning and implementation of Common Core State Standards. A broad course of study was implemented and supported with a variety of supplies and materials including online courses, credit recovery programs, CCSS-aligned digital curriculum, Summer and STEAM-based programs.</p>	<p>\$143,253 - LCFF - 4000-4999 Books and Supplies - Books and Supplies: Supplemental materials and supplies \$23,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Services and Subscriptions \$0 - LCFF - 6000-6999 Capital Outlay - Technology equipment for supplemental instruction and practice</p>	<p>\$46,396 - LCFF - 4000-4999 Books and Supplies - Books and Supplies: Supplemental materials and supplies \$2,925 - LCFF - 5000-5999 Services and Other Operating Expenses - Services and Subscriptions \$55,656 - LCFF - 6000-6999 Capital Outlay - Technology equipment for supplemental instruction and practice</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>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 students 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. Teachers and/or instructional leaders will support improved and enhanced teaching/learning in areas such as:</p> <ul style="list-style-type: none"> • Integration of technology to support effective teaching and learning • Assessment and data-driven instruction and intervention • Integration of Science, Technology, Engineering, Arts, and Math (STEAM) content across the curriculum and/or in content specific classes • 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 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Action 1.3: Ongoing monitoring was implemented by site administrators and conducted via classroom walkthroughs to support implementation of the critical elements of instruction and use of instructional strategies. Collaborative walkthroughs continue to include site and district staff to observe the frequency and quality of instructional technology use, and ensure each classroom is a positive learning environment for all students with a focus on SED, EL, RFEP, and FY students. Teachers received stipends for fulfilling leadership roles including curriculum development and peer coaching in the areas of technology, and how to monitor student learning and differentiate math, English, History, and Science lessons for SED, EL, FY, and RFEP students.</p>	<p>\$45,673 - LCFF - 1000-1999 Certificated Salaries - Certificated Salary: PD Stipend \$9,591 - LCFF - 3000-3999 Employee Benefits - Benefits: PD Stipend</p>	<p>\$27,566 - LCFF - 1000-1999 Certificated Salaries - Certificated Salary: PD Stipend \$5,599 - LCFF - 3000-3999 Employee Benefits - Benefits: PD Stipend</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p>	<p>\$8,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Services and Other Operating Expenses: Assessment systems for ongoing monitoring of</p>	<p>\$7,735 - LCFF - 5000-5999 Services and Other Operating Expenses - Services and Other Operating Expenses: Assessment systems</p>

<p>Action 1.4 To ensure that AADUSD students are on the right track, teachers will conduct formal and informal assessments throughout the school year. Conducting these assessments allows 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 may be given each year. -</p> <ul style="list-style-type: none"> • 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 • K2 assessments in Foundational Reading and Math • Literacy Intervention Assessment • Graduation checks • Algebra EOC (End Of Course assessment) • Math Placement Assessment • Diagnostic assessments • English Language Development Benchmarks • Interim assessments (Benchmarks) and progress monitoring assessment tools aligned to the Common Core State Standards in ELA and Math 	<p>Action 1.4: To continue to ensure that AADUSD students were making expected gains in learning, teachers used various formal and informal assessments throughout the school year. The following list includes assessments not done with fidelity (as noted with an asterisk) and some of the assessments that were used to monitor student progress:</p> <ul style="list-style-type: none"> • Renaissance STAR Reading and math norm referenced assessments • K2 assessments in Foundational Reading and Math * • Literacy Intervention Assessment * • Diagnostic assessments • English Language Development Benchmarks * • Unit/Chapter tests from adopted Science, History and ELA series • Graduation checks • Algebra End of Course assessment • Interim assessments (Benchmarks) and progress monitoring assessment tools aligned to the Common Core State Standards in ELA and Math * • Math Placement Assessment * 	<p>identified students</p>	
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Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>	<p>\$4,496,707 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries</p>	<p>\$3,980,864 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries</p>

<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Action 1.5 Continue to hire and retain fully credentialed teachers, and ensure 100% of the District's teachers are appropriately assigned.</p>	<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Action 1.5: AADUSD continued to hire and retain certificated staff to ensure that 100% of teachers and certificated support staff were fully credentialed and appropriately assigned during the 2018/19 school year.</p>	<p>\$944,308 - LCFF - 3000-3999 Employee Benefits - Benefits</p>	<p>\$808,513 - LCFF - 3000-3999 Employee Benefits - Benefits</p>
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Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Action 1.6 Maintain and hire highly qualified classified employees to ensure students have a high quality education.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Action 1.6: AADUSD continued to maintain and hire highly qualified classified employees to ensure students had a high quality education.</p>	<p>\$1,325,079 - LCFF - 2000-2999 Classified Salaries - Classified Salaries</p> <p>\$371,022 - LCFF - 3000-3999 Employee Benefits - Benefits</p>	<p>\$1,620,196 - LCFF - 2000-2999 Classified Salaries - Classified Salaries</p> <p>\$458,353 - LCFF - 3000-3999 Employee Benefits - Benefits</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Action 1.7 Based on review and analysis of student 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:</p> <ul style="list-style-type: none"> Teacher for Leveled Learning 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Action 1.7: Based on student assessment data, targeted interventions were provided for students struggling to meet grade level proficiency in ELA, math, and/or ELD using the following instructional delivery models:</p>	<p>\$55,965 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries: Teacher pay for before/during/after school intervention</p> <p>\$11,753 - LCFF - 3000-3999 Employee Benefits - Benefits: Teacher pay for before/during/after school intervention</p> <p>\$1,000 - LCFF - 4000-4999 Books and Supplies - Books and Supplies: Intervention materials</p>	<p>\$56,991 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries: Teacher pay for before/during/after school intervention</p> <p>\$11,575 - LCFF - 3000-3999 Employee Benefits - Benefits: Teacher pay for before/during/after school intervention</p> <p>\$765 - LCFF - 4000-4999 Books and Supplies - Books and Supplies: Intervention materials</p>

<ul style="list-style-type: none"> • Targeted Intervention • Sessions Before/During/After School to accelerate learning • Online instruction and practice Programs 	<ul style="list-style-type: none"> • Leveled learning with certificated teacher(s) both within and outside of the classroom • Targeted Intervention sessions after/during /before school • Online instruction and practice programs 		
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Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>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.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Action 1.8: AADUSD staff monitored Foster Youth, Socioeconomically Disadvantaged, English Learners, and Reclassified Fluent English Proficient students to examine growth towards proficiency on state and local assessments and to ensure academic success. Referrals to appropriate district support systems (Student Study Teams, School Attendance Review Boards, counseling, etc.) were made for students struggling academically.</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries: Existing staff will monitor unduplicated pupils' progress (repeated expenditure)</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries: Existing staff monitored unduplicated pupils' progress (repeated expenditure)</p>

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p>	<p>\$1,500 - LCFF - 2000-2999 Classified Salaries - Classified Salaries: Professional Development \$420 - LCFF - 3000-3999 Employee Benefits - Benefits: Professional Development</p>	<p>\$12,002 - LCFF - 2000-2999 Classified Salaries - Classified Salaries: Professional Development \$3,395 - LCFF - 3000-3999 Employee Benefits - Benefits: Professional</p>

<p>Action 1.9 Professional development of staff will be conducted reflecting the priorities and topics below, which support improved implementation of Common Core State Standards and a broad course of study within the state's priorities as identified by the State Board of Education and CDE. Priority topics in the LCAP year include, but are not limited to:</p> <ul style="list-style-type: none"> • Strategies for students with disabilities (SWD) in General Education settings • Strategies to improve and increase instructional differentiation (content access for below level learners, and depth and complexity for above level learners) • Integration of Science, Technology, Engineering, Arts and/or Math (STEAM) • Implementation of Positive Behavior Support programs and/or Safe School Plans for student discipline • Effective use of technology as a teaching/learning tool • Paraprofessional training 	<p>Action 1.9: Professional development of staff was conducted reflecting the priorities and topics below, which support improved implementation of Common Core State Standards and a broad course of study within the state's priorities as identified by the State Board of Education and CDE.</p> <ul style="list-style-type: none"> • Dyslexia training was attended by site staff and district cabinet through the Loyola Marymount University and Antelope Valley SELPA to learn strategies to work with students with Learning Disabilities • Staff attended NCI training to better work with SWD • Counselors attended suicide prevention and ALICE training • Ongoing NGSS training facilitated by site level leaders continued • District wide PBIS training continued throughout the 2018-2019 school year 	<p>\$10,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Services and Other Operating Expenses: Conferences and Training \$0 - LCFF - 1000-1999 Certificated Salaries - Salaries: Professional Development \$0 - LCFF - 3000-3999 Employee Benefits - Benefits: Professional Development</p>	<p>Development \$30,568 - LCFF - 5000-5999 Services and Other Operating Expenses - Services and Other Operating Expenses: Conferences and Training \$21,515 - LCFF - 1000-1999 Certificated Salaries - Salaries: Professional Development \$4,370 - LCFF - 3000-3999 Employee Benefits - Benefits: Professional Development</p>
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Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Action 1.10 Ensure the availability of resources to support effective implementation of the Common Core State Standards and a broad course of study in all subject areas, including but not limited to:</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Action 1.10: Additional resources to support the implementation of Common Core State Standards were purchased:</p> <ul style="list-style-type: none"> • Supplemental curriculum 	<p>\$140,876 - LCFF - 4000-4999 Books and Supplies - Books and Supplies: Materials and Supplies \$29,100 - LCFF - 5000-5999 Services and Other Operating Expenses - Services and Other Operating Expenses: Field Trips \$100,000 - LCFF - 6000-6999 Capital Outlay - Capital Outlay: Technology</p>	<p>\$34,570 - LCFF - 4000-4999 Books and Supplies - Books and Supplies: Materials and Supplies \$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Services and Other Operating Expenses: Field Trips \$45,536 - LCFF - 6000-6999 Capital Outlay - Capital Outlay: Technology</p>

<ul style="list-style-type: none"> • Supplemental curriculum and materials supporting Common Core State Standards • Equipment and supplies • Field trips, presentations, and/or assemblies • Digital curriculum aligned to Common Core State Standards • Online courses to support a broad course of study • Development of and access to multiple pathways and instructional models • Alignment of Curriculum with Common Core State Standards, English - Language Development Standards and California Content Standards • Curriculum Maps aligned to Common Core State Standards 	<p>and materials supporting Common Core State Standards</p> <ul style="list-style-type: none"> • Equipment and supplies • Field trips, presentations, and assemblies • Digital curriculum aligned to Common Core State Standards • Online courses to support a broad course of study • Development of and access to multiple pathways and instructional models 		
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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The overall implementation of the actions and services to increase grade level proficiency by 2% annually in core content areas for all students by accessing and mastering grade level Common Core State Standards (to maintain or achieve Dashboard State Indicator Performance Levels of "Yellow" or better) was not completely achieved. Therefore, the district's continues to strive toward the goal to improve achievement for all students.

Professional Development activities, expanded use of technology, and targeted intervention actions were implemented as planned. District office, teachers, and site administrators collaborated, planned, and implemented 3 days of professional development opportunities for all staff. Continued site specific staff meetings allowed staff to further develop professionally and collaboratively analyze data and plan using district adopted curriculum during the 2018/19 school year. District priorities for retaining and hiring high quality certificated and classified staff resulted in 100% of certificated staff being fully credentialed and appropriately assigned for core and elective classes. The district was successful in the retention and hiring of fully credentialed and appropriately assigned certificated pupil support and administrative. During the 2018/2019 school year a new principal was hired for each school site and a new director was hired for personnel. The district continued to focus on providing additional resources to meet the needs of SED, EL, FY, RFEP students and SWD.

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

The actions/services under this goal were not completely effective. In the area of CAASPP Math, growth goals of a 2% increase in "Standard Met" or "Standard Exceeded" was met by student groups of SWD, White. Math growth goals were not met for "all students," SED, EL, RFEP, or Hispanic. The district achieved expected measurable outcomes for growth in the percentage of students at the "Standard Met" or "Standard Exceeded" level on the CAASPP ELA for RFEP but not for other student groups. The State Indicator for ELA on the dashboard decreased from green to orange and Math remains orange which indicates actions and services must become more effective and ultimately increase outcomes for students in ELA and need to continue in the area of Math. Parents and community members are

mostly satisfied with the district's programs when information is shared about student learning during meetings such as LCAP Annual Update and Input meetings, ELAC, Parent Advisory/SSC, and Booster Club/PTO. Parents also report that they like receiving weekly school site based messages from site administration and being able to monitor their child's academic progress by checking grades and missing assignments through the Parent Portal of Aeries.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

To ensure all staff members make continual growth in their ability to effectively provide targeted support to students, classified staff participated in training on districtwide professional development days originally planned only for certificated staff. Certificated and classified staff attend some conferences and trainings to improve academic and student support systems that were not identified or budgeted at the time of the LCAP 2018/19 development. Classified staff hours were increased for student support. New administrators and new teachers were hired into the district with lower salaries than the budgeted estimate for former staff. Other funding sources were used to purchase technology devices, which reduced the amount of LCFF funding expended for capital outlay.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Changes to Goal 1, Action 9, increasing the number of classified that are being trained. Goal 1, Action 2 saw an increase in technology devices. Goal 1, Action 3 shows a change to include additional strategies for literacy instruction.

Goal 2

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 as of May 2018 includes: 1) Reasonable Proficiency on ELPAC, 2) CAASPP ELA Standard Met, 3) teacher recommendation, and 4) parent opinion.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards

Local Priorities: Ensuring targeted subgroup students are placed in the proper classrooms to meet individual needs.

Annual Measurable Outcomes

Expected		Actual							
Dashboard - English Learner Progress K-12	2018-19 Dashboard Performance:	<table border="1"> <tr> <td>Dashboard State Indicator</td> <td>2019 Actual</td> </tr> <tr> <td>English Learner Progress K-12</td> <td>No Performance Color</td> </tr> </table>	Dashboard State Indicator	2019 Actual	English Learner Progress K-12	No Performance Color	AADUSD RFEP criteria includes: 1) Reasonable Proficiency on ELPAC, 2) CAASPP ELA Standard Met, 3) teacher recommendation, and 4) parent opinion.		
	Dashboard State Indicator	2019 Actual							
English Learner Progress K-12	No Performance Color								
<table border="1"> <tr> <td>Dashboard State Indicator</td> <td>2019 Expected</td> </tr> <tr> <td>English Learner Progress K-12</td> <td>Green</td> </tr> </table>	Dashboard State Indicator	2019 Expected	English Learner Progress K-12	Green	<table border="1"> <tr> <td>English Learner Progress K-12</td> <td>Green</td> </tr> </table>	English Learner Progress K-12	Green		
Dashboard State Indicator	2019 Expected								
English Learner Progress K-12	Green								
English Learner Progress K-12	Green								
RFEP Rate	2018-19 Reclassification Rate of EL Students Achieving Full English Proficiency:	<table border="1"> <tr> <td></td> <td>2018/19 Actual</td> </tr> <tr> <td>Percent RFEPed</td> <td>1.3%</td> </tr> </table>		2018/19 Actual	Percent RFEPed	1.3%			
		2018/19 Actual							
Percent RFEPed	1.3%								
<table border="1"> <tr> <td></td> <td>2018/19 Expected</td> </tr> <tr> <td>Percent RFEPed</td> <td>5.1%</td> </tr> </table> <p>This criteria will change in the 2018-2019 school year (CELDT Proficiency, CAASPP ELA Standard Met, 2.0 GPA, Teacher Recommendation)</p>		2018/19 Expected	Percent RFEPed	5.1%	<table border="1"> <tr> <td></td> <td>2018/19 Expected</td> </tr> <tr> <td>Percent RFEPed</td> <td>5.1%</td> </tr> </table>		2018/19 Expected	Percent RFEPed	5.1%
	2018/19 Expected								
Percent RFEPed	5.1%								
	2018/19 Expected								
Percent RFEPed	5.1%								

Students Meeting English Proficiency Criterion

**2018-19
Percent of Students Meeting
ELPAC English Proficiency
Criteria**

Students Meeting ELPAC Criterion	2017/18 Expected
Percent of Students	48%

Expected proficiency unknown until Fall 2018. Percentage meeting criterion may be adjusted to accommodate for new assessment instrument.

Students Meeting ELPAC Criterion	2017/18 Actual
Percent of Students	38.5

Actual proficiency percentage reflects students at level 4 and consider well developed on Dashboard

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Action 2.1: Teachers must frequently 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.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Action 2.1: Teachers monitored student learning using state and local measures. Teachers collaborated during staff meeting time and prep periods to identify appropriate materials to support student learning. Teachers met with parents of EL, RFEP, FY, and SED students during parent conferences.</p>	<p>\$3,960 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries: Tier I, Collaborative Planning for ELA/ELD, and ILP meetings \$832 - LCFF - 3000-3999 Employee Benefits - Benefits: Tier I and ILP meetings</p>	<p>\$1,560 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries \$317 - LCFF - 3000-3999 Employee Benefits - Benefits</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Action 2.2: Implement EL Master Plan</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>The district continued to implement the EL Master Plan.</p>	<p>\$8,000 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries: Program Planning and PD \$32,571 - LCFF - 2000-2999 Classified Salaries - Classified Salaries: IAs \$1,680 - LCFF - 3000-3999 Employee Benefits - Certificated Salaries: Program Planning and PD \$9,120 - LCFF - 3000-3999 Employee Benefits - Benefits: IAs \$0 - LCFF - 4000-4999 Books and Supplies - Supplies \$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Services and Operating Expenditures</p>	<p>\$4,533 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries: Program Planning and PD \$0 - LCFF - 2000-2999 Classified Salaries - Classified Salaries: IAs (Services provided through Federal Funding) \$921 - LCFF - 3000-3999 Employee Benefits - Certificated Benefits: Program Planning and PD \$0 - LCFF - 3000-3999 Employee Benefits - Benefits: IAs \$22 - LCFF - 4000-4999 Books and Supplies - Supplies \$116 - LCFF - 5000-5999 Services and Other Operating Expenses - Services and Operating Expenditures</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Action 2.3: Monitor the academic progress of RFEP students for 2 years in accordance with the districts EL Master Plan</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Action 2.3: Using CAASPP results, STAR Reading and STAR assessment results students' academic progress was monitored for 2 years in accordance with the district's EL Master Plan.</p>	\$0	\$0 - LCFF - 1000-1999 Certificated Salaries - Salaries: EL Program staff continued to monitor progress of RFEP EL students (repeated expenditure)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Action 2.4 - Form a workgroup to review the reclassification procedures and criteria for 1) all ELs and 2) students dually identified as EL and SWD. Criteria and procedures will align with current laws and scientifically-based research on best practices.</p> <p>Note - Continue only if the action is not completed in 2017/18.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>The workgroup was not held in 2018 - 2019. The workgroup is planned to held during the 2019/2020 school year.</p>	<p>\$1,152 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries: Teacher salaries for RFEP Workgroup</p> <p>\$242 - LCFF - 3000-3999 Employee Benefits - Employee Benefits: Teacher benefits for RFEP Workgroup</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries: Teacher salaries for RFEP Workgroup</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits - Employee Benefits: Teacher benefits for RFEP Workgroup</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries: Administrator</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits -</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries: Administrator (repeated expenditure)</p> <p>\$0 - LCFF - 3000-3999</p>

<p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Action 2.5 - District administration will review EL proficiency and achievement data to create Instructional Assistant (IA) schedules and plan intervention opportunities that increase support to ELs. This may include the purchase of supplemental ELD materials as needed to support students.</p>	<p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>District administrators created Instructional Assistant schedules as a means of intervention to support EL students use of supplemental materials.</p>	<p>Employee Benefits: Administration benefits to create IA and intervention schedules \$0 - LCFF - 4000-4999 Books and Supplies - Books and Supplies: Supplemental ELD Materials (Expenditure will be recorded in LCAP 1.2)) (repeated expenditure)</p>	<p>Employee Benefits - Employee Benefits: Administration benefits to create IA and intervention schedules (repeated expenditure) \$0 - LCFF - 4000-4999 Books and Supplies - Books and Supplies: Supplemental EL/ELD materials (Repeated expenditures from 2.2 and 1.2) (repeated expenditure)</p>
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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions and services to increase the percentage of English Learners who are reclassified fluent English proficient (RFEP) by meeting all district criteria by 2% each year were not fully achieved.

The EL Master Plan and student monitoring activities were implemented as planned. EL students received instructional services to learn core content and English Language Development from teachers with support from an Instructional Assistant at the elementary and high school. Teachers and other school staff reviewed student data with a focus on increased learning outcomes for SED, EL, FY and RFEP students. The RFEP workgroup did not convene due to significant turnover of administrative and teaching staff from the prior year. District office staff developed a plan to train staff on Illuminate to give teachers a data analysis tool that provides immediate and historical assessment results with disaggregation capabilities.

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

The State Indicator for EL Progress on the Dashboard has no performance color; However, AADUSD level 4/well developed percentage is 8% higher than the state average. Nevertheless, as a result of a Principal and the Director of Personnel/Pupil Services/Education hired mid-year, the RFEP workgroup was postponed until 2019/2020. The initial and Summative ELPAC assessment is being given and results will be analyzed in the fall of 2019. The district continues to identify this as a continued need for next year. Training staff and forming workgroups will enable teams the ability to review ELPAC data will help us to determine strengths and weaknesses of students and where to focus our teaching both in the classroom and during specific english language development time.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 2, Action 2 reflect the salaries for EL support were paid with Federal funding. Goal 2, Action 4 was not completed as the RFEP workgroup was not convened due to significant turnover of administrative and teaching staff from the prior year. Additionally, the District hired three new Principals, a new Director of Personnel/Pupil Services/Education, and many new teachers. One of the Principals and the Director of Personnel/Pupil Services/Education were hired mid-year, so the RFEP workgroup was postponed until 2019/2020.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Changes were made to Action 2.4 with an increase to employee benefits and Action 2.5 the assessment changed from CELDT to ELPAC.

Goal 3

Goal 3: Decrease chronic absenteeism and truancy by 2% annually, reduce habitual truancy by 0.5% annually, and reduce suspension rates by 0.5% annually, and maintain expulsion rates at 0%. Increase the attendance rate by 0.5% over prior year.

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement; 6. School climate
Local Priorities: School Attendance Rates

Annual Measurable Outcomes

Expected			Actual		
Chronic Absenteeism	2018-19		Attendance Issue Percentage Rates	2018/19 Actual	2019 Dashboard
	Attendance Issue Percentage Rates	2018/19 Actual	Chronic Absenteeism	13.5%	Yellow
	Chronic Absenteeism	9.2%			
(Through March 2018/19)					
Truancy	2018-19		Attendance Issue Percentage Rates	2018/19 Actual	2019 Dashboard
	Attendance Issue Percentage Rates	2018/19 Actual	Truancy	24.5%	N/A
	Truancy	19.58%			
(Through March 2018/19)					
Habitual Truancy	2018-19		Attendance Issue Percentage Rates	2018/19 Actual	2019 Dashboard
	Attendance Issue Percentage Rates	2018/19 Actual	Habitual Truancy	3.42%	N/A
	Habitual Truancy	1.88%			
(Through March 2018/19)					
Student Suspension	2018-19		Attendance Issue Percentage Rates	2018/19 Actual	2019 Dashboard
	Attendance Issue Percentage Rates	2018/19 Actual	Student Suspension	2.3%	Yellow
	Student Suspension	0.64%			
(Through March 2018/19)					

Student Expulsion**2018-19**

Attendance Issue Percentage Rates	2018/19 Actual	2019 Dashboard
Student Expulsion	0%	N/A

(Through March 2018/19)

Attendance Issue Percentage Rates	2018/19 Actual	2019 Dashboard
Student Expulsion	.18%	N/A

Attendance Rate**2018-19**

Attendance Issue Percentage Rates	2018/19 Actual	2019 Dashboard
Attendance Rate	95.82%	N/A

(Through March 2018/19)

Attendance Issue Percentage Rates	2018/19 Actual	2019 Dashboard
Attendance Rate	95.08%	N/A

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>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.</p> <ul style="list-style-type: none"> • 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) • Maintain SARB Committee membership, 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 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Action 3.1: Student attendance monitoring systems and procedures were implemented to keep students in school and increase student outcomes through improved attendance. During 2018/19 AADUSD continued to implement the following actions:</p> <ul style="list-style-type: none"> • Parent notification via personal and/or automated phone call on the same day a student was absent or missing from class • Monitored attendance monthly and sent formal district letters based on chronic absentee (12, 15, 18 days for any reason) or truant (3, 6, 9 days unexcused EdCode reasons) criteria • Held SART and DART meetings for Habitually Truant and/or Chronic Absentee students (including training, material costs, and time for staff to attend meetings),and participated in the the SCV SARB 	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries: Attendance Improvement Program \$875 - LCFF - 2000-2999 Classified Salaries - Classified Salaries: Training for Secretaries, Attendance Clerks and staff involved in attendance monitoring. \$245 - LCFF - 3000-3999 Employee Benefits - Benefits: Training for Secretaries, Attendance Clerks and staff involved in attendance monitoring. \$5,800 - LCFF - 4000-4999 Books and Supplies - Books and Supplies: Supplies to send attendance letters. \$1,500 - LCFF - 4000-4999 Books and Supplies - Books and Supplies: Attendance incentives</p>	<p>\$256 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries: Attendance Improvement Program Implementation \$240 - LCFF - 2000-2999 Classified Salaries - Classified Salaries: Attendance Improvement Program Implementation \$132 - LCFF - 3000-3999 Employee Benefits - Benefits: Attendance Improvemtn Program Implementation \$1,665 - LCFF - 4000-4999 Books and Supplies - Books and supplies: Supplies to send attendance letters \$252 - LCFF - 4000-4999 Books and Supplies - Books and Supplies: Attendance incentives</p>

	<p>Committee for grades K-8 and held attendance committee meetings for grades 9-12</p> <ul style="list-style-type: none"> • Provided positive reinforcement to all students who attended school regularly on a monthly basis • Held parent/administrator meetings on a case by case basis for students with problem attendance, availability of counselors and school nurse as necessary to provide support for students missing school • Saturday School was held on various dates 		
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>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, socioemotional support, and school wide behavior programs.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Action 3.2 Continued and enhanced behavior and academic support for our SED, EL, FY, and RFEP students with a high quality personnel and concentration on the Medal of Honor framework, SART/DART/SARB and school wide positive behavior programs as well as holding Tiered Meetings and review of student files. Site counselor, and District Nurse continue to serve as a members of Attendance Review Teams, ongoing Medal of Honor training for staff members, and</p>	<p>\$11,478 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries: MOH Teacher Leader \$2,410 - LCFF - 3000-3999 Employee Benefits - Benefits: MOH Teacher Leader \$1,590 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries: Tier Meetings \$334 - LCFF - 3000-3999 Employee Benefits - Benefits: Tier Meetings</p>	<p>\$13,153 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries: MOH Teacher Leader \$2,671 - LCFF - 3000-3999 Employee Benefits - Benefits: MOH Teacher Leader \$3,840 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries: Tier Meetings \$780 - LCFF - 3000-3999 Employee Benefits - Benefits: Tier Meetings</p>

rewarded positive behavior with incentives for students.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Action 3.3 Provide a management information system (MIS) with academic, behavior, attendance, and parent portal capabilities.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Action 3.3 Administrators and staff continue to use Aeries as management information system. School sites use this for report cards, grade books, parent portal access, to input and track discipline as well as to track student attendance and management of attendance letters.</p>	<p>\$25,300 - LCFF - 5000-5999 Services and Other Operating Expenses - Services and Other Operating Expenses: MIS</p>	<p>\$14,975 - LCFF - 5000-5999 Services and Other Operating Expenses - Services and Other Operating Expenses: MIS</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The overall implementation of the actions/services to decrease chronic absenteeism and truancy by 2% annually, reduce habitual truancy by 0.5% annually, and reduce suspension rates by 0.5% annually, and maintain expulsion rates at 0%. Increase the attendance rate by 0.5% over prior year was achieved.

The District successfully continued to implement systematized attendance procedures, to monitor daily attendance, conduct parent notification on the same day a student is absent, and parent notification letters for students who meet truant/habitual truant/chronic absentee criteria. Additionally, AADUSD continued to participate in the SCV SARB Committee, and held Parent/Administrator "3rd Letter-SART" and "4th Letter-DART" meetings that included the District Nurse and Counselors to address ongoing problem attendance.

The District decreased Counseling staff, due to budget constrictions, but maintained counseling at all sites by redistribution of staff hours. District Nurse served on the Attendance Review Teams. The district continued to support the Medal of Honor lead teacher in providing leadership training district wide. The MIS was used to monitor student behavior, grades and counseling needs. Student attendance and behavior was recognized in grade/age appropriate ways at each site.

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

The district's efforts in making parents of students who meet unduplicated pupil criteria, aware of the importance of regular school attendance were successful with a reduction in chronic absenteeism, habitual truancy rates and the increase in attendance rate. The district saw a slight increase in the suspension rate and expulsion due to actions that were required by education code to take action. An analysis of reported absence reasons shows an increase in allergy and flu which may be related to a strong flue season. Staff will continue to monitor reported absence reasons to identify patterns contributing to increased chronic absenteeism.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action item 3.1 the annual subscription cost for the attendance system was less than expected. The cost to mail attendance letters was less than the budgeted amount because fewer letters were sent, and less costly attendance incentives were provided for students.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Changes are reflected in Action 3.1 as parent notification are sent on the same day of a student is absent or missing from class via robotic calls and personal calls to students' homes and SART meetings will be held for students habitually truant. AADUSD will service as the Student Attendance Review Board (SARB) Committee Chair in 2019/20.

Goal 4

Goal 4: Involve parents and community members in decision making at the school and district levels. Provide connections between the community and schools 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 for any area below 90%.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 6. School climate
Local Priorities: Promotion of Parent Involvement

Annual Measurable Outcomes

Expected		Actual	
Safe, Positive School Environment - LCAP Survey Parent/Employee/Community and Student	2018-19 LCAP Survey Parent, Employee, Community Members and LCAP Survey Students	Metric	2018/19 Actual
	LCAP Survey - Item 5 Encourage partnerships	78.34%	75.41%
	LCAP Survey - Item 7 Seek input for decisions	50.39%	40.99%
	LCAP Survey - Item 9 Supportive environment	79.50%	80.99%
	LCAP Student Survey - Item 8 Feel safe at school	76.37%	75.76%
	LCAP Student Survey - Item 9 Happy with my school	72.80%	71.70%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Action 4.1: Provide parent training, learning opportunities and workshops on topics such as:</p> <ul style="list-style-type: none"> 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 High School graduation and college entry requirements Supporting behavior and mental health issues 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Action 4.1: There were parent involvement opportunities provided through Back to School Night, Booster Club, PTO, ELAC, SSC, Chaperones for dances and field trips, class/school volunteers, Career Day, Enrichment classes, 8th and 5th Grade Road Shows, and Board of Trustee meetings. During community meetings and workshops families were provided with information and learning opportunities about the LCAP and Dashboard. The district website encouraged community members and parents to use the Aeries Parent Portal, and provided resources to support CAASPP results, and student learning. At the high school several trainings /workshops were held to assist with college applications, UC/CSU requirements and what to expect for upcoming graduation. The superintendent and cabinet staff meet regularly with parents and school community groups.</p>	<p>\$400 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries: Teachers to lead parent workshops \$84 - LCFF - 3000-3999 Employee Benefits - Benefits: Teachers to lead parent workshops \$400 - LCFF - 4000-4999 Books and Supplies - Books and Supplies: Supplies for parent workshops \$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Services: Parent workshops and involvement opportunities</p>	<p>\$1,344 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries: Teachers to lead parent workshops \$273 - LCFF - 3000-3999 Employee Benefits - Benefits: Teachers to lead parent workshops \$2,470 - LCFF - 4000-4999 Books and Supplies - Books and Supplies: Supplies for parent workshops \$14,342 - LCFF - 5000-5999 Services and Other Operating Expenses - Services: Parent workshops and involvement opportunities</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Action 4.2: The district will annually provide all parents opportunities to provide the district feedback on all aspects of their child's education.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Action 4.2: The district provided all parents opportunities to provide the district feedback on all aspects of their child's education through surveys, Booster Club/PTO meetings, parent advisory meetings (ELAC, SSC, etc.) and town hall/parent informational meetings.</p>	<p>\$300 - LCFF - 4000-4999 Books and Supplies - Books and Supplies: Program for parent/community input \$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Services and Operating Costs: Subscriptions for parent/community notifications</p>	<p>\$300 - LCFF - 4000-4999 Books and Supplies - Books and Supplies: Program for parent/community input \$23,071 - LCFF - 5000-5999 Services and Other Operating Expenses - Services and Operating Costs: Subscriptions for parent/community notifications</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Action 4.3: Provide parent training, learning opportunities, workshops and establish committees on topics such as:</p> <ul style="list-style-type: none"> • 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 • District wide safety for all of the school sites (in partnership with local sheriff) • Community resources available to support the whole child • College and career options and requirements for application 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Action 4.3: Bulleted items indicated in action 4.3 were implemented; additionally, parents were provided with Alert Lockdown Inform Counter Evacuate (ALICE) training, learning opportunities how to support students at home, A-G requirements for college entrance and scholarship options, how to use the Aeries Parent Portal, how to use the Google Translate button to translate websites into the home language, and how to access community resources to support academic development.</p> <p>Parents of EL students additionally received information about EL programs</p>	<p>\$300 - LCFF - 4000-4999 Books and Supplies - Books and Supplies: EL Parent workshops \$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Services and Operating Expenditures: Conference and training costs</p>	<p>\$130 - LCFF - 4000-4999 Books and Supplies - Books and Supplies: EL Parent Workshops \$120 - LCFF - 5000-5999 Services and Other Operating Expenses - Services and Operating Expenditures: Conference and training costs</p>

	and services, how EL students are assessed and monitored for core and English Language Development progress, information about the ELPAC,		
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Action 4.4: Enhance parent participation and school connection opportunities for families with a home-language other than English through District Interpreter/Translator hours, Google Translate links on web pages, and Blackboard messages.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Action 4.4: Parent participation and school connectedness was improved by embedding a Google Translate button on the website for the District and each school site. The Google Translate button allowed parents to easily and immediately translate entire webpages into their home language. Spanish interpreters were available for parent conferences and parent meetings at all school sites. Blackboard messages were sent in Spanish as well as English to parents.</p>	<p>\$3,500 - LCFF - 2000-2999 Classified Salaries - Classified Salaries: District Translator/Interpreter hours \$980 - LCFF - 3000-3999 Employee Benefits - Benefits: District Translator/Interpreter hours</p>	<p>\$3,537 - LCFF - 2000-2999 Classified Salaries - Classified Salaries: Translator/Interpreter hours \$1,001 - LCFF - 3000-3999 Employee Benefits - Benefits: Translator/Interpreter hours</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Parents had many opportunities to become involved in their child's school and learning (Back to School Night, Booster Club/PTO, ELAC, chaperones for dances and field trips, class/school volunteers, Career Day presenters, Enrichment classes, 8th and 5th Grade Road Shows, Board of Trustee Meetings, Aeries Parent Portal, award assemblies, sporting events, Open House and student performances and celebrations). Additionally, the district

informational meetings provided information and sought parent/community input for school events. The district website is maintained and updated for the District and each school that includes a Google Translate button for immediate translation of entire pages into multiple languages, and Blackboard Connect phone, email and text messages were sent to families regularly in both English and Spanish. Social media is available on the district website. Facebook and Twitter are included to help communicate to families and celebrate learning of students. In addition, the District shared information and sought parent input on LCAP goals and actions through meetings and surveys that were conducted in English and Spanish. The superintendent cabinet staff, and principals met throughout the year with parents and community groups.

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

In looking at the data the percentage of parents and adult stakeholders who feel our schools encourage active partnerships between schools and families decreased by 2% to 75%. The data for parents that feel that schools actively seek input before making important decisions decreased by 9%. Parents that feel the schools provide a safe positive environment increased by 1% to 81%. Student LCAP surveys showed a slight decrease in the percentage of students who report feeling safe at school and who are happy with their school overall. With the decrease in these scores through the survey it is found the district needs to continue to hold meetings, communicate with stakeholders, and look at supports in place for students in order to make their school experience positive and safe.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action items 4.1 the District placed a high priority on increasing opportunities for involvement and improving communication with parents and community members, so additional services and subscriptions were purchased.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Changes to Action 4.1 include a district wide safety for all of the school sites (in partnership with local sheriff) and changes can be seen in Action 4.3 as the district wide training, in partnership with the local sheriff was removed.

Goal 5

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.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement; 5. Pupil engagement; 7. Course access

Local Priorities: Ensuring students are college and career ready. High School Graduation Rates

Annual Measurable Outcomes

Expected			Actual		
High School Graduation Rate	2018-19		Metric	2017/18 Actual	Dashboard 2019
	Metric	2017/18 Expected	Dashboard 2019		
	HS Graduation Rate	98.1%	Blue		
			Metric	2017/18 Actual	Dashboard 2019
			HS Graduation Rate	96%	Blue
UC/CSU Ready (A - G Rate)	2018-19		Metric	2017/18 Actual	Dashboard 2019
	Metric	2017/18 Expected	Dashboard 2019		
	UC/CSU Eligibility (A-G Rate)	35.33%	N/A		
			Metric	2017/18 Actual	Dashboard 2019
			UC/CSU Eligibility (A-G Rate)	20.1%	N/A
Prepared for College (EAP Passage at "Ready" or "Conditionally Ready")	2018-19		Metric	2017/18 Actual	Dashboard 2019
	Metric	2017/18 Expected	Dashboard 2019		
	EAP English Ready/ Conditionally Ready	54.77%	N/A		
	EAP Math Ready/ Conditionally Ready	23.58%	N/A		
			Metric	2017/18 Actual	Dashboard 2019
			EAP English Ready/ Conditionally Ready	54.2%	N/A
			EAP Math Ready/ Conditionally Ready	30.23%	N/A
AP Exam Passage With Score of 3 or Higher	2018-19		Metric	2017/18 Actual	Dashboard 2019
	Metric	2017/18 Expected	Dashboard 2019		
	AP Exam Passage 3+	49%	N/A		
			Metric	2017/18 Actual	Dashboard 2019
			AP Exam Passage 3+	35%	N/A

CAASPP ELA - 11th Grade Percent 2018-19
"Standard Met" or "Standard Exceeded"

Student Group	2018 Expected
All Students	55.77%
SED	44.5%
EL	N/A
RFEP	N/A
Foster Youth	N/A
SWD	38.84%
Hispanic	43.86%
White	70.19%

Student Group	2018 Actual
All Students	54.2%
SED	30%
EL	N/A
RFEP	N/A
Foster Youth	N/A
SWD	6.67%
Hispanic	54.29%
White	53.33%

CAASPP Math - 11th Grade Percent 2018-19
"Standard Met" or "Standard Exceeded"

Student Group	2018 Expected
All Students	24.58%
SED	19.5%
EL	N/A
RFEP	N/A
Foster Youth	N/A
SWD	38.84%
Hispanic	15.95%
White	31.54%

Student Group	2018 Actual
All Students	18.60%
SED	7.69%
EL	N/A
RFEP	N/A
Foster Youth	N/A
SWD	0%
Hispanic	14.29%
White	20.46%

Drop Out Rates - Middle School and High School 2018-19

	2017/18 Expected
Middle School	0.0%
High School	0.0%

	2017/18 Actual
Middle School	0.0%
High School	3%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Vasquez High School</p> <p>Action 5.1: Focus on school climate and student engagement on the high school campus.</p> <ul style="list-style-type: none"> • Maintain Counseling services to support needs of unduplicated students • College/Career/Scholarship information and visitations • SST meetings held for at risk students • SART/DART meetings held for students with problem attendance issues • Credit Recovery Options • Chartered General Education Summer School Partnership 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Vasquez High School</p> <p>Action 5.1: The school climate and student engagement was enhanced and improved by the following actions:</p> <ul style="list-style-type: none"> • Availability of PPS Counselor services were maintained with one full time Counselor who is bilingual/biliterate in Spanish • Naviance system implemented and used with students to support graduation tracking • Athletic Director - coordinated extra-curricular activities, monitors academic eligibility, improves school connectedness • SST and SART meetings held for students at risk of not meeting graduation/college entrance requirements, or those with attendance issues • Credit Recovery options during the regular school year • Summer School Credit Recovery options offered 	<p>\$154,219 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries: 2.0 FTE Counselors \$42,840 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries: Credit Recovery Program \$32,386 - LCFF - 3000-3999 Employee Benefits - Employee Benefits: 2.0 FTE Counselors \$8,997 - LCFF - 3000-3999 Employee Benefits - Benefits: Credit Recovery Program \$15,375 - LCFF - 5000-5999 Services and Other Operating Expenses - Services and Other Operating Expenses: Credit Recovery Programs \$0 - LCFF - 4000-4999 Books and Supplies - Materials and Supplies</p>	<p>\$117,939 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries: 1.5 FTE Counselors \$30,201 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries: Credit Recovery Program \$23,953 - LCFF - 3000-3999 Employee Benefits - Employee Benefits: 1.5 FTE Counselors \$6,134 - LCFF - 3000-3999 Employee Benefits - Benefits: Credit Recovery Program \$33,057 - LCFF - 5000-5999 Services and Other Operating Expenses - Services and Other Operating Expenses: Credit Recovery Programs \$10,181 - LCFF - 4000-4999 Books and Supplies - Materials and Supplies</p>

	<p>through charter partnership</p> <ul style="list-style-type: none"> • Students took field trips to college campuses, had a variety of presentations on site from colleges as well as technical careers to help with decision making for college • Scholarship opportunities were explored with students and counselors helped to encourage students to apply • Students received full scholarships to culinary school and many other students received significant amounts of scholarships towards their college experience 		
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Vasquez HS</p> <p>Action 5.2: Ensuring that all students, including Socioeconomically Disadvantaged, EL, Foster Youth, RFEP, and SWD 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.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Vasquez High School and High Desert School</p> <p>Action 5.2: Ensured that all students, including Socioeconomically Disadvantaged, EL, Foster Youth, and RFEP had equitable opportunities for high school graduation and intensive college entry requirement preparation through development of "6 Year Plans" beginning in Middle School, scheduling and progress meetings with counselors, student/school /parent collaboration, and use of Aeries Parent Portal and Naviance.</p>	<p>\$10,200 - LCFF - 5000-5999 Services and Other Operating Expenses - Services and Other Operating Expenses: College entry program</p>	<p>\$7,029 - LCFF - 5000-5999 Services and Other Operating Expenses - Services and Operating Expenses: College entry program</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: Specific Schools: Vasquez High School</p> <p>Action 5.3: Advanced Placement Costs for low income students who cannot afford to take the exam.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: Specific Schools: Vasquez High School</p> <p>Action 5.3: Payment of Advanced Placement costs for low income students whose families could not afford to pay for the exam.</p>	<p>\$1,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Services and Other Operating Expenses: AP Exam Costs</p>	<p>\$1,034 - LCFF - 5000-5999 Services and Other Operating Expenses - Services and Other Operating Expenses: AP Exam Costs</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Vasquez High School</p> <p>Action 5.4: Focus on student engagement and school climate on the high school campus.</p> <ul style="list-style-type: none"> Academic and behavior monitoring and support Extracurricular opportunities - coordination and monitoring Athletic and CIF Coordination 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Vasquez High School and High Desert School</p> <p>Action 5.4: Schools provided staff, materials, and services that focused on student engagement and school climate at the district's secondary schools by continuing and increasing opportunities for academic and athletic activities during and after school.</p> <ul style="list-style-type: none"> Academic, behavior, and attendance monitoring and support Coordination and facilitation of academic extracurricular activities beneficial to graduation and college/career pathways Coordination and facilitation of athletic and CIF activities beneficial to student engagement and college/career pathways Supplies and services for extracurricular and athletic activities 	<p>\$113,249 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries: Dean and Athletic/CIF Coordination (1/6th) \$23,782 - LCFF - 3000-3999 Employee Benefits - Benefits: Dean and Athletic/CIF Coordination (1/6th) \$0 - LCFF - 4000-4999 Books and Supplies - Supplies \$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Services and Operating Expenses</p>	<p>\$120,914 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries: Dean and Athletic/CIF Coordination (1/6th) \$24,558 - LCFF - 3000-3999 Employee Benefits - Benefits: Dean and Athletic/CIF Coordination (1/6th) \$1,853 - LCFF - 4000-4999 Books and Supplies - Supplies \$3,800 - LCFF - 5000-5999 Services and Other Operating Expenses - Services and Operating Expenses</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions to enhance and increase High School graduation, college readiness, and school connectedness were implemented as planned. Counselors assisted Vasquez students so that they are on track to graduate from high school. School counselors worked with Middle School students as well as High School students to develop 6-Year Plans that were shared with parents. The 6-Year Plans include a broad course of study available to students through STEAM-based courses and required core content, and include extracurricular opportunities that increase school connectedness. An Athletic Director position was continued to coordinate extra-curricular opportunities. SST and SART/DART meetings were held with school staff, parents, and students, as needed, to identify barriers to academic achievement and regular school attendance. The District continued to support Credit Recovery options during the regular school year and during summer. High School staff encouraged all students with advanced academic abilities, including EL/SED/FY students, to enroll in AP classes and take AP exams. AP Exam costs were paid for students whose families could not afford to pay registration fees.

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

Blue Dashboard Indicators for High School Graduation rates and the percentage increase of students "Ready/Conditionally Ready" in math on EAP assessments demonstrate the High School is making significant improvements and achieving measurable outcomes for High School Graduation/College Readiness Indicators. Assessment data reflects a slight decrease of the English EAP "Ready/Conditionally Ready" measurable outcome not being met by .57%. Community comments during stakeholder input meetings reflect a desire for improvement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The District reduced Counselor staffing by 0.5 FTE through attrition to address the return to a declining enrollment pattern. Lower cost staff covered the Credit Recovery Program. Some additional supplies and services were purchased to increase student engagement and school connectedness.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Action 5.1 Reduced counselor hours and an increase in scheduling efficiency and an increase in local agency partnerships to meet student needs. Changes were made to Action 5.2, which ensure all students, including Socioeconomically Disadvantaged, EL, Foster Youth, high school graduates, RFEP, and SWD have equitable opportunity for high school graduation, college entry with progress monitoring and intensive college entry requirement preparation through progress monitoring, scheduling with counselors, and student/school/parent collaboration.

District staff, student, and community input indicate a desire to increase and improve athletic program coordination. The District plans to increase funding for Athletic Director actions from one period to three periods per day in addition to providing an Athletic Director stipend (5.4) to improve and expand extracurricular activities to include a pathway for secondary students at the middle school.

The Dean position will be eliminated through attrition (5.4). The District anticipates using a Teacher on Special Assignment (TOSA) to focus on PBIS and school connectedness actions and processes that primarily meet the needs of students meeting unduplicated criteria (socioeconomically disadvantaged, foster youth, and/or English learners).

Goal 6

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 8. Other pupil outcomes
Local Priorities: Teacher Assignment/ Mis-Assignment

Annual Measurable Outcomes

		Expected	Actual
Certificated Staff Fully Credentialed and Appropriately Assigned	2018-19		
	Certificated Staff Assignments:		2018/19 Actual
		2018/19 Expected	Fully Credentialed and Appropriately Assigned 100%
	Fully Credentialed and Appropriately Assigned	100%	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>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, CFO, and Support)</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Action 6.1: The basic operations of the District continued to be maintained and controlled through the management, oversight, and provision of basic operating services to all by the Central Office Administration (Superintendent, Director of Personnel, support staff and Assistant Superintendent of Business Services).</p>	<p>\$350,000 - LCFF - 1000-1999 Certificated Salaries - Salaries - Superintendent, Asst. Superintendent \$293,587 - LCFF - 2000-2999 Classified Salaries - Salaries - CFO, Support Staff \$73,500 - LCFF - 3000-3999 Employee Benefits - Employee Benefits: Superintendent, Asst. Superintendent \$82,204 - LCFF - 3000-3999 Employee Benefits - Employee Benefits: CFO, Support Staff \$0 - LCFF - 4000-4999 Books and Supplies - Supplies \$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Operating Expenses</p>	<p>\$338,825 - LCFF - 1000-1999 Certificated Salaries - Salaries - Superintendent, Director \$305,362 - LCFF - 2000-2999 Classified Salaries - Salaries - Asst. Superintendent, Support Staff \$68,815 - LCFF - 3000-3999 Employee Benefits - Employee Benefits: Superintendent, Director \$86,387 - LCFF - 3000-3999 Employee Benefits - Employee Benefits: Asst. Superintendent, Support Staff \$1,140 - LCFF - 4000-4999 Books and Supplies - Supplies \$424 - LCFF - 5000-5999 Services and Other Operating Expenses - Operating Expenses</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The basic operations of the District were maintained and controlled through the management, oversight, and provision of basic operating services to all by the Central Office Administration (Superintendent, Director of Personnel, support staff and Assistant Superintendent of Business Services). As a result of supporting these positions, the District was able to ensure the district hired and properly assigned qualified certificated staff.

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

Effective provision and oversight of human and fiscal resources ensured all teachers were fully credentialed and appropriately assigned during 2018/19 school year. Effective oversight of resources also supported improved student achievement in some areas, increased enrollment, and increased access to instructional technology for students and staff. In addition to leading a school site, Director/Principals served as staff to the Superintendent and Assistant Superintendent by providing expertise and oversight in designated areas such as Curriculum and Instruction, programs for identified student populations (SpEd, EL, FY/Homeless, Gifted), Technology, Testing and Accountability, Charter oversight, CALPADS/data management, and attendance monitoring. Weekly Cabinet meetings were held to ensure effective articulation and implementation of actions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A Director of Personnel/Pupil Services/Education was hired mid-year to replace the Assistant Superintendent who left at the end of the previous year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

The District plans to hire a Director of Special Education to improve outcomes for students with disabilities, especially SWD who are dually identified as SWD and EL, SED, and/or FY (6.1).

Goal 7

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 for any area below 90%.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 6. School climate

Local Priorities: Facilities, Maintenance and Operations, School Climate

Annual Measurable Outcomes

Expected		Actual																													
LCAP Survey - Safe, Well-Maintained Schools	2018-19 LCAP Survey Parent, Employee, Community Members and LCAP Survey Students	<table border="1"> <thead> <tr> <th>Metric</th> <th>2018/19 Expected</th> </tr> </thead> <tbody> <tr> <td>LCAP Survey - Item 8 Schools are inviting</td> <td>84.79%</td> </tr> <tr> <td>LCAP Survey - Item 12 Schools are safe</td> <td>78.34%</td> </tr> <tr> <td>LCAP Survey - Item 11 Schools clean and well maintained:</td> <td>89.1%</td> </tr> <tr> <td>LCAP Survey - Item 9 Schools are supportive</td> <td>80.5%</td> </tr> <tr> <td>LCAP Student Survey - Item 8 Feel safe at school</td> <td>76%</td> </tr> <tr> <td>LCAP Student Survey - Item 9 Happy with my school</td> <td>73%</td> </tr> </tbody> </table>	Metric	2018/19 Expected	LCAP Survey - Item 8 Schools are inviting	84.79%	LCAP Survey - Item 12 Schools are safe	78.34%	LCAP Survey - Item 11 Schools clean and well maintained:	89.1%	LCAP Survey - Item 9 Schools are supportive	80.5%	LCAP Student Survey - Item 8 Feel safe at school	76%	LCAP Student Survey - Item 9 Happy with my school	73%	<table border="1"> <thead> <tr> <th>Metric</th> <th>2018/19 Actual</th> </tr> </thead> <tbody> <tr> <td>LCAP Survey - Item 8 Schools are inviting</td> <td>78.69%</td> </tr> <tr> <td>LCAP Survey - Item 12 Schools are safe</td> <td>75.41%</td> </tr> <tr> <td>LCAP Survey - Item 11 Schools clean and well maintained:</td> <td>78.69%</td> </tr> <tr> <td>LCAP Survey - Item 9 Schools are supportive</td> <td>80.99%</td> </tr> <tr> <td>LCAP Student Survey - Item 8 Feel safe at school</td> <td>75.76%</td> </tr> <tr> <td>LCAP Student Survey - Item 9 Happy with my school</td> <td>71.70%</td> </tr> </tbody> </table>	Metric	2018/19 Actual	LCAP Survey - Item 8 Schools are inviting	78.69%	LCAP Survey - Item 12 Schools are safe	75.41%	LCAP Survey - Item 11 Schools clean and well maintained:	78.69%	LCAP Survey - Item 9 Schools are supportive	80.99%	LCAP Student Survey - Item 8 Feel safe at school	75.76%	LCAP Student Survey - Item 9 Happy with my school	71.70%
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Facility Inspection Tool (FIT) - Facilities in "Good" or Better Repair - Williams Compliance	2018-19	<table border="1"> <thead> <tr> <th>Metric</th> <th>2018/19 Actual</th> </tr> </thead> <tbody> <tr> <td>Facilities in Good Repair</td> <td>100%</td> </tr> </tbody> </table>	Metric	2018/19 Actual	Facilities in Good Repair	100%	<table border="1"> <thead> <tr> <th>Metric</th> <th>2018/19 Actual</th> </tr> </thead> <tbody> <tr> <td>Facilities in Good Repair</td> <td>100%</td> </tr> </tbody> </table>	Metric	2018/19 Actual	Facilities in Good Repair	100%																				
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Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>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, suicide prevention and mandated reporting.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Action 7.1: The district continued to maintain a safe, secure, and drug-free school environment for all students with safety supervision added and ALICE training was provided for all classified and certificated staff, as well as parents.</p>	<p>\$41,783 - LCFF - 2000-2999 Classified Salaries - Salary: Campus Supervisor \$11,700 - LCFF - 3000-3999 Employee Benefits - Employee Benefits: Campus Supervisor \$31,000 - LCFF - 2000-2999 Classified Salaries - Classified Salaries: Supervision drop off/pick up \$8,680 - LCFF - 3000-3999 Employee Benefits - Employee Benefits: Supervision drop off/pick up \$1,500 - LCFF - 4000-4999 Books and Supplies - Books and Supplies: Safety and mental health support supplies \$1,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Services and Other Operating Expenditures: Professional Development for safety related issues such as mandated reporting, bullying, campus safety, etc. (Keenan videos and consulting)</p>	<p>\$41,877 - LCFF - 2000-2999 Classified Salaries - Salary: Campus Supervisor \$11,847 - LCFF - 3000-3999 Employee Benefits - Employee Benefits: Campus Supervisor \$16,980 - LCFF - 2000-2999 Classified Salaries - Classified Salaries: Supervision drop off/pick up \$4,803 - LCFF - 3000-3999 Employee Benefits - Employee Benefits: Supervision drop off/pick up \$2,380 - LCFF - 4000-4999 Books and Supplies - Books and Supplies: Safety and health supplies \$14,024 - LCFF - 5000-5999 Services and Other Operating Expenses - Services and Other Operating Expenditures: Professional Development and safety fees/certifications</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Action 7.2: Properly maintain all campuses in Good Repair to remain in compliance</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Action 7.2: District staff regularly</p>	<p>\$370,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Maintenance \$0 - LCFF - 4000-4999 Books and Supplies - Maintenance Supplies</p>	<p>\$296,657 - LCFF - 5000-5999 Services and Other Operating Expenses - Maintenance \$48,743 - LCFF - 4000-4999 Books and Supplies - Maintenance Supplies</p>

with the Williams Act.	inspected facilities, created work orders as needed for repairs, and approved projects to maintain all campuses in Good Repair to remain in compliance with the Williams Act. Facility projects were completed to provide aesthetically pleasing, safe, and technologically current systems.		
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Action 7.3: Purchase textbooks to improve academic achievement and maintain sufficient inventory for Williams Act compliance. Form a Textbook Adoption Committee to engage in the adoption process for textbooks for Science, History, and/or high school A-G courses, as data and student outcomes show is necessary and funding allows.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Action 7.3: The district continued to implement adopted programs for Math and ELA. The district paid the second and final installment payment for the ELA program adopted the 2017/2018 school year. Sufficient textbooks were available for all students served in all areas. The district began exploration of science textbooks, but postponed the adoption process until the 2019/2020 school year.</p>	<p>\$5,750 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries: Adoption Committee \$175,000 - LCFF - 4000-4999 Books and Supplies - Textbooks: CCSS ELA (Purchase split over 2 years) \$978 - LCFF - 3000-3999 Employee Benefits - Employee Benefits: Adoption Committee</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries: Adoption Committee \$65,928 - LCFF - 4000-4999 Books and Supplies - Textbooks: CCSS ELA (Purchase split over 2 years) \$0 - LCFF - 3000-3999 Employee Benefits - Employee Benefits: Adoption Committee</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Action 7.4 - Increase and enhance mental health support options at all sites and explore partnerships with community providers.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service:</p> <p>Location: All Schools</p> <p>Action 7.4: The district reduced counselor FTEs by 1 FTE. Counseling services were maintained at the same level at</p>	<p>\$129,057 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries: 2.0 FTE Counselor \$27,102 - LCFF - 3000-3999 Employee Benefits - Employee Benefits: 2.0 FTE Counselor \$1,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Services and Other Operating Expenses: Mental health partnership</p>	<p>\$103,708 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries: 1.5 FTEs Counselor \$21,063 - LCFF - 3000-3999 Employee Benefits - Employee Benefits: 1.5 FTEs Counselor \$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Services and Other Operating Expenses: Mental health partnership</p>

	<p>the middle school, but were reduced by 0.5 FTE at the Elementary School. Counselors at all sites provided anti-bullying, social skills training to students and continued to make connections with community providers to increase and enhance mental health support. Many students received outside services of counseling through Masada Homes, one of our community partners. In addition, counselors attended meetings through the SELPA for further training in suicide prevention and have explored trainings to bring in for teachers.</p>	<p>coordination (Trainings and mileage)</p>	<p>(Repeated expenditure from 4.3) (repeated expenditure)</p>
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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

As planned, the District required all district employees to participate in ALICE training (Alert, Lockdown, Inform, Counter, Evacuate) Training instructor led classes provide preparation and a plan for site staff and district office staff on how to more proactively handle the threat of an aggressive intruder or active shooter event. Additionally staff were trained in mandated reporting. New CCSS aligned ELA textbooks were purchased for all students in grades TK - 12, and Williams Quarterly Reports were completed to verify all students had needed learning materials. Projects were completed at all campuses to maintain safe, attractive, technologically current, and Williams-compliant school facilities. Although the District reduced Counseling staff by 0.5 FTEs for Goal 7, services and support for unduplicated pupils was increased and improved because remaining counselors provided focused services and increased mental health partnerships with community support systems.

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

The District has successfully maintained compliance with all Williams requirements. The LCAP Survey responses and stakeholder input shows a perception of a decrease in support for district facilities and environments. This could be due to a larger sampling size that participated in the survey this school year. Last year there was a total of 93 adults that completed the survey in 2017/2018 as compared to 122 adults this school year. There was not a significant drop in any results but a slight increase in schools be thought of as supportive. This provides evidence that the district needs to continue to complete projects and ensure a safe environment for all students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The District reduced Counselor staffing by 0.5 FTE through attrition to address the return to a declining enrollment pattern. The District was able to add time for drop off/pick up supervision to existing staff members' schedules rather than add new positions with minimum hours restrictions. To ensure staff and students have the knowledge and skill to survice an emergency, the District paid for supplies, fees, and services for ALICE and

various other safety trainings.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Changes are reflected in Action 7.1 services estimated for the 2018/19 school year. Video services with Kennan and Associates will not cost the district any money moving forward thus slightly modifying the goal. 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, suicide prevention and mandated reporting. Action 7.4 reflects an increase in mental health support options available at all sites and maintained partnerships with community providers.

Goal 7

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

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 2019/20 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, Union representative, Classified, parent and student representatives Booster Club and PTO meetings, which includes parent and community representatives

Antelope Valley SELPA worked alongside of the district to discuss an increase in the district's dropout rates, ELA achievement and ELA participation, math achievement and math participation, and the increase in suspensions and expulsions.

Parent Advisory Committee

The Superintendent and staff serving as the Superintendent's designee presented at Booster Club and PTO meetings occur during the year to discuss LCAP and progress with actions, and to seek input throughout the year. These meetings serve as a Parent Advisory Committee, which includes parent and community representatives and parents of English Learners, Low Income and Foster Youth. The AADUSD community stakeholders indicated during the various meetings that they would like the District to continue with the current actions and services to ensure actions are implemented at the deepest level possible. ELACs also meet at each site in September, December, March, May, and June. Administrators provide progress updates about goal and actions in the LCAP and ask the ELAC members for feedback and input. On June 4, 2019 District staff and DELAC met to review the annual update and seek input regarding the actions and services desired for 2019/20.

District and Site English Learner Advisory Committees

The DELAC parents said they would like the following actions and services to be included in the LCAP for the coming year: 1) provide training for staff to help improve teachers' and other staff members' ability to address students' difficulties with reading and motivation, 2) the request that training be extended to all staff including instructional aides, bus drivers, office staff, yard supervisors, cafeteria workers, and substitutes, 3) have counselors improve and increase the information they share with students, especially English Learners, regarding college and career choices and scholarship availability, 4) information sharing with parents on topics such as nutrition, discipline, and motivation.

The Superintendent sent written responses to the PAC and ELAC acknowledging their responses and thanking them for their input.

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 including cabinet and principals and Management Team meetings where all school principals are present at these meetings

Board of Trustee meetings, which are publicly 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

A Community LCAP input Meeting was held at district office to get additional community input.

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.

Comments and feedback from stakeholders have been incorporated within the draft LCAP. The Superintendent sent out a written response to comments, suggestions, and feedback on the LCAP.

The Public Hearing LCAP and budget was held on the June 13, 2019 at AADUSD Board meeting. The LCAP and budget was adopted by the AADUSD Board of Trustees on June 27, 2019 Board meeting.

ANNUAL UPDATE:

An 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, and Board meetings. Input was collected from dialogues, the annual LCAP Survey for Parents/Staff/Community, and the annual LCAP Survey for Students. The LCAP Summary document and PowerPoint presentation was used as a tool to guide discussions at all stakeholder meetings. 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.

Impact on LCAP and Annual Update

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

Based on review of data, surveys, and input from various stakeholder groups, the District plans to continue with the goals, actions and services with minor modifications on some actions (1.3, 1.9, 2.4, 3.1, 4.1, 5.2, 7.4). Stakeholders feel strongly that it is critical to continue the path we are on with goals, actions, and services to increase and improve the levels of implementation since the solidification of District leadership in 2018/19. This sentiment was reinforced during the recent Strategic Planning meeting where the LCAP was shared as the key guiding document related to the State's 8 outcomes.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 1

GOAL 1: Increase grade level proficiency by 2% annually in core content areas for all students by accessing and mastering grade level Common Core State Standards (to maintain or achieve Dashboard State Indicator Performance Levels of "Yellow" or better). Core content areas refer to courses in ELA, Math, Science and History. A student is proficient when they perform at the standard met or standard exceeded level on CAASPP - ELA, CAASPP - Math, and CA Science Test (CAST) 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), Hispanic, and White students who perform at the standard met or standard exceeded level by 2% each year on CAASPP - ELA, CAASPP - Math, and CA Science Test (CAST) state assessments.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes
Local Priorities: Increase pathways to a broad course of study with an emphasis on STEAM-based course options at all grade levels.

Identified Need:

English Learners, all students, Hispanic students, Students with Disabilities, and our district's Socioeconomically Disadvantaged Students fell into the orange/red range in ELA on Dashboard. Overall ELA declined with the high school declining significantly, elementary school decreased and middle school decreased.

All students, Hispanic students, Students with Disabilities, and our district's Socioeconomically Disadvantaged Students fell into the orange/red range in Math on Dashboard. Overall Math performance decreased significantly at the high school.

Student groups - not noted either maintained or increased performance in ELA or Math.

Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

CAASPP ELA Percent Standard Met or Standard Exceeded	Baseline			2017-18			2018-19			2019-20		
	Student Group	2016 Actual	2017 Dashboard	Student Group	2017 Expected	2018 Dashboard	Student Group	2018 Expected	2019 Dashboard	Student Group	2019 Expected	2020 Dashboard
	All Students	48%	Yellow	All Students	50%	Yellow	All Students	53%	Green	All Students	55%	Green
	SED	36%	Yellow	SED	38%	Yellow	SED	42%	Yellow	SED	44%	Green
	EL	20%	Yellow	EL	22%	Yellow	EL	27%	Yellow	EL	29%	Green
	RFEP	57%	N/A	RFEP	59%	N/A	RFEP	67%	N/A	RFEP	69%	N/A
	Foster Youth	N/A	N/A	Foster Youth	N/A	N/A	Foster Youth	N/A	N/A	Foster Youth	N/A	N/A
	SWD	12%	Red	SWD	17%	Orange	SWD	23%	Yellow	SWD	25%	Yellow
	Hispanic	36%	Yellow	Hispanic	38%	Yellow	Hispanic	43%	Yellow	Hispanic	45%	Green
	White	54%	Green	White	56%	Green	White	62%	Green	White	64%	Green

CAASPP Math "Standard Met" or "Standard Exceeded"	Student Group	2016 Actual	2017 Dashboard	Student Group	2017 Expected	2018 Dashboard	Student Group	2018 Expected	2019 Dashboard	Student Group	2019 Expected	2020 Dashboard
	All Students	33%	Yellow	All Students	35%	Yellow	All Students	38%	Yellow	All Students	40%	Green
	SED	23%	Yellow	SED	25%	Yellow	SED	28%	Yellow	SED	30%	Green
	EL	24%	Yellow	EL	26%	Yellow	EL	28%	Yellow	EL	30%	Green
	RFEP	20%	N/A	RFEP	22%	N/A	RFEP	24%	N/A	RFEP	26%	N/A
	Foster Youth	N/A	N/A	Foster Youth	N/A	N/A	Foster Youth	N/A	N/A	Foster Youth	N/A	N/A
	SWD	8%	Red	SWD	13%	Orange	SWD	18%	Yellow	SWD	20%	Yellow
	Hispanic	21%	Yellow	Hispanic	23%	Yellow	Hispanic	26%	Green	Hispanic	28%	Green
	White	39%	Green	White	41%	Green	White	43%	Green	White	45%	Green

CST/CAST - 5th Grade Percent "Proficient" or "Advanced"	Student Group	2016 Actual	Student Group	2017 Expected	Student Group	2018 Expected	Student Group	2019 Expected
	All Students	57%	All Students	59%	All Students	61%	All Students	63%
	SED	38%	SED	40%	SED	42%	SED	44%
	EL	N/A	EL	N/A	EL	N/A	EL	N/A
	RFEP	N/A	RFEP	N/A	RFEP	N/A	RFEP	N/A
	Foster Youth	N/A	Foster Youth	N/A	Foster Youth	N/A	Foster Youth	N/A
	SWD	N/A	SWD	N/A	SWD	N/A	SWD	N/A
	Hispanic	33%	Hispanic	35%	Hispanic	37%	Hispanic	39%
	White	71%	White	73%	White	75%	White	77%

CST/CAST Science - 8th Grade Percent "Proficient" or "Advanced"	Student Group	2016 Actual	Student Group	2017 Expected	Student Group	2018 Expected	Student Group	2019 Expected
	All Students	69%	All Students	71%	All Students	73%	All Students	75%
	SED	64%	SED	66%	SED	68%	SED	70%
	EL	N/A	EL	N/A	EL	N/A	EL	N/A
	RFEP	N/A	RFEP	N/A	RFEP	N/A	RFEP	N/A
	Foster Youth	N/A	Foster Youth	N/A	Foster Youth	N/A	Foster Youth	N/A
	SWD	0%	SWD	5%	SWD	7%	SWD	9%
	Hispanic	62%	Hispanic	35%	Hispanic	37%	Hispanic	39%
	White	71%	White	73%	White	75%	White	77%

Note: 2017 is the first year for administration of the new CA Science Test (CAST)

Note: Expected outcomes may be adjusted pending 2017 CAST results

Note: 2019 expected outcomes may be adjusted pending 2018 CAST results

CST/CAST Science - 10th Grade Percent "Proficient" or "Advanced"	Student Group	2016 Actual	Student Group	2017 Expected	Student Group	2018 Expected	Student Group	2019 Expected
	All Students	35%	All Students	37%	All Students	39%	All Students	41%
	SED	34%	SED	36%	SED	38%	SED	40%
	EL	N/A	EL	N/A	EL	N/A	EL	N/A
	RFEP	N/A	RFEP	N/A	RFEP	N/A	RFEP	N/A

Foster Youth	N/A
SWD	20%
Hispanic	26%
White	40%

Note: 2016 was the last year for administration of CST-Science

Foster Youth	N/A
SWD	22%
Hispanic	28%
White	42%

Note: 2017 is the first year for administration of the new CA Science Test (CAST)

Foster Youth	N/A
SWD	24%
Hispanic	30%
White	44%

Note: Expected outcomes may be adjusted pending 2017 CAST results

Foster Youth	N/A
SWD	26%
Hispanic	32%
White	46%

Note: 2019 expected outcomes may be adjusted pending 2018 CAST results

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action	Unchanged Action	Unchanged Action
<p>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:</p> <ul style="list-style-type: none"> 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) Strategies to improve and increase instructional differentiation (content access for below level learners, and 	<p>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 states 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:</p> <ul style="list-style-type: none"> 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) Strategies to improve and increase instructional differentiation (content access for below level learners, and 	<p>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 states 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:</p> <ul style="list-style-type: none"> 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) Strategies to improve and increase instructional differentiation (content access for below level learners, and

depth and complexity for above level students) <ul style="list-style-type: none"> • Effective use of technology in the classroom for teaching and learning • Data driven decision making and assessment of student progress • Implementation of Positive Behavior Support programs and/or Safe Schools Plans for student discipline • Integration of Science, Technology, Engineering, Arts and/or Math (STEAM) • Instructional Coaches 	depth and complexity for above level students) <ul style="list-style-type: none"> • Effective use of technology in the classroom for teaching and learning • Data driven decision making and assessment of student progress • Implementation of Positive Behavior Support programs and/or Safe Schools Plans for student discipline • Integration of Science, Technology, Engineering, Arts and/or Math (STEAM) • Instructional Coaches 	depth and complexity for above level students) <ul style="list-style-type: none"> • Effective use of technology in the classroom for teaching and learning • Data driven decision making and assessment of student progress • Implementation of Positive Behavior Support programs and/or Safe Schools Plans for student discipline • Integration of Science, Technology, Engineering, Arts and/or Math (STEAM) • Instructional Coaches
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$76,000	\$74,529	\$72,847
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Certificated Salaries: Professional Development	1000-1999 Certificated Salaries; Certificated Salaries: Professional Development	1000-1999 Certificated Salaries; Certificated Salaries: Professional Development
Amount	\$3,300	\$3,300	\$3,840
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Certificated Salaries: Professional Development	1000-1999 Certificated Salaries; Certificated Salaries: Professional Development	1000-1999 Certificated Salaries; Certificated Salaries: Professional Development
Amount	\$11,400	\$15,651	\$16,755
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Benefits: Professional Development	3000-3999 Employee Benefits; Benefits: Professional Development	3000-3999 Employee Benefits; Benefits: Professional Development
Amount	\$495	\$693	\$883
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Benefits: Professional Development	3000-3999 Employee Benefits; Benefits: Professional Development	3000-3999 Employee Benefits; Benefits: Professional Development
Amount	\$0	\$0	\$9,966
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Classified Salaries: Professional Development	2000-2999 Classified Salaries; Classified Salaries: Professional Development	2000-2999 Classified Salaries; Classified Salaries: Professional Development
Amount	\$0	\$0	\$2,990
Source	LCFF	LCFF	LCFF

Budget Reference	3000-3999 Employee Benefits; Classified Benefits: Professional Development	3000-3999 Employee Benefits; Classified Benefits: Professional Development	3000-3999 Employee Benefits; Classified Benefits: Professional Development
Amount	\$0	\$0	\$54,292
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Services and Operating Expenses: Professional Development	5000-5999 Services and Other Operating Expenses; Services and Operating Expenses: Professional Development	5000-5999 Services and Other Operating Expenses; Services and Operating Expenses: Professional Development

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Action 1.2 Purchase supplemental materials to support implementation of the Common Core State Standards and a broad course of study, including development of multiple pathways and models that assist SED, EL, and FY students in completing grade level and course requirements such as:

- Supplemental curriculum and materials supporting Common Core State Standards
- Digital curriculum aligned to Common Core State Standards
- Online courses to support a broad course of study
- Credit recovery and core programs
- Summer School
- Alignment of Curriculum with Common Core State Standards, English - Language Development Standards and California Content Standards
- Curriculum Maps aligned to Common Core State Standards

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- Supplemental curriculum and materials supporting Common Core State Standards
- Digital curriculum aligned to Common Core State Standards
- Online courses to support a broad course of study
- Credit recovery and core programs
- Summer School
- Alignment of Curriculum with Common Core State Standards, English - Language Development Standards and California Content Standards
- Curriculum Maps aligned to Common Core State Standards

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- Supplemental curriculum and materials supporting Common Core State Standards
- Digital curriculum aligned to Common Core State Standards
- Online courses to support a broad course of study
- Credit recovery and core programs
- Summer School
- Alignment of Curriculum with Common Core State Standards, English - Language Development Standards and California Content Standards
- Curriculum Maps aligned to Common Core State Standards

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$126,253	\$143,253	\$143,253
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Books and Supplies: Supplemental materials and supplies	4000-4999 Books and Supplies; Books and Supplies: Supplemental materials and supplies	4000-4999 Books and Supplies; Books and Supplies: Supplemental materials and supplies
Amount	\$0	\$23,000	\$23,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Services and Subscriptions	5000-5999 Services and Other Operating Expenses; Services and Subscriptions	5000-5999 Services and Other Operating Expenses; Services and Subscriptions
Amount	\$0	\$0	\$90,000
Source	LCFF	LCFF	LCFF
Budget Reference	6000-6999 Capital Outlay; Capital Outlay: Technology	6000-6999 Capital Outlay; Capital Outlay: Technology	6000-6999 Capital Outlay; Capital Outlay: Technology

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

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. Teachers and/or instructional leaders will support improved and enhanced teaching/learning in areas such as:

- Integration of technology to support effective teaching and learning
- Assessment and data-driven instruction and intervention
- Integration of Science, Technology, Engineering, Arts, and Math (STEAM) content across the curriculum and/or in content specific classes
- Implementation of effective CCSS Math and/or ELA
- SDAIE and ELD strategies
- Instructional strategies to differentiate curriculum for EL, RFEP, FY, SED,

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. Teachers and/or instructional leaders will support improved and enhanced teaching/learning in areas such as:

- Integration of technology to support effective teaching and learning
- Assessment and data-driven instruction and intervention
- Integration of Science, Technology, Engineering, Arts, and Math (STEAM) content across the curriculum and/or in content specific classes
- Implementation of effective CCSS Math and/or ELA
- SDAIE and ELD strategies
- Instructional strategies to differentiate curriculum for EL, RFEP, FY, SED,

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. Teachers and/or instructional leaders will support improved and enhanced teaching/learning in areas such as:

- Our technology team focused on integration of technology to support effective teaching and learning
- Our illuminate team focused on assessment and data-driven instruction and intervention
- Our Medal of Honor team focused on integration of Science, Technology, Engineering, Arts, and Math (STEAM) content across the curriculum and/or in content specific classes
- Implementation of effective CCSS Math and/or ELA

SWD, and high achieving students	SWD, and high achieving students	<ul style="list-style-type: none"> • Our English Language Learners team focused on the implementation of SDAIE and ELD strategies • Through CRLP our team learned Instructional strategies to differentiate curriculum for EL, RFEP, FY, SED, SWD, and high achieving students
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$45,673	\$45,673	\$45,673
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Certificated Salary: PD Stipend	1000-1999 Certificated Salaries; Certificated Salary: PD Stipend	1000-1999 Certificated Salaries; Certificated Salary: PD Stipend
Amount	\$6,851	\$9,591	\$10,505
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Benefits: PD Stipend	3000-3999 Employee Benefits; Benefits: PD Stipend	3000-3999 Employee Benefits; Benefits: PD Stipend

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action	Unchanged Action	Unchanged Action
<p>Action 1.4 To ensure that AADUSD students are on the right track, teachers will conduct formal and informal assessments throughout the school year. Conducting these assessments allows 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 may be given each year. -</p> <ul style="list-style-type: none"> • 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 • K2 assessments in Foundational Reading and Math • Literacy Intervention Assessment • Graduation checks • Algebra EOC (End Of Course assessment) • Math Placement Assessment • Diagnostic assessments • English Language Development Benchmarks • Interim assessments (Benchmarks) and progress monitoring assessment tools aligned to the Common Core State 	<p>Action 1.4 To ensure that AADUSD students are on the right track, teachers will conduct formal and informal assessments throughout the school year. Conducting these assessments allows 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 may be given each year. -</p> <ul style="list-style-type: none"> • 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 • K2 assessments in Foundational Reading and Math • Literacy Intervention Assessment • Graduation checks • Algebra EOC (End Of Course assessment) • Math Placement Assessment • Diagnostic assessments • English Language Development Benchmarks • Interim assessments (Benchmarks) and progress monitoring assessment tools aligned to the Common Core State 	<p>Action 1.4 To ensure that AADUSD students are on the right track, teachers will conduct formal and informal assessments throughout the school year. Conducting these assessments allows 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 may be given each year. -</p> <ul style="list-style-type: none"> • 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 • K2 assessments in Foundational Reading and Math • Literacy Intervention Assessment • Graduation checks • Algebra EOC (End Of Course assessment) • Math Placement Assessment • Diagnostic assessments • English Language Development Benchmarks • Interim assessments (Benchmarks) and progress monitoring assessment tools aligned to the Common Core State

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$24,060	\$8,000	\$7,735
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Services and Other Operating Expenses: Assessment systems for ongoing monitoring of identified students	5000-5999 Services and Other Operating Expenses; Services and Other Operating Expenses: Assessment systems for ongoing monitoring of identified students	5000-5999 Services and Other Operating Expenses; Services and Other Operating Expenses: Assessment systems for ongoing monitoring of identified students

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Action 1.5 Continue to hire and retain fully credentialed teachers, and ensure 100% of the District's teachers are appropriately assigned.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Action 1.5 Continue to hire and retain fully credentialed teachers, and ensure 100% of the District's teachers are appropriately assigned.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Action 1.5 Continue to hire and retain fully credentialed teachers, and ensure 100% of the District's teachers are appropriately assigned.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$3,956,706	\$4,496,707	\$4,246,100
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Certificated Salaries	1000-1999 Certificated Salaries; Certificated Salaries	1000-1999 Certificated Salaries; Certificated Salaries
Amount	\$593,505	\$944,308	\$976,603
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Benefits	3000-3999 Employee Benefits; Benefits	3000-3999 Employee Benefits; Benefits

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Action 1.6 Maintain and hire highly qualified classified employees to ensure students have a high quality education.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Action 1.6 Maintain and hire highly qualified classified employees to ensure students have a high quality education.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Action 1.6 Maintain and hire highly qualified classified employees to ensure students have a high quality education.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,034,317	\$1,325,079	\$1,739,395
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Classified Salaries	2000-2999 Classified Salaries; Classified Salaries	2000-2999 Classified Salaries; Classified Salaries
Amount	\$305,148	\$371,022	\$521,819
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Benefits	3000-3999 Employee Benefits; Benefits	3000-3999 Employee Benefits; Benefits

Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Action 1.7 Based on review and analysis of student 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
- Online instruction and practice Programs

Action 1.7 Based on review and analysis of student 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
- Online instruction and practice Programs

Action 1.7 Based on review and analysis of student 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
- Online instruction and practice Programs

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$60,345	\$55,965	\$57,106
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Certificated Salaries: Teacher pay for before/during/after school intervention	1000-1999 Certificated Salaries; Certificated Salaries: Teacher pay for before/during/after school intervention	1000-1999 Certificated Salaries; Certificated Salaries: Teacher pay for before/during/after school intervention

Amount	\$9,050	\$11,753	\$13,134
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Benefits: Teacher pay for before/during /after school intervention	3000-3999 Employee Benefits; Benefits: Teacher pay for before/during /after school intervention	3000-3999 Employee Benefits; Benefits: Teacher pay for before/during /after school intervention
Amount	\$1,000	\$1,000	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Books and Supplies: Intervention materials	4000-4999 Books and Supplies; Books and Supplies: Intervention materials	4000-4999 Books and Supplies; Books and Supplies: Intervention materials (Materials from prior years will be used)

Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

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.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

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.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

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.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$0 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Certificated Salaries: Existing staff will monitor unduplicated pupils' progress	1000-1999 Certificated Salaries; Certificated Salaries: Existing staff will monitor unduplicated pupils' progress	1000-1999 Certificated Salaries; Certificated Salaries: Existing staff will monitor unduplicated pupils' progress

Action 9

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

New Action	Unchanged Action	Modified Action
<p>Action 1.9 Professional development of staff will be conducted reflecting the priorities and topics below, which support improved implementation of Common Core State Standards and a broad course of study within the state's priorities as identified by the State Board of Education and CDE. Priority topics in the LCAP year include, but are not limited to:</p> <ul style="list-style-type: none"> • Strategies for students with disabilities (SWD) in General Education settings • Strategies to improve and increase instructional differentiation (content access for below level learners, and depth and complexity for above level learners) • Integration of Science, Technology, Engineering, Arts and/or Math (STEAM) • Implementation of Positive Behavior Support programs and/or Safe School Plans for student discipline • Effective use of technology as a teaching/learning tool • Paraprofessional training 	<p>Action 1.9 Professional development of staff will be conducted reflecting the priorities and topics below, which support improved implementation of Common Core State Standards and a broad course of study within the state's priorities as identified by the State Board of Education and CDE. Priority topics in the LCAP year include, but are not limited to:</p> <ul style="list-style-type: none"> • Strategies for students with disabilities (SWD) in General Education settings • Strategies to improve and increase instructional differentiation (content access for below level learners, and depth and complexity for above level learners) • Integration of Science, Technology, Engineering, Arts and/or Math (STEAM) • Implementation of Positive Behavior Support programs and/or Safe School Plans for student discipline • Effective use of technology as a teaching/learning tool • Paraprofessional training 	<p>Action 1.9 Professional development of staff will be conducted reflecting the priorities and topics below, which support improved implementation of Common Core State Standards and a broad course of study within the state's priorities as identified by the State Board of Education and CDE. Priority topics in the LCAP year include, but are not limited to:</p> <ul style="list-style-type: none"> • Strategies for students with disabilities (SWD) in General Education settings and their least restrictive environment • Strategies to improve and increase instructional differentiation to serve our English Language Learners • Integration of Science, Technology, Engineering, Arts and/or Math (STEAM) • Implementation of Positive Behavior Support programs and/or Safe School Plans for student discipline • Effective use of technology as a teaching/learning tool • Paraprofessional training to support

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,500	\$1,500	\$19,932
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Classified Salaries: Professional Development	2000-2999 Classified Salaries; Classified Salaries: Professional Development	2000-2999 Classified Salaries; Classified Salaries: Professional Development
Amount	\$225	\$420	\$7,773
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Benefits: Professional Development	3000-3999 Employee Benefits; Benefits: Professional Development	3000-3999 Employee Benefits; Benefits: Professional Development
Amount	\$10,000	\$10,000	\$30,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Services and Other Operating Expenses: Conferences and Training	5000-5999 Services and Other Operating Expenses; Services and Other Operating Expenses: Conferences and Training	5000-5999 Services and Other Operating Expenses; Services and Other Operating Expenses: Conferences and Training

Action 10

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

New Action	Unchanged Action	Unchanged Action
<p>Action 1.10 Ensure the availability of resources to support effective implementation of the Common Core State Standards and a broad course of study in all subject areas, including but not limited to:</p> <ul style="list-style-type: none"> • Supplemental curriculum and materials supporting Common Core State Standards • Equipment and supplies • Field trips, presentations, and/or assemblies • Digital curriculum aligned to Common Core State Standards • Online courses to support a broad course of study • Development of and access to multiple pathways and instructional models • Alignment of Curriculum with Common Core State Standards, English - Language Development Standards and California Content Standards • Curriculum Maps aligned to Common Core State Standards 	<p>Action 1.10 Ensure the availability of resources to support effective implementation of the Common Core State Standards and a broad course of study in all subject areas, including but not limited to:</p> <ul style="list-style-type: none"> • Supplemental curriculum and materials supporting Common Core State Standards • Equipment and supplies • Field trips, presentations, and/or assemblies • Digital curriculum aligned to Common Core State Standards • Online courses to support a broad course of study • Development of and access to multiple pathways and instructional models • Alignment of Curriculum with Common Core State Standards, English - Language Development Standards and California Content Standards • Curriculum Maps aligned to Common Core State Standards 	<p>Action 1.10 Ensure the availability of resources to support effective implementation of the Common Core State Standards and a broad course of study in all subject areas, including but not limited to:</p> <ul style="list-style-type: none"> • Supplemental curriculum and materials supporting Common Core State Standards • Equipment and supplies • Field trips, presentations, and/or assemblies • Digital curriculum aligned to Common Core State Standards • Online courses to support a broad course of study • Development of and access to multiple pathways and instructional models • Alignment of Curriculum with Common Core State Standards, English - Language Development Standards and California Content Standards • Curriculum Maps aligned to Common Core State Standards

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$320,976	\$140,876	\$100,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Books and Supplies: Materials and Supplies	4000-4999 Books and Supplies; Books and Supplies: Materials and Supplies	4000-4999 Books and Supplies; Books and Supplies: Materials and Supplies
Amount	\$29,100	\$29,100	\$1,910
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Services and Other Operating Expenses: Field Trips	5000-5999 Services and Other Operating Expenses; Services and Other Operating Expenses: Field Trips	5000-5999 Services and Other Operating Expenses; Services and Other Operating Expenses: Field Trips (Other resources cover most costs))
Amount	\$0	\$100,000	\$32,000
Source	LCFF	LCFF	LCFF
Budget Reference	6000-6999 Capital Outlay; Capital Outlay: Technology	6000-6999 Capital Outlay; Capital Outlay: Technology	6000-6999 Capital Outlay; Capital Outlay: Technology

Unchanged Goal

Goal 2

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 as of May 2018 includes: 1) Reasonable Proficiency on ELPAC, 2) CAASPP ELA Standard Met, 3) teacher recommendation, and 4) parent opinion.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards

Local Priorities: Ensuring targeted subgroup students are placed in the proper classrooms to meet individual needs.

Identified Need:

The performance level for "English Learner Progress K-12" on the state Dashboard is no performance color. Growth goals were not met this year for percentage of ELs making annual progress towards Standard Met or Standard Exceeded. There was a decrease in the percentage of students that met all RFEP criteria. The expected outcome was 5.1% RFEP'd, the District did not meet the goal for the 2018-2019 school year. Data indicates there is still need for additional support in English language development for ELs. This analysis will happen in the fall after new data from the ELPAC assessment helps to determine areas of need and levels of students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																		
Dashboard - English Learner Progress K-12	Dashboard Performance: <table border="1"> <tr> <td>Dashboard State Indicator</td> <td>2017 Actual</td> </tr> <tr> <td>"English Learner Progress K-12"</td> <td>Green</td> </tr> </table>	Dashboard State Indicator	2017 Actual	"English Learner Progress K-12"	Green	Dashboard Performance: <table border="1"> <tr> <td>Dashboard State Indicator</td> <td>2018 Expected</td> </tr> <tr> <td>"English Learner Progress K-12"</td> <td>Green</td> </tr> </table>	Dashboard State Indicator	2018 Expected	"English Learner Progress K-12"	Green	Dashboard Performance: <table border="1"> <tr> <td>Dashboard State Indicator</td> <td>2019 Expected</td> </tr> <tr> <td>English Learner Progress K-12</td> <td>Green</td> </tr> </table>	Dashboard State Indicator	2019 Expected	English Learner Progress K-12	Green	Dashboard Performance: <table border="1"> <tr> <td>Dashboard State Indicator</td> <td>2020 Expected</td> </tr> <tr> <td>English Learner Progress K-12</td> <td>Green</td> </tr> </table>	Dashboard State Indicator	2020 Expected	English Learner Progress K-12	Green		
Dashboard State Indicator	2017 Actual																					
"English Learner Progress K-12"	Green																					
Dashboard State Indicator	2018 Expected																					
"English Learner Progress K-12"	Green																					
Dashboard State Indicator	2019 Expected																					
English Learner Progress K-12	Green																					
Dashboard State Indicator	2020 Expected																					
English Learner Progress K-12	Green																					
RFEP Rate	Reclassification Rate of EL Students Achieving Full English Proficiency: <table border="1"> <tr> <td></td> <td>2016/17 Actual</td> </tr> <tr> <td>Percent RFEPed</td> <td>0.8%</td> </tr> </table> (CELDT Proficiency, CAASPP ELA Standard Met, 2.0 GPA, Teacher Recommendation)		2016/17 Actual	Percent RFEPed	0.8%	Reclassification Rate of EL Students Achieving Full English Proficiency: <table border="1"> <tr> <td></td> <td>2017/18 Actual</td> </tr> <tr> <td>Percent RFEPed</td> <td>2.8%</td> </tr> </table> (CELDT Proficiency, CAASPP ELA Standard Met, 2.0 GPA, Teacher Recommendation)		2017/18 Actual	Percent RFEPed	2.8%	Reclassification Rate of EL Students Achieving Full English Proficiency: <table border="1"> <tr> <td></td> <td>2018/19 Expected</td> </tr> <tr> <td>Percent RFEPed</td> <td>5.1%</td> </tr> </table> This criteria will change in the 2018-2019 school year (CELDT Proficiency, CAASPP ELA Standard Met, 2.0 GPA, Teacher Recommendation)		2018/19 Expected	Percent RFEPed	5.1%	Reclassification Rate of EL Students Achieving Full English Proficiency: <table border="1"> <tr> <td></td> <td>2018/19 Expected</td> <td>2018/19 Actual</td> </tr> <tr> <td>Percent RFEPed</td> <td>5.1%</td> <td>8.4%</td> </tr> </table> AADUSD RFEP criteria includes: 1) Reasonable Proficiency on ELPAC, 2)		2018/19 Expected	2018/19 Actual	Percent RFEPed	5.1%	8.4%
	2016/17 Actual																					
Percent RFEPed	0.8%																					
	2017/18 Actual																					
Percent RFEPed	2.8%																					
	2018/19 Expected																					
Percent RFEPed	5.1%																					
	2018/19 Expected	2018/19 Actual																				
Percent RFEPed	5.1%	8.4%																				

				CAASPP ELA Standard Met, 3) teacher recommendation, and 4) parent opinion.																		
Students Meeting English Proficiency Criterion	<p>Percent of Students Meeting CELDT English Proficiency Criteria (Early Advanced or Advanced Overall)</p> <table border="1"> <tr> <td>Students Meeting CELDT Criterion</td> <td>2015/16 Actual</td> </tr> <tr> <td>Percent of Students</td> <td>44%</td> </tr> </table>	Students Meeting CELDT Criterion	2015/16 Actual	Percent of Students	44%	<p>Percent of Students Meeting CELDT English Proficiency Criteria (Early Advanced or Advanced Overall)</p> <table border="1"> <tr> <td>Students Meeting CELDT Criterion</td> <td>2016/17 Expected</td> </tr> <tr> <td>Percent of Students</td> <td>46%</td> </tr> </table>	Students Meeting CELDT Criterion	2016/17 Expected	Percent of Students	46%	<p>Percent of Students Meeting ELPAC English Proficiency Criteria</p> <table border="1"> <tr> <td>Students Meeting ELPAC Criterion</td> <td>2017/18 Expected</td> </tr> <tr> <td>Percent of Students</td> <td>48%</td> </tr> </table> <p>Expected proficiency unknown until Fall 2018. Percentage meeting criterion may be adjusted to accommodate for new assessment instrument.</p>	Students Meeting ELPAC Criterion	2017/18 Expected	Percent of Students	48%	<p>Percent of Students Meeting ELPAC English Proficiency Criteria</p> <table border="1"> <tr> <td>Students Meeting ELPAC Criterion</td> <td>2018/19 Actual</td> <td>2019/20 Expected</td> </tr> <tr> <td>Percent of Students</td> <td>38.5%</td> <td>40.5</td> </tr> </table> <p>Students who meet Level 4 on ELPAC.</p>	Students Meeting ELPAC Criterion	2018/19 Actual	2019/20 Expected	Percent of Students	38.5%	40.5
Students Meeting CELDT Criterion	2015/16 Actual																					
Percent of Students	44%																					
Students Meeting CELDT Criterion	2016/17 Expected																					
Percent of Students	46%																					
Students Meeting ELPAC Criterion	2017/18 Expected																					
Percent of Students	48%																					
Students Meeting ELPAC Criterion	2018/19 Actual	2019/20 Expected																				
Percent of Students	38.5%	40.5																				

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action 2.1: Teachers must frequently 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.

Action 2.1: Teachers must frequently 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.

Action 2.1: Teachers must frequently 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.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$3,960	\$3,960	\$3,690
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Certificated Salaries: Tier I, Collaborative Planning for ELA/ELD, and ILP meetings	1000-1999 Certificated Salaries; Certificated Salaries: Tier I, Collaborative Planning for ELA/ELD, and ILP meetings	1000-1999 Certificated Salaries; Certificated Salaries: Tier I, Collaborative Planning for ELA/ELD, and ILP meetings
Amount	\$594	\$832	\$849

Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Benefits: Tier I and ILP meetings	3000-3999 Employee Benefits; Benefits: Tier I and ILP meetings	3000-3999 Employee Benefits; Benefits: Tier I, ILP meetings, and program planning

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Action 2.2: Implement EL Master Plan

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Action 2.2: Implement EL Master Plan

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Action 2.2: Implement EL Master Plan

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$8,000	\$8,000	\$4,533
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Certificated Salaries: Program Planning and PD	1000-1999 Certificated Salaries; Certificated Salaries: Program Planning and PD	1000-1999 Certificated Salaries; Certificated Salaries: Program Planning and PD
Amount	\$30,763	\$32,571	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Classified Salaries: IAs	2000-2999 Classified Salaries; Classified Salaries: IAs	2000-2999 Classified Salaries; Classified Salaries: IAs (Salaries are paid with Federal funds)
Amount	\$1,200	\$1,680	\$1,043
Source	LCFF	LCFF	LCFF

Budget Reference	3000-3999 Employee Benefits; Certificated Salaries: Program Planning and PD	3000-3999 Employee Benefits; Certificated Salaries: Program Planning and PD	3000-3999 Employee Benefits; Benefits: Program Coordination and PD
Amount	\$4,615	\$9,120	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Benefits: IAs	3000-3999 Employee Benefits; Benefits: IAs	3000-3999 Employee Benefits; Benefits: IAs (Benefits are paid with Federal funds)

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Action 2.3: Monitor the academic progress of RFEP students for 2 years in accordance with the district's EL Master Plan

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Action 2.3: Monitor the academic progress of RFEP students for 2 years in accordance with the districts EL Master Plan

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action 2.3: Monitor the academic progress EL students for 2 years in accordance with the districts EL Master Plan. Students are monitored using initial ELPAC and Summative ELPAC scores.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	LCFF		
Budget Reference	1000-1999 Certificated Salaries; Certificated Salaries: Monitor academic progress of RFEP students using existing staff		

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

New Action	Unchanged Action	Modified Action
Action 2.4 - Form a workgroup to review the reclassification procedures and criteria for 1) all ELs and 2) students dually identified as EL and SWD. Criteria and procedures will align with current laws and scientifically-based research on best practices.	Action 2.4 - Form a workgroup to review the reclassification procedures and criteria for 1) all ELs and 2) students dually identified as EL and SWD. Criteria and procedures will align with current laws and scientifically-based research on best practices. Note - Continue only if the action is not completed in 2017/18.	Action 2.4 - Form a workgroup to review the reclassification procedures and criteria for 1) all ELs and 2) students dually identified as EL and SWD. Criteria and procedures will align with current laws and scientifically-based research on best practices. Note - Was not completed in 2018/19.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,152	\$1,152	\$1,152
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Certificated Salaries: Teacher salaries for RFEP Workgroup	1000-1999 Certificated Salaries; Certificated Salaries: Teacher salaries for RFEP Workgroup	1000-1999 Certificated Salaries; Certificated Salaries: Teacher salaries for RFEP Workgroup
Amount	\$173	\$242	\$265
Source	LCFF	LCFF	LCFF

Budget
Reference

3000-3999 Employee Benefits;
Employee Benefits: Teacher benefits for
RFEP Workgroup

3000-3999 Employee Benefits;
Employee Benefits: Teacher benefits for
RFEP Workgroup

3000-3999 Employee Benefits;
Employee Benefits: Teacher benefits for
RFEP Workgroup

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

New Action	Modified Action	Modified Action
Action 2.5 - District administration will review EL proficiency and achievement data to create Instructional Assistant (IA) schedules and plan intervention opportunities that increase support to ELs.	Action 2.5 - District administration will review EL proficiency and achievement data to create Instructional Assistant (IA) schedules and plan intervention opportunities that increase support to ELs. This may include the purchase of supplemental ELD materials as needed to support students.	Action 2.5 - District administration will review ELPAC baseline data, proficiency and achievement data to create Instructional Assistant (IA) schedules and plan intervention opportunities that increase support to ELs. This may include the purchase of supplemental ELD materials as needed to support students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Certificated Salaries: Administrator	1000-1999 Certificated Salaries; Certificated Salaries: Administrator	1000-1999 Certificated Salaries; Certificated Salaries: Administrator
Amount	\$0	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Employee Benefits: Administration benefits to create IA and intervention schedules	3000-3999 Employee Benefits; Employee Benefits: Administration benefits to create IA and intervention schedules	3000-3999 Employee Benefits; Employee Benefits: Administration benefits to create IA and intervention schedules

Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$0 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Books and Supplies: Supplemental ELD Materials (Expenditure will be recorded in LCAP 1.2))	4000-4999 Books and Supplies; Books and Supplies: Supplemental ELD Materials (Expenditure will be recorded in LCAP 1.2))	4000-4999 Books and Supplies; Books and Supplies: Supplemental ELD Materials (Expenditure will be recorded in LCAP 1.2))

Unchanged Goal

Goal 3

Goal 3: Decrease chronic absenteeism and truancy by 2% annually, reduce habitual truancy by 0.5% annually, and reduce suspension rates by 0.5% annually, and maintain expulsion rates at 0%. Increase the attendance rate by 0.5% over prior year.

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement; 6. School climate

Local Priorities: School Attendance Rates

Identified Need:

The district earned a yellow performance level on the state Dashboard for showing a slight improvement in suspension rates even though the District maintains low suspension and expulsion rates. The District made efforts to improve students attendance through implementation of a consistent and coherent attendance monitoring plan but it led to higher, truancy, habitual truancy and a higher overall attendance rate. Data reveals a need for continued focus on truancy, suspension and expulsion and as always wanting to increase overall attendance rate to ensure that students are in school regularly to benefit from instruction.

Actual measurable outcome (March 2017/18 compared to March 2018/19):

Attendance Issue Percentage Rates	2017/18 Actual	2018/19 Expected	2018/19 Actual	Measurable Outcome Met or Not Met	Dash-board
Chronic Absenteeism	9.80%	7.80%	13.5%	Not Met	Yellow performance color gauge, level 3 of 5 Yellow
Truancy	22.75%	20.75%	24.5%	Not Met	N/A
Habitual Truancy	2.29%	.29%	3.42%	Not Met	N/A
Student Suspension	2.56%	2.51%	2.3%	Met	Yellow performance color gauge, level 3 of 5 Yellow
Student Expulsion	.18%	0%	.18%	Not Met	N/A
Attendance Rate	95.69%	96.69%	95.08%	Not Met	N/A

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline			2017-18			2018-19			2019-20		
Chronic Absenteeism	Attendance Issue Percentage Rates	2016/17 Actual	2017 Dashboard	Attendance Issue Percentage Rates	2017/18 Actual	2018 Dashboard	Attendance Issue Percentage Rates	2018/19 Actual	2019 Dashboard	Attendance Issue Percentage Rates	2019/20 Actual	2020 Dashboard
	Chronic Absenteeism	13.2%	N/A	Chronic Absenteeism	11.2%	N/A	Chronic Absenteeism	9.2%	N/A	Chronic Absenteeism	7.2%	N/A
(Through March 2016/17)			(Through March 2017/18)			(Through March 2018/19)			(Through March 2019/20)			
Truancy	Attendance Issue Percentage Rates	2016/17 Actual	2017 Dashboard	Attendance Issue Percentage Rates	2017/18 Actual	2018 Dashboard	Attendance Issue Percentage Rates	2018/19 Actual	2019 Dashboard	Attendance Issue Percentage Rates	2019/20 Actual	2020 Dashboard
	Truancy	23.58%	N/A	Truancy	21.58%	N/A	Truancy	19.58%	N/A	Truancy	17.58%	N/A
(Through March 2016/17)			(Through March 2017/18)			(Through March 2018/19)			(Through March 2019/20)			
Habitual Truancy	Attendance Issue Percentage Rates	2016/17 Actual	2017 Dashboard	Attendance Issue Percentage Rates	2017/18 Actual	2018 Dashboard	Attendance Issue Percentage Rates	2018/19 Actual	2019 Dashboard	Attendance Issue Percentage Rates	2019/20 Actual	2020 Dashboard
	Habitual Truancy	2.88%	N/A	Habitual Truancy	2.38%	N/A	Habitual Truancy	1.88%	N/A	Habitual Truancy	1.38%	N/A
(Through March 2016/17)			(Through March 2017/18)			(Through March 2018/19)			(Through March 2019/20)			
Student Suspension	Attendance Issue Percentage Rates	2016/17 Actual	2017 Dashboard	Attendance Issue Percentage Rates	2017/18 Actual	2018 Dashboard	Attendance Issue Percentage Rates	2018/19 Actual	2019 Dashboard	Attendance Issue Percentage Rates	2019/20 Actual	2020 Dashboard
	Student Suspension	1.64%	Blue	Student Suspension	1.14%	Blue	Student Suspension	0.64%	Blue	Student Suspension	0.64%	Blue
(Through March 2016/17)			(Through March 2017/18)			(Through March 2018/19)			(Through March 2019/20)			
Student Expulsion	Attendance Issue Percentage Rates	2016/17 Actual	2017 Dashboard	Attendance Issue Percentage Rates	2017/18 Actual	2018 Dashboard	Attendance Issue Percentage Rates	2018/19 Actual	2019 Dashboard	Attendance Issue Percentage Rates	2019/20 Actual	2020 Dashboard
	Student Expulsion	0%	N/A	Student Expulsion	0%	N/A	Student Expulsion	0%	N/A	Student Expulsion	0%	N/A
(Through March 2016/17)			(Through March 2017/18)			(Through March 2018/19)			(Through March 2019/20)			
Attendance Rate	Attendance Issue Percentage Rates	2016/17 Actual	2017 Dashboard	Attendance Issue Percentage Rates	2017/18 Actual	2018 Dashboard	Attendance Issue Percentage Rates	2018/19 Actual	2019 Dashboard	Attendance Issue Percentage Rates	2019/20 Actual	2020 Dashboard
	Attendance Rate	94.32%	N/A	Attendance Rate	96.32%	N/A	Attendance Rate	95.82%	N/A	Attendance Rate	96.32%	N/A
(Through March 2016/17)			(Through March 2017/18)			(Through March 2018/19)			(Through March 2019/20)			

(Through March 2016/17)

(Through March 2017/18)

(Through March 2018/19)

(Through March 2019/20)

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action	Unchanged Action	Modified Action
<p>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.</p> <ul style="list-style-type: none"> 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) Maintain SARB Committee membership, 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 	<p>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.</p> <ul style="list-style-type: none"> 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) Maintain SARB Committee membership, 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 	<p>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.</p> <ul style="list-style-type: none"> Parent notification on the same day of a student is absent or missing from class via robotic calls and personal calls to students' homes 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 meetings for Habitually Truant and/or Chronic Absentee students (including training, material costs, and time for staff to attend meetings) Maintain SARB Committee membership and serve as a lead SARB agency, train personnel, and refer students with 3 additional absences following a meeting

monthly basis	monthly basis	to establish a SART Contract <ul style="list-style-type: none"> Each site will positively reinforce any students attending school regularly on a monthly basis
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$3,840
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Certificated Salaries: Attendance Improvement/Saturday School	1000-1999 Certificated Salaries; Certificated Salaries: Attendance Improvement/Saturday School	1000-1999 Certificated Salaries; Certificated Salaries: Attendance Improvement/Saturday School
Amount	\$875	\$875	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Classified Salaries: Training for Secretaries, Attendance Clerks and staff involved in attendance monitoring.	2000-2999 Classified Salaries; Classified Salaries: Training for Secretaries, Attendance Clerks and staff involved in attendance monitoring.	2000-2999 Classified Salaries; Classified Salaries: Training for Secretaries, Attendance Clerks and staff involved in attendance monitoring. (Training during working hours, no additional pay)
Amount	\$0	\$0	\$1,560
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Classified Salaries: Attendance Improvement/Saturday School	2000-2999 Classified Salaries; Classified Salaries: Attendance Improvement/Saturday School	2000-2999 Classified Salaries; Classified Salaries: Attendance Improvement/Saturday School
Amount	\$0	\$0	\$883
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Benefits: Attendance Improvement/Saturday School	3000-3999 Employee Benefits; Benefits: Attendance Improvement/Saturday School	3000-3999 Employee Benefits; Benefits: Attendance Improvement/Saturday School
Amount	\$130	\$245	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Benefits: Training for Secretaries, Attendance Clerks and staff involved in attendance monitoring.	3000-3999 Employee Benefits; Benefits: Training for Secretaries, Attendance Clerks and staff involved in attendance monitoring.	3000-3999 Employee Benefits; Benefits: Training for Secretaries, Attendance Clerks and staff involved in attendance monitoring. (Training during work hours)
Amount	\$0	\$0	\$468
Source	LCFF	LCFF	LCFF

Budget Reference	2000-2999 Classified Salaries; Classified Benefits: Attendance Improvement/Saturday School	2000-2999 Classified Salaries; Classified Benefits: Attendance Improvement/Saturday School	2000-2999 Classified Salaries; Classified Benefits: Attendance Improvement/Saturday School
Amount	\$1,500	\$1,500	\$1,500
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Books and Supplies: Attendance incentives	4000-4999 Books and Supplies; Books and Supplies: Attendance incentives	4000-4999 Books and Supplies; Books and Supplies: Attendance incentives
Amount	\$2,400	\$5,800	\$1,665
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Books and Supplies: Supplies to send attendance letters.	4000-4999 Books and Supplies; Books and Supplies: Supplies to send attendance letters.	4000-4999 Books and Supplies; Books and Supplies: Supplies to send attendance letters.

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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, socioemotional support, and school wide behavior programs.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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, socioemotional support, and school wide behavior programs.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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, socioemotional support, and school wide behavior programs.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$79,845	\$11,478	\$11,708
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Certificated Salaries: 1.5 FTEs Counselor, MOH Teacher Leader	1000-1999 Certificated Salaries; Certificated Salaries: MOH Teacher Leader	1000-1999 Certificated Salaries; Certificated Salaries: MOH Teacher Leader
Amount	\$1,590	\$1,590	\$2,592
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Certificated Salaries: Tier Meetings	1000-1999 Certificated Salaries; Certificated Salaries: Tier Meetings	1000-1999 Certificated Salaries; Certificated Salaries: Tier Meetings

Amount	\$11,980	\$2,410	\$2,593
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Benefits: 1.5 FTEs Counselor, MOH Teacher Leader	3000-3999 Employee Benefits; Benefits: MOH Teacher Leader	3000-3999 Employee Benefits; Benefits: MOH Teacher Leader
Amount	\$240	\$334	\$596
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Benefits: Tier Meetings	3000-3999 Employee Benefits; Benefits: Tier Meetings	3000-3999 Employee Benefits; Benefits: Tier Meetings

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

New Action

Action 3.3 Provide a management information system (MIS) MIS with academic, behavior, attendance, and parent portal capabilities.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Action 3.3 Provide a management information system (MIS) MIS with academic, behavior, attendance, and parent portal capabilities.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Action 3.3 Provide a management information system (MIS) MIS with academic, behavior, attendance, and parent portal capabilities.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$18,902	\$25,300	\$14,975
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Services and Other Operating Expenses: MIS	5000-5999 Services and Other Operating Expenses; Services and Other Operating Expenses: MIS	5000-5999 Services and Other Operating Expenses; Services and Other Operating Expenses: MIS

Unchanged Goal

Goal 4

Goal 4: Involve parents and community members in decision making at the school and district levels. Provide connections between the community and schools 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 for any area below 90%.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 6. School climate
Local Priorities: Promotion of Parent Involvement

Identified Need:

Survey results and input from meetings demonstrate that stakeholders feel the District similarly to the 2017/18 school year regarding our school having supportive learning environments.

Student and community survey results demonstrate a small decrease in the percentage of students who feel safe at school as well as those who are happy with their school, and encouraging partnerships. The greatest decrease is the community view on a need to increase the districts efforts to increase the active seeking input before making important decisions. The District desires to continue meetings and actions where parents and stakeholders, especially parents of EL, socioeconomically disadvantaged and foster youth students, can become involved in school activities and decisions. The data shows a need to continue, enhance, and/or improve current actions that support students' feelings of safety and satisfaction with their school.

Actual measurable outcome: LCAP Survey Parent, Employee, Community Members and LCAP Survey Students

Metric	2018/19 Actual
LCAP Survey - Item 5 Encourage partnerships	75.41%, Not met
LCAP Survey - Item 7 Seek input for decisions	40.99% Not met
LCAP Survey - Item 9 Supportive environment	80.99% Not met
LCAP Student Survey - Item 8 Feel safe at school	75.76% Not met
LCAP Student Survey - Item 9 Happy with my school	71.70% Not met

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Safe, Positive School Environment - LCAP Survey Parent/Employee /Community and Student	LCAP Survey – Parent, Employee, Community Members and LCAP Survey – Students	LCAP Survey – Parent, Employee, Community Members and LCAP Survey – Students	LCAP Survey Parent, Employee, Community Members and LCAP Survey Students	LCAP Survey Parent, Employee, Community Members and LCAP Survey Students
	Metric 2016/17	Metric 2017/18	Metric 2018/19	Metric 2019/20

	Actual		Expected		Expected		Expected
LCAP Survey - Item 5 "Encourage partnerships"	100%	LCAP Survey - Item 5 "Encourage partnerships"	100%	LCAP Survey - Item 5 Encourage partnerships	78.34%	LCAP Survey - Item 5 Encourage partnerships	80.34%
LCAP Survey - Item 7 "Seek input for decisions"	68%	LCAP Survey - Item 7 "Seek input for decisions"	70%	LCAP Survey - Item 7 Seek input for decisions	50.39%	LCAP Survey - Item 7 Seek input for decisions	52.39%
LCAP Survey - Item 9 "Supportive environment"	95%	LCAP Survey - Item 9 "Supportive environment"	95%	LCAP Survey - Item 9 Supportive environment	79.50%	LCAP Survey - Item 9 Supportive environment	81.50%
LCAP Student Survey - Item 8 "Feel safe at school"	74%	LCAP Student Survey - Item 8 "Feel safe at school"	76%	LCAP Student Survey - Item 8 Feel safe at school	76.37%	LCAP Student Survey - Item 8 Feel safe at school	78.37%
LCAP Student Survey - Item 9 "Happy with my school"	71%	LCAP Student Survey - Item 9 "Happy with my school"	73%	LCAP Student Survey - Item 9 Happy with my school	72.80%	LCAP Student Survey - Item 9 Happy with my school	74.80%

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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
- High School graduation and college entry requirements
- Supporting behavior and mental health issues

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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
- High School graduation and college entry requirements
- Supporting behavior and mental health issues

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Action 4.1: Provide parent training, learning opportunities and workshops on topics such as:

- Supporting Common Core State Standards at home
- District wide safety for all of the school sites (in partnership with local sheriff)
- Supporting math at home
- Supporting reading at home
- The importance of good attendance
- Technology use to support learning and digital citizenship
- High School graduation and college entry requirements
- Supporting behavior and mental health issues

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$400	\$400	\$400

Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Certificated Salaries: Teachers to lead parent workshops	1000-1999 Certificated Salaries; Certificated Salaries: Teachers to lead parent workshops	1000-1999 Certificated Salaries; Certificated Salaries: Teachers to lead parent workshops
Amount	\$60	\$84	\$92
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Benefits: Teachers to lead parent workshops	3000-3999 Employee Benefits; Benefits: Teachers to lead parent workshops	3000-3999 Employee Benefits; Benefits: Teachers to lead parent workshops
Amount	\$150	\$400	\$400
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Books and Supplies: Supplies for parent workshops	4000-4999 Books and Supplies; Books and Supplies: Supplies for parent workshops	4000-4999 Books and Supplies; Books and Supplies: Supplies for parent workshops
Amount	\$0	\$5,000	\$14,342
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Services: Parent workshops and involvement opportunities	5000-5999 Services and Other Operating Expenses; Services: Parent workshops and involvement opportunities	5000-5999 Services and Other Operating Expenses; Services: Parent workshops and involvement opportunities

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Action 4.2: The district will annually provide all parents opportunities to provide the district feedback on all aspects of their child's education.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Action 4.2: The district will annually provide all parents opportunities to provide the district feedback on all aspects of their child's education.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Action 4.2: The district will annually provide all parents opportunities to provide the district feedback on all aspects of their child's education.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$300	\$300	\$300
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Books and Supplies: Program for parent/community input	4000-4999 Books and Supplies; Books and Supplies: Program for parent/community input	4000-4999 Books and Supplies; Books and Supplies: Program for parent/community input
Amount	\$0	\$0	\$23,071
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Services: Subscriptions for notification, information sharing, and opportunities for input	5000-5999 Services and Other Operating Expenses; Services: Subscriptions for notification, information sharing, and opportunities for input	5000-5999 Services and Other Operating Expenses; Services: Subscriptions for notification, information sharing, and opportunities for input

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Action 4.3: Provide parent training, learning opportunities, workshops and establish committees 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
- District wide safety for all of the school sites (in partnership with local sheriff)
- Community resources available to support the whole child
- College and career options and requirements for application

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Action 4.3: Provide parent training, learning opportunities, workshops and establish committees 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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$300	\$300	\$130
Source	LCFF	LCFF	LCFF

Budget
Reference

4000-4999 Books and Supplies;
Books and Supplies: EL Parent workshops

4000-4999 Books and Supplies;
Books and Supplies: EL Parent workshops

4000-4999 Books and Supplies;
Books and Supplies: EL Parent workshops

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action 4.4: Enhance parent participation and school connection opportunities for families with a home-language other than English through District Interpreter/Translator hours, Google Translate links on web pages, and Blackboard messages.

Action 4.4: Enhance parent participation and school connection opportunities for families with a home-language other than English through District Interpreter/Translator hours, Google Translate links on web pages, and Blackboard messages.

Action 4.4: Enhance parent participation and school connection opportunities for families with a home-language other than English through District Interpreter/Translator hours, Google Translate links on web pages, and Blackboard messages.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,040	\$3,500	\$3,500
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Classified Salaries: District Translator/Interpreter hours	2000-2999 Classified Salaries; Classified Salaries: District Translator/Interpreter hours	2000-2999 Classified Salaries; Classified Salaries: District Translator/Interpreter hours
Amount	\$160	\$980	\$1,050
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Benefits: District Translator/Interpreter hours	3000-3999 Employee Benefits; Benefits: District Translator/Interpreter hours	3000-3999 Employee Benefits; Benefits: District Translator/Interpreter hours

Unchanged Goal

Goal 5

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.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement; 5. Pupil engagement; 7. Course access

Local Priorities: Ensuring students are college and career ready. High School Graduation Rates

Identified Need:

The performance level on the Dashboard was as the highest level (blue) for each of the high school graduation. Measurable Outcomes were met for college readiness in math and AP Exam Passage with a score of 3 or better. Measurable outcomes were not met for high school graduation rate, High School Dropout rates, UC/CSU Eligibility, college readiness in English, and "All Students" and all subgroups for CAASPP ELA and CAASPP Math. Middle Dropout rates were met. This data shows that supports put in place are showing progress and growth at the high school but consistency toward progress is dire. There continues to be a need to continue actions that increase the percentage of students, including EL, SED, FY, and SWD, enrolling in AP courses and passing AP exams. Data demonstrates a need to maintain and continue actions that improve academic outcomes for students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline			2017-18			2018-19			2019-20		
High School Graduation Rate	Metric	2015/16 Actual	Dashboard 2017	Metric	2016/17 Expected	Dashboard 2018	Metric	2017/18 Expected	Dashboard 2019	Metric	2018/19 Expected	Dashboard 2020
	HS Graduation Rate	96.1%	Blue	HS Graduation Rate	97.1%	Blue	HS Graduation Rate	98.1%	Blue	HS Graduation Rate	99.1%	Blue
UC/CSU Ready (A - G Rate)	Metric	2015/16 Actual	Dashboard 2017	Metric	2016/17 Expected	Dashboard 2018	Metric	2017/18 Expected	Dashboard 2019	Metric	2018/19 Expected	Dashboard 2020
	UC/CSU Eligibility (A-G Rate)	27.2%	N/A	UC/CSU Eligibility (A-G Rate)	28.2%	N/A	UC/CSU Eligibility (A-G Rate)	35.33%	N/A	UC/CSU Eligibility (A-G Rate)	37.33%	N/A
Prepared for College (EAP Passage at "Ready" or "Conditionally Ready")	Metric	2015/16 Actual	Dashboard 2017	Metric	2016/17 Expected	Dashboard 2018	Metric	2017/18 Expected	Dashboard 2019	Metric	2018/19 Expected	Dashboard 2020
	EAP English Ready/Conditionally Ready	50%	N/A	EAP English Ready/Conditionally Ready	51%	N/A	EAP English Ready/Conditionally Ready	54.77%	N/A	EAP English Ready/Conditionally Ready	54.77%	N/A
	EAP Math Ready/Conditionally Ready			EAP Math Ready/Conditionally Ready	18%	N/A						

						EAP Math Ready/Conditionally Ready	23.58%	N/A	EAP Math Ready/Conditionally Ready	24.58%	N/A	
AP Exam Passage With Score of 3 or Higher	Metric	2015/16 Actual	Dashboard 2017	Metric	2016/17 Expected	Dashboard 2018	Metric	2017/18 Expected	Dashboard 2019	Metric	2018/19 Expected	Dashboard 2020
	AP Exam Passage 3+	47%	N/A	AP Exam Passage 3+	48%	N/A	AP Exam Passage 3+	49%	N/A	AP Exam Passage 3+	50%	N/A
CAASPP ELA - 11th Grade Percent "Standard Met" or "Standard Exceeded"	Student Group	2016 Actual		Student Group	2017 Expected		Student Group	2018 Expected		Student Group	2019 Expected	
	All Students	50%		All Students	52%		All Students	55.77%		All Students	57.77%	
	SED	26%		SED	28%		SED	44.5%		SED	46.5%	
	EL	N/A		EL	N/A		EL	N/A		EL	N/A	
	RFEP	N/A		RFEP	N/A		RFEP	N/A		RFEP	N/A	
	Foster Youth	N/A		Foster Youth	N/A		Foster Youth	N/A		Foster Youth	N/A	
	SWD	12%		SWD	14%		SWD	38.84%		SWD	41.84%	
	Hispanic	39%		Hispanic	41%		Hispanic	43.86%		Hispanic	45.86%	
White	57%		White	59%		White	70.19%		White	72.19%		
CAASPP Math - 11th Grade Percent "Standard Met" or "Standard Exceeded"	Student Group	2016 Actual		Student Group	2017 Expected		Student Group	2018 Expected		Student Group	2019 Expected	
	All Students	17%		All Students	19%		All Students	24.58%		All Students	26.58%	
	SED	8%		SED	10%		SED	19.5%		SED	21.5%	
	EL	N/A		EL	N/A		EL	N/A		EL	N/A	
	RFEP	N/A		RFEP	N/A		RFEP	N/A		RFEP	N/A	
	Foster Youth	N/A		Foster Youth	N/A		Foster Youth	N/A		Foster Youth	N/A	
	SWD	6%		SWD	8%		SWD	38.84%		SWD	40.84%	
	Hispanic	8%		Hispanic	10%		Hispanic	15.95%		Hispanic	17.95%	
White	21%		White	23%		White	31.54%		White	33.54%		
Drop Out Rates - Middle School and High School		2015/16 Actual			2016/17 Expected			2017/18 Expected			2018/19 Expected	
	Middle School	0.0%		Middle School	0.3%		Middle School	0.0%		Middle School	0.0%	
	High School	1.0%		High School	0.5%		High School	0.0%		High School	0.0%	

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action 5.1: Focus on school climate and student engagement on the high school campus.

- Increase Counseling services to support needs of unduplicated students
- College/Career/Scholarship information and visitations
- SST meetings held for at risk students
- SART/DART meetings held for students with problem attendance issues
- Credit Recovery Options
- Chartered General Education Summer School Partnership

Action 5.1: Focus on school climate and student engagement on the high school campus.

- Maintain Counseling services to support needs of unduplicated students
- College/Career/Scholarship information and visitations
- SST meetings held for at risk students
- SART/DART meetings held for students with problem attendance issues
- Credit Recovery Options
- Chartered General Education Summer School Partnership

Action 5.1: Focus on school climate and student engagement on the high school campus.

- Maintain Counseling services to support needs of unduplicated students
- College/Career/Scholarship information and visitations
- SST meetings held for at risk students
- SART/DART meetings held for students with problem attendance issues
- Credit Recovery Options
- Chartered General Education Summer School Partnership

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$106,035	\$154,219	\$117,193
Source	LCFF	LCFF	LCFF

Budget Reference	1000-1999 Certificated Salaries; Certificated Salaries: 1.5 FTE Counselors	1000-1999 Certificated Salaries; Certificated Salaries: 2.0 FTE Counselors	1000-1999 Certificated Salaries; Certificated Salaries: 1.5 FTE Counselors (FTEs reduced by 0.5 during 2018/19)
Amount	\$42,000	\$42,840	\$30,201
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Certificated Salaries: Credit Recovery Program	1000-1999 Certificated Salaries; Certificated Salaries: Credit Recovery Program	1000-1999 Certificated Salaries; Certificated Salaries: Credit Recovery Program
Amount	\$15,905	\$32,386	\$26,954
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Employee Benefits: 1.5 FTE Counselors	3000-3999 Employee Benefits; Employee Benefits: 2.0 FTE Counselors	3000-3999 Employee Benefits; Employee Benefits: 1.5 FTE Counselors (Reduced by 0.5 FTEs during 2018/19)
Amount	\$6,300	\$8,997	\$6,946
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Benefits: Credit Recovery Program	3000-3999 Employee Benefits; Benefits: Credit Recovery Program	3000-3999 Employee Benefits; Benefits: Credit Recovery Program
Amount	\$15,375	\$15,375	\$16,375
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Services and Other Operating Expenses: Credit Recovery Programs	5000-5999 Services and Other Operating Expenses; Services and Other Operating Expenses: Credit Recovery Programs	5000-5999 Services and Other Operating Expenses; Services and Other Operating Expenses: Credit Recovery Programs

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Vasquez HS

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Action 5.2: Ensuring that all students, including Socioeconomically Disadvantaged, EL, Foster Youth, RFEP, and SWD 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.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Action 5.2: Ensuring that all students, including Socioeconomically Disadvantaged, EL, Foster Youth, RFEP, and SWD 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.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Action 5.2: Ensuring that all students, including Socioeconomically Disadvantaged, EL, Foster Youth, high school graduates, RFEP, and SWD have equitable opportunity for high school graduation, college entry with progress monitoring and intensive college entry requirement preparation through progress monitoring, scheduling with counselors, and student/school/parent collaboration.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$5,500	\$10,200	\$7,029
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Services and Other Operating Expenses: College entry program	5000-5999 Services and Other Operating Expenses; Services and Other Operating Expenses: College entry program	5000-5999 Services and Other Operating Expenses; Services and Other Operating Expenses: College entry program

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Action 5.3: Advanced Placement Costs for low income students who cannot afford to take the exam.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Action 5.3: Advanced Placement Costs for low income students who cannot afford to take the exam.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action 5.3: Advanced Placement Costs for low income students who cannot afford to take the exam.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Services and Other Operating Expenses: AP Exam Costs	5000-5999 Services and Other Operating Expenses; Services and Other Operating Expenses: AP Exam Costs	5000-5999 Services and Other Operating Expenses; Services and Other Operating Expenses: AP Exam Costs

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Vasquez High School

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

New Action	Unchanged Action	Unchanged Action
<p>Action 5.4: Focus on student engagement and school climate on the high school campus.</p> <ul style="list-style-type: none"> Academic and behavior monitoring and support Extracurricular opportunities - coordination and monitoring Athletic and CIF Coordination 	<p>Action 5.4: Focus on student engagement and school climate on the high school campus.</p> <ul style="list-style-type: none"> Academic and behavior monitoring and support Extracurricular opportunities - coordination and monitoring Athletic and CIF Coordination 	<p>Action 5.4: Focus on student engagement and school climate on the high school campus.</p> <ul style="list-style-type: none"> Academic and behavior monitoring and support Extracurricular opportunities - coordination and monitoring Athletic and CIF Coordination

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$107,510	\$113,249	\$45,678
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Certificated Salaries: Dean and Athletic Director	1000-1999 Certificated Salaries; Certificated Salaries: Dean and Athletic/CIF Coordination (1/6th)	1000-1999 Certificated Salaries; Certificated Salaries: Athletic/CIF Coordination (0.5 FTE, 3 periods per day)
Amount	\$16,130	\$23,782	\$10,506
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Benefits: Dean and Athletic Director	3000-3999 Employee Benefits; Benefits: Dean and Athletic/CIF	3000-3999 Employee Benefits; Benefits: Athletic/CIF Coordination (0.5

Unchanged Goal

Goal 6

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 8. Other pupil outcomes

Local Priorities: Teacher Assignment/ Mis-Assignment

Identified Need:

In spite of a teacher shortage in California, the district was successful in hiring 100% of teachers and certificated staff who are fully credentialed and were appropriately assigned. To continue improving educational outcomes for all students, the District needs to continue actions to hire, retain and appropriately assign certificated staff and maximize organizational efficiency. Actual measurable outcome (including teachers with approved waivers).

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline		2017-18		2018-19		2019-20	
Certificated Staff Fully Credentialed and Appropriately Assigned	Certificated Staff Assignments:		Certificated Staff Assignments:		Certificated Staff Assignments:		Certificated Staff Assignments:	
		2016/17 Actual		2017/18 Expected		2018/19 Expected		2019/20 Expected
	Fully Credentialed and Appropriately Assigned	100%	Fully Credentialed and Appropriately Assigned	100%	Fully Credentialed and Appropriately Assigned	100%	Fully Credentialed and Appropriately Assigned	100%

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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, CFO, and "Support")

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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, CFO, and Support)

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

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, Director Personnel/Pupils /Education, Director SpEd and Support)

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$334,965	\$350,000	\$290,475
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Salaries - Superintendent, Asst. Superintendent	1000-1999 Certificated Salaries; Salaries - Superintendent, Asst. Superintendent	1000-1999 Certificated Salaries; Salaries - Superintendent, Director of Personnel/Pupil Services/Education, Director SpEd
Amount	\$255,564	\$293,587	\$315,685

Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Salaries - CFO, Support Staff	2000-2999 Classified Salaries; Salaries - CFO, Support Staff	2000-2999 Classified Salaries; Salaries - Assistant Superintendent Business, Support Staff
Amount	\$50,245	\$73,500	\$107,679
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Employee Benefits: Superintendent, Asst. Superintendent	3000-3999 Employee Benefits; Employee Benefits: Superintendent, Asst. Superintendent	3000-3999 Employee Benefits; Employee Benefits: Superintendent, Director of Personnel/Pupils/Education, Director SpEd
Amount	\$38,335	\$82,204	\$123,177
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Employee Benefits: CFO, Support Staff	3000-3999 Employee Benefits; Employee Benefits: CFO, Support Staff	3000-3999 Employee Benefits; Employee Benefits: Asst. Superintendent Business, Support Staff

Unchanged Goal

Goal 7

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 for any area below 90%.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 6. School climate

Local Priorities: Facilities, Maintenance and Operations, School Climate

Identified Need:

Measurable outcomes were met for facilities in good repair and access to adopted instructional materials. Sufficient fiscal and human resources to ensure that facilities continue to remain in good repair will be needed. Survey results and input from meetings demonstrate that stakeholders feel an overall decrease in survey items. Student survey results maintained in the percentage of community members that feel schools are supportive. The data shows a need to continue, enhance, and/or improve current actions that support stakeholders and students' feelings of safety and satisfaction with their school. Although there are sufficient materials for all students, academic achievement data presented in Goal 1 and Goal 5 demonstrate there is a need to purchase a supplemental materials as needed that includes Universal Access materials to give teachers the tools to improve instruction for SED, EL, FY students and SWD

Actual measurable outcome LCAP Survey Parent, Employee, Community Members and LCAP Survey Students

Metric	2017/ 18 Actual	2018/ 19 Expected	2018/ 19 Actual	Measurable Outcome Met or Not Met
Facilities in Good Repair	100%	100%	100%	Met
Access to Inst. Materials	100%	100%	100%	Met
Metric	2018/19 Actual			
LCAP Survey - Item 8 Schools are inviting	78.69%			
LCAP Survey - Item 12 Schools are safe	75.41%			
LCAP Survey - Item 11 Schools clean and well maintained:	78.69%			
LCAP Survey - Item 9 Schools are supportive	80.99%			

LCAP Student Survey - Item 8 Feel safe at school	75.76%
LCAP Student Survey - Item 9 Happy with my school	71.70%

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20				
LCAP Survey - Safe, Well-Maintained Schools	LCAP Survey – Parent, Employee, Community Members and LCAP Survey – Students	LCAP Survey – Parent, Employee, Community Members and LCAP Survey – Students	LCAP Survey Parent, Employee, Community Members and LCAP Survey Students	LCAP Survey Parent, Employee, Community Members and LCAP Survey Students				
	Metric	2016/17 Actual	Metric	2017/18 Expected	Metric	2018/19 Expected	Metric	2019/20 Expected
	LCAP Survey - Item 8 "Schools are inviting"	95%	LCAP Survey - Item 8 "Schools are inviting"	95%	LCAP Survey - Item 8 Schools are inviting	84.79%	LCAP Survey - Item 8 Schools are inviting	86.79%
	LCAP Survey - Item 12 "Schools are safe"	91%	LCAP Survey - Item 12 "Schools are safe"	91%	LCAP Survey - Item 12 Schools are safe	78.34%	LCAP Survey - Item 12 Schools are safe	80.34%
	LCAP Survey - Item 11 "Schools clean and well maintained:"	95%	LCAP Survey - Item 11 "Schools clean and well maintained:"	95%	LCAP Survey - Item 11 Schools clean and well maintained:	89.1%	LCAP Survey - Item 11 Schools clean and well maintained:	91.1%
	LCAP Survey - Item 9 "Schools are supportive"	95%	LCAP Survey - Item 9 "Schools are supportive"	95%	LCAP Survey - Item 9 Schools are supportive	80.5%	LCAP Survey - Item 9 Schools are supportive	82.5%
	LCAP Student Survey - Item 8 "Feel safe at school"	74%	LCAP Student Survey - Item 8 "Feel safe at school"	76%	LCAP Student Survey - Item 8 Feel safe at school	76%	LCAP Student Survey - Item 8 Feel safe at school	78%
	LCAP Student Survey - Item 9 "Happy with my school"	71%	LCAP Student Survey - Item 9 "Happy with my school"	71%	LCAP Student Survey - Item 9 Happy with my school	73%	LCAP Student Survey - Item 9 Happy with my school	75%
Facility Inspection Tool (FIT) - Facilities in "Good" or Better Repair - Williams Compliance	Metric	2016/17 Actual	Metric	2017/18 Expected	Metric	2018/19 Expected	Metric	2019/20 Expected
	Facilities in Good Repair	100%	Facilities in Good Repair	100%	Facilities in Good Repair	100%	Facilities in Good Repair	100%
Access to Instructional Materials - Williams	Metric	2016/17	Metric	2017/18	Metric	2018/19	Metric	2019/20

Compliance		Actual		Expected		Expected		Expected
	Access to Inst. Materials	100%	Access to Inst. Materials	100%	Access to Inst. Materials	100%	Access to Inst. Materials	100%

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

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, suicide prevention and mandated reporting.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Action 7.1: The actions and services were estimated for the 2018/19 school year. Video services with Kennan and Associates will not cost the district any money moving forward thus slightly modifying the goal. 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, suicide prevention and mandated reporting.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$37,320	\$41,783	\$42,618
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Salary: Campus Supervisor	2000-2999 Classified Salaries; Salary: Campus Supervisor	2000-2999 Classified Salaries; Salary: Campus Supervisor

Amount	\$5,598	\$11,700	\$12,785
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Employee Benefits: Campus Supervisor	3000-3999 Employee Benefits; Employee Benefits: Campus Supervisor	3000-3999 Employee Benefits; Employee Benefits: Campus Supervisor
Amount	\$1,000	\$1,000	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Services and Other Operating Expenditures: Professional Development for safety related issues such as mandated reporting, bullying, campus safety, etc. (Keenan videos and consulting)	5000-5999 Services and Other Operating Expenses; Services and Other Operating Expenditures: Professional Development for safety related issues such as mandated reporting, bullying, campus safety, etc. (Keenan videos and consulting)	5000-5999 Services and Other Operating Expenses; Services and Other Operating Expenditures: Professional Development for safety related issues such as mandated reporting, bullying, campus safety, etc. (Keenan videos and consulting)
Amount	\$3,000	\$31,000	\$11,847
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Classified Salaries: Supervision drop off/pick up	2000-2999 Classified Salaries; Classified Salaries: Supervision drop off/pick up	2000-2999 Classified Salaries; Classified Salaries: Supervision drop off/pick up
Amount	\$450	\$8,680	\$3,554
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Employee Benefits: Supervision drop off/pick up	3000-3999 Employee Benefits; Employee Benefits: Supervision drop off/pick up	3000-3999 Employee Benefits; Employee Benefits: Supervision drop off/pick up
Amount	\$1,500	\$1,500	\$1,500
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Books and Supples: Safety and mental health support supplies	4000-4999 Books and Supplies; Books and Supples: Safety and mental health support supplies	4000-4999 Books and Supplies; Books and Supples: Safety and mental health support supplies

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Action 7.2: Properly maintain all campuses in "Good Repair" to remain in compliance with the Williams Act.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Action 7.2: Properly maintain all campuses in Good Repair to remain in compliance with the Williams Act.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Action 7.2: Properly maintain all campuses in Good Repair to remain in compliance with the Williams Act.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$435,000	\$370,000	\$350,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Maintenance	5000-5999 Services and Other Operating Expenses; Maintenance	5000-5999 Services and Other Operating Expenses; Maintenance

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Action 7.3: Purchase CCSS aligned textbooks for ELA to improve academic achievement and maintain sufficient inventory for Williams Act compliance. Form a Textbook Adoption Committee to engage in the adoption process for textbooks for Science, History, and/or high school A-G courses, as data and student outcomes show is necessary and funding allows.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Action 7.3: Purchase textbooks to improve academic achievement and maintain sufficient inventory for Williams Act compliance. Form a Textbook Adoption Committee to engage in the adoption process for textbooks for Science, History, and/or high school A-G courses, as data and student outcomes show is necessary and funding allows.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Action 7.3: Purchase textbooks to improve academic achievement and maintain sufficient inventory for Williams Act compliance. Form a Textbook Adoption Committee to engage in the adoption process for textbooks for Science, History, and/or high school A-G courses, as data and student outcomes show is necessary and funding allows.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$5,750	\$5,750	\$5,750
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Certificated Salaries: Adoption Committee	1000-1999 Certificated Salaries; Certificated Salaries: Adoption Committee	1000-1999 Certificated Salaries; Certificated Salaries: Adoption Committee
Amount	\$175,000	\$175,000	\$350,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Textbooks: CCSS ELA (Purchase split	4000-4999 Books and Supplies; Textbooks: CCSS ELA (Purchase split	4000-4999 Books and Supplies; Textbooks: \$300,000

	over 2 years)	over 2 years)	
Amount	\$863	\$978	\$2,131
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Employee Benefits: Adoption Committee	3000-3999 Employee Benefits; Employee Benefits: Adoption Committee	3000-3999 Employee Benefits; Employee Benefits: Adoption Committee

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

New Action
Action 7.4 - Increase and enhance mental health support options at all sites and explore partnerships with community providers.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
Action 7.4 - Increase and enhance mental health support options at all sites and explore partnerships with community providers.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
Action 7.4 - Mental health support options available at all sites and maintained partnerships with community providers.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$52,000	\$129,057	\$124,193
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Certificated Salaries: 1.0 FTE Counselor	1000-1999 Certificated Salaries; Certificated Salaries: 2.0 FTE Counselor	1000-1999 Certificated Salaries; Certificated Salaries: 1.5 FTE Counselor
Amount	\$7,800	\$27,102	\$28,654
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Employee Benefits: 1.0 FTE Counselor	3000-3999 Employee Benefits; Employee Benefits: 2.0 FTE Counselor	3000-3999 Employee Benefits; Employee Benefits: 1.5 FTE Counselor
Amount	\$1,000	\$1,000	\$1,000
Source	LCFF	LCFF	LCFF

Budget
Reference

5000-5999 Services and Other Operating Expenses; Services and Other Operating Expenses: Mental health partnership coordination (Trainings and mileage)	5000-5999 Services and Other Operating Expenses; Services and Other Operating Expenses: Mental health partnership coordination (Trainings and mileage)	5000-5999 Services and Other Operating Expenses; Services and Other Operating Expenses: Mental health partnership coordination (Trainings and mileage)
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Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds:

\$929,771

Percentage to Increase or Improve Services:

10.47%

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

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

As of October 2018, the district total enrollment is 1084 with 563 students meeting Unduplicated Pupil Count eligibility as a Socioeconomically Disadvantaged (SED), Foster Youth (FY), or English Learner (EL) student. Therefore, 51.9% of the district's students met one or more of the criteria for the "unduplicated" count in 2018/19. The three year rolling average unduplicated pupil percentage was 50.77% in 2018/19, and will be 52.34% in 2019/20. The FCMAT LCFF Calculator dated 5/30/19 calculates the total amount of LCFF supplemental funding available to provide increased and/or improved services to "Unduplicated Pupils" calculated to be \$929,771.

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 some Supplemental funds will be to continue using funds on a schoolwide and districtwide basis. AADUSD is a small rural district with school enrollments between 344 - 379 students, slightly over half of whom meet SED, EL and/or FY criteria. Analysis of course enrollment data shows that all district teachers instruct students who meet one or more of the "unduplicated" criteria for one or more course per day. AADUSD will address the unique needs of Socioeconomically Disadvantaged (SED), English Learner (EL), and Foster Youth (FY) 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.

Therefore, services provided for unduplicated pupils at AADUSD are increased or improved by at least the percentage identified above, either qualitatively or quantitatively. AADUSD consider most effective actions/services indicated as contributing to meeting the increased or improved services requirement and are based on current research and displayed below.

Professional Learning Communities and Professional Development:

Goal 1, Action 1 and 3

Goal 2, Action 1, 2, 3, 4

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 SED, EL, and FY 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 2019/20 include a focus on increasing student achievement and student connectedness through training to

support positive behavior intervention and support (PBIS), training to address the needs of foster youth and low income families, analyzing student data and implementing a multi-tiered RTI system, improved use of ELPAC results to drive EL planning, implementation of Common Core State Standards in a broad course of study, and effective use of technology to increase English proficiency and basic skills. 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 SED, EL, and FY students.

Response to Intervention (RTI):

Goal 1, Action 2 and 7

Goal 2, Action 5

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. RTI interventions may take place during the instructional day, or during extended day or extended year programs. Supplemental funds support universal 123 screening and targeted interventions for all students, but will be principally directed at meeting the academic, social, and emotional needs of SED, EL, and FY 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:

Goal 1, Action 2

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 SED, EL, and FY 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 benefits SED, 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 lack of resources in the home. The district will be improving and increasing the technology program in 2019/20 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:

Goal 1, Action 8

Goal 3, Action 2

Goal 4, Action 4

Goal 5, Action 1 and 3

Goal 7, Action 4

AADUSD recognizes the importance of focusing on the whole child to improve student educational outcomes. The District will improve counseling services to students at all sites in 2019/20 through increased articulation and collaboration between district counseling staff and community resources, ongoing training for staff, and schedules that ensure availability of counselors to address students' socio-emotional and college/career needs. 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 SED, EL, and FY 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).

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 SED, EL, and FY students because families will have increased understandings and skills of how to support their child. Parent involvement will be increased through the availability of staff who serve in the role of District Translator to 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 all students attend school on a daily basis, with a focus on increasing attendance rates for SED, EL, and FY 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 chronic 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). Actions described in the Goals, Actions, and Services section 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 improving positive behavior supports, by increasing technology integration, by providing supplemental 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 SED, EL, and FY students has been considered and district staff has determined that the actions and services identified in the LCAP are the most effective option and provide the greatest likelihood of improving outcomes for SED, EL, and FY students.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds:	Percentage to Increase or Improve Services:
\$872,043	10.25%

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

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

As of October 2017, the district total enrollment is 1080 with 586 students meeting Unduplicated Pupil Count eligibility as a Socioeconomically Disadvantaged/Low Income, Foster Youth, or English Learner (EL) student. Therefore, 54.30% of the district's students met one or more of the criteria for the "unduplicated" count in 2017/18. The three year rolling average unduplicated pupil percentage was 46.63 percent in 2017/18, and will be 51.24 percent in 2018/19. The FCMAT LCFF Calculator dated 5/25/18 calculates the total amount of LCFF supplemental funding available to provide increased and/or improved services to "Unduplicated Pupils" calculated to be \$872,043.

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 some Supplemental funds will be to continue using funds on a schoolwide and districtwide basis. AADUSD is a small rural district with school enrollments between 280 - 430 students, slightly over half of whom meet SED, EL and/or FY criteria. Analysis of course enrollment data shows that all district teachers instruct students who meet one or more of the "unduplicated" criteria for one or more course per day. AADUSD will address the unique needs of Low Income (LI), English Learner (EL), Foster Youth (FY), and 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:

Goal 1, Action 1 and 3

Goal 2, Action 1, 2, 3, 4

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 2018/19 include a focus on increasing student achievement and student connectedness through training to support positive behavior intervention and support (PBIS), training to address the needs of foster youth and low income families, analyzing student data and implementing a multi-tiered RTI system, improved use of ELPAC results to drive EL planning, implementation of Common Core State Standards in a broad course of study, and effective use of technology to increase English proficiency and basic skills. 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):

Goal 1, Action 2 and 7

Goal 2, Action 5

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. RTI interventions may take place during the instructional day, or during extended day or extended year programs. Supplemental funds support universal 123 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:

Goal 1, Action 2

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 benefits 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 lack of resources in the home. The district will be improving and increasing the technology program in 2018/19 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

Increased Services through School Counselors and District Support Staff:

Goal 1, Action 8

Goal 3, Action 2

Goal 4, Action 3 and 4

Goal 5, Action 1 and 3

Goal 7, Action 4

AADUSD recognizes the importance of focusing on the whole child to improve student educational outcomes. The District will improve counseling services to students at all sites in 2018/19 through increased articulation and collaboration between district counseling staff and community resources, ongoing training for staff, and schedules that ensure availability of counselors to address students' socio-emotional and college/career needs. 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).

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 through the availability of staff who serve in the role of District Translator to 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 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 chronic 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). Actions described in the Goals, Actions, and Services section 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 improving positive behavior supports, by increasing technology integration, by providing supplemental 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 124 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 considered and district staff has determined that the actions and services identified in the LCAP are the most effective option and provide the greatest likelihood of improving outcomes for LI, EL, and FY students.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds:

Percentage to Increase or Improve Services:

\$730,509

9.01%

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

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

As of October 2017, the district total enrollment is 1094 with 513 students meeting Unduplicated Pupil Count eligibility as a Socioeconomically Disadvantaged/Low Income, Foster Youth, or English Learner (EL) student. Therefore, 46.89% of the district's students met one or more of the criteria for the "unduplicated" count in 2017/18. The FCMAT LCFF Calculator dated 5/26/17 calculates the total amount of LCFF supplemental funding available to provide increased and/or improved services to "Unduplicated Pupils" calculated to be \$730,509.

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 some Supplemental funds will be to continue using funds on a schoolwide and districtwide basis. AADUSD is a small rural district with school enrollments between 270 - 450 students, nearly half of whom meet SED, EL and/or FY criteria. Analysis of course enrollment data shows that all district teachers instruct students who meet one or more of the "unduplicated" criteria for one or more course per day. AADUSD will address the unique needs of Low Income (LI), English Learner (EL), Foster Youth (FY), and 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, Bilingual Instructional Assistants, Instructional Assistants 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 2017/18 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, how to use ELA/ELD standards and ELPAC results to drive EL planning, including evaluation of RFEP criteria by an EL workgroup, and training to support implementation of the 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. RTI interventions may take place during the instructional day, or during extended day or extended year programs. 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 benefits 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 lack of resources in the home. The district will be improving and increasing the technology program in 2017/18 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 2017/18. Counseling services are intended to assist students in overcoming behavioral and emotional barriers to learning, attendance, school completion, and preparation for college/career. Counselors will identify LI, EL, FY, and RFEP students making insufficient progress, and will connect students with credit recovery and summer school options to increase the percentage of students who complete graduation and college preparation requirements. The district will cover AP exam costs for LI and FY students. 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*).

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 identifying staff who serve in the role of District Translator to 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 chronic 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*).

Actions described in the Goals, Actions, and Services section 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 supplemental 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 considered and district staff has determined that the actions and services identified in the LCAP are the most effective option and provide the greatest likelihood of improving outcomes for LI, EL, and FY students.

Expenditure Summary

Expenditures by Budget Category					
Budget Category	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2017	2018	2019
All Budget Categories	\$9,935,362	\$9,292,179	\$9,507,378	\$9,935,362	\$10,357,638
1000-1999 Certificated Salaries	5,497,869	4,908,446	4,885,231	5,497,869	5,066,971
2000-2999 Classified Salaries	1,729,895	2,024,198	2,364,379	1,729,895	2,144,971
3000-3999 Employee Benefits	1,638,694	1,573,542	1,087,452	1,638,694	1,880,219
4000-4999 Books and Supplies	469,929	216,882	629,379	469,929	598,748
5000-5999 Services and Other Operating Expenses	498,975	467,919	540,937	498,975	544,729
6000-6999 Capital Outlay	100,000	101,192	0	100,000	122,000

Expenditures by Funding Source					
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2017	2018	2019
All Funding Sources	\$9,935,362	\$9,292,179	\$9,507,378	\$9,935,362	\$10,357,638
LCFF Base/Not Contributing to Increased or Improved Services	9,061,129	8,549,533	8,774,284	9,061,129	9,427,307
LCFF S & C/Contributing to Increased or Improved Services	874,233	742,646	733,094	874,233	930,331

Expenditures by Budget Category and Funding Source						
Budget Category	Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2017	2018	2019
All Budget Categories	All Funding Sources	\$9,935,362	\$9,292,179	\$9,507,378	\$9,935,362	\$10,357,638
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	4,966,106	4,463,718	4,405,331	4,966,106	4,592,243
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	531,763	444,728	479,900	531,763	474,728
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	1,693,824	1,996,657	2,332,576	1,693,824	2,131,505
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	36,071	27,541	31,803	36,071	13,466

LCFF Base/Not Contributing to Increased or Improved Services	23,807	33,720	24,891
LCFF S & C/Contributing to Increased or Improved Services	93,655	15,812	17,489

Goal 4: Involve parents and community members in decision making at the school and district levels. Provide connections between the community and schools 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 for any area below 90%.

All Funding Sources	\$2,410	\$10,964	\$43,285
LCFF Base/Not Contributing to Increased or Improved Services	1,210	6,484	38,735
LCFF S & C/Contributing to Increased or Improved Services	1,200	4,480	4,550

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	\$315,755	\$402,048	\$261,882
LCFF Base/Not Contributing to Increased or Improved Services	129,140	147,231	63,213
LCFF S & C/Contributing to Increased or Improved Services	186,615	254,817	198,669

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	\$679,109	\$799,291	\$837,016
LCFF Base/Not Contributing to Increased or Improved Services	679,109	799,291	837,016

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 for any area below 90%.

All Funding Sources	\$726,281	\$804,550	\$934,032
LCFF Base/Not Contributing to Increased or Improved Services	665,481	647,391	780,185
LCFF S & C/Contributing to Increased or Improved Services	60,800	157,159	153,847

Annual Update Expenditures by Goal and Funding Source

Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual
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GOAL 1: Increase grade level proficiency by 2% annually in core content areas for all students by accessing and mastering grade level Common Core State Standards (to maintain or achieve Dashboard State Indicator Performance Levels of "Yellow" or better). Core content areas refer to courses in ELA, Math, Science and History. A student is proficient when they perform at the standard met or standard exceeded level on CAASPP - ELA, CAASPP - Math, and CA Science Test (CAST) 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), Hispanic, and White students who perform at the standard met or standard exceeded level by 2% each year on CAASPP - ELA, CAASPP - Math, and CA Science Test (CAST) state assessments.

All Funding Sources	\$7,811,420	\$7,390,542
LCFF Base/Not Contributing to Increased or Improved Services	7,427,012	7,027,617
LCFF S & C/Contributing to Increased or Improved Services	384,408	362,925

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 as of May 2018 includes: 1) Reasonable Proficiency on ELPAC, 2) CAASPP ELA Standard Met, 3) teacher recommendation, and 4) parent opinion.

All Funding Sources	\$57,557	\$7,469
LCFF S & C/Contributing to Increased or Improved Services	57,557	7,469

Goal 3: Decrease chronic absenteeism and truancy by 2% annually, reduce habitual truancy by 0.5% annually, and reduce suspension rates by 0.5% annually, and maintain expulsion rates at 0%. Increase the attendance rate by 0.5% over prior year.

All Funding Sources	\$49,532	\$37,964
LCFF Base/Not Contributing to Increased or Improved Services	33,720	17,520
LCFF S & C/Contributing to Increased or Improved Services	15,812	20,444

Goal 4: Involve parents and community members in decision making at the school and district levels. Provide connections between the community and schools 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 for any area below 90%.

All Funding Sources	\$10,964	\$46,588
LCFF Base/Not Contributing to Increased or Improved Services	6,484	42,050
LCFF S & C/Contributing to Increased or Improved Services	4,480	4,538

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	\$402,048	\$380,653
LCFF Base/Not Contributing to Increased or Improved Services	147,231	158,154
LCFF S & C/Contributing to Increased or Improved Services	254,817	222,499

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	\$799,291	\$800,953
LCFF Base/Not Contributing to Increased or Improved Services	799,291	800,953

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 for any area below 90%.

All Funding Sources	\$804,550	\$628,010
LCFF Base/Not Contributing to Increased or Improved Services	647,391	503,239
LCFF S & C/Contributing to Increased or Improved Services	157,159	124,771