For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:					
Students to be Served:	All Students with Disabilities Specific Student Group(s):				
Locations:	All Schools Specific Schools: Specific Grade Spans:				

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:							
Students to be Served:	English Learners Foster Youth Low Income						
Scope of Service:	LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)						
Locations:	All Schools Specific Schools: Specific Grade Spans:						

ACTIONS/SERVICES

2017-18 2018-19 2019-20 New Modified Unchanged New Modified Unchanged New Modified Unchanged Action 1.10 Ensure the availability of resources Action 1.10 Ensure the availability of resources Action 1.10 Ensure the availability of resources to support effective implementation of the to support effective implementation of the to support effective implementation of the Common Core State Standards and a broad Common Core State Standards and a broad Common Core State Standards and a broad course of study in all subject areas, including course of study in all subject areas, including course of study in all subject areas, including but not limited to: but not limited to: but not limited to: · Supplemental curriculum and materials · Supplemental curriculum and materials Supplemental curriculum and materials supporting Common Core State supporting Common Core State supporting Common Core State Standards Standards Standards Equipment and supplies · Equipment and supplies Equipment and supplies · Field trips, presentations, and/or · Field trips, presentations, and/or • Field trips, presentations, and/or assemblies assemblies assemblies Digital curriculum aligned to Common Digital curriculum aligned to Common Digital curriculum aligned to Common Core State Standards Core State Standards Core State Standards Online courses to support a broad Online courses to support a broad Online courses to support a broad course of study course of study course of study Development of and access to multiple Development of and access to multiple · Development of and access to multiple pathways and instructional models pathways and instructional models pathways and instructional models Alignment of Curriculum with Common Alignment of Curriculum with Common Alignment of Curriculum with Common

- Core State Standards, English -Language Development Standards and California Content Standards
- Curriculum Maps aligned to Common Core State Standards
- Core State Standards, English -Language Development Standards and California Content Standards
- Curriculum Maps aligned to Common Core State Standards

Core State Standards, English -Language Development Standards and California Content Standards

 Curriculum Maps aligned to Common Core State Standards

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$245,976	Amount	\$245,976	Amount	\$245,976
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; Books and Supplies: Materials and Supplies	Budget Reference	Books and Supplies; Books and Supplies: Materials and Supplies	Budget Reference	Books and Supplies; Books and Supplies: Materials and Supplies
Amount	\$29,100	Amount	\$29,100	Amount	\$29,100
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; Services and Other Operating Expenses: Field Trips	Budget Reference	Services and Other Operating Expenses; Services and Other Operating Expenses: Field Trips	Budget Reference	Services and Other Operating Expenses; Services and Other Operating Expenses: Field Trips

New	Modified	Unchanged	

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 1 2 3 4 5 6 7 8

COE 9 10

LOCAL 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 green based on a "high" status level of 75.3% with a change level that was "maintained". Growth goals were met in the most recent year that accountability data is available for the percentage of ELs making annual progress as well as for ELs in the US for 5 or more years who attained English proficiency. A smaller percentage of students met all RFEP criteria than expected. There is a need for additional support in English language development for ELs in the US less than 5 years.

Percent of ELs Meeting Target for Annual Progress (AMAO 1) and Attaining English Proficiency (AMAO 2) on the California English Language Development Test (CELDT):

Student Group	2013/14 Target	2013/14 Actual	2014/15 Target	2014/15 Actual	Measurable Outcome	Dashboard
AMAO 1	59.0%	61.3%	60.5%	60.8%	Met	N/A
AMAO 2 – Less than 5 Years	22.8%	18.9%	24.2%	18.8%	Not Met 2 Years	N/A
AMAO 2 – 5 Years or More	49.0%	58.7%	50.9%	51.3%	Met	N/A
"English Learner Progress K-12"	N/A	N/A	N/A	N/A	N/A	Green

(Note - Due to changes under ESSA, 2014/15 is the final Year AMAO data is available)

Reclassification Rate of EL Students Achieving Full English Proficiency (CELDT Proficiency, CAASPP ELA Standard Met, 2.0 GPA, Teacher Recommendation)

3 Year Average for 12/13 –	2015/16	2015/16	Measurable
14/15	Expected	Actual	Outcome
 14710	Lxpcotcu	protudi	

Percent RFEPed	4.0%	4.0%	0.8%	Not Met
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EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Bas	eline	201	7-18	21	018-19	20	19-20
Dashboard - English Learner Progress K-12	Dashboard Pe	erformance:	Dashboard Pe	erformance:	Dashboard F	Performance:	Dashboard P	erformance;
Learner Progress N-12	Dashboard S Indicator	Actual	Dashboard State Indicator	2018 Expected	Dashboard State Indicator	2019 Expected	Dashboard State Indicator	2020 Expected
	"English Learn Progress K-1:		"English Learner Progress K-12"	Green	"English Learner Progress K-12"	Green	"English Learner Progress K-12"	Green
RFEP Rate	Reclassification Students Achi English Profice	eving Full	Reclassificati Students Ach English Profic		Reclassifica Students Ac English Prof		Reclassificat Students Ach English Profi	ieving Full
		2016/17 Actual		2017/18 Actual		2018/19 Expected		2019/20 Expected
	Percent RFEPed	0.8%	Percent RFEPed	2.8%	Percent RFEPed	4.8%	Percent RFEPed	6.8%
	(CELDT Profic CAASPP ELA Met, 2.0 GPA, Recommenda	Standard Teacher	(CELDT Profi CAASPP ELA Met, 2.0 GPA Recommenda	Standard Teacher	(CELDT Pro CAASPP EL Met, 2.0 GP/ Recommend	A Standard A, Teacher	(CELDT Prof CAASPP ELA Met, 2.0 GPA Recommenda	Standard , Teacher
Students Meeting English Proficiency Criterion	Percent of St Meeting CEL Proficiency ((Early Advance)	DT English Criteria	Percent of Si Meeting CEL Proficiency ((Early Advan	DT English Criteria	Percent of 9 Meeting EL Proficiency	PAC English	Percent of Students Meeting CELDT English Proficiency Criteria (Early Advanced or	
	Advanced Ov	erall)	Advanced Ov	verall)	Students Meeting	2017/18	Advanced O	verall
	Students Meeting	2015/16	Students Meeting	2016/17	ELPAC Criterion	Expected	Students Meeting	2018/19
	CELDT Criterion	Actual	CELDT Criterion	Expected	Percent of Students	48%	ELPAC Criterion	Expected
	Percent of Students	44%	Percent of Students	46%	Percentage		Percent of Students	50%

	to accommodate for new assessment instrument.	Percentage meeting criterion may be adjusted to accommodate for new assessment instrument.
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PLANNED ACTIONS / SERVICES

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

	- 14	
Δ.	ctio	n

Students to be Served	All Students with Disabilities Specific Student Group(s):	
Locations	All Schools Specific Schools: Specific Grade Spans:	

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

Students to be Served:

English Learners

Foster Youth

Low Income

Scope of Service:

LEA-wide

Schoolwide

OR

Limited to Unduplicated Student Group(s)

Locations:

All Schools

Specific Schools:

Specific Grade Spans:

ACTIONS/SERVICES

2017-18 2018-19 2019-20 New Modified Unchanged New Modified Unchanged New Modified Unchanged Action 2.1: Teachers must frequently monitor Action 2.1: Teachers must frequently monitor Action 2.1: Teachers must frequently monitor student learning and progress with a focus on student learning and progress with a focus on student learning and progress with a focus on SED, EL, FY and RFEP students. Providing SED, EL, FY and RFEP students. Providing SED, EL, FY and RFEP students. Providing teachers release days to collaborate, review teachers release days to collaborate, review teachers release days to collaborate, review data, modify lessons, create assessments and data, modify lessons, create assessments and data, modify lessons, create assessments and hold student and parent meetings is vital in hold student and parent meetings is vital in hold student and parent meetings is vital in improving student outcomes. improving student outcomes. improving student outcomes.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20		
Amount	\$3,960	Amount	\$3,960	Amount	\$3,960	
Source	LCFF	Source	LCFF	Source	LCFF	

Budget Reference	Certificated Salaries; Certificated Salaries: Tier I, Collaborative Planning for ELA/ELD, and ILP meetings	Budget Reference	Certificated Salaries; Certificated Salaries: Tier I, Collaborative Planning for ELA/ELD, and ILP meetings	Budget Reference	Certificated Salaries; Certificated Salaries: Tier I, Collaborative Planning for ELA/ELD, and ILP meetings
Amount	\$594	Amount	\$673	Amount	\$752
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Benefits: Tier I and ILP meetings	Budget Reference	Employee Benefits; Benefits: Tier I and ILP meetings	Budget Reference	Employee Benefits; Benefits: Tier I and ILP meetings

For Actions/Services not included as contributing	o meeting the Increased or Improved Services Requirement:	
Students to be Served:	All Students with Disabilities Specific Student Group(s):	
Locations:	All Schools Specific Schools: Specific Grade Spans:	
	OR	

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:								
Students to be Served:	English Learners Foster Youth Low Income							
Scope of Service:	LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)							
Locations:	All Schools Specific Schools: Specific Grade Spans:							

ACTIONS/SERVICES

2017-18	2018-19	2019-20
New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
Action 2.2: Implement EL Master Plan	Action 2.2: Implement EL Master Plan	Action 2.2: Implement EL Master Plan

BUDGET EXPENDITURES

2017-18	017-18			2019-20		
Amount	\$8,000	Amount	\$8,000	Amount	\$8,000	
Source	LCFF	Source	LCFF	Source	LCFF	
Budget Reference	Certificated Salaries; Certificated Salaries: Program Planning and PD	Budget Reference	Certificated Salaries; Certificated Salaries: Program Planning and PD	Budget Reference	Certificated Salaries; Certificated Salaries: Program Planning and PD	
Amount	\$30,763	Amount	\$31,178	Amount	\$32,006	
Source	LCFF	Source	LCFF	Source	LCFF	
Budget Reference	Classified Salaries;	Budget Reference	Classified Salaries;	Budget Reference	Classified Salaries;	

	Classfied Salaries: IAs		Classfied Salaries: IAs		Classfied Salaries: IAs
Amount	\$1,200	Amount	\$1,360	Amount	\$1,520
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Certificated Salaries: Program Planning and PD	Budget Reference	Employee Benefits; Certificated Salaries: Program Planning and PD	Budget Reference	Employee Benefits; Benefits: Program Coordination and PD
Amount	\$4,615	Amount	\$5,612	Amount	\$6,401
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Benefits: IAs	Budget Reference	Employee Benefits; Benefits: IAs	Budget Reference	Employee Benefits; Benefits: IAs

	/Services not included as contributing t						
	Students to be Served:	All Stude	ents with Disabilities Specific Student Gr	roup(s): <u>RFEP Stud</u>	<u>lents</u>		
	Locations:	All Schools	Specific Schools: Specific Grade Spe	pans:			
	-		OR				
For Actions	/Services included as contributing to m	eeting the Increased	d or Improved Services Requirement:				
	Students to be Served:	English Learne	ers Foster Youth Low Income				
	Scope of Service:	LEA-wide	LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)				
	Locations:	All Schools	Specific Schools: Specific Grade Spe	pans: _			
ACTIONS/SE	RVICES						
	Modified Unchanged	2018-19	Modified Unchanged	2019-20 New	Modified Unchanged		
New Action 2.3:		Action 2.3: I	Modified Unchanged Monitor the academic progress of ents for 2 years in accordance with EL Master Plan	Action 2.3: NRFEP stude	Monitor the academic progress of		
Action 2.3: RFEP stud the district	Modified Unchanged Monitor the academic progress of dents for 2 years in accordance with	Action 2.3: I	Monitor the academic progress of ents for 2 years in accordance with	Action 2.3: NRFEP stude	Monitor the academic progress of nts for 2 years in accordance with		
Action 2.3: RFEP stud the district	Modified Unchanged Monitor the academic progress of dents for 2 years in accordance with the secondance w	Action 2.3: I RFEP stude the district's	Monitor the academic progress of ents for 2 years in accordance with	Action 2.3: New RFEP stude the district's	Monitor the academic progress of nts for 2 years in accordance with		
Action 2.3: RFEP stud the district	Modified Unchanged Monitor the academic progress of dents for 2 years in accordance with the self master Plan PENDITURES	Action 2.3: I RFEP stude the district's	Monitor the academic progress of ents for 2 years in accordance with EL Master Plan	Action 2.3: New Action 2.3: Ne	Monitor the academic progress of nts for 2 years in accordance with EL Master Plan		

	Students to be Served:	All Stude	nts with Disabilities Specific Student Gro	up(s): _		
	Locations: All Schools Specific Schools: Specific Grade Spans:					
			OR			
For Actions/	Services included as contributing to m	eeting the Increased	or Improved Services Requirement:			
			Foster Youth Low Income			
Scope of Service: Schoolwide OR Limited to Unduplicated Student Group(s)					t Group(s)	
	Locations:	All Schools	Specific Schools: Specific Grade Sp	ans:		
17-18 New	Modified Unchanged	2018-19 New	Modified Unchanged	2019-20	Modified Unchanged	
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.		New	Modified Unchanged	New		
eclassifica ELs and 2) SWD. Crit current law	ation procedures and criteria for 1) students dually identified as EL a eria and procedures will align with vs and scientifically-based researd	all reclassificat ELs and 2): SWD. Crite current laws on best prac	Form a workgroup to review the ion procedures and criteria for 1) all students dually identified as EL and ria and procedures will align with and scientifically-based research crices.	Action 2.4 - Freclassification ELs and 2) s SWD. Criteric current laws on best practical extension for the second	Form a workgroup to review the on procedures and criteria for 1) all tudents dually identified as EL and and procedures will align with and scientifically-based research	
reclassifica ELs and 2) SWD. Crit current law	ation procedures and criteria for 1) students dually identified as EL a eria and procedures will align with vs and scientifically-based researd	all reclassificat ELs and 2): SWD. Crite current laws on best prac	ion procedures and criteria for 1) all students dually identified as EL and ria and procedures will align with and scientifically-based research ctices.	Action 2.4 - Freclassification ELs and 2) s SWD. Criteric current laws on best practical extension for the second	Form a workgroup to review the on procedures and criteria for 1) all tudents dually identified as EL and ia and procedures will align with and scientifically-based research tices.	
reclassifica ELs and 2) SWD. Crit current law on best pra	ation procedures and criteria for 1) students dually identified as EL a eria and procedures will align with vs and scientifically-based researd	all reclassificat ELs and 2): SWD. Crite current laws on best prac Note - Cont completed in	ion procedures and criteria for 1) all students dually identified as EL and ria and procedures will align with and scientifically-based research ctices.	Action 2.4 - Freclassification ELs and 2) s SWD. Critericurrent laws on best practive Note - Continuous Completed in	Form a workgroup to review the on procedures and criteria for 1) all tudents dually identified as EL and ia and procedures will align with and scientifically-based research tices.	
eclassifica ELs and 2) SWD. Crit current law on best pra	ation procedures and criteria for 1) students dually identified as EL a eria and procedures will align with a sand scientifically-based research actices.	all reclassificat ELs and 2): SWD. Crite current laws on best prac Note - Cont completed in	ion procedures and criteria for 1) all students dually identified as EL and ria and procedures will align with and scientifically-based research ctices. inue only if the action is not n 2017/18.	Action 2.4 - Freclassification ELs and 2) s SWD. Criteric current laws on best practive Note - Continuous Completed in 2019-20	Form a workgroup to review the on procedures and criteria for 1) all tudents dually identified as EL and ia and procedures will align with and scientifically-based research tices. The only if the action is not 2018/19.	
reclassifica ELs and 2) SWD. Criticurrent law on best pra	ation procedures and criteria for 1) students dually identified as EL a eria and procedures will align with a scientifically-based research actices. PENDITURES \$1,152	all reclassificated the ELs and 2) so SWD. Crite current laws on best practice. Note - Conticompleted in 2018-19 Amount	ion procedures and criteria for 1) all students dually identified as EL and ria and procedures will align with and scientifically-based research ctices. inue only if the action is not a 2017/18.	Action 2.4 - Freclassification ELs and 2) s SWD. Criteric current laws on best praction Note - Continuous Completed in 2019-20 Amount	Form a workgroup to review the on procedures and criteria for 1) all tudents dually identified as EL and ia and procedures will align with and scientifically-based research tices. The only if the action is not 2018/19.	
reclassifica ELs and 2) SWD. Crit current law on best pra	ation procedures and criteria for 1) students dually identified as EL a eria and procedures will align with a sand scientifically-based research actices.	all reclassificat ELs and 2): SWD. Crite current laws on best prac Note - Cont completed in	ion procedures and criteria for 1) all students dually identified as EL and ria and procedures will align with and scientifically-based research ctices. inue only if the action is not n 2017/18.	Action 2.4 - Freclassification ELs and 2) s SWD. Criteric current laws on best practive Note - Continuous Completed in 2019-20	Form a workgroup to review the on procedures and criteria for 1) a tudents dually identified as EL and ia and procedures will align with and scientifically-based research tices. The only if the action is not 2018/19.	

	Certificated Salaries: Teacher salaries for RFEP Workgroup		Certificated Salaries: Teacher salaries for RFEP Workgroup		Certificated Salaries: Teacher salaries for RFEP Workgroup
Amount	\$173	Amount	\$196	Amount	\$219
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Employee Benefits: Teacher benefits for RFEP Workgroup	Budget Reference	Employee Benefits; Employee Benefits: Teacher benefits for RFEP Workgroup	Budget Reference	Employee Benefits; Employee Benefits: Teacher benefits for RFEP Workgroup

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\$0

Amount

For Actions/S	Services not included as contributing t	o meeting the Incres	ased or Improved Services Requirement:		
T OF PROGRESS			nts with Disabilities Specific Student Grou	p(s):	
	l.		Specific Schools: Specific Grade Spar		
			OR		
For Actions/	Services included as contributing to m	eeting the Increased	or Improved Services Requirement:		
Students to be Served: English Learners Foster Youth Low Income					
Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)					
	Locations:	All Schools	Specific Schools: Specific Grade Spar	ns:	
ACTIONS/SEF 2017-18	Modified Unchanged	2018-19 New	Modified Unchanged	2019-20 New	Modified Unchanged
proficiency Instructions	- District administration will review and achievement data to create al Assistant (IA) schedules and pla n opportunities that increase suppo	proficiency a	District administration will review EL and achievement data to create Assistant (IA) schedules and plan opportunities that increase support	proficiency a Instructional	District administration will review EL and achievement data to create Assistant (IA) schedules and plan apportunities that increase support
BUDGET EXF 2017-18	PENDITURES	2018-19		2019-20	
Amount	\$0	Amount	\$0	Amount	\$0
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Certificated Salaries: Administr	ator Budget Reference	Certificated Salaries; Certificated Salaries: Administrator	Budget Reference	Certificated Salaries; Certificated Salaries: Administrator

\$0

Amount

\$0

Amount

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Employee Benefits: Administration benefits to create IA and intervention schedules	Budget Reference	Employee Benefits; Employee Benefits: Administration benefits to create IA and intervention schedules	Budget Reference	Employee Benefits; Employee Benefits: Administration benefits to create IA and intervention schedules

New Modified Unchanged

STATE 1 2 3 4 5 6 7 8

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:

COE 9 10
LOCAL School Attendance Rates

Identified Need:

The district earned a blue performance level on the state Dashboard for continuing to reduce 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 truancy and habitual truancy rates. Data reveals a need for continued focus on chronic absenteeism and the overall attendance rate to ensure that students are in school regularly to benefit from instruction.

Actual measurable outcome (March 2015/16 compared to March 2016/17):

Attendance Issue Percentage Rates	2015/16 Actual	2016/17 Expected	2016/17 Actual	Measurable Outcome	Dashboard
Chronic Absenteeism	12.6%	10.6%	13.2%	Not Met	N/A
Truancy	27.2%	25.2%	23.58%	Met	N/A
Habitual Truancy	4.9%	2.9%	2.88%	Met	N/A
Student Suspension	2.4%	1.9%	1.64%	Met	Blue
Student Expulsion	0%	0%	0%	Met	N/A
Attendance Rate	95.02%	96.0%	94.32%	Not Met	N/A

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators		Baseline		2017-18		2017-18		2018-19			2019-20		
Chronic Absenteeism	Contractory and the second sec	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			Attendance			Attendance			TANK 1		
	Issue	2016/17	2017	Issue	2017/18	2018	Issue	2018/19	2019	Attendance Issue	2019/20	2020
	Percentage	Actual	Dashboard	Percentage	Actual	Dashboard	Percentage	Actual	Dashboard	Percentage	Actual	Dashboar
	Rates	1/1/2/19:31	D don board	Rates	rotadi	Buonbourd	Rates	Actual	Dasiiboaid	Rates	Actual	Dasiiboar
	Truancy	23.58%	N/A	Truancy	21.58%	N/A	Truancy	19.58%	N/A	Truancy	17.58%	N/A
	(Through Mar	ch 2016/1	7)	(Through Mar	ch 2017/1	8)	(Through Mar	ch 2018/1	9)	(Through Mar	ch 2019/2	0)
Habitual	Attendance			Attendance			Attendance			Attendance		
Truancy	Issue	2016/17	2017	Issue	2017/18	2018	Issue	2018/19	2019	Issue	2019/20	2020
	Percentage	Actual	Dashboard	Percentage	Actual	Dashboard	Percentage	Actual	Dashboard	Percentage	Actual	Dashboar
	Rates	70		Rates	10.00		Rates	riotadi	Dasriboard	Rates	Actual	Dasiiodan
	Habitual	0.000/	N./A	Habitual			Habitual	2017292929	3	Habitual		
	Truancy	2.88%	N/A	Truancy	2.38%	N/A	Truancy	1.88%	N/A	Truancy	1.38%	N/A
	(Through Mar	ch 2016/1	7)	(Through Mar	ch 2017/1	8)	(Through Mar	ch 2018/1	9)	(Through Mar	ch 2019/2	0)
Student	Attendance			Attendance			[AHandana			Torrest to		
Suspension	Issue	2016/17	2017	Issue	2017/18	2018	Attendance Issue	2018/19	2019	Attendance	2040/00	0000
	Percentage	Actual	Dashboard	Percentage	Actual	Dashboard	Percentage	Actual	Dashboard	Issue	2019/20	2020
	Rates) lotaul	Buomboara	Rates	riotaai	Dashboard	Rates	Actual	Dasiiboaid	Percentage Rates	Actual	Dashboard
	Student	4 0 484		Student			Student	per entre en		Student		
	Suspension	1.64%	Blue	Suspension	1.14%	Blue	Suspension	0.64%	Blue	Suspension	0.64%	Blue
	(Through Mare	ch 2016/1	7)	(Through Mar	ch 2017/1	8)	(Through Mar	ch 2018/1	9)	(Through Mar	ch 2019/20	0)
Student	Attendance			Attendance			Attandance			TAME AL		
Expulsion	Issue	2016/17	2017	Issue	2017/18	2018	Attendance	2018/19	2019	Attendance Issue	2019/20	2020
	Percentage	Actual	Dashboard	Percentage	Actual	Dashboard	Percentage	Actual	Dashboard	Percentage	Actual	Dashboard
	Rates	riotadi	Buonsourd	Rates	Actual	Dashboard	Rates	Actual	Dashboard	Rates	Actual	Dashboard
	Student			Student			Student			Student		
	Expulsion	0%	N/A	Expulsion	0%	N/A	Expulsion	0%	N/A	Expulsion	0%	N/A
	(Through Marc	ch 2016/17	7)	(Through Mare	ch 2017/18	3)	(Through Mare	ch 2018/19	9)	(Through Mare	ch 2019/20	0)
Attendance	Attendance			Attendance			Attendance					
Rate	Issue	2016/17	2017	Issue	2017/18	2018	Issue	2018/19	2019	Attendance	2010/00	2000
	Percentage		Dashboard	Percentage		Dashboard	Percentage	Actual	Dashboard	Issue		2020
	Rates	, totaai	Daginoard	Rates	Actual	Dasiibuaid	Rates	Actual	Dashboard	Percentage Rates	Actual	Dashboard
			1	C. Satternan			1				-	

Rate 94.32% N/A	Attendance 96.32% N/A	Rate 96.32% N/A	Attendance 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 LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed,

Action 1

For Actions/Services not included as contributing to	o meeting the Increased or Improved Services Requirement:
Students to be Served:	All Students with Disabilities Specific Student Group(s):
Locations:	All Schools Specific Schools: Specific Grade Spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:								
Students to be Served:	English Learners Foster Youth Low Income							
Scope of Service:	LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)							
Locations:	All Schools Specific Schools: Specific Grade Spans:							

ACTIONS/SERVICES

2017-18 2018-19 2019-20 New Modified Unchanged New Modified Unchanged New Modified Unchanged Action 3.1: Student attendance is directly Action 3.1: Student attendance is directly related to student success. When students related to student success. When students miss instruction they miss the opportunity to miss instruction they miss the opportunity to learn a concept. In order to keep students in learn a concept. In order to keep students in school, systems and protocols must be set into school, systems and protocols must be set into place. place. place. · Parent notification on the same day of a Parent notification on the same day of a

- student is absent or missing from class
- Monitor attendance monthly and send formal district letters based on chronic absentee (12, 15, 18 days for any reason) or truant (3, 6, 9 days unexcused EdCode reasons) criteria
- Implement SART and DART meetings

- student is absent or missing from class
- · Monitor attendance monthly and send formal district letters based on chronic absentee (12, 15, 18 days for any reason) or truant (3, 6, 9 days unexcused EdCode reasons) criteria
- Implement SART and DART meetings

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

- Parent notification on the same day of a student is absent or missing from class
- Monitor attendance monthly and send formal district letters based on chronic absentee (12, 15, 18 days for any reason) or truant (3, 6, 9 days unexcused EdCode reasons) criteria
- Implement SART and DART meetings

for Habitually Truant and/or Chronic Absentee students (including training, material costs, and time for staff to attend meetings)

- Maintain SARB Committee membership, train personnel, and refer students with 3 additional absences following a meeting to establish a DART Contract
- Each site will positively reinforce any students attending school regularly on a monthly basis

Books and Supplies: Supplies to

send attendance letters.

\$1,500

LCFF

BUDGET EXPENDITURES

Budget

Amount

Source

Reference

for Habitually Truant and/or Chronic Absentee students (including training, material costs, and time for staff to attend meetings)

- Maintain SARB Committee membership, train personnel, and refer students with 3 additional absences following a meeting to establish a DART Contract
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- Maintain SARB Committee membership, train personnel, and refer students with 3 additional absences following a meeting to establish a DART Contract
- Each site will positively reinforce any students attending school regularly on a monthly basis

Books and Supplies: Supplies to

send attendance letters.

\$1,500

LCFF

2019-20 2017-18 2018-19 \$875 \$875 \$875 Amount Amount Amount LCFF LCFF LCFF Source Source Source Classified Salaries; Classified Salaries: Classified Salaries; Classified Salaries: Training for Classified Salaries: Training for Classified Salaries: Training for Budget Budget Budget Secretaries, Attendance Clerks Secretaries, Attendance Clerks Secretaries, Attendance Clerks Reference Reference Reference and staff involved in attendance and staff involved in and staff involved in attendance attendance monitoring. monitoring. monitoring. \$175 \$158 **Amount** \$131 **Amount** Amount **LCFF LCFF** LCFF Source Source Source Employee Benefits; Employee Benefits; Employee Benefits; Benefits: Training for Secretaries, Benefits: Training for Benefits: Training for Secretaries, Budget Budget Budget Secretaries, Attendance Clerks Attendance Clerks and staff Attendance Clerks and staff Reference Reference Reference involved in attendance monitoring. and staff involved in involved in attendance monitoring. attendance monitoring. \$2,400 \$2,400 **Amount** Amount \$2,400 **Amount LCFF** LCFF LCFF Source Source Source Books and Supplies; Books and Supplies; Books and Supplies;

Budget

Amount

Source

Reference

Books and Supplies: Supplies to

send attendance letters.

\$1,500

LCFF

Budget

Amount

Source

Reference

Budget Reference Books and Supplies; Books and Supplies: Attendance incentives

Budget Reference Books and Supplies; Books and Supplies: Attendance incentives

Budget Reference Books and Supplies; Books and Supplies: Attendance incentives

Action _					
For Actions/	Services not included as contributing t	to meeting the Incre	ased or Improved Services Requirement:		
	Students to be Served:	All Stude	ents with Disabilities Specific Student Gro	oup(s):	
	Locations:	All Schools	Specific Schools: Specific Grade Sp	ans:	
			OR		
For Actions/	Services included as contributing to m	eeting the Increased	d or Improved Services Requirement:		
	Students to be Served:	English Learne	ers Foster Youth Low Income		
	Scope of Service:	LEA-wide	Schoolwide OR Limited to Ur	nduplicated Studer	t Group(s)
	Locations:	All Schools	Specific Schools: Specific Grade Sp	ans:	
ACTIONS/SEI 2017-18	RVICES Modified Unchanged	2018-19	Modified Vinchanged	2019-20	Modified Unchanged
Action 3.2 of academic son SED, El personnel v	Continue and enhance behavior are support for all students with a focult, FY, and RFEP through high quawith concentration on the Medal of nework, SARB, socioemotional and school wide behavior programs.	ad Action 3.2 0 as academic s lity on SED, EL personnel w Honor frame	Continue and enhance behavior and upport for all students with a focus ., FY, and RFEP through high quality with concentration on the Medal of ework, SARB, socioemotional d school wide behavior programs.	Action 3.2 Co academic su on SED, EL, personnel wi Honor frame	ontinue and enhance behavior and pport for all students with a focus FY, and RFEP through high quality th concentration on the Medal of work, SARB, socioemotional school wide behavior programs.
BUDGET EXI 2017-18	PENDITURES	2018-19		2019-20	
Amount	\$79,845	Amount	\$81,442	Amount	\$83,071
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Certificated Salaries: 1.5 FTEs Counselor, MOH Teacher Leade	Budget Reference	Certificated Salaries; Certificated Salaries: 1.5 FTEs Counselor, MOH Teacher Leader	Budget Reference	Certificated Salaries; Certificated Salaries: 1.5 FTEs Counselor, MOH Teacher Leader

		4		-	
Amount	\$11,980	Amount	\$13,845	Amount	\$15,784
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Benefits: 1.5 FTEs Counselor, MOH Teacher Leader	Budget Reference	Employee Benefits; Benefits: 1.5 FTEs Counselor, MOH Teacher Leader	Budget Reference	Employee Benefits; Benefits: 1.5 FTEs Counselor, MOH Teacher Leader
Amount	\$1,590	Amount	\$1,590	Amount	\$1,590
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Certificated Salaries: Tier Meetings	Budget Reference	Certificated Salaries; Certificated Salaries: Tier Meetings	Budget Reference	Certificated Salaries; Certificated Salaries: Tier Meetings
Amount	\$240	Amount	\$270	Amount	\$302
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Benefits: Tier Meetings	Budget Reference	Employee Benefits; Benefits: Tier Meetings	Budget Reference	Employee Benefits; Benefits: Tier Meetings

	Services not included as contributing t	o meeting the Increa	ased or Improved Services Requirement:					
	Students to be Served:	All Stude	ents with Disabilities Specific Student Gr	oup(s):				
	Locations: All Schools Specific Schools: Specific Grade Spans:							
			OR					
For Actions	Services included as contributing to m	eeting the Increased	or Improved Services Requirement:					
	Students to be Served:	English Learne	Foster Youth Low Income					
	Scope of Service:	LEA-wide	LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)					
	Locations:	All Schools	Specific Schools: Specific Grade Sp	oans:				
ACTIONS/SE 2017-18 New	Modified Unchanged	2018-19	Modified Unchanged	2019-20 New	Modified Unchanged			
	Provide a management informations) MIS with academic, behavior,	system (MIS	Provide a management information S) MIS with academic, behavior, and parent portal capabilities.	system (MIS	Provide a management information MIS with academic, behavior,			
•	e, and parent portal capabilities.	atteridance,	and parent portal capabilities.	attenuance,	and parent portal capabilities.			
attendance	e, and parent portal capabilities. PENDITURES	2018-19	and parent portal capabilities.	2019-20	and parent portal capabilities.			
attendance			\$18,902		\$18,902			
attendance BUDGET EX	PENDITURES	2018-19		2019-20				

New	Modified	Unchanged	
		Officialiged	

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 1 2 7 3 4 5 7 6 7 7 8

COE 9 10

LOCAL Promotion of Parent Involvement

Identified Need:

Survey results and input from meetings demonstrate that stakeholders feel the District encourages partnerships, seeks input, and provides a supportive environment for students. Student 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. 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	2015/16 Actual	2016/17 Expected	2016/17 Actual	Measurable Outcome
LCAP Survey - Item 5 "Encourage partnerships"	75%	77%	100%	Met
LCAP Survey - Item 7 "Seek input for decisions"	46%	48%	68%	Met
LCAP Survey - Item 9 "Supportive environment"	82%	84%	95%	Met
LCAP Student Survey - Item 8 "Feel safe at school"	75%	77%	74%	Not Met
LCAP Student Survey - Item 9 "Happy with my school"	76%	78%	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 – Employee, Com Members and LO Survey – Stude	munity CAP	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"	100%	LCAP Survey - Item 5 "Encourage partnerships"	100%
	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"	72%	LCAP Survey - Item 7 "Seek input for decisions"	74%
	LCAP Survey - Item 9 "Supportive environment"	95%	LCAP Survey - Item 9 "Supportive environment"	95%	LCAP Survey - Item 9 "Supportive environment"	95%	LCAP Survey - Item 9 "Supportive environment"	95%
	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"	78%	LCAP Student Survey - Item 8 "Feel safe at school"	80%
	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%	LCAP Student Survey - Item 9 "Happy with my school"	77%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's 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:	All Students with Disabilities Specific Student Group(s):
Locations:	All Schools Specific Schools: Specific Grade Spans:

OR

For Actions/Services included as contributing to m	eeting the Increased or Improved Services Requirement:
Students to be Served:	English Learners Foster Youth Low Income
Scope of Service:	LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)
Locations:	All Schools Specific Schools: Specific Grade Spans:

ACTIONS/SERVICES

2017-18 2018-19 2019-20 New Modified Unchanged New Modified Unchanged New Modified Unchanged Action 4.1: Provide parent training, learning Action 4.1: Provide parent training, learning Action 4.1: Provide parent training, learning opportunities and workshops on topics such as: opportunities and workshops on topics such as: opportunities and workshops on topics such as: Supporting Common Core State Supporting Common Core State Supporting Common Core State Standards at home Standards at home Standards at home Supporting math at home Supporting math at home Supporting math at home Supporting reading at home · Supporting reading at home Supporting reading at home The importance of good attendance The importance of good attendance · The importance of good attendance · Technology use to support learning and · Technology use to support learning and Technology use to support learning and digital citizenship digital citizenship digital citizenship High School graduation and college entry High School graduation and college entry High School graduation and college entry requirements requirements requirements Supporting behavior and mental health Supporting behavior and mental health Supporting behavior and mental health issues issues issues

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$400	Amount	\$400	Amount	\$400
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Certificated Salaries: Teachers to lead parent workshops	Budget Reference	Certificated Salaries; Certificated Salaries: Teachers to lead parent workshops	Budget Reference	Certificated Salaries; Certificated Salaries: Teachers to lead parent workshops
Amount	\$60	Amount	\$68	Amount	\$76
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Benefits: Teachers to lead parent workshops	Budget Reference	Employee Benefits; Benefits: Teachers to lead parent workshops	Budget Reference	Employee Benefits; Benefits: Teachers to lead parent workshops
Amount	\$150	Amount	\$150	Amount	\$150
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; Books and Supplies: Supplies for parent workshops	Budget Reference	Books and Supplies; Books and Supplies: Supplies for parent workshops	Budget Reference	Books and Supplies; Books and Supplies: Supplies for parent workshops

For Actions	s/Services not included as contributing t	o meeting the Incre	eased or Improved Services Requirement:		
	Students to be Served:	All Stude	ents with Disabilities Specific Student Gro	oup(s):	
	Locations:	All Schools	Specific Schools: Specific Grade Sp	ans:	
			OR		
For Actions	s/Services included as contributing to m	eeting the Increased	d or Improved Services Requirement:		
	Students to be Served:	English Learne	ers Foster Youth Low Income		
	Scope of Service:	LEA-wide	Schoolwide OR Limited to Un	nduplicated Studer	nt Group(s)
*	Locations:	All Schools	Specific Schools: Specific Grade Sp.	ans:	
017-18		2018-19		2019-20	E3
ACTIONS/SI 2017-18	ERVICES Modified Unchanged		Modified Unchanged		Modified Unchanged
New Action 4.2	Modified Unchanged The district will annually provide all apportunities to provide the district on all aspects of their child's	New Action 4.2:	Modified Unchanged The district will annually provide all portunities to provide the district in all aspects of their child's	Action 4.2: T parents oppo	
New	Modified Unchanged The district will annually provide all apportunities to provide the district on all aspects of their child's	New Action 4.2: parents opp	The district will annually provide all portunities to provide the district	Action 4.2: T parents opporteedback on education.	he district will annually provide al ortunities to provide the district
Action 4.2 parents operation.	Modified Unchanged The district will annually provide all apportunities to provide the district on all aspects of their child's	Action 4.2: parents opp feedback or education.	The district will annually provide all portunities to provide the district	Action 4.2: T parents opport feedback on	he district will annually provide al ortunities to provide the district
New Action 4.2 parents op feedback education.	Modified Unchanged The district will annually provide all apportunities to provide the district on all aspects of their child's CPENDITURES	Action 4.2: parents opp feedback or education.	The district will annually provide all portunities to provide the district all aspects of their child's	Action 4.2: T parents opport feedback on education.	the district will annually provide all ortunities to provide the district all aspects of their child's

For Actions/Services not included as contributing	to meeting the Increased or Improved Services Requirement:	
Students to be Served:	All Students with Disabilities Specific Student Group(s):	
Locations:	All Schools Specific Schools: Specific Grade Spans:	

OR

For Actions/Services included as contributing to m	eeting the Increased or Improved Services Requirement:
Students to be Served:	English Learners Foster Youth Low Income
Scope of Service:	LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)
Locations:	All Schools Specific Schools: Specific Grade Spans:

ACTIONS/SERVICES

2018-19 2019-20 2017-18 New Modified Unchanged New Modified Unchanged New Modified Unchanged Action 4.3: Provide parent training, learning Action 4.3: Provide parent training, learning Action 4.3: Provide parent training, learning opportunities and workshops on topics such as: opportunities and workshops on topics such as: opportunities and workshops on topics such as: · EL Master Plan programs, services, and · EL Master Plan programs, services, and • EL Master Plan programs, services, and progress monitoring requirements for EL progress monitoring requirements for EL progress monitoring requirements for EL and RFEP students and RFEP students and RFEP students · How to support students at home with . How to support students at home with How to support students at home with academics and language acquisition academics and language acquisition academics and language acquisition · How to support behavior and mental How to support behavior and mental · How to support behavior and mental health health health · Community resources available to · Community resources available to · Community resources available to support the whole child support the whole child support the whole child · College and career options and College and career options and College and career options and requirements for application requirements for application requirements for application

BUDGET EXPENDITURES

2017-18 2018-19 2019-20

Amount	\$300	Amount	\$300	Amount	\$300
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; Books and Supplies: EL Parent workshops	Budget Reference	Books and Supplies; Books and Supplies: EL Parent workshops	Budget Reference	Books and Supplies; Books and Supplies: EL Parent workshops

Translator/Interpreter hours

For Actions	/Services not included as contributing t	o meeting the Increa	ased or Improved Services Requirement:		
	Students to be Served:	All Stude	ents with Disabilities Specific Student Gro	oup(s):	
	Locations:	All Schools	Specific Schools: Specific Grade Spe	ans:	
			OR		
For Actions	/Services included as contributing to m	eeting the Increased	or Improved Services Requirement:		
	Students to be Served:	English Learne	Foster Youth Low Income		
	Scope of Service:	LEA-wide	Schoolwide OR Limited to Un	duplicated Studen	it Group(s)
	Locations:	All Schools	Specific Schools: Specific Grade Spa	ans:	
ACTIONS/SE	ERVICES				
ACTIONS/SE 2017-18	Modified Unchanged	2018-19	Modified Unchanged	2019-20	Modified Unchanged
Action 4.4: school cor a home-lar District Internal	Modified Unchanged Enhance parent participation and nection opportunities for families was necessary to the properties of the properties	Action 4.4: E school conn a home-lang District Inter	Enhance parent participation and ection opportunities for families with guage other than English through preter/Translator hours, Google eks on web pages, and Blackboard	Action 4.4: En school conner a home-langue District Interpretation	nhance parent participation and
Action 4.4: school cor a home-lar District Into Translate I messages	Modified Unchanged Enhance parent participation and nection opportunities for families was necessary to the properties of the properties	Action 4.4: E school conn a home-lang District Inter Translate lin	Enhance parent participation and lection opportunities for families with guage other than English through opportunities foogle	Action 4.4: Eschool conners a home-langue District Interpolation	nhance parent participation and ection opportunities for families with uage other than English through preter/Translator hours, Google
Action 4.4: school cor a home-lar District Into Translate I messages	Modified Unchanged Enhance parent participation and nection opportunities for families was necessary to the property of the p	Action 4.4: E school conn a home-lang District Inter Translate lin messages.	Enhance parent participation and lection opportunities for families with guage other than English through opportunities foogle	Action 4.4: El school conne a home-langu District Interp Translate link messages.	nhance parent participation and ection opportunities for families with uage other than English through preter/Translator hours, Google
Action 4.4: school cor a home-lar District Into Translate I messages	Modified Unchanged Enhance parent participation and nection opportunities for families was necessary to the properties of the properties	Action 4.4: E school conn a home-lang District Inter Translate lin messages.	Enhance parent participation and lection opportunities for families with guage other than English through preter/Translator hours, Google liks on web pages, and Blackboard	Action 4.4: El school conne a home-langu District Interp Translate link messages.	nhance parent participation and ection opportunities for families with uage other than English through preter/Translator hours, Google as on web pages, and Blackboard

Translator/Interpreter hours

Translator/Interpreter hours

Amount	\$160	Amount	\$187	Amount	\$208
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Benefits: District Translator/Interpreter hours	Budget Reference	Employee Benefits; Benefits: District Translator/Interpreter hours	Budget Reference	Employee Benefits; Benefits: District Translator/Interpreter hours

	New	Modified	Unchanged
		nce academic progress	are on-track to graduate from high school, are college and career ready, and and success in a broad course of study with 1% increases annually on key
Goal 5			

State and/or Local Priorities Addressed by this goal:

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, college readiness, and "All Students" CAASPP ELA and Math. Measurable outcomes were not met for UC/CSU eligibility, AP exam passage with a score of 3 or better, SED and SWD performance on the CAASPP ELA and Math assessments, and the High School drop out rate. There is a need to continue actions that ensure that students, especially EL, SED, FY and SWD, are enrolling in and passing classes that meet A-G requirements. There is also 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 continue and increase actions that improve academic outcomes for SED and SWD.

Actual measurable outcome (2014/15 - 2015/16, data available after July 1 annually):

Metric	2014/15 Actual	2015/16 Expected	2015/16 Actual	Measurable Outcome	Dashboard
HS Graduation Rate	94.4%	95.4%	96.1%	Met	Blue
UC/CSU Eligibility	30.7%	31.7%	27.2%	Not Met	N/A
EAP English "Ready"/ "Conditionally Ready"	42%	43%	50%	Met	N/A
EAP Math "Ready"/ "Conditionally Ready"	14%	15%	17%	Met	Blue
AP Exam Passage 3+	49%	50%	47%	Not Met	N/A

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

	Student Group	2015 Actual	2016 Expected	2016 Actual	Measurable Outcome
--	---------------	-------------	---------------	-------------	--------------------

All Students	44%	46%	50%		Met		
SED	34%	36%	26%	26%		Not Met	
EL	N/A	N/A	N/A	N/A		_	
RFEP	N/A	N/A	N/A		N/A		
Foster Youth	N/A	N/A	N/A		N/A		
SWD	21%	23%	12%		Not I	Иet	
		Grade "Standar 2016 Expected					
All Students	15%	17%	17%	Actual	_	sura	able Outcom
					Met		
SED	9%	11%	8%		Not N	viet	
EL	N/A	N/A	N/A		N/A	_	
RFEP	N/A	N/A	N/A		N/A		
Foster Youth	N/A	N/A	N/A		N/A		
SWD	13%	15%	6%	6% Not M		t Met	
Oropout Rates:		al 2015/16 Expe	ected	2015/1	6 Actu	ıal	Measurable
Middle School		0.0%		0.0%	O ACI	-	Met
	0.5%	0.0%	_	1.0%	_	-	Not Met
i ngir concor	0.070	10.070	_	1.0%		Not Met	
HS Graduation	and College/C	areer Readines	S				
			201	5/16 Ac	tual	as	hboard 2017
Metric			96.1	%	E	Blue	
Metric HS Graduatior	Rate		27.2%		N/A		
			27.2	2%	I	I/A	
HS Graduatior UC/CSU Eligib	oility	itionally Ready"	27.2			1/A	
HS Graduatior UC/CSU Eligib	oility Ready"/ "Cond		_			117	

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators		Baseline			2017-18			2018-19			2019-20	
High School Graduation	Metric	2015/16	Dashboard	Metric	2016/17	Dashboard	Metric	2017/18	Dashboard	Metric	2018/19	Dashboa

Rate		Actual	2017		Expected	2018		Expected	2019		Expected	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	Metric	2015/16 Actual	Dashboard 2017	Metric	2016/17 Expected	Dashboard 2018	Metric	2017/18 Expected	Dashboard 2019	Metric	2018/19 Expected	Dashbo 2020
Rate)	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)	29.2%	N/A	UC/CSU Eligibility (A-G Rate)	30.2%	N/A
Prepared for		2015/1	Dashboard		2016/17	Dashboard		2017/18	Dashboard		2018/19	Dashb
College (EAP	Metric	Actual	2017	Metric	Expected		Metric	Expected		Metric	Expected	
Passage at "Ready" or "Conditionally Ready")	EAP English "Ready"/ "Conditionally Ready"		EAP English "Ready"/ "Conditionally Ready"	51%	N/A	EAP English "Ready"/ "Conditionally Ready"	52%	N/A	EAP English "Ready"/ "Conditionally Ready"	53%	N/A	
				EAP Math "Ready"/ "Conditionally Ready"	18%	N/A	EAP Math "Ready"/ "Conditionally Ready"	19%	N/A	EAP Math "Ready"/ "Conditionally Ready"	20%	N/A
AP Exam Passage With Score of 3 or Higher	IN/Atric	2015/16 Actual	Dashboard 2017	IN/letric II	2016/17 Expected	Dashboard 2018	IM/ofric		Dashboard 2019	I IMPTIC I	2018/19 Expected	Dashbo 2020
	AP Exam	47%	N/A	AP Exam	18%	N/A	AP Exam		N/A	AP Exam	50%	N/A
CAASPP ELA	ra						la				leave =	
- 11th Grade Percent "Standard	Student Group 2016 Actual All Students 50%			Student Group 2017 Expected All Students 52%			Student Group 2018 Expected All Students 54%		Student Grou	56%	pected	
	SED	26%		SED	28%		SED	30%		SED	32%	
Met" or	EL	N/A	_	EL	N/A		EL	N/A	-	EL	N/A	-
"Standard Exceeded"	RFEP	N/A		RFEP	N/A		RFEP	N/A		RFEP	N/A	
LAGGGGG	Foster Yout			Foster Youth			Foster Youth			Foster Youth		_
	SWD	12%		SWD	14%		SWD	16%		SWD	18%	
	200 0	39%		Hispanic	41%		Hispanic	43%		Hispanic	45%	
	Hispanic	00,0			-17.		White	61%		White	63%	

CAASPP Math - 11th Grade Percent	Student Group	2016 Actual	Student Group	2017 Expected	Student Group	2018 Expected	Student Group	2019 Expected
	All Students	17%	All Students	19%	All Students	21%%	All Students	23%
	SED	8%	SED	10%	SED	12%	SED	14%
'Standard Met" or	EL	N/A	EL	N/A	EL	N/A	EL	N/A
'Standard	RFEP	N/A	RFEP	N/A	RFEP	N/A	RFEP	N/A
Exceeded"	Foster Youth	N/A	Foster Youth	N/A	Foster Youth	N/A	Foster Youth	N/A
	SWD	6%	SWD	8%	SWD	10%	SWD	12%
	Hispanic	8%	Hispanic	10%	Hispanic	12%	Hispanic	14%
	White	21%	White	23%	White	25%	White	27%
Drop Out Rates - Middle 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%
and High School	High School	1.0%	High School	0.5%	High School	0.0%	High School	0.0%

PLANNED ACTIONS / SERVICES

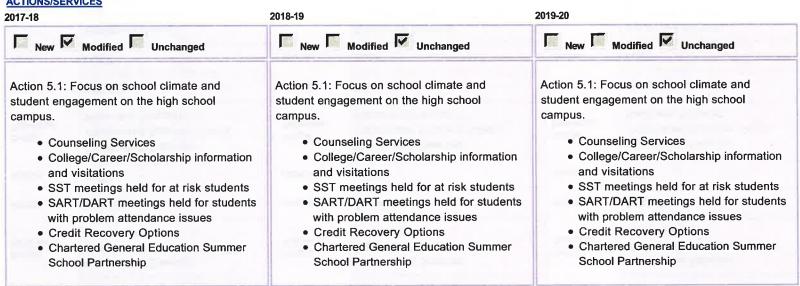
Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing	to meeting the Increased or Improved Services Requirement:
Students to be Served:	All Students with Disabilities Specific Student Group(s):
Locations:	All Schools Specific Schools: Specific Grade Spans:
	OR
For Actions/Services included as contributing to m	neeting the Increased or Improved Services Requirement:
Students to be Served:	English Learners Foster Youth Low Income
Scope of Service:	LEA wide Schoolwide OR Limited to Undunlicated Student Group(s)

Locations: All Schools Specific Schools: Vasquez High School Specific Grade Spans:

ACTIONS/SERVICES



017-18		2018-19		2019-20		
Amount	\$106,035	Amount	\$108,156	Amount	\$110,319	
Source	LCFF	Source	LCFF	Source	LCFF	
Budget Reference	Certificated Salaries; Certificated Salaries: 1.5 FTE Counselors	Budget Reference	Certificated Salaries; Certificated Salaries: 1.5 FTE Counselors	Budget Reference	Certificated Salaries; Certificated Salaries: 1.5 FTE Counselors	
Amount	\$42,000	Amount	\$42,840	Amount	\$43,697	
Source	LCFF	Source	LCFF	Source	LCFF	
Budget Reference	Certificated Salaries; Certificated Salaries: Credit Recovery Program	Budget Reference	Certificated Salaries; Certificated Salaries: Credit Recovery Program	Budget Reference	Certificated Salaries; Certificated Salaries: Credit Recovery Program	
Amount	\$15,905	Amount	\$18,387	Amount	\$20,961	
ource	LCFF	Source	LCFF	Source	LCFF	
Budget Reference	Employee Benefits; Employee Benefits: 1.5 FTE Counselors	Budget Reference	Employee Benefits; Employee Benefits: 1.5 FTE Counselors	Budget Reference	Employee Benefits; Employee Benefits: 1.5 FTE Counselors	
mount	\$6,300	Amount	\$7,283	Amount	\$8,302	
ource	LCFF	Source	LCFF	Source	LCFF	
Budget Reference	Employee Benefits; Benefits: Credit Recovery Program	Budget Reference	Employee Benefits; Benefits: Credit Recovery Program	Budget Reference	Employee Benefits; Benefits: Credit Recovery Program	
mount	\$15,375	Amount	\$15,375	Amount	\$15,375	
ource	LCFF	Source	LCFF	Source	LCFF	
udget deference	Services and Other Operating Expenses; Services and Other Operating Expenses: Credit Recovery Programs	Budget Reference	Services and Other Operating Expenses; Services and Other Operating Expenses: Credit Recovery Programs	Budget Reference	Services and Other Operating Expenses; Services and Other Operating Expenses: Credit Recovery Programs	

For Actions	/Services not included as contributing t	o meeting the Increa	ased or Improved Services Requirement:				
	Students to be Served:	All Stude	ents with Disabilities Specific Student Gr	oup(s):			
	Locations:	Locations: All Schools Specific Schools: Vasquez HS Specific Grade Spans:					
			OR				
For Actions	/Services included as contributing to m	eeting the Increased	or Improved Services Requirement:				
	Students to be Served:	English Learne	ers Foster Youth Low Income				
	Scope of Service:	LEA-wide	Schoolwide OR Limited to U	nduplicated Studer	nt Group(s)		
	Locations:	All Schools	Specific Schools: Specific Grade Spe	oans:			
New T	Modified Unchanged	New F	Modified Unchanged	New New	Modified Unchanged		
Action 5.2: Socioecon Youth, RFI opportunity intensive c through ac	Ensuring that all students, includir omically Disadvantaged, EL, Fosto EP, and SWD have equitable or for high school graduation and college entry requirement preparation to tivities such as progress monitoring	ng Action 5.2: I Socioecono Youth, RFE opportunity intensive co g, through acti	Ensuring that all students, including mically Disadvantaged, EL, Foster P, and SWD have equitable for high school graduation and llege entry requirement preparation vities such as progress monitoring,	Action 5.2: E Socioeconor Youth, RFEF opportunity f intensive coll through activ	insuring that all students, including mically Disadvantaged, EL, Foster P, and SWD have equitable for high school graduation and lege entry requirement preparation vities such as progress monitoring,		
J	gwith counselors, and student/scholaboration.	ol scheduling v /parent colla	with counselors, and student/school aboration.	/parent collal	vith counselors, and student/schoo boration.		
	PENDITURES	2018-19		2019-20			
017-18 Amount	\$5,500	Amount	\$5,500	Amount	\$5,500		
Source	LCFF	Source	LCFF	Source	LCFF		
Budget	Services and Other Operating Expenses;	Budget	Services and Other Operating Expenses;	Budget	Services and Other Operating Expenses;		

Services and Other Operating Expenses: College entry program

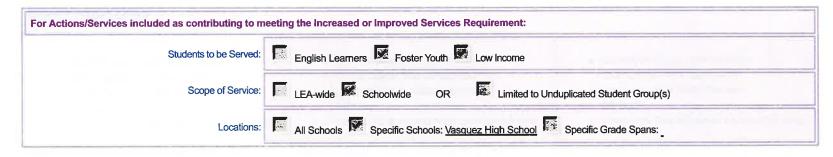
Services and Other Operating Expenses: College entry program

Services and Other Operating Expenses: College entry

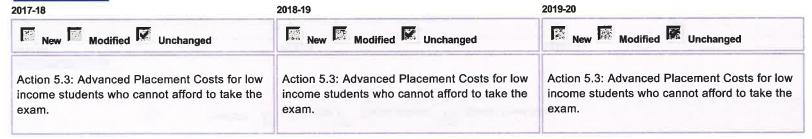
program

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:						
Students to be Served:	All Students with Disabilities Specific Student Group(s):					
Locations:	All Schools Specific Schools: Specific Grade Spans:					

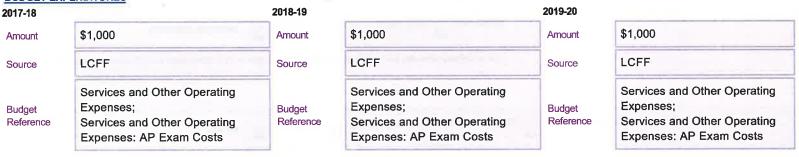
OR



ACTIONS/SERVICES



BUDGET EXPENDITURES



For Action	s/Services not included as contributing t	o meeting the Incre	eased or Improved Services Requirement:					
	Students to be Served:	▼ All ► Stud	lents with Disabilities Specific Student G	Group(s):				
	Locations:	All Schools	Specific Schools: Vasquez High School	Specific Grad	e Spans:			
			OR					
For Actions	s/Services included as contributing to m	eeting the Increase	d or Improved Services Requirement:					
	Students to be Served:	English Learn	Foster Youth Low Income					
	Scope of Service:	LEA-wide	LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)					
	Locations:	All Schools	Specific Schools: Specific Grade S	Spans:				
CTIONS/SI 017-18	ENVICES	2018-19		2019-20				
New	Modified Unchanged	New F	Modified Unchanged	□ New □	Modified Unchanged			
ction 5.4	Modified Unchanged : Focus on student engagement and mate on the high school campus.	Action 5.4:	Modified Unchanged Focus on student engagement and ate on the high school campus.	Action 5.4: F				
ection 5.4 chool clir • Acc sup • Ext	: Focus on student engagement and	Action 5.4: school clima Acad supp Extra	Focus on student engagement and ate on the high school campus.	Action 5.4: If school clima Acade supp Extra coord	Focus on student engagement and te on the high school campus. emic and behavior monitoring and			
Action 5.4 chool clir Accessure Externo Ath	: Focus on student engagement and mate on the high school campus. ademic and behavior monitoring and poort tracurricular opportunities - portination and monitoring	Action 5.4: school clima Acad supp Extra	Focus on student engagement and ate on the high school campus. demic and behavior monitoring and port accurricular opportunities - dination and monitoring	Action 5.4: If school clima Acade supp Extra coord	Focus on student engagement and ate on the high school campus. emic and behavior monitoring and ort curricular opportunities - dination and monitoring			
Action 5.4 chool clir Accisup Exicoc Ath	: Focus on student engagement and mate on the high school campus. ademic and behavior monitoring and pport tracurricular opportunities - ordination and monitoring hletic and CIF Coordination	Action 5.4: school clima Acad supp Extra	Focus on student engagement and ate on the high school campus. demic and behavior monitoring and port accurricular opportunities - dination and monitoring	Action 5.4: If school clima Acade supp Extra coord	Focus on student engagement and ate on the high school campus. emic and behavior monitoring and ort curricular opportunities - dination and monitoring			
ection 5.4 chool clir Accisup Exticod Ath	: Focus on student engagement and mate on the high school campus. ademic and behavior monitoring and pport tracurricular opportunities - ordination and monitoring hletic and CIF Coordination	Action 5.4: school clima Acade supp Extra coor Athle	Focus on student engagement and ate on the high school campus. demic and behavior monitoring and port accurricular opportunities - dination and monitoring	Action 5.4: F school clima Acade supp Extra coord Athle	Focus on student engagement and ate on the high school campus. emic and behavior monitoring and ort curricular opportunities - dination and monitoring			
Action 5.4 school clir • Acc sup • Ext coo • Ath	: Focus on student engagement and mate on the high school campus. ademic and behavior monitoring and pport tracurricular opportunities - ordination and monitoring hletic and CIF Coordination	Action 5.4: school clima Acade supp Extra coord Athle	Focus on student engagement and ate on the high school campus. demic and behavior monitoring and port accurricular opportunities - dination and monitoring etic and CIF Coordination	Action 5.4: If school clima Acade supp Extra coord Athle	Focus on student engagement and ate on the high school campus. emic and behavior monitoring and ort curricular opportunities - dination and monitoring tic and CIF Coordination			

	Athletic Director		Athletic Director		Athletic Director
Amount	\$16,126	Amount	\$18,642	Amount	\$21,252
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Benefits: Dean and Athletic Director	Budget Reference	Employee Benefits; Benefits: Dean and Athletic Director	Budget Reference	Employee Benefits; Benefits: Dean and Athletic Director

Unchanged
T L

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 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Teacher Assignment/ Mis-Assignment

Identified Need:

In spite of a teacher shortage in California, the district was successful in hiring 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):

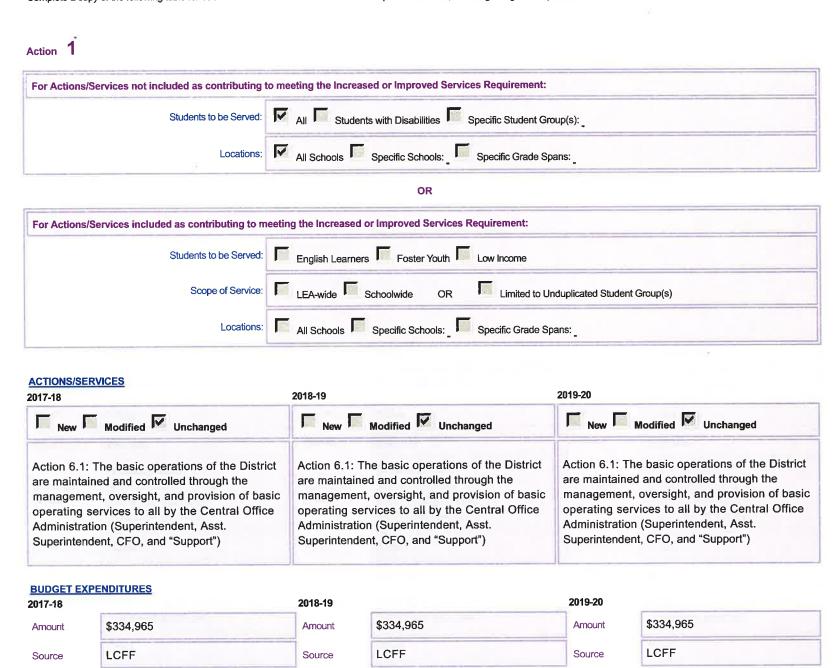
	2015/16	2016/17	2016/17	Measurable
	Actual	Expected	Actual	Outcome
Fully Credentialed and Appropriately Assigned	100%	100%	100%	Met

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Basel	ine	2017	-18	2018	-19	2019	-20
Certificated Staff Fully Credentialed and Appropriately Assigned	Certificated Sta Assignments:	aff	Certificated Sta Assignments:	aff	Certificated St. Assignments:	aff	Certificated Sta Assignments:	aff
, , , , , , , , , , , , , , , , , , , ,		2016/17 Actual		2017/18 Expected		2018/19 Expected		2019/20 Expected
	Fully Credentialed and Appropriately Assigned	100%	Fully Credentialed and Appropriately Assigned	100%	Fully Credentialed and Appropriately Assigned	100%	Fully Credentialed and Appropriately Assigned	100%

PLANNED ACTIONS / SERVICES

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



Budget Reference	Certificated Salaries; Salaries - Superintendent, Asst. Superintendent	Budget Reference	Certificated Salaries; Salaries - Superintendent, Asst. Superintendent	Budget Reference	Certificated Salaries; Salaries - Superintendent, Asst. Superintendent
Amount	\$255,564	Amount	Amount \$260,675 A		\$265,885
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; Salaries - CFO, Support Staff	Budget Reference	Classified Salaries; Salaries - CFO, Support Staff	Budget Reference	Classified Salaries; Salaries - CFO, Support Staff
Amount	\$50,245	Amount	Amount \$56,944		\$63,643
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Employee Benefits: Superintendent, Asst. Superintendent	Employee Benefits; Budget Employee Benefits: Reference Superintendent, Asst. Superintendent		Budget Reference	Employee Benefits; Employee Benefits: Superintendent, Asst. Superintendent
Amount	\$38,335	Amount	\$39,102	Amount	\$39,884
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Employee Benefits: CFO, Support Staff	Budget Reference	Employee Benefits; Employee Benefits: CFO, Support Staff	Budget Reference	Employee Benefits; Employee Benefits: CFO, Support Staff

New Modified Unchanged	
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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 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Facilities, Maintenance and Operations, School Climate

Identified Need:

Measurable outcomes were met for facilities in good repair and access to adopted instructional materials. Survey results and input from meetings demonstrate that stakeholders feel the District provides safe, inviting, and well maintained schools for students and employees. Sufficient fiscal and human resources to ensure that facilities continue to remain in good repair will be needed.

Student 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. The data shows a need to continue, enhance, and/or improve current actions that support students' feelings of safety and satisfaction with their school.

Although there are sufficient materials for all students, the current ELA materials were adopted in the 1990s. Academic achievement data presented in Goal 1 and Goal 5 demonstrate there is a need to purchase a coherent CCSS aligned ELA program for all grades 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	2015/16 Actual	2016/17 Expected	2016/17 Actual	Measurable Outcome
Facilities in Good Repair	100%	100%	100%	Met
Access to Instructional Materials	100%	100%	100%	Met
LCAP Survey - Item 8 "Schools are inviting"	93%	95%	95%	Met
LCAP Survey - Item 12 "Schools are safe"	89%	91%	91%	Met
LCAP Survey - Item 11 "Schools clean and well maintained:	79%	81%	95%	Met
LCAP Survey - Item 9 "Schools are supportive"	82%	84%	95%	Met

LCAP Student Survey - Item 8 "Feel safe at school"	75%	77%	74%	Not Met
LCAP Student Survey - Item 9 "Happy with my school"	76%	78%	71%	Not Met

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	e	2017-	18	2018-	19	2019-	20
LCAP Survey - Safe, Well-Maintained Schools	LCAP Survey – Parent, Employee, Community Members and LCAP Survey – Students		Employee, Con Members and Lo	LCAP Survey – Parent, Employee, Community Members and LCAP Survey – Students		LCAP Survey – Parent, Employee, Community Members and LCAP Survey – Students		Parent, nmunity CAP ents
	Metric	2016/17 Actual	Metric	2017/18 Expected	Metric	2018/19 Expected	Metric	2019/20 Expected
	LCAP Survey - Item 8 "Schools are inviting"	95%	LCAP Survey - Item 8 "Schools are	95%	LCAP Survey - Item 8 "Schools are	95%	LCAP Survey - Item 8 "Schools are	95%
	LCAP Survey - Item 12 "Schools are safe"	91%	inviting" LCAP Survey - Item 12 "Schools are safe"	91%	inviting" LCAP Survey - Item 12 "Schools are	91%	inviting" LCAP Survey - Item 12 "Schools are	91%
	LCAP Survey - Item 11 "Schools clean and well maintained:	95%	LCAP Survey - Item 11 "Schools clean and well	95%	LCAP Survey - Item 11 "Schools clean and well	95%	LCAP Survey - Item 11 "Schools clean and well	95%
	LCAP Survey - Item 9 "Schools are supportive"	95%	maintained: LCAP Survey - Item 9	95%	maintained: LCAP Survey - Item 9	95%	maintained: LCAP Survey - Item 9	0504
	LCAP Student Survey - Item	7.40/	"Schools are supportive"	95 76	"Schools are supportive"	95%	"Schools are supportive"	95%
	8 "Feel safe at school" LCAP Student Survey - Item 8 "Feel safe 76%	76%	LCAP Student Survey - Item 8 "Feel safe	78%	LCAP Student Survey - Item 8 "Feel safe	80%		
	Survey - Item 9 "Happy with	71%	LCAP Student		at school"		at school"	
	my school"		Survey - Item 9 "Happy with my school"	71%	Survey - Item 9 "Happy with my school"	73%	Survey - Item 9 "Happy with my school"	75%

Facility Inspection Tool (FIT) - Facilities in "Good" or Better Repair - Williams	Metric	2016/17 Actual	Metric	2017/18 Expected	Metric	2018/19 Expected	Metric	2019/20 Expected
Compliance	Facilities in Good Repair	100%	Facilities in Good Repair	100%	Facilities in Good Repair	100%	Facilities in Good Repair	100%
Access to Instructional Materials - Williams	Metric	2016/17	Metric	2017/18	Metric	2018/19 Expected	Metric	2019/20 Expected
Compliance	111	Actual		Expected		Exhected		

PLANNED ACTIONS / SERVICES

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

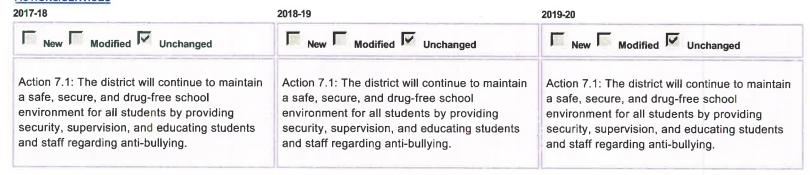
Action 1

For Actions/Services not included as contributing to	to meeting the Increased or Improved Services Requirement:
Students to be Served:	All Students with Disabilities Specific Student Group(s):
Locations:	All Schools Specific Schools: Specific Grade Spans:

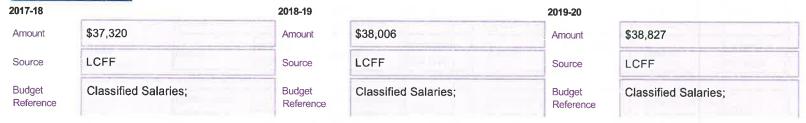
OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:							
Students to be Served:	English Learners Foster Youth Low Income						
Scope of Service:	LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)						
Locations:	All Schools Specific Schools: Specific Grade Spans:						

ACTIONS/SERVICES



BUDGET EXPENDITURES



	Salary: Campus Supervisor		Salary: Campus Supervisor		Salary: Campus Supervisor
Amount	\$5,598	Amount	\$6,852	Amount	\$7,765
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Employee Benefits: Campus Supervisor	Budget Reference	Employee Benefits; Employee Benefits: Campus Supervisor	Budget Reference	Employee Benefits; Employee Benefits: Campus Supervisor
Amount	\$1,000	Amount	\$1,000	Amount	\$1,000
Source	LCFF	Source	LCFF	Source	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)	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)	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)
Amount	\$3,000	Amount	\$3,060	Amount	\$3,121
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; Classified Salaries: Supervision drop off/pick up	Budget Reference	Classified Salaries; Classified Salaries: Supervision drop off/pick up	Budget Reference	Classified Salaries; Classified Salaries: Supervision drop off/pick up
Amount	\$450	Amount	\$551	Amount	\$624
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Employee Benefits: Supervision drop off/pick up	Budget Reference	Employee Benefits; Employee Benefits: Supervision drop off/pick up	Budget Reference	Employee Benefits; Employee Benefits: Supervision drop off/pick up
Amount	\$1,500	Amount	\$1,500	Amount	\$1,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; Books and Supples: Safety and mental health support supplies	Budget Reference	Books and Supplies; Books and Supples: Safety and mental health support supplies	Budget Reference	Books and Supplies; Books and Supples: Safety and mental health support supplies

Action 2						
For Actions	s/Services not included as contributing	to meeting the Incre	ased or Improved Services Requirement:			
	Students to be Served:	All Stude	ents with Disabilities Specific Student G	roup(s):		
	Locations:	All Schools	Specific Schools: Specific Grade S	pans:		
			OR			
For Actions	s/Services included as contributing to m	eeting the Increased	d or Improved Services Requirement:			
Students to be Served: English Learners Foster Youth Low Income						
	Scope of Service:	LEA-wide	Schoolwide OR Limited to U	Induplicated Studer	nt Group(s)	
	Locations:	All Schools	Specific Schools: Specific Grade S	pans:		
ACTIONS/SE 2017-18		2018-19		2019-20	_	
New	Modified Unchanged	New Mew	Modified Unchanged	New New	Modified Unchanged	
Action 7.2: Properly maintain all campuses in "Good Repair" to remain in compliance with the Williams Act.			Properly maintain all campuses in ir" to remain in compliance with the t.	Action 7.2: Properly maintain all campuses in "Good Repair" to remain in compliance with the Williams Act.		
BUDGET EX	PENDITURES	2018-19		2040.00		
Amount	\$435,000	Amount	\$435,000	2019-20 Amount	\$435,000	
ource	LCFF	Source	LCFF	Source	LCFF	
Budget Reference	Services and Other Operating Expenses; Maintenance	Budget Reference	Services and Other Operating Expenses; Maintenance	Budget Reference	Services and Other Operating Expenses; Maintenance	

FOI ACTIONS	/Services not included as contributing t	o meeting the increa	sed or Improved Services Requirement:		
	Students to be Served:	All Studen	nts with Disabilities Specific Student Gro	oup(s):	
	Locations:	All Schools	Specific Schools: Specific Grade Sp	oans:	
			OR		
For Actions	/Services included as contributing to m	eeting the Increased	or Improved Services Requirement:		
	Students to be Served:	English Learne	rs Foster Youth Low Income		
	Scope of Service:	LEA-wide	Schoolwide OR Limited to U	nduplicated Student	t Group(s)
	Locations:	All Schools	Specific Schools: Specific Grade Spe	oans:	
2017-18		2018-19		2019-20	
New I	Modified Unchanged		Modified Unchanged		Modified Unchanged
Action 7.3 for ELA to maintain s complianc Committee for textbo- school A-0	Modified Unchanged : Purchase CCSS aligned textbook improve academic achievement a sufficient inventory for Williams Acte. Form a Textbook Adoption to engage in the adoption processoks for Science, History, and/or high courses, as data and student show is necessary and funding	Action 7.3: Facademic actinventory for Textbook Adadoption pro	Purchase textbooks to improve chievement and maintain sufficient r Williams Act compliance. Form a option Committee to engage in the ocess for textbooks for Science, l/or high school A-G courses, as udent outcomes show is necessary	Action 7.3: P academic act inventory for Textbook Add adoption pro- History, and/	urchase textbooks to improve hievement and maintain sufficient Williams Act compliance. Form a option Committee to engage in the cess for textbooks for Science, for high school A-G courses, as dent outcomes show is necessary
Action 7.3 for ELA to maintain s complianc Committee for textbo school A-Coutcomes allows.	: Purchase CCSS aligned textbook improve academic achievement a sufficient inventory for Williams Acre. Form a Textbook Adoption at to engage in the adoption processoks for Science, History, and/or high courses, as data and student	Action 7.3: Find academic actinventory for Textbook Adadoption products and students are students and students and students are students and students are student	Purchase textbooks to improve chievement and maintain sufficient r Williams Act compliance. Form a option Committee to engage in the ocess for textbooks for Science, l/or high school A-G courses, as udent outcomes show is necessary	Action 7.3: P academic act inventory for Textbook Add adoption prod History, and/ data and stud	urchase textbooks to improve hievement and maintain sufficient Williams Act compliance. Form a option Committee to engage in the cess for textbooks for Science, for high school A-G courses, as dent outcomes show is necessary
Action 7.3 for ELA to maintain s complianc Committee for textbor school A-Coutcomes allows.	: Purchase CCSS aligned textbook improve academic achievement a sufficient inventory for Williams Acte. Form a Textbook Adoption e to engage in the adoption processoks for Science, History, and/or high courses, as data and student show is necessary and funding	Action 7.3: Factor academic actinventory for Textbook Adadoption products and student and student and funding	Purchase textbooks to improve chievement and maintain sufficient r Williams Act compliance. Form a option Committee to engage in the ocess for textbooks for Science, l/or high school A-G courses, as udent outcomes show is necessary	Action 7.3: P academic act inventory for Textbook Add adoption prod History, and/ data and stud and funding a	urchase textbooks to improve hievement and maintain sufficient Williams Act compliance. Form a option Committee to engage in the cess for textbooks for Science, for high school A-G courses, as dent outcomes show is necessary
Action 7.3 for ELA to maintain s complianc Committee for textbor school A-Coutcomes allows. BUDGET E) 2017-18	: Purchase CCSS aligned textbook improve academic achievement a sufficient inventory for Williams Acte. Form a Textbook Adoption e to engage in the adoption processoks for Science, History, and/or high courses, as data and student show is necessary and funding	Action 7.3: Facademic action restriction for Textbook Adadoption products and stuand funding	Purchase textbooks to improve chievement and maintain sufficient in Williams Act compliance. Form a option Committee to engage in the ocess for textbooks for Science, liver high school A-G courses, as udent outcomes show is necessary allows.	Action 7.3: P academic act inventory for Textbook Add adoption prod History, and/ data and stud and funding a	urchase textbooks to improve hievement and maintain sufficient Williams Act compliance. Form a option Committee to engage in the cess for textbooks for Science, for high school A-G courses, as dent outcomes show is necessary allows.

	Certificated Salaries: Adoption Committee		Certificated Salaries: Adoption Committee		Certificated Salaries: Adoption Committee
Amount	\$175,000	Amount	\$175,000	Amount	\$300,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; Textbooks: CCSS ELA (Purchase split over 2 years)	Budget Reference	Books and Supplies; Textbooks: CCSS ELA (Purchase split over 2 years)	Budget Reference	Books and Supplies; Textbooks: \$300,000
Amount	\$863	Amount	\$978	Amount	\$1,093
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Employee Benefits: Adoption Committee	Budget Reference	Employee Benefits; Employee Benefits: Adoption Committee	Budget Reference	Employee Benefits; Employee Benefits: Adoption Committee

	Students to be Served:	All Stude	nts with Disabilities Specific Student G	roup(s):					
	Locations: All Schools Specific Schools: Specific Grade Spans:								
			OR						
or Actions	Services included as contributing to m	eeting the Increased	or Improved Services Requirement:						
Students to be Served: English Learners Foster Youth Low Income									
	Scope of Service:	LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)							
	Locations:	All Schools	Specific Schools: Specific Grade S	Spans: _					
New	Modified Unchanged	New I	Modified Unchanged	New S	Modified Unchanged				
ction 7.4	- Increase and enhance mental port options at all sites and explore ps with community providers.	Action 7.4 -	Modified Unchanged Increase and enhance mental ort options at all sites and explore s with community providers.	Action 7.4 - I	ncrease and enhance mental				
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ction 7.4 ealth sup artnershi JDGET E)	Increase and enhance mental port options at all sites and explore ps with community providers.	Action 7.4 - health suppopartnerships	Increase and enhance mental ort options at all sites and explore	Action 7.4 - I health suppo partnerships	ncrease and enhance mental rt options at all sites and explore				
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Budget Reference	Employee Benefits; Employee Benefits: 1.0 FTE Counselor	Budget Reference	Employee Benefits; Employee Benefits: 1.0 FTE Counselor	Budget Reference	Employee Benefits; Employee Benefits: 1.0 FTE Counselor
Amount	\$1,000	Amount	\$1,000	Amount	\$1,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; Services and Other Operating Expenses: Mental health partnership coordination (Trainings and mileage)	Budget Reference	Services and Other Operating Expenses; Services and Other Operating Expenses: Mental health partnership coordination (Trainings and mileage)	Budget Reference	Services and Other Operating Expenses; Services and Other Operating Expenses: Mental health partnership coordination (Trainings and mileage)

<u>Demonstration of Increased or Improved Services for Unduplicated</u> <u>Pupils</u>

LCAP Year	2017-18 2018-19	2019-20		
Estimated Supplem	nental 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 LACOE BAS LCFF/LCFF Analysis Worksheet dated May 22, 2017 calculates the total amount of LCFF supplemental funding available to provide increased and/or improved services to "Unduplicated Pupils" calculated to be \$629,202.

Based on input from stakeholders and research related to school improvement, the Acton Agua Dulce Unified School District has determined that the most effective use of Supplemental funds will be to continue using funds on a schoolwide and districtwide basis. 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 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, 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. 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. The actions are principally directed toward our LI, EL, FY, and RFEP students based on research that shows increased counseling services can improve educational outcomes for students who may experience issues related to sociocultural barriers, poverty, or unavailable parents (White House Reports (2014). Increasing College Opportunity for Low Income Students; Edutopia - Elias, M.J. (2004). The Four Keys to Helping At Risk Students).

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

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

supplementary materials, by increasing additional academic and socioemotional support, by improving communications and increasing parent involvement opportunities with parents of unduplicated pupils, by improving the effectiveness of RTI with universal screening and tiered interventions, and by improving attendance monitoring procedures. Extensive research validating the value of improving and increasing these services for our LI, EL, FY, and RFEP students has been 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.

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