

# 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)

[LCFF Evaluation Rubrics](#): 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 1050 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 for 4th and 5th grade students to address facility overcrowding at Meadowlark Elementary. The Acton School reopening will depend on funding availability within the district budget. In the meantime to alleviate overcrowding at Meadowlark School, 5th grade students will move for the 2018-2019 school year to High Desert School. Making High Desert a 5th-8th grade school and Meadowlark TK-4th. 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, 2018.

### Student Group Number of Students Percent of Students

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

White: 539, 52%

Hispanic: 445, 43%

Other: 61, 5%

Socio-economically Disadvantaged: 568, 52.6%

English Learners: 165, 15.3%

Special Education: 133, 13.1%

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. Maintain or increase grade level proficiency in core content areas
2. Increase the percentage of English Learner (EL) students who are Reclassified Fluent English Proficient (RFEP)
3. Decrease chronic absenteeism, truancy, suspension, and maintain expulsion rates at 0%
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 LCFF Evaluation Rubrics, 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

LCFF Evaluation Rubrics and stakeholder input confirm that AADUSD is headed in the right direction. The district is especially proud of the following accomplishments:

- Increased academic achievement - All students in 3rd - 8th grade, including ALL subgroups, socioeconomically disadvantaged, EL, RFEP, Students with Disabilities, Hispanic, White and Foster Youth, "increased significantly," or "increased," their performance level on the CAASPP ELA, and the percentage of high school students on EAP increased in all academic areas and all subgroups over prior year performance
- There are no areas on the California Dashboard that the district falls in the "Red" areas for performance.
- The district adopted a new English Language Arts adoption for all grades TK-12th to address the rigor and standards for the state.
- The district was successful in decreasing Chronic Absenteeism, Truancy, and Habitual Truancy thanks to a district-wide focus on attendance, school climate, and increased socio-emotional support. Also the district increased the overall attendance rate by 1.37%
- The district continues to increase its graduation rate, earning a placement of "blue" (the highest level) on the State's Evaluation Rubric
- The district recaptured the enrollment of many students who had previously transferred to neighboring districts or charter schools. Families reported improved facilities, increased STEAM options, and attention to students as individuals as the primary reasons for enrolling.
- High Desert School earned the "Schools to Watch" award by the state as a high performing middle school. This award is given to schools that demonstrate academic rigor, social equality and the responsiveness to the needs of young adolescents.

Referring to the LCFF Evaluation Rubrics, 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

Although AADUSD has made significant improvements in student outcomes for "all students," has significantly increased access to a broad course of study leading to improved college/career readiness, and has reduced truancy and suspension rates, the district seeks to continually improve outcomes for all students and student groups. 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): Socially Economically Disadvantaged (SED), English Learners (EL), Students with Disabilities (SWD) and Hispanic subgroups are in the "orange" performance level for Academic Achievement on CAASPP ELA for grades 3 - 8. The district will focus on these subgroups' 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.
- Academic Achievement (Math): "All students," socioeconomically disadvantaged, EL, and Students with Disabilities (SWD) s in grades 3 - 8 are at the "orange" performance level. The district will focus on these subgroups' 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.
- RFEP rates and EL Progress on Dashboard - A small percentage of EL students met all RFEP criteria, 3.1%. A significant number of students met the "reasonable proficiency" standard on the CELDT, but did not meet the "Standard Met" level on the CAASPP ELA. Many of the students who are "CELDT Proficient," but don't meet RFEP criteria are also Students With Disabilities, or Long Term ELs (ELs who have been in a US school 5 years or longer). The district will form a workgroup/committee to evaluate RFEP criteria for all students, including RFEP criteria for students who are dually identified as EL and SWD. In addition, the district's EL progress on the dashboard is orange. 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 new 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.
- Student and community sense of safety, happiness with school overall and involvement in decision making- Results on the district's LCAP Student Survey indicate a small decline in the percentage of students who feel safe at school, students who are happy with school and the learning environment 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 students' 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 is being formed that 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 implementing lockdown drills and will be working with the local sheriff's department on procedures for safety.
  - Also the district will increase and enhance its mental health support options and explore partnerships with community providers for students in need.
  - 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 LCFF Evaluation Rubrics, 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**

Socioeconomically Disadvantage (SED), English Learners, Students with Disabilities (SWD), and Hispanic students are in the "orange" performance level compared to "all students" , which are in the "green" 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.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

**Increased or Improved Services**

The district plans to increase and/or improve services to Socioeconomically Disadvantaged (SED), English Learners (EL), and Foster Youth (FY) through:

- Implementation of the EL Master Plan, determine the most effective ELD delivery model for the district's students, and review of reclassification procedures for EL students
- Access to intervention, leveled learning, tutoring to support academic outcomes
- Increased counseling support through community partnerships with mental health providers and the SELPA
- Tiered level of academic, socio emotional, and attendance support
- Increased access to credit recovery and a broad course of study
- Translation services, as requested
- Professional Development with a focus on identification of strategies and instructional materials that measurably increase outcomes for SED
- Training and implementation of a positive behavioral intervention and supports program that will help to increase students' feeling of belonging, academics and improve overall school climate

**Budget Summary**

Complete the table below. LEAs may include additional information or more detail, including graphics.

**DESCRIPTION**

**AMOUNT**

Total General Fund Budget Expenditures for LCAP Year

\$16,951,235

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$9,935,362

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

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).

Program	Purpose
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.
Vocational and Applied Technology Education	Vocational and applied technology programs for secondary students
California Clean Energy Jobs Act	Facility projects to increase energy efficiency
Other State Revenue	Operations and program implementation
CTE	Implementation of career and technical education programs

Total Projected LCFF Revenues for LCAP Year

\$9,927,434

# Annual Update

## LCAP Year Reviewed: 2017-18

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:** 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.

### Goal 1

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		
<b>CAASPP ELA Percent Standard Met 2017-18 or Standard Exceeded</b>	Student Group	2017 Expected	2018 Dashboard	<b>Student Group</b>	<b>2017 Actual</b>	<b>2018 Dashboard</b>
	All Students	50%	Yellow	All students	51%	Green
	SED	38%	Yellow	SED	40%	Orange
	EL	22%	Yellow	EL	25%	Orange
	RFEP	59%	N/A	RFEP	65%	N/A
	Foster Youth	N/A	N/A	Foster Youth	N/A	N/A
	SWD	17%	Orange	SWD	21%	Orange
	Hispanic	38%	Yellow	Hispanic	41%	Orange
	White	56%	Green	White	60%	Green

**CAASPP Math "Standard Met" or "Standard Exceeded"**

**2017-18**

Student Group	2017 Expected	2018 Dashboard
All Students	35%	Yellow
SED	25%	Yellow
EL	26%	Yellow
RFEP	22%	N/A
Foster Youth	N/A	N/A
SWD	13%	Orange
Hispanic	23%	Yellow
White	41%	Green

Student Group	2017 Actual	2018 Dashboard
All Students	32%	Orange
SED	22%	Yellow
EL	14%	Orange
RFEP	30%	N/A
Foster Youth	N/A	N/A
SWD	15%	Orange
Hispanic	24%	Yellow
White	39%	Green

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

**2017-18**

Student Group	2017 Expected
All Students	59%
SED	40%
EL	N/A
RFEP	N/A
Foster Youth	N/A
SWD	N/A
Hispanic	35%
White	73%

No CST/CAST Scores were released for 2017, non operational year.

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

**2017-18**

Student Group	2017 Expected
All Students	71%
SED	66%
EL	N/A
RFEP	N/A
Foster Youth	N/A
SWD	5%
Hispanic	35%
White	73%

No CST/CAST Scores were released for 2017, non operational year.

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

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

**2017-18**

Student Group	2017 Expected
All Students	37%
SED	36%
EL	N/A
RFEP	N/A
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)

No CST/CAST Scores were released for 2017, non operational 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><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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 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"> <li>• Implementation of Common Core State Standards ELA, Math and Supplemental programs including Universal Access for unduplicated pupil groups</li> <li>• Use of new ELD Standards to monitor EL student progress and drive instruction - SDAIE and ELD instructional strategies for EL and LTEL students</li> <li>• Response to Instruction and Intervention (RtI2)</li> <li>• Strategies to improve and increase instructional differentiation (content access for below level learners, and depth and complexity for above level students)</li> <li>• Effective use of technology in the classroom for teaching and learning</li> <li>• Data driven decision making and assessment of student progress</li> <li>• Implementation of Positive Behavior Support programs and/or Safe Schools Plans for student discipline</li> <li>• Integration of Science, Technology, Engineering, Arts and/or Math (STEAM)</li> </ul>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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 (PD) was provided to improve outcomes in student learning and the State Priorities. and support implementation of the Common Core State Standards. Professional development occurred during 3 student-free PD days, during staff meetings, at conferences and workshops, and with "shadowing". Professional development topics included:</p> <ul style="list-style-type: none"> <li>• Benchmark Advance and Houghton Mifflin EL Adoption</li> <li>• Ongoing NGSS training to develop exposure and implementation of the standards</li> <li>• Google Classroom and Google Docs and Class Hub</li> <li>• During collaboration times and staff meetings collaboration on Response to Intervention model was completed with grade level teams and departments</li> <li>• Instructional Coaches or (Teacher on Special Assignment) collaborated weekly with teams to look at data and discuss student progress</li> <li>• Integration of STEAM strategies and building an understanding for NGSS standards through PD trainings from LACOE as well as from training by site level committees</li> <li>• Smartboard use</li> <li>• Instructional Technology credentialing coursework</li> <li>• Renaissance STAR Reading/Math assessment data use and</li> </ul>	<p>Certificated Salaries: Professional Development - 1000-1999 Certificated Salaries - LCFF: \$76,000 Certificated Salaries: Professional Development - 1000-1999 Certificated Salaries - LCFF: \$3,300 Benefits: Professional Development - 3000-3999 Employee Benefits - LCFF: \$11,400 Benefits: Professional Development - 3000-3999 Employee Benefits - LCFF: \$495 LCFF: Books and Supplies - 4000-4999 Books and Supplies - LCFF: \$0 Services and Other Operating Expenses - 5000-5999 Services and Other Operating Expenses - LCFF: \$0</p>	<p>Certificated Salaries: Professional Development (3 days) - 1000-1999 Certificated Salaries - LCFF: \$59,115 Certificated Salaries: Professional Development - 1000-1999 Certificated Salaries - LCFF: \$0 Benefits: Professional Development (3 days) - 3000-3999 Employee Benefits - LCFF: \$10,641 Benefits: Professional Development - 3000-3999 Employee Benefits - LCFF: \$0 Books and Supplies - 4000-4999 Books and Supplies - LCFF: \$569 Services and Other Operating Expenses - 5000-5999 Services and Other Operating Expenses - LCFF: \$10,461</p>

<ul style="list-style-type: none"> <li>• Instructional Coaches</li> </ul>	<p>Accelerated Reader</p> <ul style="list-style-type: none"> <li>• ELD Standards full day training, to develop knowledge and understanding of implementation with EL students</li> <li>• Fast ForWord</li> <li>• NCI behavior management</li> <li>• Aeries MIS</li> <li>• CALPADS data management</li> <li>• Mandated Reporter training</li> <li>• Anti-bullying training</li> <li>• Suicide Prevention Training</li> <li>• Collaborative planning in grade levels and departments to deepen understanding of curriculum and discuss student need and data</li> <li>• PBIS was not implemented this school year but will be continued to next year as an action</li> </ul>		
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## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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"> <li>• Supplemental curriculum and materials supporting Common Core State Standards</li> <li>• Digital curriculum aligned to Common Core State Standards</li> <li>• Online courses to support a broad course of study</li> <li>• Credit recovery and core programs</li> <li>• Summer School</li> <li>• Alignment of Curriculum with Common Core State Standards, English - Language Development Standards and California Content Standards</li> </ul>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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: Student learning of the Common Core State Standards and a broad course of study was supported with a variety of books, supplies and materials including online courses, credit recovery programs, CCSS-aligned digital curriculum, reading/math/phonics reteaching and extension programs, English and foreign language programs, and STEAM-based programs such as robotics, coding, game design, and Dancing Feet. As a result of teachers' ability to address students' needs through improved instruction, technology resources, new CCSS ELA textbooks, and better pricing on materials, the district was able to achieve objectives with significantly less expenditures for supplemental materials than expected. The district also used funding sources other than LCFF to purchase some materials and supplies, which also reduced the amount of LCFF funding needed to implement the planned</p>	<p>Books and Supplies: Supplemental materials and supplies - 4000-4999 Books and Supplies - LCFF: \$126,253</p> <p>Services and Other Operating - 5000-5999 Services and Other Operating Expenses - LCFF: \$0</p> <p>Capital Outlay - 6000-6999 Capital Outlay - LCFF: \$0</p>	<p>Books and Supplies: Supplemental materials and supplies - 4000-4999 Books and Supplies - LCFF: \$51,040</p> <p>Services and Other Operating - 5000-5999 Services and Other Operating Expenses - LCFF: \$32,974</p> <p>Capital Outlay - 6000-6999 Capital Outlay - LCFF: \$20,040</p>

<ul style="list-style-type: none"> <li>Curriculum Maps aligned to Common Core State Standards</li> </ul>	action.		
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**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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 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:</p> <ul style="list-style-type: none"> <li>Integration of technology to support effective teaching and learning</li> <li>Assessment and data-driven instruction and intervention</li> <li>Integration of Science, Technology, Engineering, Arts, and Math (STEAM) content across the curriculum and/or in content specific classes</li> <li>Implementation of effective CCSS Math and/or ELA</li> <li>SDAIE and ELD strategies</li> <li>Instructional strategies to differentiate curriculum for EL, RFEP, FY, SED, SWD, and high achieving students</li> </ul>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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: Administrators conducted classroom walkthroughs to monitor the critical elements of instruction and use of instructional strategies, 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, and SWD. Administrator selected 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, and SWD.</p>	<p>Certificated Salary: PD Stipend - 1000-1999  Certificated Salaries - LCFF: \$45,673  Benefits: PD Stipend - 3000-3999 Employee Benefits - LCFF: \$6,851</p>	<p>Certificated Salary - 1000-1999  Certificated Salaries - LCFF: \$30,868  Certificated Benefits - 3000-3999 Employee Benefits - LCFF: \$5,556</p>

**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</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"> <li>• Norm referenced assessments of Reading and Math skills such as STAR Reading and STAR Math</li> <li>• End of unit/chapter for ELA, Math, Science, History/SS for adopted or supplemental curriculum</li> <li>• K2 assessments in Foundational Reading and Math</li> <li>• Literacy Intervention Assessment</li> <li>• Graduation checks</li> <li>• Algebra EOC (End Of Course assessment)</li> <li>• Math Placement Assessment</li> <li>• Diagnostic assessments</li> <li>• English Language Development Benchmarks</li> <li>• Interim assessments (Benchmarks) and progress monitoring assessment tools aligned to the Common Core State Standards in ELA and Math</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Action 1.4: 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 some of the assessments that were used to monitor student progress:</p> <ul style="list-style-type: none"> <li>• Illuminate/McGraw Hill math chapter tests</li> <li>• Illuminate/Benchmark Advance/Houghton Mifflin: ELA benchmark tests</li> <li>• Illuminate teacher-created "exit tickets," and quizzes</li> <li>• Unit/Chapter tests from adopted Science, History and ELA series</li> <li>• Algebra End of Course assessment</li> <li>• STAR Reading and STAR math norm referenced assessments</li> <li>• ESGI assessments for primary students</li> </ul>	<p>Services and Other Operating Expenses: Assessment systems for ongoing monitoring of identified students - 5000-5999 Services and Other Operating Expenses - LCFF: \$24,060</p>	<p>Services and other Operating Expenses - 5000-5999 Services and Other Operating Expenses - LCFF: \$7,735</p>
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**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></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><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Action 1.5: AADUSD hired and retained certificated staff to ensure that 100% of teachers and certificated support staff were fully credentialed and appropriately assigned during 2017/18.</p>	<p>Certificated Salaries - 1000-1999 Certificated Salaries - LCFF: \$3,956,706            Benefits - 3000-3999 Employee Benefits - LCFF: \$593,505            Services and Other Operating Expenses - 5000-5999 Services and Other Operating Expenses - LCFF: \$0</p>	<p>Certificated Salaries - 1000-1999 Certificated Salaries - LCFF: \$4,067,544            Benefits - 3000-3999 Employee Benefits - LCFF: \$732,158            Services and Other Operating Expenses - 5000-5999 Services and Other Operating Expenses - LCFF: \$16,359</p>

	Certificated staff received an off schedule one-time payment of \$1,800 and an additional \$2,000 ongoing towards health benefits.		
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### Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></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><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Action 1.6: AADUSD maintained and hired highly qualified classified employees to ensure students had a high quality education.</p> <p>Classified employees received a 2% increase on the salary schedule.</p>	<p>Classified Salaries - 2000-2999 Classified Salaries - LCFF: \$2,034,317</p> <p>Benefits - 3000-3999 Employee Benefits - LCFF: \$305,148</p>	<p>Classified Salaries - 2000-2999 Classified Salaries - LCFF: \$1,407,373</p> <p>Classified employee benefits - 3000-3999 Employee Benefits - LCFF: \$394,064</p>

### Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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"> <li>• Teacher for Leveled Learning</li> <li>• Targeted Intervention</li> <li>• Sessions Before/During/After School to accelerate learning</li> <li>• Online instruction and practice Programs</li> </ul>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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> <ul style="list-style-type: none"> <li>• Leveled learning with certificated teacher(s) both within and outside of the classroom</li> <li>• Targeted Intervention sessions after/during /before school</li> <li>• Online instruction and practice programs</li> </ul>	<p>Certificated Salaries: Teacher pay for before/during/after school intervention - 1000-1999</p> <p>Certificated Salaries - LCFF: \$60,345</p> <p>Benefits: Teacher pay for before/during/after school intervention - 3000-3999</p> <p>Employee Benefits - LCFF: \$9,050</p> <p>Books and Supplies: Intervention materials - 4000-4999 Books and Supplies - LCFF: \$1,000</p>	<p>Certificated Salaries: MI RTI - 1000-1999</p> <p>Certificated Salaries - LCFF: \$54,868</p> <p>Certificated Benefits: before/after school intervention - 3000-3999</p> <p>Employee Benefits - LCFF: \$9,876</p> <p>Books and Supplies - 4000-4999 Books and Supplies - LCFF: \$0</p>

### Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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 monitored 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.) were made for students struggling academically.</p>	<p>Certificated Salaries: Existing staff will monitor unduplicated pupils' progress - 1000-1999 Certificated Salaries - LCFF: \$0 (repeated expenditure)</p>	<p>Certificated Salaries: Existing staff monitored unduplicated pupils - 1000-1999 Certificated Salaries - LCFF: \$0 (repeated expenditure)</p>

### Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</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"> <li>Strategies for students with disabilities (SWD) in General Education settings</li> <li>Strategies to improve and increase instructional differentiation (content access for below level learners, and depth and complexity for above level learners)</li> <li>Integration of Science, Technology, Engineering, Arts and/or Math</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <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"> <li>CAPTAIN Training was attended by staff through the SELPA for staff to learn strategies to work with students with Autism</li> <li>Paraprofessionals and staff attended NCI training to better work with SWD</li> <li>Counselors attended suicide prevention training</li> <li>Ongoing NGSS training was provided as schools transition to</li> </ul>	<p>Classified Salaries: Professional Development - 2000-2999 Classified Salaries - LCFF: \$1,500 Benefits: Professional Development - 3000-3999 Employee Benefits - LCFF: \$225 Services and Other Operating Expenses: Conferences and Training - 5000-5999 Services and Other Operating Expenses - LCFF: \$10,000</p>	<p>Classified Salaries: Professional Development - 2000-2999 Classified Salaries - LCFF: \$0 Benefits: Professional Development - 3000-3999 Employee Benefits - LCFF: \$0 Services and Other Operating Expenses: Conferences and Trainings - 5000-5999 Services and Other Operating Expenses - LCFF: \$347</p>

<p>(STEAM)</p> <ul style="list-style-type: none"> <li>• Implementation of Positive Behavior Support programs and/or Safe School Plans for student discipline</li> <li>• Effective use of technology as a teaching/learning tool</li> <li>• Paraprofessional training</li> </ul>	<p>using NGSS standards</p> <ul style="list-style-type: none"> <li>• ELD standards training was provided to all certificated staff to work with EL standards with designated and integrated ELD</li> <li>• Effective use of technology as a teaching/learning tool</li> <li>• PBIS training was not implemented this year but will be a continued action for 18-19</li> </ul>		
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### Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></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> <ul style="list-style-type: none"> <li>• Supplemental curriculum and materials supporting Common Core State Standards</li> <li>• Equipment and supplies</li> <li>• Field trips, presentations, and/or assemblies</li> <li>• Digital curriculum aligned to Common Core State Standards</li> <li>• Online courses to support a broad course of study</li> <li>• Development of and access to multiple pathways and instructional models</li> <li>• Alignment of Curriculum with Common Core State Standards, English - Language Development Standards and California Content Standards</li> <li>• Curriculum Maps aligned to Common Core State Standards</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></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"> <li>• Supplemental curriculum and materials supporting Common Core State Standards</li> <li>• Equipment and supplies</li> <li>• Field trips, presentations, and/or assemblies</li> <li>• Digital curriculum aligned to Common Core State Standards</li> <li>• Online courses to support a broad course of study</li> <li>• Development of and access to multiple pathways and instructional models</li> <li>• Alignment of Curriculum with Common Core State Standards, English - Language Development Standards and California Content Standards</li> <li>• Curriculum Maps aligned to Common Core State Standards</li> </ul>	<p>Books and Supplies: Materials and Supplies - 4000-4999 Books and Supplies - LCFF: \$320,976 Services and Other Operating Expenses: Field Trips - 5000-5999 Services and Other Operating Expenses - LCFF: \$29,100 Capital Outlay - 6000-6999 Capital Outlay - LCFF: \$0</p>	<p>Books and Supplies: Materials and Supplies - 4000-4999 Books and Supplies - LCFF: \$56,485 Services and Other Operating Expenses: Field Trips - 5000-5999 Services and Other Operating Expenses - LCFF: \$1,180 Capital Outlay - 6000-6999 Capital Outlay - LCFF: \$60,870</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 LCFF Evaluation Rubrics, as applicable.

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

Professional Development activities, expanded use of technology, and targeted intervention actions were implemented as planned. Publishers, vendors, Directors, and Teachers Leaders planned and facilitated PD activities. An ELA adoption of Benchmark Advance and Houghton Mifflin, including a one day full day training with two additional follow up sub release days of training, was purchased to have curriculum aligned with the rigor and standards of the Common Core State Standards. In addition, a full day of ELD standards training took place for all certificated teachers to help in implementation of designated and integrated ELD with focus in the ELD standards for our English Language Learners. Continued staff meetings and district aligned ADHOC days, allowed site-specific professional development, and collaborative data analysis and curriculum planning during 2017/18. 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. Retention and hiring of fully credentialed and appropriately assigned certificated pupil support and administrative staff allowed for implementation of student monitoring with a focus on 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 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 "All Students" and all student groups. Students with Disabilities increased on the dashboard from "red" to "orange." In the area of CAASPP Math, "Standard Met" or "Standard Exceeded" was met by student groups of RFEP, SWD, and Hispanic. The State Indicator for ELA on the dashboard is green and Math is orange which affirms the actions and services are effective in increasing outcomes for students for ELA but need to continue in the area of Math. In addition, parents and community members also validate the effectiveness of the actions during meetings such as LCAP Annual Update and Input meetings, ELAC, Parent Advisory/SSC, and Booster Club/PTO. Parents report being happy with the new ELA materials, the intervention/leveled grouping/tutoring services, and the increased focus and reporting on student progress in math and ELA. Parents also report that they like 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.

Differences between Budgeted Expenditures and Estimated Actual Expenditures are due to:

- Planned professional development activities were facilitated by publishers and vendors as part of the purchase agreement, or by Teachers Leaders and/or Directors
- Professional development activities were conducted primarily during contracted hours
- Purchase of CCSS ELA textbooks and a robust assessment system reduced the need to purchase supplemental materials and supplies
- Teacher training for use of adopted materials, including "Universal Access" materials, significantly reduced the need for supplemental materials
- Materials and supplies to implement STEAM activities cost less than projected
- Some expenditures were made with funding other than LCFF funding

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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Student data, Dashboard results, and status updates were shared with required groups and community stakeholders during LCAP Stakeholder Input presentations. Based on a green Dashboard Indicator for ELA as well as positive stakeholder input, the District will not change the goal or actions with ELA. Based on an orange indicator on Dashboard for Math, the District will provide professional development with an emphasis in Math and supporting sub groups through PD days, staff meetings and release time for teaching to examine data. Stakeholders, including parents/guardians of SED, EL and FY students, are satisfied overall with student progress and want the services and actions to increase student achievement in ELA, Math and Science to continue. A focus for our EL students will continue to be an area of priority based on data and Dashboard results. In addition a training and implementation of a positive behavioral intervention and supports program that will help to increase students' feeling of belonging, academics and improve overall school climate will be implemented. To support continued increases in student outcomes for all students, including SED, EL, FY, RFEP students and SWD, the district plans to continue services and actions for Goal 1.

**GOAL 2:** Increase the percentage of English Learners who are reclassified fluent English proficient (RFEP) by meeting all district criteria by 2% each year.

**Goal 2**

Note: AADUSD RFEP criteria as of May 2017 includes: 1) "Reasonable Proficiency" on CELDT/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							
<b>Dashboard - English Learner Progress K-12</b>	<b>2017-18</b> Dashboard Performance:	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	<table border="1"> <tr> <td>Dashboard State Indicator</td> <td>2017/2018 Actual</td> </tr> <tr> <td>English Learner Progress K-12</td> <td>Orange</td> </tr> </table> Measurable Outcome, Not Met	Dashboard State Indicator	2017/2018 Actual	English Learner Progress K-12
Dashboard State Indicator	2018 Expected								
"English Learner Progress K-12"	Green								
Dashboard State Indicator	2017/2018 Actual								
English Learner Progress K-12	Orange								
<b>RFEP Rate</b>	<b>2017-18</b> Reclassification Rate of EL Students Achieving Full English Proficiency:	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%	<table border="1"> <tr> <td></td> <td>2017/18 Actual</td> </tr> <tr> <td>Percent RFEPed</td> <td>3.1%</td> </tr> </table> (CELDT Proficiency, CAASPP ELA Standard Met, 2.0 GPA, Teacher Recommendation) Measurable Outcome, Met		2017/18 Actual	Percent RFEPed
	2017/18 Actual								
Percent RFEPed	2.8%								
	2017/18 Actual								
Percent RFEPed	3.1%								
<b>Students Meeting English Proficiency Criterion</b>	<b>2017-18</b> <b>Percent of Students Meeting CELDT English Proficiency Criteria (Early Advanced or Advanced Overall)</b>	<b>Percent of Students Meeting CELDT English Proficiency Criteria (Early Advanced or Advanced Overall)</b>							
	<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%	<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> No CELDT was given in the 2017/2018 school year expect to Kindergarten students and new students to the country	Students Meeting CELDT Criterion	2016/17 Expected	Percent of Students
Students Meeting CELDT Criterion	2016/17 Expected								
Percent of Students	46%								
Students Meeting CELDT Criterion	2016/17 Expected								
Percent of Students	46%								

## 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><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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 and progress at multiple points throughout the year with a focus on SED, EL, FY and RFEP students. Teachers worked individually and in teams during contract hours, during release days, and after school to review data, develop lessons, create intervention plans, and hold student/parent meetings. Counselors, administrators and interpreters also participated in monitoring and parent meetings, as needed. Teachers also participated in a professional development day of training to understand and practice with the ELD standards. Students then received support with "universal access" materials in the adopted materials and use of technology and hardware/software programs. EL students' academic and English language development progress was assessed using CELDT (for new students) district benchmarks, and district matrices.</p>	<p>Certificated Salaries: Tier I, Collaborative Planning for ELA/ELD, and ILP meetings - 1000-1999            Certificated Salaries - LCFF: \$3,960            Benefits: Tier I and ILP meetings - 3000-3999            Employee Benefits - LCFF: \$594</p>	<p>Certificated Salaries - 1000-1999            Certificated Salaries - LCFF: \$0            Benefits: Tier I and ILP Meetings - 3000-3999            Employee Benefits - LCFF: \$0</p>

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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>Certificated Salaries: Program Planning and PD - 1000-1999            Certificated Salaries - LCFF: \$8,000            Classified Salaries: IAs - 2000-2999            Classified Salaries - LCFF: \$30,763            Certificated Salaries: Program Planning and PD -</p>	<p>Certificated Salaries: Program Planning and PD - 1000-1999            Certificated Salaries - LCFF: \$0            Classified Salaries: IAs - 2000-2999            Classified Salaries - LCFF: \$0            Certificated Salaries: Program Planning and PD -</p>

Action 2.2: Implement EL Master Plan	Action 2.2: Implemented EL Master Plan	3000-3999 Employee Benefits - LCFF: \$1,200 Benefits: IAs - 3000-3999 Employee Benefits - LCFF: \$4,615 Services and Other Operating Expenses - 5000-5999 Services and Other Operating Expenses - LCFF: \$0	3000-3999 Employee Benefits - LCFF: \$0 Benefits: IAs - 3000-3999 Employee Benefits - LCFF: \$0 Services and Other Operating Expenses - 5000-5999 Services and Other Operating Expenses - LCFF: \$85
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### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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 RFEF students for 2 years in accordance with the district's EL Master Plan</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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: Monitored the academic progress of RFEF students reclassified during the past 2 years in EL Master Plan accordance with the districts EL Master Plan. RFEF students' academic progress was monitored using state and local measures.</p>	<p>Certificated Salaries: Monitor academic progress of RFEF students using existing staff - 1000-1999 Certificated Salaries - LCFF: \$0</p>	<p>Certificated Salaries: Monitor Academic Progress of RFEF students - 1000-1999 Certificated Salaries - LCFF: \$0</p>

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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 - A workgroup was not formed this year due to the transition to ELPAC. For 2018/2019 school year this action will be continued once ELPAC results are reviewed and disaggregated. Understanding the new levels of ELD and the results we obtain will help the district to make informed decisions regarding the</p>	<p>Certificated Salaries: Teacher salaries for RFEF Workgroup - 1000-1999 Certificated Salaries - LCFF: \$1,152 Employee Benefits: Teacher benefits for RFEF Workgroup - 3000-3999 Employee Benefits - LCFF: \$173</p>	<p>Certificated Salaries: Teacher salaries for RFEF Workgroup - 1000-1999 Certificated Salaries - LCFF: \$0 Employee Benefits: Teacher benefits for RFEF Workgroup - 3000-3999 Employee Benefits - LCFF: \$0</p>

reclassification procedures.

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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 2.5 - District administration will review EL proficiency and achievement data to create Instructional Assistant (IA) schedules and plan intervention opportunities that increase support to ELs.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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 2.5 - District administration reviewed EL proficiency and achievement data and created an Instructional Assistant (IA) schedule and planned intervention opportunities that increased support to ELs. The target for students was at the elementary school. The Instructional Assistant worked in tandem with a teacher in our intervention program to target EL students and their language needs. In addition the Instructional Assistant worked with two newcomer students at the high school each morning to provide support for these students. EL students at the elementary school received core and language development instruction from authorized teachers with support from the Instructional Assistant.</p>	<p>Certificated Salaries: Administrator - 1000-1999 Certificated Salaries - LCFF: \$0</p> <p>Employee Benefits: Administration benefits to create IA and intervention schedules - 3000-3999 Employee Benefits - LCFF: \$0</p>	<p>Certificated Salaries: Administrator - 1000-1999 Certificated Salaries - LCFF: \$0</p> <p>Employee Benefits: Administration benefits to create IA and intervention schedules - 3000-3999 Employee Benefits - LCFF: \$0</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 LCFF Evaluation Rubrics, as applicable.

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

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. A few new students with Beginning level English skills enrolled at the high school during 2017/18, so the Instructional Assistant (IA) schedule was adjusted to provide increased support to "newcomer" students. Teachers and other school staff reviewed student data with a focus on increased learning outcomes for SED, EL, FY and RFEP students. Data review, planning meetings, and student/parent meetings took place during faculty meetings and professional development days, during release days, and before/after school hours. The Illuminate data system was used 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 is orange, a decline of 7% from the spring with a green indicator. The percentage of EL students who met the "CELDT Criterion" for proficiency in English stayed the same since CELDT was not administrated. The new ELPAC assessment

is being given this spring and results will be analyzed in the fall. The decrease to orange is due to the fact that less students scored "standard met/exceeded" on the CAASPP assessment. Due to this decrease the district identifies this as a continued need for next year. Being able 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.

An analysis of RFEP screening data revealed there was almost a 2% increase in the number of students that were reclassified. In addition the data showed that a significant number of the District's Long Term English Learners (LTEL) who were screened for reclassification as a result of scoring at the "Early Advanced" or "Advanced" level on CELDT have IEPs to address diagnosed learning disabilities. Many students who are dually identified as an EL and as a SWD are able to demonstrate reasonable proficiency in English, but are not able to meet the academic criteria for reclassification identified in the District's Master Plan.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between Budgeted Expenditures and Estimated Actual Expenditures are due to:

- Fewer release days and extra duty hours were needed than anticipated due to the use of an assessment system that increased efficiency, and most data analysis and planning took place during the contractually agreed upon increase in hours for "staff meetings."
- We embedded trainings for staff into contracted PD days.

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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

EL student data, Dashboard results, and status updates were shared with required groups and community stakeholders during LCAP Stakeholder Input presentations. Based on an orange Dashboard Indicator and stakeholder input, the District plans to continue Goal 2 as written with some additions to work on the decline in results. Stakeholders, including parents of EL students, are generally satisfied with the progress of EL students and want the actions or student monitoring and EL Master Plan implementation to continue. The District plans to continue Action 2.4 to form a workgroup to review the RFEP process for students dually identified as ELs and SWDs. The workgroups will update the criteria and procedures for reclassification of ELs with IEPs to align with current laws and scientifically-based research on best practices.

The District will also add Action 2.6 to provide professional development and/or teacher planning time to support teachers with using the curriculum embedded support materials for English Learners. The new data from ELPAC will be used to determine areas of need and levels of support for students. With these results the district may need to purchase supplemental ELD materials as needed to support students to be able to increase and improve academic support for students at the "emerging and expanding" levels in order to reach "standards met/exceeded" on the CAASPP as needed for reclassification.

### Goal 3

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

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		
<b>Chronic Absenteeism</b>	<b>2017-18</b>					
	Attendance Issue Percentage Rates	2017/18 Actual	2018 Dashboard	Attendance Issue Percentage Rates	2017/18 Actual	2018 Dashboard
	Chronic Absenteeism	11.2%	N/A	Chronic Absenteeism	9.80%	N/A
	(Through March 2017/18)			(Through March 2017/18)		
				Measurable Outcome was Met, decreased 3.4%		
<b>Truancy</b>	<b>2017-18</b>					
	Attendance Issue Percentage Rates	2017/18 Actual	2018 Dashboard	Attendance Issue Percentage Rates	2017/18 Actual	2018 Dashboard
	Truancy	21.58%	N/A	Truancy	22.75%	N/A
	(Through March 2017/18)			(Through March 2017/18)		
				Measurable Outcome Not Met. Decreased by 0.83% instead of 2%.		
<b>Habitual Truancy</b>	<b>2017-18</b>					
	Attendance Issue Percentage Rates	2017/18 Actual	2018 Dashboard	Attendance Issue Percentage Rates	2017/18 Actual	2018 Dashboard
	Habitual Truancy	2.38%	N/A	Habitual Truancy	2.29%	N/A
	(Through March 2017/18)			(Through March 2017/18)		
				Measurable Outcome Met		
<b>Student Suspension</b>	<b>2017-18</b>					
	Attendance Issue Percentage Rates	2017/18 Actual	2018 Dashboard	Attendance Issue Percentage Rates	2017/18 Actual	2018 Dashboard
	Student Suspension	1.14%	Blue	Student Suspension	2.56%	Green
	(Through March 2017/18)			(Through March 2017/18)		
				Measurable Outcome Not Met		

**Student Expulsion****2017-18**

Attendance Issue Percentage Rates	2017/18 Actual	2018 Dashboard
Student Expulsion	0%	N/A

(Through March 2017/18)

Attendance Issue Percentage Rates	2017/18 Actual	2018 Dashboard
Student Expulsion	.18%	N/A

(Through March 2017/18)

Measurable Outcome Not Met

**Attendance Rate****2017-18**

Attendance Issue Percentage Rates	2017/18 Actual	2018 Dashboard
Attendance Rate	96.32%	N/A

(Through March 2017/18)

Attendance Issue Percentage Rates	2017/18 Actual	2018 Dashboard
Attendance Rate	95.69%	N/A

(Through March 2017/18)

Measurable Outcome Not Met, Increased attendance rate by 1.37%

## 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><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></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"> <li>• Parent notification on the same day of a student is absent or missing from class</li> <li>• 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</li> <li>• Implement SART and DART meetings for Habitually Truant and/or Chronic Absentee students (including training, material costs, and time for staff to attend meetings)</li> <li>• Maintain SARB Committee membership, train personnel, and refer students with 3 additional absences following a meeting to establish a DART Contract</li> <li>• Each site will positively reinforce any students attending school regularly on a monthly basis</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></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 2017/18 AADUSD implemented the following actions:</p> <ul style="list-style-type: none"> <li>• Parent notification via personal and/or automated phone call on the same day a student was absent or missing from class.</li> <li>• 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.</li> <li>• 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 Committee for grades K-8 and the AV SARB Committee for grades 9-12.</li> <li>• Provided positive reinforcement to all students who attended school regularly on a monthly basis.</li> <li>• 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</li> </ul>	<p>Classified Salaries: Training for Secretaries, Attendance Clerks and staff involved in attendance monitoring. - 2000-2999 Classified Salaries - LCFF: \$875</p> <p>Benefits: Training for Secretaries, Attendance Clerks and staff involved in attendance monitoring. - 3000-3999 Employee Benefits - LCFF: \$130</p> <p>Books and Supplies: Supplies to send attendance letters. - 4000-4999 Books and Supplies - LCFF: \$2,400</p> <p>Books and Supplies: Attendance incentives - 4000-4999 Books and Supplies - LCFF: \$1,500</p>	<p>Classified Salaries: Training for Secretaries, Attendance Clerks and staff involved in attendance monitoring. - 2000-2999 Classified Salaries - LCFF: \$0</p> <p>Benefits: Training for Secretaries, Attendance Clerks and staff involved in attendance monitoring. - 3000-3999 Employee Benefits - LCFF: \$0</p> <p>Books and Supplies: Supplies to send attendance letters. - 4000-4999 Books and Supplies - LCFF: \$5,801</p> <p>Books and Supplies: Attendance incentives - 4000-4999 Books and Supplies - LCFF: \$0</p>

### Action 2

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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 all students with a focus on SED, EL, FY, and RFEP through high quality personnel and concentration on the Medal of Honor framework, SART/DART/SARB and school wide behavior programs as well as holding Tier Meetings and review of cums. The District hired one additional counselor, and hired a new District Nurse who also serves as a member of Attendance Review Teams, provided MOH training for staff members, and rewarded positive behavior with incentives for students.</p>	<p>Certificated Salaries: 1.5 FTEs Counselor, MOH Teacher Leader - 1000-1999 Certificated Salaries - LCFF: \$79,845 Benefits: 1.5 FTEs Counselor, MOH Teacher Leader - 3000-3999 Employee Benefits - LCFF: \$11,980 Certificated Salaries: Tier Meetings - 1000-1999 Certificated Salaries - LCFF: \$1,590 Benefits: Tier Meetings - 3000-3999 Employee Benefits - LCFF: \$240 Books and Supplies - 4000-4999 Books and Supplies - LCFF: \$0</p>	<p>Certificated Salaries: 1.5 FTEs Counselor, MOH Teacher Leader - 1000-1999 Certificated Salaries - LCFF: \$0 Benefits: 1.5 FTEs Counselor, MOH Teacher Leader - 3000-3999 Employee Benefits - LCFF: \$0 Certificated Salaries: Tier Meetings - 1000-1999 Certificated Salaries - LCFF: \$0 Benefits: Tier Meetings - 3000-3999 Employee Benefits - LCFF: \$0 Books and Supplies - 4000-4999 Books and Supplies - LCFF: \$180</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Action 3.3 Provide a management information system (MIS) MIS with academic, behavior, attendance, and parent portal capabilities.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Action 3.3 Continue to use Aeries as management information system. Administrators and staff 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>Services and Other Operating Expenses: MIS - 5000-5999 Services and Other Operating Expenses - LCFF: \$18,902</p>	<p>Services and Other Operating Expenses - 5000-5999 Services and Other Operating Expenses - LCFF: \$33,033</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 LCFF Evaluation Rubrics, as applicable.

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

The District successfully continued to implement a 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 the AV 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 increased Counseling staff, hired a new District Nurse to sit on the Attendance Review Teams, provided training to staff for the MOH Framework and use of the MIS to monitor student behavior, grades and counseling needs. Good student attendance and behavior was rewarded 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 all parents, with a focus on 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.

Total expenditure differences for Goal 3 reflect an increase in services due to the acquisition of a new assessment software system, Illuminate, that was chosen specifically to provide more frequent and targeted data on unduplicated academic performance as compared to absentee rates. The full time counselor originally budgeted as an action under this goal was hired but has been placed in goal five to more accurately reflect support and services.

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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Only one change in the goal or actions will be made for the following year. The district will also continue to inform parents about the importance of regular school attendance, implement and refine the attendance monitoring procedures, and target student support services to improve support for academic, behavioral, and health issues. The district anticipates the implementation of a positive behavioral system to increase classroom attendance by building students' motivation. (Action 7.4). which will allow additional support for Action 3.1.

## 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	
<b>Safe, Positive School Environment - LCAP Survey Parent/Employee/Community and Student</b>	<b>2017-18</b> LCAP Survey – Parent, Employee, Community Members and LCAP Survey – Students	LCAP Survey Parent, Employee, Community Members and LCAP Survey Students	
	Metric	2017/18 Expected	2017/18 Actual
	LCAP Survey - Item 5 "Encourage partnerships"	100%	76%, not met
	LCAP Survey - Item 7 "Seek input for decisions"	70%	48% not met
	LCAP Survey - Item 9 "Supportive environment"	95%	79% not met
	LCAP Student Survey - Item 8 "Feel safe at school"	76%	74% not met
	LCAP Student Survey - Item 9 "Happy with my school"	73%	71% not met

## 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><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></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"> <li>• Supporting Common Core State Standards at home</li> <li>• Supporting math at home</li> <li>• Supporting reading at home</li> <li>• The importance of good attendance</li> <li>• Technology use to support learning and digital citizenship</li> <li>• High School graduation and college entry requirements</li> <li>• Supporting behavior and mental health issues</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Action 4.1: During parent meetings and workshops families were provided with information and learning opportunities about how to use the online programs with new ELA adoption, core and elective options available in the district, how to support learning at home through technology applications (AR Book Finder, Clever, Kahn Academy, IXL, Extra Math, Math Prodigy), the LCAP and Dashboard, how to use the Aeries Parent Portal, and community partnerships and resources to support learning and behavior. At the high school several trainings /workshops were held to assist with college applications, UC/CSU requirements and what to expect for upcoming graduation. Counselors helped to facilitate these trainings in addition to helping families with grants and financial support as needed.</p>	<p>Certificated Salaries: Teachers to lead parent workshops - 1000-1999 Certificated Salaries - LCFF: \$400</p> <p>Benefits: Teachers to lead parent workshops - 3000-3999 Employee Benefits - LCFF: \$60</p> <p>Books and Supplies: Supplies for parent workshops - 4000-4999 Books and Supplies - LCFF: \$150</p> <p>Services and Other Operating Expenses - 5000-5999 Services and Other Operating Expenses - LCFF: \$0</p>	<p>Certificated Salaries: Teachers to lead parent workshops - 1000-1999 Certificated Salaries - LCFF: \$0</p> <p>Benefits: Teachers to lead parent workshops - 3000-3999 Employee Benefits - LCFF: \$0</p> <p>Books and Supplies: Supplies for parent workshops - 4000-4999 Books and Supplies - LCFF: \$378</p> <p>Services and Other Operating Expenses - 5000-5999 Services and Other Operating Expenses - LCFF: \$4,868</p>

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></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><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></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>Books and Supplies: Program for parent/community input - 4000-4999 Books and Supplies - LCFF: \$300</p>	<p>Books and Supplies: Program for parent/community input - 4000-4999 Books and Supplies - LCFF: \$204</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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 4.3: Provide parent training, learning opportunities and workshops on topics such as:</p> <ul style="list-style-type: none"> <li>• EL Master Plan programs, services, and progress monitoring requirements for EL and RFEP students</li> <li>• How to support students at home with academics and language acquisition</li> <li>• How to support behavior and mental health</li> <li>• Community resources available to support the whole child</li> <li>• College and career options and requirements for application</li> </ul>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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 4.3: Parents of EL students were provided with information, parent training, and learning opportunities about EL Master Plan programs and services, how EL students are assessed and monitored for core and English Language Development progress, information about the new language assessment ELPAC, how to support reading at home through the AR Book Finder program, 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 and socioemotional development.</p>	<p>Books and Supplies: EL Parent workshops - 4000-4999 Books and Supplies - LCFF: \$300</p>	<p>Books and Supplies: EL Parent workshops - 4000-4999 Books and Supplies - LCFF: \$0</p>

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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</p>	<p>Classified Salaries: District Translator/Interpreter hours - 2000-2999 Classified Salaries - LCFF: \$1,040 Benefits: District Translator/Interpreter hours - 3000-3999 Employee Benefits - LCFF: \$160</p>	<p>Classified Salaries: District Translator/Interpreter hours - 2000-2999 Classified Salaries - LCFF: \$2,421 Benefits: District Translator/Interpreter hours - 3000-3999 Employee Benefits - LCFF: \$942</p>

	parent meetings at all school sites. Blackboard messages were sent in Spanish as well as English to parents.		
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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 LCFF Evaluation Rubrics, 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, SSC, 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 celebrations). Additionally, the district informational meetings to provide information and seek parent/community input for moving 5th grade students to High Desert Middle School. The Superintendent held a Stay Gold Parent Night for parents to attend. 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. New social media avenues were added for the district to include Facebook and Twitter 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.

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 went up by 1% to 76%. The data for parents that feel that schools actively seek input before making important decisions went up 2% to 48%. Parents that feel the schools provide a safe positive environment decreased by 3%. 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 stake holders, 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.

Additional funds spent on an unanticipated quarterly superintendent's newsletter to promote communication with all families and a slight increase in interpreter and translator hours throughout the year by existing staff.

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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on adult stakeholder survey results and input provided in parent/community meetings, AADUSD will make adjustments to the plan for the 2018-2019 school year . The district will work to seek input from the community through town hall meetings, community work groups, and transparency at board meetings on important topics about all school sites. This can be found in LCAP Goal 4 (Action 4.1).

The Translator/Interpreter job description was not created, but the district feels the translation/interpretation needs can currently be met with existing EL support staff and web-based translations.

To address the decrease in students' feelings of safety and happiness with school, staff will continue to monitor the school climate and seek parent and/or teacher referrals to support students' feelings of safety and school connectedness. The district will provide training and implementation of a positive behavioral intervention and supports program that will help to increase students' feeling of belonging, academics and improve overall school climate. This can be found in LCAP Goal 7 (Action 7.5). In addition a district safety committee is being formed that 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 implementing lockdown drills and will be working with the local sheriff's department on procedures for safety. This can be found in LCAP Goal 4 (Action 4.2).

Some recent news reports indicate the current political climate and publicity about shootings in schools and communities around the state have created overall fearfulness in some students. School Counselors will continue to provide targeted support to students in schoolwide, group and individual structures as specific needs are identified, and referrals to partner agencies will be made as needed. This can be found in LCAP Goal 4 (Action 4.3).

**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.

## Goal 5

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		
<b>High School Graduation Rate</b>	<b>2017-18</b>		Metric	2016/17 Expected	Dashboard 2018
	HS Graduation Rate	97.1%	Blue		
			Metric	2016/17 Actual	Dashboard 2018
			HS Graduation Rate	97.6%	Blue
			Measurable Outcome: Met		
<b>UC/CSU Ready (A - G Rate)</b>	<b>2017-18</b>		Metric	2016/17 Expected	Dashboard 2018
	UC/CSU Eligibility (A-G Rate)	28.2%	N/A		
			Metric	2016/17 Actual	Dashboard 2018
			UC/CSU Eligibility (A-G Rate)	33.33%	N/A
			Measurable outcome Met		
<b>Prepared for College (EAP Passage at "Ready" or "Conditionally Ready")</b>	<b>2017-18</b>		Metric	2016/17 Expected	Dashboard 2018
	EAP English "Ready"/ "Conditionally Ready"	51%	N/A		
	EAP Math "Ready"/ "Conditionally Ready"	18%	N/A		
			Metric	2016/17 Actual	Dashboard 2018
			EAP English Ready/ Conditionally Ready	53.77%	N/A
			EAP Math Ready/ Conditionally Ready	22.58%	N/A
			Measurable Outcomes Met		
<b>AP Exam Passage With Score of 3 or Higher</b>	<b>2017-18</b>		Metric	2016/17 Expected	Dashboard 2018
	AP Exam Passage 3+	48%	N/A		
			Metric	2016/17 Expected	Dashboard 2018
			AP Exam Passage 3+	34%	N/A
			Measurable Objective: Not Met		

**CAASPP ELA - 11th Grade Percent 2017-18**  
**"Standard Met" or "Standard Exceeded"**

Student Group	2017 Expected
All Students	52%
SED	28%
EL	N/A
RFEP	N/A
Foster Youth	N/A
SWD	14%
Hispanic	41%
White	59%

Student Group	2017 Actual
All Students	53.77%
SED	42.5%
EL	N/A
RFEP	N/A
Foster Youth	N/A
SWD	36.84%
Hispanic	42.9%
White	68%

Measurable Outcomes: Met

**CAASPP Math - 11th Grade Percent 2017-18**  
**"Standard Met" or "Standard Exceeded"**

Student Group	2017 Expected
All Students	19%
SED	10%
EL	N/A
RFEP	N/A
Foster Youth	N/A
SWD	8%
Hispanic	10%
White	23%

Student Group	2017 Actual
All Students	22.58%
SED	17.5%
EL	N/A
RFEP	N/A
Foster Youth	N/A
SWD	21.06%
Hispanic	13.95%
White	29.54%

Measurable Outcome: Met

**Drop Out Rates - Middle School and High School 2017-18**

	2016/17 Expected
Middle School	0.3%
High School	0.5%

2016/17 Actual	
Middle School	0.0%
High School	0.28%

Measurable Outcome: Met

## 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><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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"> <li>• Increase Counseling services to support needs of unduplicated students</li> <li>• College/Career/Scholarship information and visitations</li> <li>• SST meetings held for at risk students</li> <li>• SART/DART meetings held for students with problem attendance issues</li> <li>• Credit Recovery Options</li> <li>• Chartered General Education Summer School Partnership</li> </ul>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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"> <li>• PPS Counselor availability - Increase from 1.5 to 2 FTEs with one full time Counselor who is bilingual/biliterate in Spanish</li> <li>• Naviance system implemented and used with students to support graduation tracking</li> <li>• Athletic Director - coordinates extra-curricular activities, monitors academic eligibility, improves school connectedness</li> <li>• SST and SART meetings held for students at risk of not meeting graduation/college entrance requirements, or those with attendance issues</li> <li>• Credit Recovery options during the regular school year</li> <li>• Summer School Credit Recovery options offered through charter partnership</li> <li>• 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.</li> <li>• Scholarship opportunities were explored with students and counselors helped to encourage students to apply. A hand full of students received full scholarships to culinary school and many other students received significant amounts of scholarships towards</li> </ul>	<p>Certificated Salaries: 1.5 FTE Counselors - 1000-1999 Certificated Salaries - LCFF: \$106,035</p> <p>Certificated Salaries: Credit Recovery Program - 1000-1999 Certificated Salaries - LCFF: \$42,000</p> <p>Employee Benefits: 1.5 FTE Counselors - 3000-3999 Employee Benefits - LCFF: \$15,905</p> <p>Benefits: Credit Recovery Program - 3000-3999 Employee Benefits - LCFF: \$6,300</p> <p>Services and Other Operating Expenses: Credit Recovery Programs - 5000-5999 Services and Other Operating Expenses - LCFF: \$15,375</p> <p>Books and Supplies - 4000-4999 Books and Supplies - LCFF: \$0</p>	<p>Certificated Salaries - 2.0 FTE Counselors VHS - 1000-1999 Certificated Salaries - LCFF: \$149,357</p> <p>Certificated Salaries: Credit Recovery Program - 1000-1999 Certificated Salaries - LCFF: \$27,442</p> <p>Employee Benefits: 2.0 FTE Counselors - 3000-3999 Employee Benefits - LCFF: \$26,884</p> <p>Benefits: Credit Recovery Program - 3000-3999 Employee Benefits - LCFF: \$4,940</p> <p>Services and Other Operating Expenses: Credit Recovery Programs - 5000-5999 Services and Other Operating Expenses - LCFF: \$12,200</p> <p>Books and Supplies - 4000-4999 Books and Supplies - LCFF: \$2,173</p>

	their college experience.		
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### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></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><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Vasquez High 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>Services and Other Operating Expenses: College entry program - 5000-5999 Services and Other Operating Expenses - LCFF: \$5,500 Books and Supplies - 4000-4999 Books and Supplies - LCFF: \$0</p>	<p>Services and Other Operating Expenses: College entry program - 5000-5999 Services and Other Operating Expenses - LCFF: \$7,029 Books and Supplies - 4000-4999 Books and Supplies - LCFF: \$483</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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>Services and Other Operating Expenses: AP Exam Costs - 5000-5999 Services and Other Operating Expenses - LCFF: \$1,000</p>	<p>Services and Other Operating Expenses - 5000-5999 Services and Other Operating Expenses - LCFF: \$225</p>

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></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"> <li>• Academic and behavior monitoring and support</li> <li>• Extracurricular opportunities - coordination and monitoring</li> <li>• Athletic and CIF Coordination</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Vasquez High School</p> <p>Action 5.4: Focused on student engagement and school climate on the high school campus.</p> <ul style="list-style-type: none"> <li>• Academic and behavior monitoring and support was provided by 2 FTE counselors</li> <li>• Extracurricular opportunities - coordination and monitoring through ASB, Student Sports, social events, etc.</li> <li>• Athletic and CIF Coordination through the Athletic Director</li> <li>• Phase 3 of Vasquez High School underway to include a CIF Softball Field</li> </ul>	<p>Certificated Salaries: Dean and Athletic Director - 1000-1999 Certificated Salaries - LCFF: \$107,510</p> <p>Benefits: Dean and Athletic Director - 3000-3999 Employee Benefits - LCFF: \$16,130</p>	<p>Certificated Salaries: Dean and Athletic Director - 1000-1999 Certificated Salaries - LCFF: \$193,808</p> <p>Benefits: Dean and Athletic Director - 3000-3999 Employee Benefits - LCFF: \$34,885</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 LCFF Evaluation Rubrics, 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. 2 Full Time Counselors assist 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 newly implemented STEAM-based courses and required core content, and include extracurricular opportunities that increase school connectedness. An Athletic Director position was continued to continue coordinate extra-curricular opportunities. SST and SART/DART meeting 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 of students "Ready/Conditionally Ready" in all subgroups on EAP assessments demonstrate the High School is making significant improvements and achieving measurable outcomes for High School Graduation/College Readiness Indicators. Parent comments during stakeholder input meetings and student retention rates for students matriculating from the Middle School to the High School are evidence of the school's and district's attainment of improved school school connectedness. Analysis of AP Exam Data shows that there was a decrease in the passage rate at a 3+. The 2016/2017 data sampling was considerably smaller than the year before with only 99 assessments taken vs. 118 the year before.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between Budgeted Expenditures and Estimated Actual Expenditures are due to

- Hiring of two full time counselors instead of budgeted 1.5 FTE to expand support for college and career readiness
- Lower costs for services and operating expenses related to student credit recovery, primarily because of a reduction in credit deficient

students at the high school and lower than anticipated certificated salary to manage on site credit recovery program.

- Expanded tutoring support for students
- The addition of Naviance as a college and career resource

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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The District anticipates continuing the Goal 5 and the actions as written with no changes. It is expected a new High School Principal will be starting July 1. Staff will continue to collaborate to review student achievement and student attendance data. Student supports will be continued, which may include Counseling support, implementation of extracurricular activities, Attendance Review Contracts, participation in Credit Recovery programs during the school year and during Summer School, and payment of AP exam costs. Naviance will continue to be used to help students find their learning path. ASB and student sports will continue to help students with the connectedness at school and promote academic success. The Athletic Director position will be discontinued and staff will provide this service as a 1/6th as a cost savings. Phase 3 of Vasquez High School, the addition of a CIF softball field, walking track and concession stands, will continue through summer with the goal to be finished in the fall.

## 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	
<b>Certificated Staff Fully Credentialed and Appropriately Assigned</b>	<b>2017-18</b>	Certificated Staff Assignments:	
	Certificated Staff Assignments:	Certificated Staff Assignments:	
			2017/18 Actual
	2017/18 Expected	Fully Credentialed and Appropriately Assigned	100%
Fully Credentialed and Appropriately Assigned	100%	Fully Credentialed and Appropriately Assigned (including teachers with approved waivers):	

## 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><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></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><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Action 6.1: 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, Assistant Superintendent, support staff and Assistant Superintendent of Business Services). A new Superintendent was selected and began his work in September. An interim Superintendent worked from July 1st until the new Superintendent began. The Assistant Superintendent position was not appointed until January 11, 2018 and the CFO position was changed and appointed to a new person as the Assistant Superintendent of Business Services.</p>	<p>Salaries - Superintendent, Asst. Superintendent - 1000-1999 Certificated Salaries - LCFF: \$334,965</p> <p>Salaries - CFO, Support Staff - 2000-2999 Classified Salaries - LCFF: \$255,564</p> <p>Employee Benefits: Superintendent, Asst. Superintendent - 3000-3999 Employee Benefits - LCFF: \$50,245</p> <p>Employee Benefits: CFO, Support Staff - 3000-3999 Employee Benefits - LCFF: \$38,335</p>	<p>Salaries - Superintendent, Asst. Superintendent - 1000-1999 Certificated Salaries - LCFF: \$358,762</p> <p>Salaries - Superintendent, Asst. Superintendent - 2000-2999 Classified Salaries - LCFF: \$301,918</p> <p>Employee Benefits: Superintendent, Asst. Superintendent - 3000-3999 Employee Benefits - LCFF: \$64,577</p> <p>Employee Benefits: CFO, Support Staff - 3000-3999 Employee Benefits - LCFF: \$84,537</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 LCFF Evaluation Rubrics, as applicable.

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

Action 6.1: 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, Assistant Superintendent, support staff and Assistant Superintendent of Business Services). A new Superintendent was selected and began his work in October. An interim Superintendent worked from July 1st until the new Superintendent began. The Assistant Superintendent position was not appointed until September and January 11th the CFO position was changed and appointed to a new person as the Assistant Superintendent of Business Services.

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 2017/18. Effective oversight of resources also supported improved student achievement, increased enrollment, implementation of STEAM curriculum and student support programs, 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. Biweekly Cabinet and AdCo meetings were held to ensure effective

articulation and implementation of actions.

A new Superintendent began in September at the district. Mid year the middle school principal was appointed as Assistant Superintendent of Business Services and the Director/Principal that oversaw Charters, SpED, and Testing and Accountability was appointed as Assistant Superintendent of Personnel/Educational Services. The middle school principal was replaced and the Director/Principal position was folded into the Assistant Superintendent of Personnel/Educational Services' position. This reorganization at the district level was done to provide a cost savings.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between Budgeted Expenditures and Estimated Actual Expenditures are due to contract negotiations.

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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on improved students outcomes and input from stakeholders, no changes in the goal or actions will be made.

## 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																												
<b>LCAP Survey - Safe, Well-Maintained Schools</b>	<b>2017-18</b> LCAP Survey – Parent, Employee, Community Members and LCAP Survey – Students	LCAP Survey Parent, Employee, Community Members and LCAP Survey Students																												
	<table border="1"> <thead> <tr> <th>Metric</th> <th>2017/18 Expected</th> </tr> </thead> <tbody> <tr> <td>LCAP Survey - Item 8 "Schools are inviting"</td> <td>95%</td> </tr> <tr> <td>LCAP Survey - Item 12 "Schools are safe"</td> <td>91%</td> </tr> <tr> <td>LCAP Survey - Item 11 "Schools clean and well maintained:"</td> <td>95%</td> </tr> <tr> <td>LCAP Survey - Item 9 "Schools are supportive"</td> <td>95%</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>71%</td> </tr> </tbody> </table>	Metric	2017/18 Expected	LCAP Survey - Item 8 "Schools are inviting"	95%	LCAP Survey - Item 12 "Schools are safe"	91%	LCAP Survey - Item 11 "Schools clean and well maintained:"	95%	LCAP Survey - Item 9 "Schools are supportive"	95%	LCAP Student Survey - Item 8 "Feel safe at school"	76%	LCAP Student Survey - Item 9 "Happy with my school"	71%	<table border="1"> <thead> <tr> <th>Metric</th> <th>2017/18 Actual</th> </tr> </thead> <tbody> <tr> <td>LCAP Survey - Item 8 Schools are inviting</td> <td>83%</td> </tr> <tr> <td>LCAP Survey - Item 12 Schools are safe</td> <td>76%</td> </tr> <tr> <td>LCAP Survey - Item 11 Schools clean and well maintained:</td> <td>87%</td> </tr> <tr> <td>LCAP Survey - Item 9 Schools are supportive</td> <td>79%</td> </tr> <tr> <td>LCAP Student Survey - Item 8 Feel safe at school</td> <td>74%</td> </tr> <tr> <td>LCAP Student Survey - Item 9 Happy with my school</td> <td>71%</td> </tr> </tbody> </table>	Metric	2017/18 Actual	LCAP Survey - Item 8 Schools are inviting	83%	LCAP Survey - Item 12 Schools are safe	76%	LCAP Survey - Item 11 Schools clean and well maintained:	87%	LCAP Survey - Item 9 Schools are supportive	79%	LCAP Student Survey - Item 8 Feel safe at school	74%	LCAP Student Survey - Item 9 Happy with my school	71%
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<b>Facility Inspection Tool (FIT) - Facilities in "Good" or Better Repair - Williams Compliance</b>	<b>2017-18</b>	<table border="1"> <thead> <tr> <th>Metric</th> <th>2017/18 Actual</th> </tr> </thead> <tbody> <tr> <td>Facilities in Good Repair</td> <td>100%</td> </tr> </tbody> </table>		Metric	2017/18 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><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></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.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></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 a additional hours for safety supervision added as needed at sites, and provided training for all classified and certificated staff about anti-bullying and mandated reporting.</p>	<p>Salary: Campus Supervisor - 2000-2999 Classified Salaries - LCFF: \$37,320</p> <p>Employee Benefits: Campus Supervisor - 3000-3999 Employee Benefits - LCFF: \$5,598</p> <p>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 - LCFF: \$1,000</p> <p>Classified Salaries: Supervision drop off/pick up - 2000-2999 Classified Salaries - LCFF: \$3,000</p> <p>Employee Benefits: Supervision drop off/pick up - 3000-3999 Employee Benefits - LCFF: \$450</p> <p>Books and Supples: Safety and mental health support supplies - 4000-4999 Books and Supplies - LCFF: \$1,500</p>	<p>Salary: Campus Supervisor - 2000-2999 Classified Salaries - LCFF: \$61,890</p> <p>Employee Benefits: Campus Supervisor - 3000-3999 Employee Benefits - LCFF: \$11,726</p> <p>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 - LCFF: \$0</p> <p>Classified Salaries: Supervision drop off/pick up - 2000-2999 Classified Salaries - LCFF: \$20,073</p> <p>Employee Benefits: Supervision drop off/pick up - 3000-3999 Employee Benefits - LCFF: \$5,620</p> <p>Books and Supples: Safety and mental health support supplies - 4000-4999 Books and Supplies - LCFF: \$386</p>

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></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 with the Williams Act.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Action 7.2: Regularly 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</p>	<p>Maintenance - 5000-5999 Services and Other Operating Expenses - LCFF: \$435,000</p> <p>Maintenance - 4000-4999 Books and Supplies - LCFF: \$0</p>	<p>Maintenance - 5000-5999 Services and Other Operating Expenses - LCFF: \$28,947</p> <p>Maintenance - 4000-4999 Books and Supplies - LCFF: \$386,928</p>

	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><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>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.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Action 7.3: Purchased CCSS aligned textbooks for ELA in grades TK - 12 to improve academic achievement and maintained sufficient inventory of all materials for Williams Act compliance. Options were explored in relation to adopting Science and/or History in the coming years. Money has been budgeted for the future but until the release of the CDE adopted materials for Science we will not move forward with an adoption. Once materials are available for viewing we will form a committee to begin exploring options.</p>	<p>Certificated Salaries: Adoption Committee - 1000-1999 Certificated Salaries - LCFF: \$5,750</p> <p>Textbooks: CCSS ELA (Purchase split over 2 years) - 4000-4999 Books and Supplies - LCFF: \$175,000</p> <p>Employee Benefits: Adoption Committee - 3000-3999 Employee Benefits - LCFF: \$863</p>	<p>Certificated Salaries: Adoption Committee - 1000-1999 Certificated Salaries - LCFF: \$0</p> <p>Textbooks: CCSS ELA (Purchase split over 2 years) - 4000-4999 Books and Supplies - LCFF: \$78,215</p> <p>Certificated Salaries: Adoption Committee - 3000-3999 Employee Benefits - LCFF: \$0</p>

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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 - One (1) additional Counselor was hired to provide full time support at the elementary school. This now brings the counselor count to 1 FTE at the Elementary School and 1 FTE at the Middle School. In addition, there are 2 FTE at the High School, which is addressed in Goal 5. Counselors at all sites provided anti-bullying, social skills training to students and continued to make</p>	<p>Certificated Salaries: 1.0 FTE Counselor - 1000-1999</p> <p>Certificated Salaries - LCFF: \$52,000</p> <p>Employee Benefits: 1.0 FTE Counselor - 3000-3999</p> <p>Employee Benefits - LCFF: \$7,800</p> <p>Services and Other Operating Expenses: Mental health partnership coordination (Trainings and mileage) - 5000-5999</p> <p>Services and Other Operating Expenses - LCFF: \$1,000</p>	<p>Certificated Salaries: 2.0 FTE Counselors ML and HD - 1000-1999</p> <p>Certificated Salaries - LCFF: \$134,126</p> <p>Employee Benefits: 2.0 FTE ML and HD Counselor - 3000-3999</p> <p>Employee Benefits - LCFF: \$24,143</p> <p>Services and Other Operating Expenses: Mental health partnership coordination (Trainings and mileage) - 5000-5999</p> <p>Services and Other Operating Expenses - LCFF: \$0</p>

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.

## 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 LCFF Evaluation Rubrics, as applicable.

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

As planned, the District employed a Campus Supervisor, hired one additional Instructional Assistant (for Supervision) and one additional Counselor, and required all district employees to participate in training about anti-bullying, mandated reporting and supervision. 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. The District completed tasks for the Department of State Architecture at the "Historic Action Campus" in preparation for a reopening of the campus for 4th and 5th grade students to alleviate overcrowding at Meadowlark School. This project is ready to move forward once funding becomes available. Until funding becomes available, 5th grade students will start the 2018-2019 school year at High Desert Middle School and continue there until further notice to alleviate crowding at Meadowlark.

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

The implementation of the ELA materials adopted was a success and provides rigorous instruction for all students. The District has successfully maintained compliance with all Williams requirements. The LCAP Survey responses and stakeholder input shows 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 22 adults that completed the survey in 2016/2017 as compared to 93 adults this school year. There was not a significant drop in any results but overall the support did not grow. This provides evidence that the district needs to continue to complete projects and ensure a safe environment for all students. The District additionally implemented repair and upgrade projects at the "Historic Acton Campus" to alleviate overcrowding at the elementary school. The District is now in compliance with DSA and waits funding in order to move forward with the project.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between Budgeted Expenditures and Estimated Actual Expenditures are due to:

- Higher than projected costs for classified personnel to meet safety goals
- Lower than projected costs for CCSS ELA textbook purchase and implementation
- Higher than projected costs for addition of counseling staff
- Lower than projected costs for maintenance services and supplies

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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Williams compliance and LCAP Survey data was shared with required groups and community stakeholders during LCAP Stakeholder Input presentations. Based on attainment of expected outcomes in most areas and stakeholder input, the District plans to continue Goal 7 as written. In order to continue to meet expected outcomes, the district will continue to require annual safety-related trainings, suicide prevention, bullying and emergency drills and will continue to provide funding for deferred maintenance projects. The district will continue to increase availability of CCSS aligned instructional materials through future committees as materials become available. In 2017/18 an increase in hours of classified staffing at sites to supervise pick-up/drop-off of students supported within Action 7.1. The district will continue to make partnerships through the community and the SELPA to help support mental health in support of Action 7.4. In addition an Action item was added to Goal 4 that will also support Goal 7. With this the district will provide training and implementation of a positive behavioral intervention and supports program that will help to increase students' feeling of belonging, academics and to improve overall school climate. In addition an Action item in Goal 4 was added to add a monthly district

safety committee that will also help to bring support to students and the community feeling safe about each school site.

## Stakeholder Engagement

LCAP Year: 2018-19

### 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 2018/19 LCAP, a handout that summarized LCAP information was shared with stakeholders at each meeting. Stakeholders were provided opportunities to ask questions and provide suggestions, which were shared with district leaders for inclusion in the current or future year LCAP updates. Information sharing and input gathering meetings included:

School Site Council, which includes Administrative, Teacher, Union representative, Classified, parent and student representatives Booster Club and PTO meetings, which includes parent and community representatives (5 times per year)

District and Site English Learner Advisory Committees (3 times a year)

Booster Club and PTO meetings (monthly) meet during the year to discuss LCAP and progress with actions. These meetings serve as a Parent Advisory Committee, which include parent and community representatives and parents of English Learners, Low Income and Foster Youth.

Associated Student Body and Student Council meetings (monthly)

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

Administrative Council including cabinet and principals and Management Team meetings where all school principals are present at these meetings (2 times per month)

Board of Trustee meetings, which are publicly noticed for attendance by parents, community members, teachers, classified staff and students (2 times per month)

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

A Community LCAP Meeting was held at Meadowlark School with the Assistant Superintendent of Business Services, Mrs. Lynn David, 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 draft LCAP was agendized for Public Hearing on the June 14, 2018 AADUSD Board meeting. The LCAP was agendized for Adoption by the AADUSD Board of Trustees on June 28, 2018 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, AdCo, 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?

Stakeholder meetings:

Input gathered at parent, student and stakeholder meetings has been incorporated into the 2018/19 LCAP and includes input with the following goals:

Goal #1

Provide Professional Development in Writing and ELA  
Grammar needs to be addressed better with specific standards  
Get rid of Common Core

Goal #2

Provide EL supports, such as Designated ELD  
Form an EL committee for Reclassification procedures and matrix tracking

Goal #3

Attendance Campaign and celebrations

Goal #4

Lack of communication  
More Volunteer opportunities at all sites  
More ELAC Meetings  
Invites to PTO meetings  
Exchange of information between groups (PTO, ELAC, etc.)

Goal #5

None

Goal #6

None

Goal #7

Staffing to ensure security of campus and safe campus ingress/egress  
Change survey to reflect how kids feel in the classroom vs. out of the classroom

Many stakeholders were happy about the changes made in 2017/18, and said they want the schools to continue what they are doing without changes to the LCAP goals and actions.

LCAP Survey:

The LCAP Survey was available online and in a hard-copy format from March 29, 2018 – May 1, 2018 for students, parents, community members, certificated staff, classified staff, and unrepresented staff to provide input on the goals and actions for the 2018/19 LCAP. All parents and staff members were notified about the LCAP Survey by an Blackboard Connect message and email that went out to all parents and staff. Parents and staff members were encouraged to complete the LCAP Survey through the district's phone messaging system and Booster Club/PTO/Staff meetings.

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

ANNUAL UPDATE:

Comments and input from all stakeholder meetings and surveys have been incorporated within the proposed changes section of the annual update and/or within the LCAP for 2018/2019. The input and proposed changes to goals, actions and related expenditures are noted in the above section since they have been included in the Impact of the Plan section above.

# 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:

As demonstrated in the data tables below comparing the prior year to the current year, 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 and was able to met or exceeded all of our District set outcomes and earn a "green" indicator for "All Students" and our "White" subgroup. For the dashboard there is still areas of growth indicated by our "orange" indicators in subgroups SED, EL, SWD and Hispanic. For CAASPP Math our "Hispanic" subgroup earned a yellow and our "White" subgroup a "green." All other student groups earned an "orange" indicator showing room for growth. The Students With Disabilities (SWD) did increase from a "red" to an "orange" indicator showing significant growth.

The State Indicator for ELA on the Dashboard is green with an "increase" identified in both areas for the "Change" on the "Status and Change Report," for all students which affirms the actions and services being implemented are producing desired increases in student learning for all students. Although there were increases for most student groups, there is a need to continue actions and services to further increase the percentage of students performing at the "Standard Met" or "Standard Exceeded" level and move groups performing at the "Yellow" or "Orange" level to the "Green" level or better. In addition in the area of Math with a Dashboard indicator as "orange" for most subgroups and for all students this continues to be an area of need. In order to improve outcomes for these subgroups and in Math, with the goal of moving the Dashboard performance level from "Orange" to at least "Yellow" in 2018/19, the district will increase articulation and collaboration time for grade level data analysis as well as increase support through professional development.

CAASPP ELA Percent Standard Met or Standard Exceeded:

Student Group	2017 Actual	2018 Dashboard
All students	51%	Green
SED	40%	Orange
EL	25%	Orange
RFEP	65%	N/A
Foster Youth	N/A	N/A

Student Group	2017 Actual	2018 Dashboard
SWD	21%	Orange
Hispanic	41%	Orange
White	60%	Green

CAASPP Math Percent Standard Met or Standard Exceeded:

Student Group	2017 Actual	2018 Dashboard
All Students	32%	Orange
SED	22%	Yellow
EL	14%	Orange
RFEP	30%	N/A
Foster Youth	N/A	N/A
SWD	15%	Orange
Hispanic	24%	Yellow
White	39%	Green

Scores for CAST Science will be available in Fall 2018

### Expected Annual Measurable Outcomes

Metrics/Indicators	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
CAASPP ELA Percent Standard Met or Standard Exceeded	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"	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		
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	Foster Youth N/A	Foster Youth N/A	Foster Youth N/A
	SWD 20%	SWD 22%	SWD 24%	SWD 26%
	Hispanic 26%	Hispanic 28%	Hispanic 30%	Hispanic 32%
	White 40%	White 42%	White 44%	White 46%
	Note: 2016 was the last year for administration of CST-Science	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	

# 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:

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"> <li>• Implementation of Common Core State Standards ELA, Math and Supplemental programs including Universal Access for unduplicated pupil groups</li> <li>• Use of new ELD Standards to monitor EL student progress and drive instruction - SDAIE and ELD instructional strategies for EL and LTEL students</li> <li>• Response to Instruction and Intervention (RtI2)</li> <li>• Strategies to improve and increase instructional differentiation (content</li> </ul>	<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"> <li>• Implementation of Common Core State Standards ELA, Math and Supplemental programs including Universal Access for unduplicated pupil groups</li> <li>• Use of new ELD Standards to monitor EL student progress and drive instruction - SDAIE and ELD instructional strategies for EL and LTEL students</li> <li>• Response to Instruction and Intervention (RtI2)</li> <li>• Strategies to improve and increase instructional differentiation (content</li> </ul>	<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"> <li>• Implementation of Common Core State Standards ELA, Math and Supplemental programs including Universal Access for unduplicated pupil groups</li> <li>• Use of new ELD Standards to monitor EL student progress and drive instruction - SDAIE and ELD instructional strategies for EL and LTEL students</li> <li>• Response to Instruction and Intervention (RtI2)</li> <li>• Strategies to improve and increase instructional differentiation (content</li> </ul>

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

	2017-18	2018-19	2019-20
Amount	\$76,000	\$74,529	\$76,020
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Certificated Salaries: Professional Development	Certificated Salaries; Certificated Salaries: Professional Development	Certificated Salaries; Certificated Salaries: Professional Development
Amount	\$3,300	\$3,300	\$3,300
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Certificated Salaries: Professional Development	Certificated Salaries; Certificated Salaries: Professional Development	Certificated Salaries; Certificated Salaries: Professional Development
Amount	\$11,400	\$15,651	\$17,485
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Benefits: Professional Development	Employee Benefits; Benefits: Professional Development	Employee Benefits; Benefits: Professional Development
Amount	\$495	\$693	\$759
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Benefits: Professional Development	Employee Benefits; Benefits: Professional Development	Employee Benefits; Benefits: 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:

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

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$126,253	\$143,253	\$143,253
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Books and Supplies: Supplemental materials and supplies	Books and Supplies; Books and Supplies: Supplemental materials and supplies	Books and Supplies; Books and Supplies: Supplemental materials and supplies
Amount	\$0	\$23,000	\$23,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Services and Subscriptions	Services and Other Operating Expenses; Services and Subscriptions	Services and Other Operating Expenses; Services and Subscriptions

### 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:

**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 1.3 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:</p> <ul style="list-style-type: none"> <li>• Integration of technology to support effective teaching and learning</li> <li>• Assessment and data-driven instruction and intervention</li> <li>• Integration of Science, Technology, Engineering, Arts, and Math (STEAM) content across the curriculum and/or in content specific classes</li> <li>• Implementation of effective CCSS Math and/or ELA</li> <li>• SDAIE and ELD strategies</li> <li>• Instructional strategies to differentiate</li> </ul>	<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"> <li>• Integration of technology to support effective teaching and learning</li> <li>• Assessment and data-driven instruction and intervention</li> <li>• Integration of Science, Technology, Engineering, Arts, and Math (STEAM) content across the curriculum and/or in content specific classes</li> <li>• Implementation of effective CCSS Math and/or ELA</li> <li>• SDAIE and ELD strategies</li> <li>• Instructional strategies to differentiate</li> </ul>	<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"> <li>• Integration of technology to support effective teaching and learning</li> <li>• Assessment and data-driven instruction and intervention</li> <li>• Integration of Science, Technology, Engineering, Arts, and Math (STEAM) content across the curriculum and/or in content specific classes</li> <li>• Implementation of effective CCSS Math and/or ELA</li> <li>• SDAIE and ELD strategies</li> <li>• Instructional strategies to differentiate</li> </ul>

curriculum for EL, RFEP, FY, SED,  
SWD, and high achieving students

curriculum for EL, RFEP, FY, SED,  
SWD, and high achieving students

curriculum for EL, RFEP, FY, SED,  
SWD, and high achieving students

**Budgeted Expenditures**

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

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 1.4 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. -

- 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

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. -

- 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

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- 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

aligned to the Common Core State Standards in ELA and Math

aligned to the Common Core State Standards in ELA and Math

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$24,060	\$8,000	\$8,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Services and Other Operating Expenses: Assessment systems for ongoing monitoring of identified students	Services and Other Operating Expenses; Services and Other Operating Expenses: Assessment systems for ongoing monitoring of identified students	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	\$4,586,641
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Certificated Salaries	Certificated Salaries; Certificated Salaries	Certificated Salaries; Certificated Salaries
Amount	\$593,505	\$944,308	\$1,054,927
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Benefits	Employee Benefits; Benefits	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	\$1,351,581
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Classified Salaries	Classified Salaries; Classified Salaries	Classified Salaries; Classified Salaries
Amount	\$305,148	\$371,022	\$405,474
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Benefits	Employee Benefits; Benefits	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:

**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 1.7 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"> <li>• Teacher for Leveled Learning</li> <li>• Targeted Intervention</li> <li>• Sessions Before/During/After School to accelerate learning</li> <li>• Online instruction and practice Programs</li> </ul>	<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"> <li>• Teacher for Leveled Learning</li> <li>• Targeted Intervention</li> <li>• Sessions Before/During/After School to accelerate learning</li> <li>• Online instruction and practice Programs</li> </ul>	<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"> <li>• Teacher for Leveled Learning</li> <li>• Targeted Intervention</li> <li>• Sessions Before/During/After School to accelerate learning</li> <li>• Online instruction and practice Programs</li> </ul>

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$60,345	\$55,965	\$57,106
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Certificated Salaries: Teacher pay for before/during/after school intervention	Certificated Salaries; Certificated Salaries: Teacher pay for before/during/after school intervention	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	Employee Benefits; Benefits: Teacher pay for before/during /after school intervention	Employee Benefits; Benefits: Teacher pay for before/during /after school intervention	Employee Benefits; Benefits: Teacher pay for before/during /after school intervention
Amount	\$1,000	\$1,000	\$1,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Books and Supplies: Intervention materials	Books and Supplies; Books and Supplies: Intervention materials	Books and Supplies; Books and Supplies: Intervention materials

**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)

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 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:

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:

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	Certificated Salaries; Certificated Salaries: Existing staff will monitor unduplicated pupils' progress	Certificated Salaries; Certificated Salaries: Existing staff will monitor unduplicated pupils' progress	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	Unchanged 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"> <li>• Strategies for students with disabilities (SWD) in General Education settings</li> <li>• Strategies to improve and increase instructional differentiation (content access for below level learners, and depth and complexity for above level learners)</li> <li>• Integration of Science, Technology, Engineering, Arts and/or Math (STEAM)</li> <li>• Implementation of Positive Behavior Support programs and/or Safe School Plans for student discipline</li> <li>• Effective use of technology as a teaching/learning tool</li> <li>• Paraprofessional training</li> </ul>	<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"> <li>• Strategies for students with disabilities (SWD) in General Education settings</li> <li>• Strategies to improve and increase instructional differentiation (content access for below level learners, and depth and complexity for above level learners)</li> <li>• Integration of Science, Technology, Engineering, Arts and/or Math (STEAM)</li> <li>• Implementation of Positive Behavior Support programs and/or Safe School Plans for student discipline</li> <li>• Effective use of technology as a teaching/learning tool</li> <li>• Paraprofessional training</li> </ul>	<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"> <li>• Strategies for students with disabilities (SWD) in General Education settings</li> <li>• Strategies to improve and increase instructional differentiation (content access for below level learners, and depth and complexity for above level learners)</li> <li>• Integration of Science, Technology, Engineering, Arts and/or Math (STEAM)</li> <li>• Implementation of Positive Behavior Support programs and/or Safe School Plans for student discipline</li> <li>• Effective use of technology as a teaching/learning tool</li> <li>• Paraprofessional training</li> </ul>

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$1,500	\$1,500	\$1,500
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Classified Salaries: Professional Development	Classified Salaries; Classified Salaries: Professional Development	Classified Salaries; Classified Salaries: Professional Development
Amount	\$225	\$420	\$450
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Benefits: Professional Development	Employee Benefits; Benefits: Professional Development	Employee Benefits; Benefits: Professional Development
Amount	\$10,000	\$10,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Services and Other Operating Expenses: Conferences and Training	Services and Other Operating Expenses; Services and Other Operating Expenses: Conferences and Training	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"> <li>• Supplemental curriculum and materials supporting Common Core State Standards</li> <li>• Equipment and supplies</li> <li>• Field trips, presentations, and/or assemblies</li> <li>• Digital curriculum aligned to Common Core State Standards</li> <li>• Online courses to support a broad course of study</li> <li>• Development of and access to multiple pathways and instructional models</li> <li>• Alignment of Curriculum with Common Core State Standards, English - Language Development Standards and California Content Standards</li> <li>• Curriculum Maps aligned to Common Core State Standards</li> </ul>	<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"> <li>• Supplemental curriculum and materials supporting Common Core State Standards</li> <li>• Equipment and supplies</li> <li>• Field trips, presentations, and/or assemblies</li> <li>• Digital curriculum aligned to Common Core State Standards</li> <li>• Online courses to support a broad course of study</li> <li>• Development of and access to multiple pathways and instructional models</li> <li>• Alignment of Curriculum with Common Core State Standards, English - Language Development Standards and California Content Standards</li> <li>• Curriculum Maps aligned to Common Core State Standards</li> </ul>	<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"> <li>• Supplemental curriculum and materials supporting Common Core State Standards</li> <li>• Equipment and supplies</li> <li>• Field trips, presentations, and/or assemblies</li> <li>• Digital curriculum aligned to Common Core State Standards</li> <li>• Online courses to support a broad course of study</li> <li>• Development of and access to multiple pathways and instructional models</li> <li>• Alignment of Curriculum with Common Core State Standards, English - Language Development Standards and California Content Standards</li> <li>• Curriculum Maps aligned to Common Core State Standards</li> </ul>

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$320,976	\$140,876	\$140,876
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Books and Supplies: Materials and Supplies	Books and Supplies; Books and Supplies: Materials and Supplies	Books and Supplies; Books and Supplies: Materials and Supplies
Amount	\$29,100	\$29,100	\$29,100
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Services and Other Operating Expenses: Field Trips	Services and Other Operating Expenses; Services and Other Operating Expenses: Field Trips	Services and Other Operating Expenses; Services and Other Operating Expenses: Field Trips
Amount	\$0	\$100,000	\$100,000
Source	LCFF	LCFF	LCFF
Budget Reference	Capital Outlay; Capital Outlay: Technology	Capital Outlay; Capital Outlay: Technology	Capital Outlay; Capital Outlay: Technology

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

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 orange based on a "medium" status level of 67.2% with a change level that was "declined". Growth goals were not met this year for percentage of ELs making annual progress towards Standard Met or Standard Exceeded. However, there was increase in the percentage of students that met all RFEP criteria. The expected outcome was 2.8% RFEP'd and the District met the goal with 3.1% for the 2017-2018 school year. This data shows 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. In addition, we will need to re-evaluate our reclassification procedures to align with the new ELPAC assessment.

**Expected Annual Measurable Outcomes**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																
Dashboard - English Learner Progress K-12	<p>Dashboard Performance:</p> <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	<p>Dashboard Performance:</p> <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	<p>Dashboard Performance:</p> <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	<p>Dashboard Performance:</p> <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	<p>Reclassification Rate of EL Students Achieving Full English Proficiency:</p> <table border="1"> <tr> <td></td> <td>2016/17 Actual</td> </tr> <tr> <td>Percent RFEPed</td> <td>0.8%</td> </tr> </table> <p>(CELDT Proficiency, CAASPP ELA Standard Met, 2.0 GPA, Teacher Recommendation)</p>		2016/17 Actual	Percent RFEPed	0.8%	<p>Reclassification Rate of EL Students Achieving Full English Proficiency:</p> <table border="1"> <tr> <td></td> <td>2017/18 Actual</td> </tr> <tr> <td>Percent RFEPed</td> <td>2.8%</td> </tr> </table> <p>(CELDT Proficiency, CAASPP ELA Standard Met, 2.0 GPA, Teacher Recommendation)</p>		2017/18 Actual	Percent RFEPed	2.8%	<p>Reclassification Rate of EL Students Achieving Full English Proficiency:</p> <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%	<p>Reclassification Rate of EL Students Achieving Full English Proficiency:</p> <table border="1"> <tr> <td></td> <td>2019/20 Expected</td> </tr> <tr> <td>Percent RFEPed</td> <td>7.1%</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>		2019/20 Expected	Percent RFEPed	7.1%
	2016/17 Actual																			
Percent RFEPed	0.8%																			
	2017/18 Actual																			
Percent RFEPed	2.8%																			
	2018/19 Expected																			
Percent RFEPed	5.1%																			
	2019/20 Expected																			
Percent RFEPed	7.1%																			

Students Meeting English Proficiency Criterion

**Percent of Students Meeting CELDT English Proficiency Criteria (Early Advanced or Advanced Overall)**

Students Meeting CELDT Criterion	2015/16 Actual
Percent of Students	44%

**Percent of Students Meeting CELDT English Proficiency Criteria (Early Advanced or Advanced Overall)**

Students Meeting CELDT Criterion	2016/17 Expected
Percent of Students	46%

**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.

**Percent of Students Meeting CELDT English Proficiency Criteria (Early Advanced or Advanced Overall)**

Students Meeting ELPAC Criterion	2018/19 Expected
Percent of Students	50%

Percentage meeting criterion may be adjusted to accommodate for new assessment instrument.

# 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.

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## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$3,960	\$3,960	\$3,960
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Certificated Salaries: Tier I, Collaborative Planning for ELA/ELD, and ILP meetings	Certificated Salaries; Certificated Salaries: Tier I, Collaborative Planning for ELA/ELD, and ILP meetings	Certificated Salaries; Certificated Salaries: Tier I, Collaborative Planning for ELA/ELD, and ILP meetings
Amount	\$594	\$832	\$911

Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Benefits: Tier I and ILP meetings	Employee Benefits; Benefits: Tier I and ILP meetings	Employee Benefits; Benefits: Tier I and ILP meetings

**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)

**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 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	\$8,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Certificated Salaries: Program Planning and PD	Certificated Salaries; Certificated Salaries: Program Planning and PD	Certificated Salaries; Certificated Salaries: Program Planning and PD
Amount	\$30,763	\$32,571	\$33,223
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Classified Salaries: IAs	Classified Salaries; Classified Salaries: IAs	Classified Salaries; Classified Salaries: IAs
Amount	\$1,200	\$1,680	\$1,840
Source	LCFF	LCFF	LCFF

Budget Reference	Employee Benefits; Certificated Salaries: Program Planning and PD	Employee Benefits; Certificated Salaries: Program Planning and PD	Employee Benefits; Benefits: Program Coordination and PD
Amount	\$4,615	\$9,120	\$9,967
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Benefits: IAs	Employee Benefits; Benefits: IAs	Employee Benefits; Benefits: IAs

**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 of RFEP students for 2 years in accordance with the districts EL Master Plan

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	LCFF		
Budget Reference	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:

2017-18	2018-19	2019-20
New Action	Unchanged Action	Unchanged 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 - Continue only if the action is 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	Certificated Salaries; Certificated Salaries: Teacher salaries for RFEP Workgroup	Certificated Salaries; Certificated Salaries: Teacher salaries for RFEP Workgroup	Certificated Salaries; Certificated Salaries: Teacher salaries for RFEP Workgroup
Amount	\$173	\$242	\$265
Source	LCFF	LCFF	LCFF

Budget  
Reference

Employee Benefits;  
Employee Benefits: Teacher benefits for  
RFEP Workgroup

Employee Benefits;  
Employee Benefits: Teacher benefits for  
RFEP Workgroup

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 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.

**Budgeted Expenditures**

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

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

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

Modified 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 green performance level on the state Dashboard for showing a slight increase in suspension rates even though the District maintains a good school climate that supports low suspension and expulsion rates. The District's efforts to improve students attendance through implementation of a consistent and coherent attendance monitoring plan led to lower chronic absenteeism, 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 2016/17 compared to March 2017/18):

Attendance Issue Percentage Rates	2016/17 Actual	2017/18 Expected	2017/18 Actual	Measurable Outcome Met or Not Met	Dash-board
Chronic Absenteeism	13.2%	11.2%	9.80%	Met	N/A
Truancy	23.58%	21.58%	22.75%	Not Met	N/A
Habitual Truancy	2.88%	2.38%	2.29%	Met	N/A
Student Suspension	1.64%	1.9%	2.56%	Not Met	Blue
Student Expulsion	0%	0%	.18%	Not Met	N/A
Attendance Rate	94.32%	95.32%	95.69%	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)			

# 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	Unchanged 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"> <li>Parent notification on the same day of a student is absent or missing from class</li> <li>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</li> <li>Implement SART and DART meetings for Habitually Truant and/or Chronic Absentee students (including training, material costs, and time for staff to attend meetings)</li> <li>Maintain SARB Committee membership, train personnel, and refer students with 3 additional absences following a meeting to establish a DART Contract</li> <li>Each site will positively reinforce any</li> </ul>	<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"> <li>Parent notification on the same day of a student is absent or missing from class</li> <li>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</li> <li>Implement SART and DART meetings for Habitually Truant and/or Chronic Absentee students (including training, material costs, and time for staff to attend meetings)</li> <li>Maintain SARB Committee membership, train personnel, and refer students with 3 additional absences following a meeting to establish a DART Contract</li> <li>Each site will positively reinforce any</li> </ul>	<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"> <li>Parent notification on the same day of a student is absent or missing from class</li> <li>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</li> <li>Implement SART and DART meetings for Habitually Truant and/or Chronic Absentee students (including training, material costs, and time for staff to attend meetings)</li> <li>Maintain SARB Committee membership, train personnel, and refer students with 3 additional absences following a meeting to establish a DART Contract</li> <li>Each site will positively reinforce any</li> </ul>

students attending school regularly on a monthly basis

students attending school regularly on a monthly basis

students attending school regularly on a monthly basis

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$875	\$875	\$875
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Classified Salaries: Training for Secretaries, Attendance Clerks and staff involved in attendance monitoring.	Classified Salaries; Classified Salaries: Training for Secretaries, Attendance Clerks and staff involved in attendance monitoring.	Classified Salaries; Classified Salaries: Training for Secretaries, Attendance Clerks and staff involved in attendance monitoring.
Amount	\$130	\$245	\$263
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Benefits: Training for Secretaries, Attendance Clerks and staff involved in attendance monitoring.	Employee Benefits; Benefits: Training for Secretaries, Attendance Clerks and staff involved in attendance monitoring.	Employee Benefits; Benefits: Training for Secretaries, Attendance Clerks and staff involved in attendance monitoring.
Amount	\$2,400	\$5,800	\$5,800
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Books and Supplies: Supplies to send attendance letters.	Books and Supplies; Books and Supplies: Supplies to send attendance letters.	Books and Supplies; Books and Supplies: Supplies to send attendance letters.
Amount	\$1,500	\$1,500	\$1,500
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Books and Supplies: Attendance incentives	Books and Supplies; Books and Supplies: Attendance incentives	Books and Supplies; Books and Supplies: Attendance incentives

**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	Certificated Salaries; Certificated Salaries: 1.5 FTEs Counselor, MOH Teacher Leader	Certificated Salaries; Certificated Salaries: MOH Teacher Leader	Certificated Salaries; Certificated Salaries: MOH Teacher Leader
Amount	\$11,980	\$2,410	\$2,693
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Benefits: 1.5 FTEs Counselor, MOH	Employee Benefits; Benefits: MOH Teacher Leader	Employee Benefits; Benefits: MOH Teacher Leader

	Teacher Leader		
Amount	\$1,590	\$1,590	\$1,590
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Certificated Salaries: Tier Meetings	Certificated Salaries; Certificated Salaries: Tier Meetings	Certificated Salaries; Certificated Salaries: Tier Meetings
Amount	\$240	\$334	\$366
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Benefits: Tier Meetings	Employee Benefits; Benefits: Tier Meetings	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	\$25,300
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Services and Other Operating Expenses: MIS	Services and Other Operating Expenses; Services and Other Operating Expenses: MIS	Services and Other Operating Expenses; Services and Other Operating Expenses: MIS

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

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 seeks input from their stakeholders. 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, encouraging partnerships and providing a supportive environment. 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	2017/18 Actual
LCAP Survey - Item 5 Encourage partnerships	76%, not met
LCAP Survey - Item 7 Seek input for decisions	48% met
LCAP Survey - Item 9 Supportive environment	79% not met
LCAP Student Survey - Item 8 Feel safe at school	74% not met
LCAP Student Survey - Item 9 Happy with my school	71% 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 Actual	Metric	2017/18 Expected	Metric	2018/19 Expected	Metric	2019/20 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:

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

## Budgeted Expenditures

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

Budget Reference	Certificated Salaries; Certificated Salaries: Teachers to lead parent workshops	Certificated Salaries; Certificated Salaries: Teachers to lead parent workshops	Certificated Salaries; Certificated Salaries: Teachers to lead parent workshops
Amount	\$60	\$84	\$92
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Benefits: Teachers to lead parent workshops	Employee Benefits; Benefits: Teachers to lead parent workshops	Employee Benefits; Benefits: Teachers to lead parent workshops
Amount	\$150	\$400	\$400
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Books and Supplies: Supplies for parent workshops	Books and Supplies; Books and Supplies: Supplies for parent workshops	Books and Supplies; Books and Supplies: Supplies for parent workshops
Amount	\$0	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Services: Parent workshops and involvement opportunities	Services and Other Operating Expenses; Services: Parent workshops and involvement opportunities	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	Books and Supplies; Books and Supplies: Program for parent/community input	Books and Supplies; Books and Supplies: Program for parent/community input	Books and Supplies; Books and Supplies: Program for parent/community 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

**2018-19**

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

Modified Action

**2019-20**

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

Modified 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

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

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

**Budgeted Expenditures**

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

Budget  
Reference

Books and Supplies;  
Books and Supplies: EL Parent workshops

Books and Supplies;  
Books and Supplies: EL Parent workshops

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	Classified Salaries; Classified Salaries: District Translator/Interpreter hours	Classified Salaries; Classified Salaries: District Translator/Interpreter hours	Classified Salaries; Classified Salaries: District Translator/Interpreter hours
Amount	\$160	\$980	\$1,050
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Benefits: District Translator/Interpreter hours	Employee Benefits; Benefits: District Translator/Interpreter hours	Employee Benefits; Benefits: District Translator/Interpreter hours

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

Unchanged Goal

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

## Goal 5

### 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 and college/career readiness performance indicators. Measurable outcomes were met for high school graduation rate, UC/CSU Eligibility, college readiness, and "All Students" and all subgroups for CAASPP ELA and Math and Middle and High School Dropout rates. Measurable outcomes were not met for AP exam passage with a score of 3 or better. This data shows that all of the programs and supports put in place are showing great strides and growth at the high school, meeting nearly all targets. 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. Actual measurable outcome (2015/16 2016/17, data available after July 1 annually):

### 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/	23.58%	N/A	EAP Math Ready/	24.58%	N/A

							Conditionally Ready			Conditionally Ready		
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. <ul style="list-style-type: none"> <li>• Increase Counseling services to support needs of unduplicated students</li> <li>• College/Career/Scholarship information and visitations</li> <li>• SST meetings held for at risk students</li> <li>• SART/DART meetings held for students with problem attendance issues</li> <li>• Credit Recovery Options</li> <li>• Chartered General Education Summer School Partnership</li> </ul>	Action 5.1: Focus on school climate and student engagement on the high school campus. <ul style="list-style-type: none"> <li>• Maintain Counseling services to support needs of unduplicated students</li> <li>• College/Career/Scholarship information and visitations</li> <li>• SST meetings held for at risk students</li> <li>• SART/DART meetings held for students with problem attendance issues</li> <li>• Credit Recovery Options</li> <li>• Chartered General Education Summer School Partnership</li> </ul>	Action 5.1: Focus on school climate and student engagement on the high school campus. <ul style="list-style-type: none"> <li>• Maintain Counseling services to support needs of unduplicated students</li> <li>• College/Career/Scholarship information and visitations</li> <li>• SST meetings held for at risk students</li> <li>• SART/DART meetings held for students with problem attendance issues</li> <li>• Credit Recovery Options</li> <li>• Chartered General Education Summer School Partnership</li> </ul>
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## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$106,035	\$154,219	\$157,303

Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Certificated Salaries: 1.5 FTE Counselors	Certificated Salaries; Certificated Salaries: 2.0 FTE Counselors	Certificated Salaries; Certificated Salaries: 2.0 FTE Counselors
Amount	\$42,000	\$42,840	\$43,697
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Certificated Salaries: Credit Recovery Program	Certificated Salaries; Certificated Salaries: Credit Recovery Program	Certificated Salaries; Certificated Salaries: Credit Recovery Program
Amount	\$15,905	\$32,386	\$36,180
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Employee Benefits: 1.5 FTE Counselors	Employee Benefits; Employee Benefits: 2.0 FTE Counselors	Employee Benefits; Employee Benefits: 2.0 FTE Counselors
Amount	\$6,300	\$8,997	\$10,051
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Benefits: Credit Recovery Program	Employee Benefits; Benefits: Credit Recovery Program	Employee Benefits; Benefits: Credit Recovery Program
Amount	\$15,375	\$15,375	\$15,375
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Services and Other Operating Expenses: Credit Recovery Programs	Services and Other Operating Expenses; Services and Other Operating Expenses: Credit Recovery Programs	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:

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.

**Budgeted Expenditures**

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

Foster Youth, Low Income

**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)

Specific Schools: Vasquez High School

**Actions/Services**

**2017-18**

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

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:

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:

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	Services and Other Operating Expenses; Services and Other Operating Expenses: AP Exam Costs	Services and Other Operating Expenses; Services and Other Operating Expenses: AP Exam Costs	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
Action 5.4: Focus on student engagement and school climate on the high school campus. <ul style="list-style-type: none"> <li>Academic and behavior monitoring and support</li> <li>Extracurricular opportunities - coordination and monitoring</li> <li>Athletic and CIF Coordination</li> </ul>	Action 5.4: Focus on student engagement and school climate on the high school campus. <ul style="list-style-type: none"> <li>Academic and behavior monitoring and support</li> <li>Extracurricular opportunities - coordination and monitoring</li> <li>Athletic and CIF Coordination</li> </ul>	Action 5.4: Focus on student engagement and school climate on the high school campus. <ul style="list-style-type: none"> <li>Academic and behavior monitoring and support</li> <li>Extracurricular opportunities - coordination and monitoring</li> <li>Athletic and CIF Coordination</li> </ul>

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$107,510	\$113,249	\$115,514
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Certificated Salaries: Dean and Athletic Director	Certificated Salaries; Certificated Salaries: Dean and Athletic/CIF Coordination (1/6th)	Certificated Salaries; Certificated Salaries: Dean and Athletic/CIF Coordination (1/6th)
Amount	\$16,130	\$23,782	\$26,568
Source	LCFF	LCFF	LCFF

Budget  
Reference

Employee Benefits;  
Benefits: Dean and Athletic Director

Employee Benefits;  
Benefits: Dean and Athletic/CIF  
Coordination (1/6th)

Employee Benefits;  
Benefits: Dean and Athletic/CIF  
Coordination (1/6th)

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

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:	
		2016/17 Actual		2017/18 Expected		2018/19 Expected
	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:

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)

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$334,965	\$350,000	\$357,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Salaries - Superintendent, Asst. Superintendent	Certificated Salaries; Salaries - Superintendent, Asst. Superintendent	Certificated Salaries; Salaries - Superintendent, Asst. Superintendent
Amount	\$255,564	\$293,587	\$299,459
Source	LCFF	LCFF	LCFF

Budget Reference	Classified Salaries; Salaries - CFO, Support Staff	Classified Salaries; Salaries - CFO, Support Staff	Classified Salaries; Salaries - CFO, Support Staff
Amount	\$50,245	\$73,500	\$82,110
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Employee Benefits: Superintendent, Asst. Superintendent	Employee Benefits; Employee Benefits: Superintendent, Asst. Superintendent	Employee Benefits; Employee Benefits: Superintendent, Asst. Superintendent
Amount	\$38,335	\$82,204	\$89,838
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Employee Benefits: CFO, Support Staff	Employee Benefits; Employee Benefits: CFO, Support Staff	Employee Benefits; Employee Benefits: CFO, Support Staff

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

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. There was an increase in participation this year from 22 adults last year to 93 this year. This could be part of the reason for the decrease in results with a wider range of sampling in stakeholders. In addition many families are feeling frustrated that Acton Campus did not open to house the 4th and 5th graders due to overcrowding and that 5th graders will now transition to Middle School next year. Student survey results maintained in the percentage of students who feel safe at school as well as those who are happy with their school from last year. 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 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
LCAP Survey - Item 8 Schools are inviting	83%
LCAP Survey - Item 12 Schools are safe	76%
LCAP Survey - Item 11 Schools clean and well maintained:	87%
LCAP Survey - Item 9 Schools are supportive	79%
LCAP Student Survey - Item 8 Feel safe at school	74%
LCAP Student Survey - Item 9 Happy with my school	71%

### 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																
	<table border="1"> <thead> <tr> <th>Metric</th> <th>2016/17 Actual</th> </tr> </thead> <tbody> <tr> <td>LCAP Survey - Item 8 "Schools are inviting"</td> <td>95%</td> </tr> </tbody> </table>	Metric	2016/17 Actual	LCAP Survey - Item 8 "Schools are inviting"	95%	<table border="1"> <thead> <tr> <th>Metric</th> <th>2017/18 Expected</th> </tr> </thead> <tbody> <tr> <td>LCAP Survey - Item 8 "Schools are inviting"</td> <td>95%</td> </tr> </tbody> </table>	Metric	2017/18 Expected	LCAP Survey - Item 8 "Schools are inviting"	95%	<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> </tbody> </table>	Metric	2018/19 Expected	LCAP Survey - Item 8 Schools are inviting	84.79%	<table border="1"> <thead> <tr> <th>Metric</th> <th>2019/20 Expected</th> </tr> </thead> <tbody> <tr> <td>LCAP Survey - Item 8 Schools are inviting</td> <td>86.79%</td> </tr> </tbody> </table>	Metric	2019/20 Expected	LCAP Survey - Item 8 Schools are inviting	86.79%
	Metric	2016/17 Actual																		
	LCAP Survey - Item 8 "Schools are inviting"	95%																		
Metric	2017/18 Expected																			
LCAP Survey - Item 8 "Schools are inviting"	95%																			
Metric	2018/19 Expected																			
LCAP Survey - Item 8 Schools are inviting	84.79%																			
Metric	2019/20 Expected																			
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 Compliance	Metric	2016/17 Actual	Metric	2017/18 Expected	Metric	2018/19 Expected	Metric	2019/20 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 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	Classified Salaries; Salary: Campus Supervisor	Classified Salaries; Salary: Campus Supervisor	Classified Salaries; Salary: Campus Supervisor
Amount	\$5,598	\$11,700	\$12,786
Source	LCFF	LCFF	LCFF

Budget Reference	Employee Benefits; Employee Benefits: Campus Supervisor	Employee Benefits; Employee Benefits: Campus Supervisor	Employee Benefits; Employee Benefits: Campus Supervisor
Amount	\$1,000	\$1,000	\$1,000
Source	LCFF	LCFF	LCFF
Budget Reference	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)	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)	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	\$31,620
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Classified Salaries: Supervision drop off/pick up	Classified Salaries; Classified Salaries: Supervision drop off/pick up	Classified Salaries; Classified Salaries: Supervision drop off/pick up
Amount	\$450	\$8,680	\$9,486
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Employee Benefits: Supervision drop off/pick up	Employee Benefits; Employee Benefits: Supervision drop off/pick up	Employee Benefits; Employee Benefits: Supervision drop off/pick up
Amount	\$1,500	\$1,500	\$1,500
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Books and Supplies: Safety and mental health support supplies	Books and Supplies; Books and Supplies: Safety and mental health support supplies	Books and Supplies; Books and Supplies: 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	\$370,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Maintenance	Services and Other Operating Expenses; Maintenance	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	Certificated Salaries; Certificated Salaries: Adoption Committee	Certificated Salaries; Certificated Salaries: Adoption Committee	Certificated Salaries; Certificated Salaries: Adoption Committee
Amount	\$175,000	\$175,000	\$300,000
Source	LCFF	LCFF	LCFF

Budget Reference	Books and Supplies; Textbooks: CCSS ELA (Purchase split over 2 years)	Books and Supplies; Textbooks: CCSS ELA (Purchase split over 2 years)	Books and Supplies; Textbooks: \$300,000
Amount	\$863	\$978	\$1,093
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Employee Benefits: Adoption Committee	Employee Benefits; Employee Benefits: Adoption Committee	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:

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

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$52,000	\$129,057	\$131,638
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Certificated Salaries: 1.0 FTE Counselor	Certificated Salaries; Certificated Salaries: 2.0 FTE Counselor	Certificated Salaries; Certificated Salaries: 2.0 FTE Counselor
Amount	\$7,800	\$27,102	\$30,276
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Employee Benefits: 1.0 FTE Counselor	Employee Benefits; Employee Benefits: 2.0 FTE Counselor	Employee Benefits; Employee Benefits: 2.0 FTE Counselor
Amount	\$1,000	\$1,000	\$1,000
Source	LCFF	LCFF	LCFF

Budget  
Reference

Services and Other Operating Expenses;  
Services and Other Operating Expenses:  
Mental health partnership coordination  
(Trainings and mileage)

Services and Other Operating Expenses;  
Services and Other Operating Expenses:  
Mental health partnership coordination  
(Trainings and mileage)

Services and Other Operating Expenses;  
Services and Other Operating Expenses:  
Mental health partnership coordination  
(Trainings and mileage)

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds:

\$872,043

Percentage to Increase or Improve Services: 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 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 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, Kovalski, 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 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 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.

Estimated Supplemental and Concentration Grant Funds:

\$730,509

Percentage to Increase or Improve Services:

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	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Budget Categories	\$9,507,378	\$9,099,309	\$9,935,362	\$10,383,301
1000-1999 Certificated Salaries	4,885,231	5,075,890	5,497,869	5,606,452
2000-2999 Classified Salaries	2,364,379	1,793,675	1,729,895	1,764,376
3000-3999 Employee Benefits	1,087,452	1,410,549	1,638,694	1,818,569
4000-4999 Books and Supplies	629,379	582,842	469,929	594,929
5000-5999 Services and Other Operating Expenses	540,937	155,443	498,975	498,975
6000-6999 Capital Outlay	0	80,910	100,000	100,000

Expenditures by Funding Source				
Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Funding Sources	\$9,507,378	\$9,099,309	\$9,935,362	\$10,383,301
LCFF Base/Not Contributing to Increased or Improved Services	8,773,984	8,428,183	9,061,129	9,485,321
LCFF S & C/Contributing to Increased or Improved Services	733,394	671,126	874,233	897,980

Expenditures by Budget Category and Funding Source					
Budget Category	Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Budget Categories	All Funding Sources	\$9,507,378	\$9,099,309	\$9,935,362	\$10,383,301
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	4,405,331	4,620,114	4,966,106	5,065,305
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	479,900	455,776	531,763	541,147
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	2,332,576	1,791,254	1,693,824	1,727,653
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	31,803	2,421	36,071	36,723
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	1,010,689	1,327,567	1,516,923	1,683,087
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	76,763	82,982	121,771	135,482
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	501,826	528,880	325,676	450,676

4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	127,553	53,962	144,253	144,253
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	523,562	99,498	458,600	458,600
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	17,375	55,945	40,375	40,375
6000-6999 Capital Outlay	LCFF Base/Not Contributing to Increased or Improved Services	0	60,870	100,000	100,000
6000-6999 Capital Outlay	LCFF S & C/Contributing to Increased or Improved Services	0	20,040	0	0

Expenditures by Goal and Funding Source

Funding Source	2018	2019
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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	\$8,079,784
LCFF Base/Not Contributing to Increased or Improved Services	7,427,012	7,688,549
LCFF S & C/Contributing to Increased or Improved Services	384,408	391,235

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	\$59,318
LCFF S & C/Contributing to Increased or Improved Services	57,557	59,318

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	\$50,095
LCFF Base/Not Contributing to Increased or Improved Services	33,720	33,738
LCFF S & C/Contributing to Increased or Improved Services	15,812	16,357

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	\$11,042
LCFF Base/Not Contributing to Increased or Improved Services	6,484	6,492
LCFF S & C/Contributing to Increased or Improved Services	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	\$402,048	\$415,888
LCFF Base/Not Contributing to Increased or Improved Services	147,231	152,282
LCFF S & C/Contributing to Increased or Improved Services	254,817	263,606

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	\$828,407
LCFF Base/Not Contributing to Increased or Improved Services	799,291	828,407

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	\$938,767
LCFF Base/Not Contributing to Increased or Improved Services	647,391	775,853
LCFF S & C/Contributing to Increased or Improved Services	157,159	162,914

Annual Update Expenditures by Goal and Funding Source

Funding Source	2017 Annual Update Budgeted	2017 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	\$7,615,904	\$7,030,123
LCFF Base/Not Contributing to Increased or Improved Services	7,275,537	6,744,115
LCFF S & C/Contributing to Increased or Improved Services	340,367	286,008

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 2017 includes: 1) "Reasonable Proficiency" on CELDT/ELPAC, 2) CAASPP ELA "Standard Met", 3) teacher recommendation, and 4) parent opinion.

All Funding Sources	\$50,457	\$85
LCFF S & C/Contributing to Increased or Improved Services	50,457	85

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

All Funding Sources	\$117,462	\$39,014
LCFF Base/Not Contributing to Increased or Improved Services	23,807	38,834
LCFF S & C/Contributing to Increased or Improved Services	93,655	180

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	\$8,813
LCFF Base/Not Contributing to Increased or Improved Services	910	5,450
LCFF S & C/Contributing to Increased or Improved Services	1,500	3,363

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	\$459,426
LCFF Base/Not Contributing to Increased or Improved Services	129,140	236,205
LCFF S & C/Contributing to Increased or Improved Services	186,615	223,221

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	\$809,794
LCFF Base/Not Contributing to Increased or Improved Services	679,109	809,794

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	\$752,054
LCFF Base/Not Contributing to Increased or Improved Services	665,481	593,785
LCFF S & C/Contributing to Increased or Improved Services	60,800	158,269