Budget
Reference

Employee Benefits,
Benefits

Budget
Reference

Employee Benefits,
Benefits

Budget
Reference

Employee Benefits,
Benefits

Action **7**

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 1.7 Based on review and analysis of student data, targeted interventions for students who are struggling to meet grade level proficiency in ELA, math or ELD will be provided for students using, but not limited to, the following vehicles to improve and enhance learning: • Teacher for Leveled Learning • Targeted Intervention • Sessions Before/During/After School to accelerate learning • Online instruction and practice Programs	Action 1.7 Based on review and analysis of student data, targeted interventions for students who are struggling to meet grade level proficiency in ELA, math or ELD will be provided for students using, but not limited to, the following vehicles to improve and enhance learning: • Teacher for Leveled Learning • Targeted Intervention • Sessions Before/During/After School to accelerate learning • Online instruction and practice Programs	Action 1.7 Based on review and analysis of student data, targeted interventions for students who are struggling to meet grade level proficiency in ELA, math or ELD will be provided for students using, but not limited to, the following vehicles to improve and enhance learning: • Teacher for Leveled Learning • Targeted Intervention • Sessions Before/During/After School to accelerate learning • Online instruction and practice Programs

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$60,345	Amount	$61,511	Amount	$62,700

Budget Reference	Certificated Salaries; Certificated Salaries: Teacher pay for before/during/after school intervention	Budget Reference	Certificated Salaries; Certificated Salaries: Teacher pay for before/during/after school intervention	Budget Reference	Certificated Salaries; Certificated Salaries: Teacher pay for before/during/after school intervention
Amount	$9,050	Amount	$10,457	Amount	$11,913
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Benefits: Teacher pay for before/during/after school intervention	Budget Reference	Employee Benefits; Benefits: Teacher pay for before/during/after school intervention	Budget Reference	Employee Benefits; Benefits: Teacher pay for before/during/after school intervention
Amount	$1,000	Amount	$1,000	Amount	$1,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; Books and Supplies: Intervention materials	Budget Reference	Books and Supplies; Books and Supplies: Intervention materials	Budget Reference	Books and Supplies; Books and Supplies: Intervention materials

Action **8**

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

Students to be Served: ☐ 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 1.8 Existing staff will monitor Foster Youth, Socioeconomically Disadvantaged, English Learners, and RFEP for growth towards proficiency on state and local assessments to ensure academic success. Referrals to appropriate district support systems (SST, SARB, counseling, etc.) will be made for students struggling academically.	Action 1.8 Existing staff will monitor Foster Youth, Socioeconomically Disadvantaged, English Learners, and RFEP for growth towards proficiency on state and local assessments to ensure academic success. Referrals to appropriate district support systems (SST, SARB, counseling, etc.) will be made for students struggling academically.	Action 1.8 Existing staff will monitor Foster Youth, Socioeconomically Disadvantaged, English Learners, and RFEP for growth towards proficiency on state and local assessments to ensure academic success. Referrals to appropriate district support systems (SST, SARB, counseling, etc.) will be made for students struggling academically.

BUDGET EXPENDITURES

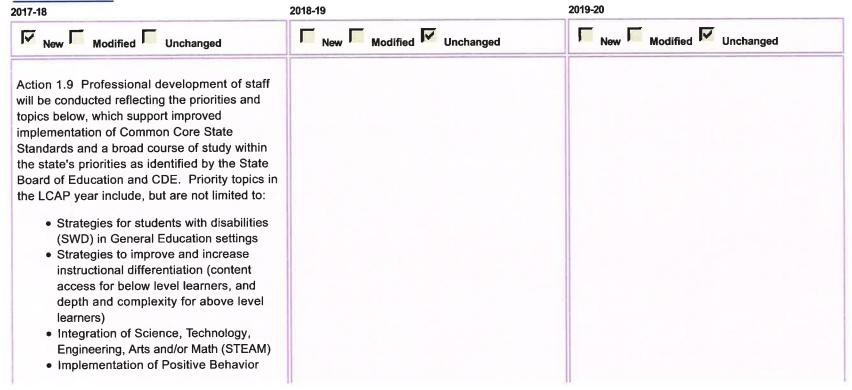|	2017-18		2018-19		2019-20
Amount	$0	Amount	$0	Amount	$0
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Certificated Salaries: Existing	Budget Reference	Certificated Salaries; Certificated Salaries: Existing	Budget Reference	Certificated Salaries; Certificated Salaries: Existing

pupils' progress

Action **9**

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 1.9 Professional development of staff will be conducted reflecting the priorities and topics below, which support improved implementation of Common Core State Standards and a broad course of study within the state's priorities as identified by the State Board of Education and CDE. Priority topics in the LCAP year include, but are not limited to: • Strategies for students with disabilities (SWD) in General Education settings • Strategies to improve and increase instructional differentiation (content access for below level learners, and depth and complexity for above level learners) • Integration of Science, Technology, Engineering, Arts and/or Math (STEAM) • Implementation of Positive Behavior		

Plans for student discipline
- Effective use of technology as a teaching/learning tool
- Paraprofessional training

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,500	Amount	$1,500	Amount	$1,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; Classified Salaries: Professional Development	Budget Reference	Classified Salaries; Classified Salaries: Professional Development	Budget Reference	Classified Salaries; Classified Salaries: Professional Development
Amount	$225	Amount	$270	Amount	$300
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Benefits: Professional Development	Budget Reference	Employee Benefits; Benefits: Professional Development	Budget Reference	Employee Benefits; Benefits: Professional Development
Amount	$10,000	Amount	$10,000	Amount	$10,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; Services and Other Operating Expenses: Conferences and Training	Budget Reference	Services and Other Operating Expenses; Services and Other Operating Expenses: Conferences and Training	Budget Reference	Services and Other Operating Expenses; Services and Other Operating Expenses: Conferences and Training

Action 10

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

Students to be Served: ☑ 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 to support effective implementation of the Common Core State Standards and a broad course of study in all subject areas, including but not limited to: • Supplemental curriculum and materials supporting Common Core State Standards • Equipment and supplies • Field trips, presentations, and/or assemblies • Digital curriculum aligned to Common Core State Standards • Online courses to support a broad course of study • Development of and access to multiple pathways and instructional models • Alignment of Curriculum with Common	Action 1.10 Ensure the availability of resources to support effective implementation of the Common Core State Standards and a broad course of study in all subject areas, including but not limited to: • Supplemental curriculum and materials supporting Common Core State Standards • Equipment and supplies • Field trips, presentations, and/or assemblies • Digital curriculum aligned to Common Core State Standards • Online courses to support a broad course of study • Development of and access to multiple pathways and instructional models • Alignment of Curriculum with Common	Action 1.10 Ensure the availability of resources to support effective implementation of the Common Core State Standards and a broad course of study in all subject areas, including but not limited to: • Supplemental curriculum and materials supporting Common Core State Standards • Equipment and supplies • Field trips, presentations, and/or assemblies • Digital curriculum aligned to Common Core State Standards • Online courses to support a broad course of study • Development of and access to multiple pathways and instructional models • Alignment of Curriculum with Common

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

... 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	$320,976	Amount	$320,976	Amount	$320,976
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

Goal 2

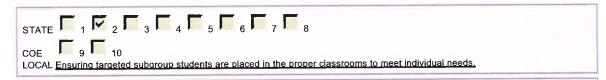**GOAL 2:** Increase the percentage of English Learners who are reclassified fluent English proficient (RFEP) by meeting all district criteria by 2% each year.

Note: AADUSD RFEP criteria as of May 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 – 14/15	2015/16 Expected	2015/16 Actual	Measurable Outcome

Percent RFEPed	4.0%		4.0%	0.8%	Not Met

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Dashboard - English Learner Progress K-12	Dashboard Performance: Dashboard State Indicator / 2017 Actual "English Learner Progress K-12" / Green	Dashboard Performance: Dashboard State Indicator / 2018 Expected "English Learner Progress K-12" / Green	Dashboard Performance: Dashboard State Indicator / 2019 Expected "English Learner Progress K-12" / Green	Dashboard Performance: Dashboard State Indicator / 2020 Expected "English Learner Progress K-12" / Green
RFEP Rate	Reclassification Rate of EL Students Achieving Full English Proficiency: 2016/17 Actual Percent RFEPed / 0.8% (CELDT Proficiency, CAASPP ELA Standard Met, 2.0 GPA, Teacher Recommendation)	Reclassification Rate of EL Students Achieving Full English Proficiency: 2017/18 Actual Percent RFEPed / 2.8% (CELDT Proficiency, CAASPP ELA Standard Met, 2.0 GPA, Teacher Recommendation)	Reclassification Rate of EL Students Achieving Full English Proficiency: 2018/19 Expected Percent RFEPed / 4.8% (CELDT Proficiency, CAASPP ELA Standard Met, 2.0 GPA, Teacher Recommendation)	Reclassification Rate of EL Students Achieving Full English Proficiency: 2019/20 Expected Percent RFEPed / 6.8% (CELDT Proficiency, CAASPP ELA Standard Met, 2.0 GPA, Teacher Recommendation)
Students Meeting English Proficiency Criterion	**Percent of Students Meeting CELDT English Proficiency Criteria (Early Advanced or Advanced Overall)** Students Meeting CELDT Criterion / 2015/16 Actual Percent of Students / 44%	**Percent of Students Meeting CELDT English Proficiency Criteria (Early Advanced or Advanced Overall)** Students Meeting CELDT Criterion / 2016/17 Expected Percent of Students / 46%	**Percent of Students Meeting ELPAC English Proficiency Criteria** Students Meeting ELPAC Criterion / 2017/18 Expected Percent of Students / 48% Percentage meeting criterion may be adjusted	**Percent of Students Meeting CELDT English Proficiency Criteria (Early Advanced or Advanced Overall** Students Meeting ELPAC Criterion / 2018/19 Expected Percent of Students / 50%

70

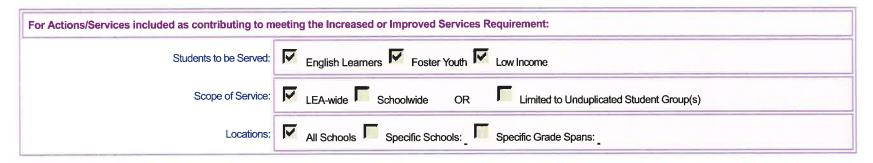|				
			...to accommodate for new assessment instrument.	...Percentage meeting criterion may be adjusted to accommodate for new assessment instrument.

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.
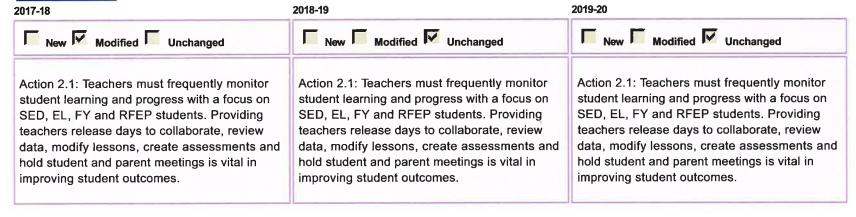
Action 1

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

BUDGET EXPENDITURES

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

	Certificated Salaries: Tier I, Collaborative Planning for ELA/ELD, and ILP meetings		Certificated Salaries: Tier I, Collaborative Planning for ELA/ELD, and ILP meetings		Certificated Salaries: Tier I, Collaborative Planning for ELA/ELD, and ILP meetings
Budget Reference		Budget Reference		Budget Reference	
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

Action 2

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 2.2: Implement EL Master Plan	Action 2.2: Implement EL Master Plan	Action 2.2: Implement EL Master Plan

BUDGET EXPENDITURES

2017-18		2018-19		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;

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

Action 3

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

BUDGET EXPENDITURES

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

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Action **4**

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

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,152	Amount	$1,152	Amount	$1,152
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries;	Budget Reference	Certificated Salaries;	Budget Reference	Certificated Salaries;

	salaries for RFEP Workgroup		salaries for RFEP Workgroup		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

Action 5

<table>
<tr><td colspan="4">For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served:</td><td>☐ All</td><td>☐ Students with Disabilities</td><td>☐ Specific Student Group(s): _</td></tr>
<tr><td>Locations:</td><td>☐ All Schools</td><td>☐ Specific Schools: _</td><td>☐ Specific Grade Spans: _</td></tr>
</table>

<div align="center">OR</div>

<table>
<tr><td colspan="4">For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served:</td><td>☑ English Learners</td><td>☐ Foster Youth</td><td>☐ Low Income</td></tr>
<tr><td>Scope of Service:</td><td>☐ LEA-wide ☐ Schoolwide</td><td>OR</td><td>☑ Limited to Unduplicated Student Group(s)</td></tr>
<tr><td>Locations:</td><td>☑ All Schools</td><td>☐ Specific Schools: _</td><td>☐ Specific Grade Spans: _</td></tr>
</table>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
Action 2.5 - District administration will review EL proficiency and achievement data to create Instructional Assistant (IA) schedules and plan intervention opportunities that increase support to ELs.	Action 2.5 - District administration will review EL proficiency and achievement data to create Instructional Assistant (IA) schedules and plan intervention opportunities that increase support to ELs.	Action 2.5 - District administration will review EL proficiency and achievement data to create Instructional Assistant (IA) schedules and plan intervention opportunities that increase support to ELs.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$0	Amount	$0	Amount	$0
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Certificated Salaries: Administrator	Budget Reference	Certificated Salaries; Certificated Salaries: Administrator	Budget Reference	Certificated Salaries; Certificated Salaries: Administrator
Amount	$0	Amount	$0	Amount	$0

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

Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☑ 5 ☑ 6 ☐ 7 ☐ 8

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			2018-19			2019-20		
Chronic Absenteeism	Attendance Issue Percentage Rates	2016/17 Actual	2017 Dashboard	Attendance Issue Percentage Rates	2017/18 Actual	2018 Dashboard	Attendance Issue Percentage Rates	2018/19 Actual	2019 Dashboard	Attendance Issue Percentage Rates	2019/20 Actual	2020 Dashboard
	Chronic Absenteeism	13.2%	N/A	Chronic Absenteeism	11.2%	N/A	Chronic Absenteeism	9.2%	N/A	Chronic Absenteeism	7.2%	N/A
	(Through March 2016/17)			(Through March 2017/18)			(Through March 2018/19)			(Through March 2019/20)		

Truancy (partial, top)

Attendance Issue Percentage Rates	2016/17 Actual	2017 Dashboard	Attendance Issue Percentage Rates	2017/18 Actual	2018 Dashboard	Attendance Issue Percentage Rates	2018/19 Actual	2019 Dashboard	Attendance Issue Percentage Rates	2019/20 Actual	2020 Dashboard
Truancy	23.58%	N/A	Truancy	21.58%	N/A	Truancy	19.58%	N/A	Truancy	17.58%	N/A

(Through March 2016/17) (Through March 2017/18) (Through March 2018/19) (Through March 2019/20)

Habitual Truancy

Attendance Issue Percentage Rates	2016/17 Actual	2017 Dashboard	Attendance Issue Percentage Rates	2017/18 Actual	2018 Dashboard	Attendance Issue Percentage Rates	2018/19 Actual	2019 Dashboard	Attendance Issue Percentage Rates	2019/20 Actual	2020 Dashboard
Habitual Truancy	2.88%	N/A	Habitual Truancy	2.38%	N/A	Habitual Truancy	1.88%	N/A	Habitual Truancy	1.38%	N/A

(Through March 2016/17) (Through March 2017/18) (Through March 2018/19) (Through March 2019/20)

Student Suspension

Attendance Issue Percentage Rates	2016/17 Actual	2017 Dashboard	Attendance Issue Percentage Rates	2017/18 Actual	2018 Dashboard	Attendance Issue Percentage Rates	2018/19 Actual	2019 Dashboard	Attendance Issue Percentage Rates	2019/20 Actual	2020 Dashboard
Student Suspension	1.64%	Blue	Student Suspension	1.14%	Blue	Student Suspension	0.64%	Blue	Student Suspension	0.64%	Blue

(Through March 2016/17) (Through March 2017/18) (Through March 2018/19) (Through March 2019/20)

Student Expulsion

Attendance Issue Percentage Rates	2016/17 Actual	2017 Dashboard	Attendance Issue Percentage Rates	2017/18 Actual	2018 Dashboard	Attendance Issue Percentage Rates	2018/19 Actual	2019 Dashboard	Attendance Issue Percentage Rates	2019/20 Actual	2020 Dashboard
Student Expulsion	0%	N/A	Student Expulsion	0%	N/A	Student Expulsion	0%	N/A	Student Expulsion	0%	N/A

(Through March 2016/17) (Through March 2017/18) (Through March 2018/19) (Through March 2019/20)

Attendance Rate

Attendance Issue Percentage Rates	2016/17 Actual	2017 Dashboard	Attendance Issue Percentage Rates	2017/18 Actual	2018 Dashboard	Attendance Issue Percentage Rates	2018/19 Actual	2019 Dashboard	Attendance Issue Percentage Rates	2019/20 Actual	2020 Dashboard

Attendance Rate	94.32%	N/A

(Through March 2016/17)

Attendance Rate	96.32%	N/A

(Through March 2017/18)

Attendance Rate	96.32%	N/A

(Through March 2018/19)

Attendance Rate	96.32%	N/A

(Through March 2019/20)

Complete a copy of the following table for each of the LEAâ€™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 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 related to student success. When students miss instruction they miss the opportunity to learn a concept. In order to keep students in school, systems and protocols must be set into place. • Parent notification on the same day of a student is absent or missing from class • Monitor attendance monthly and send formal district letters based on chronic absentee (12, 15, 18 days for any reason) or truant (3, 6, 9 days unexcused EdCode reasons) criteria • Implement SART and DART meetings	Action 3.1: Student attendance is directly related to student success. When students miss instruction they miss the opportunity to learn a concept. In order to keep students in school, systems and protocols must be set into place. • Parent notification on the same day of a student is absent or missing from class • Monitor attendance monthly and send formal district letters based on chronic absentee (12, 15, 18 days for any reason) or truant (3, 6, 9 days unexcused EdCode reasons) criteria • Implement SART and DART meetings	Action 3.1: Student attendance is directly related to student success. When students miss instruction they miss the opportunity to learn a concept. In order to keep students in school, systems and protocols must be set into place. • Parent notification on the same day of a student is absent or missing from class • Monitor attendance monthly and send formal district letters based on chronic absentee (12, 15, 18 days for any reason) or truant (3, 6, 9 days unexcused EdCode reasons) criteria • Implement SART and DART meetings

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		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		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	

BUDGET EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$875	Amount	$875	Amount	$875
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; Classified Salaries: Training for Secretaries, Attendance Clerks and staff involved in attendance monitoring.	Budget Reference	Classified Salaries; Classified Salaries: Training for Secretaries, Attendance Clerks and staff involved in attendance monitoring.	Budget Reference	Classified Salaries; Classified Salaries: Training for Secretaries, Attendance Clerks and staff involved in attendance monitoring.
Amount	$130	Amount	$158	Amount	$175
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Benefits: Training for Secretaries, Attendance Clerks and staff involved in attendance monitoring.	Budget Reference	Employee Benefits; Benefits: Training for Secretaries, Attendance Clerks and staff involved in attendance monitoring.	Budget Reference	Employee Benefits; Benefits: Training for Secretaries, Attendance Clerks and staff involved in attendance monitoring.
Amount	$2,400	Amount	$2,400	Amount	$2,400
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; Books and Supplies: Supplies to send attendance letters.	Budget Reference	Books and Supplies; Books and Supplies: Supplies to send attendance letters.	Budget Reference	Books and Supplies; Books and Supplies: Supplies to send attendance letters.
Amount	$1,500	Amount	$1,500	Amount	$1,500
Source	LCFF	Source	LCFF	Source	LCFF

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

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ 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 3.2 Continue and enhance behavior and academic support for all students with a focus on SED, EL, FY, and RFEP through high quality personnel with concentration on the Medal of Honor framework, SARB, socioemotional support, and school wide behavior programs.	Action 3.2 Continue and enhance behavior and academic support for all students with a focus on SED, EL, FY, and RFEP through high quality personnel with concentration on the Medal of Honor framework, SARB, socioemotional support, and school wide behavior programs.	Action 3.2 Continue and enhance behavior and academic support for all students with a focus on SED, EL, FY, and RFEP through high quality personnel with concentration on the Medal of Honor framework, SARB, socioemotional support, and school wide behavior programs.

BUDGET EXPENDITURES

2017-18		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 Leader	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

	$\ldots$				$\ldots$
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

Action 3

<table>
<tr><td colspan="2">For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served:</td><td>☑ All   ☐ Students with Disabilities   ☐ Specific Student Group(s): _</td></tr>
<tr><td>Locations:</td><td>☑ All Schools   ☐ Specific Schools: _   ☐ Specific Grade Spans: _</td></tr>
</table>

OR

<table>
<tr><td colspan="2">For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served:</td><td>☐ English Learners   ☐ Foster Youth   ☐ Low Income</td></tr>
<tr><td>Scope of Service:</td><td>☐ LEA-wide   ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)</td></tr>
<tr><td>Locations:</td><td>☐ All Schools   ☐ Specific Schools: _   ☐ Specific Grade Spans: _</td></tr>
</table>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
Action 3.3 Provide a management information system (MIS) MIS with academic, behavior, attendance, and parent portal capabilities.	Action 3.3 Provide a management information system (MIS) MIS with academic, behavior, attendance, and parent portal capabilities.	Action 3.3 Provide a management information system (MIS) MIS with academic, behavior, attendance, and parent portal capabilities.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$18,902	Amount	$18,902	Amount	$18,902
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; Services and Other Operating Expenses: MIS	Budget Reference	Services and Other Operating Expenses; Services and Other Operating Expenses: MIS	Budget Reference	Services and Other Operating Expenses; Services and Other Operating Expenses: MIS

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 ☑ 3 ☐ 4 ☐ 5 ☑ 6 ☐ 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

Environment - LCAP Survey Parent/Employee /Community and Student

LCAP Survey – Parent, Employee, Community Members and LCAP Survey – Students
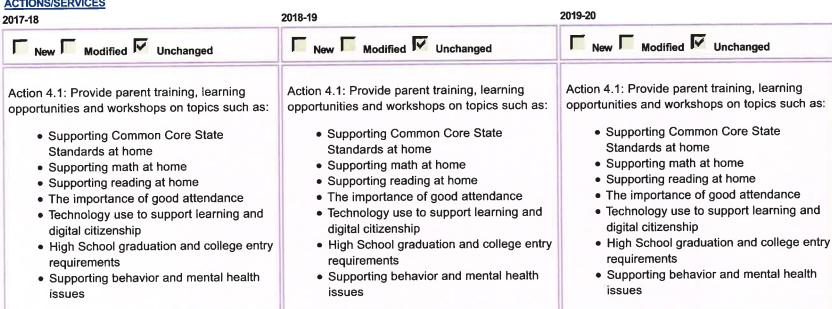
Metric	2016/17 Actual
LCAP Survey - Item 5 "Encourage partnerships"	100%
LCAP Survey - Item 7 "Seek input for decisions"	68%
LCAP Survey - Item 9 "Supportive environment"	95%
LCAP Student Survey - Item 8 "Feel safe at school"	74%
LCAP Student Survey - Item 9 "Happy with my school"	71%

LCAP Survey – Parent, Employee, Community Members and LCAP Survey – Students

Metric	2017/18 Expected
LCAP Survey - Item 5 "Encourage partnerships"	100%
LCAP Survey - Item 7 "Seek input for decisions"	70%
LCAP Survey - Item 9 "Supportive environment"	95%
LCAP Student Survey - Item 8 "Feel safe at school"	76%
LCAP Student Survey - Item 9 "Happy with my school"	73%

LCAP Survey – Parent, Employee, Community Members and LCAP Survey – Students

Metric	2018/19 Expected
LCAP Survey - Item 5 "Encourage partnerships"	100%
LCAP Survey - Item 7 "Seek input for decisions"	72%
LCAP Survey - Item 9 "Supportive environment"	95%
LCAP Student Survey - Item 8 "Feel safe at school"	78%
LCAP Student Survey - Item 9 "Happy with my school"	75%

LCAP Survey – Parent, Employee, Community Members and LCAP Survey – Students

Metric	2019/20 Expected
LCAP Survey - Item 5 "Encourage partnerships"	100%
LCAP Survey - Item 7 "Seek input for decisions"	74%
LCAP Survey - Item 9 "Supportive environment"	95%
LCAP Student Survey - Item 8 "Feel safe at school"	80%
LCAP Student Survey - Item 9 "Happy with my school"	77%

Complete a copy of the following table for each of the LEAâ€™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 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 4.1: Provide parent training, learning opportunities and workshops on topics such as: • Supporting Common Core State Standards at home • Supporting math at home • Supporting reading at home • The importance of good attendance • Technology use to support learning and digital citizenship • High School graduation and college entry requirements • Supporting behavior and mental health issues	Action 4.1: Provide parent training, learning opportunities and workshops on topics such as: • Supporting Common Core State Standards at home • Supporting math at home • Supporting reading at home • The importance of good attendance • Technology use to support learning and digital citizenship • High School graduation and college entry requirements • Supporting behavior and mental health issues	Action 4.1: Provide parent training, learning opportunities and workshops on topics such as: • Supporting Common Core State Standards at home • Supporting math at home • Supporting reading at home • The importance of good attendance • Technology use to support learning and digital citizenship • High School graduation and college entry requirements • Supporting behavior and mental health issues

	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

Action 2

<table>
<tr><td colspan="4">For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served:</td><td>☑ All</td><td>☐ Students with Disabilities</td><td>☐ Specific Student Group(s): _</td></tr>
<tr><td>Locations:</td><td>☑ All Schools</td><td>☐ Specific Schools: _</td><td>☐ Specific Grade Spans: _</td></tr>
</table>

OR

<table>
<tr><td colspan="4">For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served:</td><td>☐ English Learners</td><td>☐ Foster Youth</td><td>☐ Low Income</td></tr>
<tr><td>Scope of Service:</td><td>☐ LEA-wide</td><td>☐ Schoolwide OR</td><td>☐ Limited to Unduplicated Student Group(s)</td></tr>
<tr><td>Locations:</td><td>☐ All Schools</td><td>☐ Specific Schools: _</td><td>☐ Specific Grade Spans: _</td></tr>
</table>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
Action 4.2: The district will annually provide all parents opportunities to provide the district feedback on all aspects of their child's education.	Action 4.2: The district will annually provide all parents opportunities to provide the district feedback on all aspects of their child's education.	Action 4.2: The district will annually provide all parents opportunities to provide the district feedback on all aspects of their child's education.

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: Program for parent/community input	Budget Reference	Books and Supplies; Books and Supplies: Program for parent/community input	Budget Reference	Books and Supplies; Books and Supplies: Program for parent/community input

Action **3**

<table>
<tr><td colspan="2">For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served:</td><td>☐ All   ☐ Students with Disabilities   ☐ Specific Student Group(s):</td></tr>
<tr><td>Locations:</td><td>☐ All Schools   ☐ Specific Schools: ☐ Specific Grade Spans:</td></tr>
</table>

<div align="center">OR</div>

<table>
<tr><td colspan="2">For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served:</td><td>☑ English Learners   ☐ Foster Youth   ☐ Low Income</td></tr>
<tr><td>Scope of Service:</td><td>☐ LEA-wide   ☐ Schoolwide   OR   ☑ Limited to Unduplicated Student Group(s)</td></tr>
<tr><td>Locations:</td><td>☑ All Schools   ☐ Specific Schools: ☐ Specific Grade Spans:</td></tr>
</table>

ACTIONS/SERVICES

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

BUDGET EXPENDITURES

2017-18	2018-19	2019-20

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

Action 4

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

BUDGET EXPENDITURES

	2017-18	2018-19	2019-20
Amount	$1,040	$1,040	$1,040
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Classified Salaries: District Translator/Interpreter hours	Classified Salaries; Classified Salaries: District Translator/Interpreter hours	Classified Salaries; Classified Salaries: District Translator/Interpreter hours

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

Goal 5

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☑ 4 ☑ 5 ☐ 6 ☑ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL Ensuring students are college and career ready, High School Graduation Rates

Identified Need:

The performance level on the Dashboard was as the highest level (blue) for each of the high school graduation and college/career readiness performance indicators. Measurable outcomes were met for high school graduation rate, 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

Student Group	2015 Actual	2016 Expected	2016 Actual	Measurable Outcome
All Students	44%	46%	50%	Met
SED	34%	36%	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 Met

CAASPP Math Percent – 11th Grade "Standard Met" or "Standard Exceeded":

Student Group	2015 Actual	2016 Expected	2016 Actual	Measurable Outcome
All Students	15%	17%	17%	Met
SED	9%	11%	8%	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	13%	15%	6%	Not Met

Dropout Rates:

	2014/15 Actual	2015/16 Expected	2015/16 Actual	Measurable Outcome
Middle School	0.3%	0.0%	0.0%	Met
High School	0.5%	0.0%	1.0%	Not Met

HS Graduation and College/Career Readiness

Metric	2015/16 Actual	Dashboard 2017
HS Graduation Rate	96.1%	Blue
UC/CSU Eligibility	27.2%	N/A
EAP English "Ready"/ "Conditionally Ready"	50%	N/A
EAP Math "Ready"/ "Conditionally Ready"	17%	Blue
AP Exam Passage 3+	47%	N/A

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	Dash

	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 Rate)

Metric	2015/16 Actual	Dashboard 2017	Metric	2016/17 Expected	Dashboard 2018	Metric	2017/18 Expected	Dashboard 2019	Metric	2018/19 Expected	Dash 2020
UC/CSU Eligibility (A-G Rate)	27.2%	N/A	UC/CSU Eligibility (A-G Rate)	28.2%	N/A	UC/CSU Eligibility (A-G Rate)	29.2%	N/A	UC/CSU Eligibility (A-G Rate)	30.2%	N/A

Prepared for College (EAP Passage at "Ready" or "Conditionally Ready")

Metric	2015/16 Actual	Dashboard 2017	Metric	2016/17 Expected	Dashboard 2018	Metric	2017/18 Expected	Dashboard 2019	Metric	2018/19 Expected	Das 2020
EAP English "Ready"/ "Conditionally Ready"	50%	N/A	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

Metric	2015/16 Actual	Dashboard 2017	Metric	2016/17 Expected	Dashboard 2018	Metric	2017/18 Expected	Dashboard 2019	Metric	2018/19 Expected	Dash 2020
AP Exam Passage 3+	47%	N/A	AP Exam Passage 3+	48%	N/A	AP Exam Passage 3+	49%	N/A	AP Exam Passage 3+	50%	N/A

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

Student Group	2016 Actual	Student Group	2017 Expected	Student Group	2018 Expected	Student Group	2019 Expected
All Students	50%	All Students	52%	All Students	54%	All Students	56%
SED	26%	SED	28%	SED	30%	SED	32%
EL	N/A	EL	N/A	EL	N/A	EL	N/A
RFEP	N/A	RFEP	N/A	RFEP	N/A	RFEP	N/A
Foster Youth	N/A	Foster Youth	N/A	Foster Youth	N/A	Foster Youth	N/A
SWD	12%	SWD	14%	SWD	16%	SWD	18%
Hispanic	39%	Hispanic	41%	Hispanic	43%	Hispanic	45%
White	57%	White	59%	White	61%	White	63%

Math - 11th Grade Percent "Standard Met" or "Standard Exceeded"	Student Group	2016 Actual
	All Students	17%
	SED	8%
	EL	N/A
	RFEP	N/A
	Foster Youth	N/A
	SWD	6%
	Hispanic	8%
	White	21%

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

Student Group	2018 Expected
All Students	21%%
SED	12%
EL	N/A
RFEP	N/A
Foster Youth	N/A
SWD	10%
Hispanic	12%
White	25%

Student Group	2019 Expected
All Students	23%
SED	14%
EL	N/A
RFEP	N/A
Foster Youth	N/A
SWD	12%
Hispanic	14%
White	27%

Drop Out Rates - Middle School and High School		2015/16 Actual
	Middle School	0.0%
	High School	1.0%

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

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

	2018/19 Expected
Middle School	0.0%
High School	0.0%

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 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: Vasquez High School	☐ Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
Action 5.1: Focus on school climate and student engagement on the high school campus. • Increase Counseling services to support needs of unduplicated students • College/Career/Scholarship information and visitations • SST meetings held for at risk students • SART/DART meetings held for students with problem attendance issues • Credit Recovery Options • Chartered General Education Summer School Partnership	Action 5.1: Focus on school climate and student engagement on the high school campus. • Increase Counseling services to support needs of unduplicated students • College/Career/Scholarship information and visitations • SST meetings held for at risk students • SART/DART meetings held for students with problem attendance issues • Credit Recovery Options • Chartered General Education Summer School Partnership	Action 5.1: Focus on school climate and student engagement on the high school campus. • Increase Counseling services to support needs of unduplicated students • College/Career/Scholarship information and visitations • SST meetings held for at risk students • SART/DART meetings held for students with problem attendance issues • Credit Recovery Options • Chartered General Education Summer School Partnership

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2017-18		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
Source	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
Amount	$6,300	Amount	$7,283	Amount	$8,302
Source	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
Amount	$15,375	Amount	$15,375	Amount	$15,375
Source	LCFF	Source	LCFF	Source	LCFF
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	Budget Reference	Services and Other Operating Expenses; Services and Other Operating Expenses: Credit Recovery Programs

Action 2

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
Action 5.2: Ensuring that all students, including Socioeconomically Disadvantaged, EL, Foster Youth, RFEP, and SWD have equitable opportunity for high school graduation and intensive college entry requirement preparation through activities such as progress monitoring, scheduling with counselors, and student/school /parent collaboration.	Action 5.2: Ensuring that all students, including Socioeconomically Disadvantaged, EL, Foster Youth, RFEP, and SWD have equitable opportunity for high school graduation and intensive college entry requirement preparation through activities such as progress monitoring, scheduling with counselors, and student/school /parent collaboration.	Action 5.2: Ensuring that all students, including Socioeconomically Disadvantaged, EL, Foster Youth, RFEP, and SWD have equitable opportunity for high school graduation and intensive college entry requirement preparation through activities such as progress monitoring, scheduling with counselors, and student/school /parent collaboration.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$5,500	Amount	$5,500	Amount	$5,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses;	Budget Reference	Services and Other Operating Expenses;	Budget Reference	Services and Other Operating Expenses;

Expenses: College entry program

Expenses: College entry program

Expenses: College entry program

Action 3

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

Students to be Served: ☐ 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: Vasquez High School ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
Action 5.3: Advanced Placement Costs for low income students who cannot afford to take the exam.	Action 5.3: Advanced Placement Costs for low income students who cannot afford to take the exam.	Action 5.3: Advanced Placement Costs for low income students who cannot afford to take the exam.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
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: AP Exam Costs	Budget Reference	Services and Other Operating Expenses; Services and Other Operating Expenses: AP Exam Costs	Budget Reference	Services and Other Operating Expenses; Services and Other Operating Expenses: AP Exam Costs

Action **4**

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

Students to be Served:	☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations:	☐ All Schools ☑ Specific Schools: Vasquez High School ☐ 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 5.4: Focus on student engagement and school climate on the high school campus. • Academic and behavior monitoring and support • Extracurricular opportunities - coordination and monitoring • Athletic and CIF Coordination	Action 5.4: Focus on student engagement and school climate on the high school campus. • Academic and behavior monitoring and support • Extracurricular opportunities - coordination and monitoring • Athletic and CIF Coordination	Action 5.4: Focus on student engagement and school climate on the high school campus. • Academic and behavior monitoring and support • Extracurricular opportunities - coordination and monitoring • Athletic and CIF Coordination

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$107,510	Amount	$109,660	Amount	$110,319
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Certificated Salaries: Dean and	Budget Reference	Certificated Salaries; Certificated Salaries: Dean and	Budget Reference	Certificated Salaries; Certificated Salaries: Dean and

Amount	$16,130	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

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.
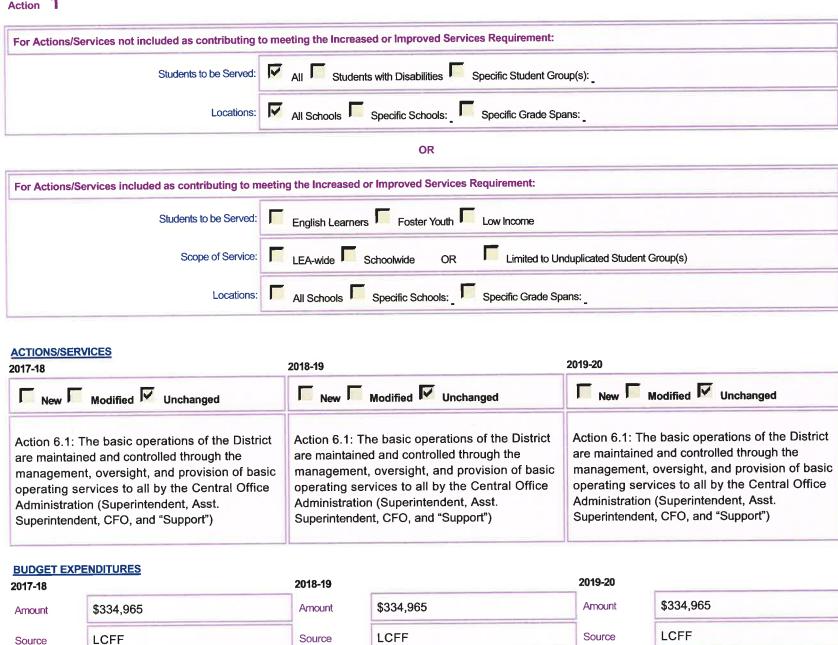
Actual measurable outcome (including teachers with approved waivers):

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Certificated Staff Fully Credentialed and Appropriately Assigned	Certificated Staff Assignments:	Certificated Staff Assignments:	Certificated Staff Assignments:	Certificated Staff Assignments:

Baseline:

	2016/17 Actual
Fully Credentialed and Appropriately Assigned	100%

2017-18:

	2017/18 Expected
Fully Credentialed and Appropriately Assigned	100%

2018-19:

	2018/19 Expected
Fully Credentialed and Appropriately Assigned	100%

2019-20:

	2019/20 Expected
Fully Credentialed and Appropriately Assigned	100%

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 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 6.1: The basic operations of the District are maintained and controlled through the management, oversight, and provision of basic operating services to all by the Central Office Administration (Superintendent, Asst. Superintendent, CFO, and "Support")	Action 6.1: The basic operations of the District are maintained and controlled through the management, oversight, and provision of basic operating services to all by the Central Office Administration (Superintendent, Asst. Superintendent, CFO, and "Support")	Action 6.1: The basic operations of the District are maintained and controlled through the management, oversight, and provision of basic operating services to all by the Central Office Administration (Superintendent, Asst. Superintendent, CFO, and "Support")

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$334,965	Amount	$334,965	Amount	$334,965
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	Salaries - Superintendent, Asst. Superintendent	Budget Reference	Salaries - Superintendent, Asst. Superintendent	Budget Reference	Salaries - Superintendent, Asst. Superintendent
Amount	$255,564	Amount	$260,675	Amount	$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	$56,944	Amount	$63,643
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Employee Benefits: Superintendent, Asst. Superintendent	Budget Reference	Employee Benefits; Employee Benefits: 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

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 <u>Facilities, Maintenance and Operations, School Climate</u>

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 resouces 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

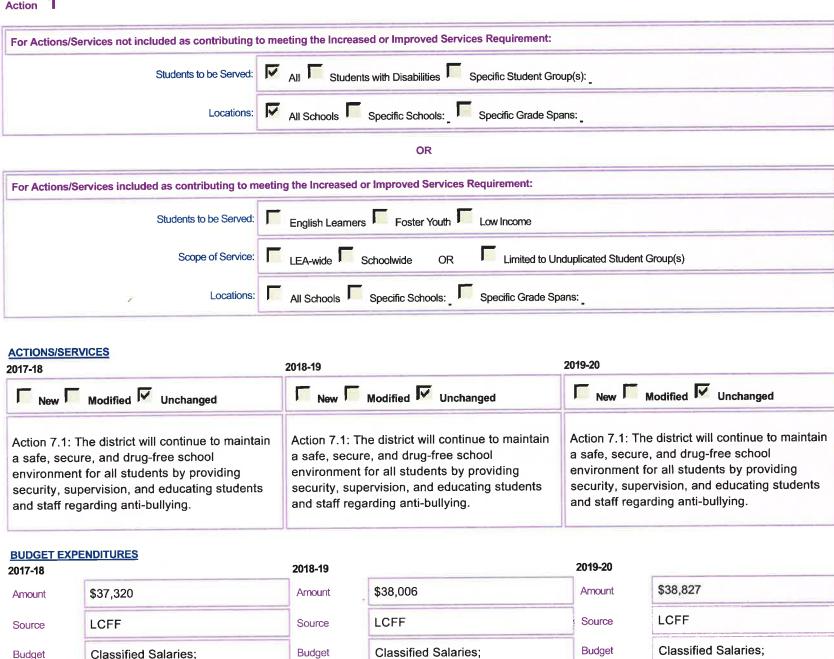| Metric	2015/16 Actual	2016/17 Expected	2016/17 Actual	Measurable Outcome
Facilities in Good Repair	100%	100%	100%	Met
Access to Instructional Materials	100%	100%	100%	Met
LCAP Survey - Item 8 "Schools are inviting"	93%	95%	95%	Met
LCAP Survey - Item 12 "Schools are safe"	89%	91%	91%	Met
LCAP Survey - 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	2017-18	2018-19	2019-20
LCAP Survey - Safe, Well-Maintained Schools	LCAP Survey – Parent, Employee, Community Members and LCAP Survey – Students	LCAP Survey – Parent, Employee, Community Members and LCAP Survey – Students	LCAP Survey – Parent, Employee, Community Members and LCAP Survey – Students	LCAP Survey – Parent, Employee, Community Members and LCAP Survey – Students

Baseline

Metric	2016/17 Actual
LCAP Survey - Item 8 "Schools are inviting"	95%
LCAP Survey - Item 12 "Schools are safe"	91%
LCAP Survey - Item 11 "Schools clean and well maintained:	95%
LCAP Survey - Item 9 "Schools are supportive"	95%
LCAP Student Survey - Item 8 "Feel safe at school"	74%
LCAP Student Survey - Item 9 "Happy with my school"	71%

2017-18

Metric	2017/18 Expected
LCAP Survey - Item 8 "Schools are inviting"	95%
LCAP Survey - Item 12 "Schools are safe"	91%
LCAP Survey - Item 11 "Schools clean and well maintained:	95%
LCAP Survey - Item 9 "Schools are supportive"	95%
LCAP Student Survey - Item 8 "Feel safe at school"	76%
LCAP Student Survey - Item 9 "Happy with my school"	71%

2018-19

Metric	2018/19 Expected
LCAP Survey - Item 8 "Schools are inviting"	95%
LCAP Survey - Item 12 "Schools are safe"	91%
LCAP Survey - Item 11 "Schools clean and well maintained:	95%
LCAP Survey - Item 9 "Schools are supportive"	95%
LCAP Student Survey - Item 8 "Feel safe at school"	78%
LCAP Student Survey - Item 9 "Happy with my school"	73%

2019-20

Metric	2019/20 Expected
LCAP Survey - Item 8 "Schools are inviting"	95%
LCAP Survey - Item 12 "Schools are safe"	91%
LCAP Survey - Item 11 "Schools clean and well maintained:	95%
LCAP Survey - Item 9 "Schools are supportive"	95%
LCAP Student Survey - Item 8 "Feel safe at school"	80%
LCAP Student Survey - Item 9 "Happy with my school"	75%

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

Complete a copy of the following table for each of the LEAâ€™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 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 7.1: The district will continue to maintain a safe, secure, and drug-free school environment for all students by providing security, supervision, and educating students and staff regarding anti-bullying.	Action 7.1: The district will continue to maintain a safe, secure, and drug-free school environment for all students by providing security, supervision, and educating students and staff regarding anti-bullying.	Action 7.1: The district will continue to maintain a safe, secure, and drug-free school environment for all students by providing security, supervision, and educating students and staff regarding anti-bullying.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$37,320	Amount	$38,006	Amount	$38,827
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries;	Budget Reference	Classified Salaries;	Budget Reference	Classified Salaries;

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	Column 1		Column 2		Column 3
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/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 7.2: Properly maintain all campuses in "Good Repair" to remain in compliance with the Williams Act.	Action 7.2: Properly maintain all campuses in "Good Repair" to remain in compliance with the Williams Act.	Action 7.2: Properly maintain all campuses in "Good Repair" to remain in compliance with the Williams Act.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$435,000	Amount	$435,000	Amount	$435,000
Source	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

Action 3

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

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$5,750	Amount	$5,750	Amount	$5,750
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries;	Budget Reference	Certificated Salaries;	Budget Reference	Certificated Salaries;

	Committee		Committee		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

Action 4

<table>
<tr><td colspan="2">For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served:</td><td>☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _</td></tr>
<tr><td>Locations:</td><td>☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _</td></tr>
</table>

<div align="center">OR</div>

<table>
<tr><td colspan="2">For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served:</td><td>☑ English Learners ☑ Foster Youth ☑ Low Income</td></tr>
<tr><td>Scope of Service:</td><td>☑ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)</td></tr>
<tr><td>Locations:</td><td>☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _</td></tr>
</table>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
Action 7.4 - Increase and enhance mental health support options at all sites and explore partnerships with community providers.	Action 7.4 - Increase and enhance mental health support options at all sites and explore partnerships with community providers.	Action 7.4 - Increase and enhance mental health support options at all sites and explore partnerships with community providers.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$52,000	Amount	$53,040	Amount	$54,101
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Certificated Salaries: 1.0 FTE Counselor	Budget Reference	Certificated Salaries; Certificated Salaries: 1.0 FTE Counselor	Budget Reference	Certificated Salaries; Certificated Salaries: 1.0 FTE Counselor
Amount	$7,800	Amount	$9,017	Amount	$10,219
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	Employee Benefits: 1.0 FTE Counselor	Budget Reference	Employee Benefits: 1.0 FTE Counselor	Budget Reference	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)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☑ 2017-18   ☐ 2018-19   ☐ 2019-20

Estimated Supplemental and Concentration Grant Funds:	$730,509	Percentage to Increase or Improve Services:	9.01%

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

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

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

Based on input from stakeholders and research related to school improvement, the Acton Agua Dulce Unified School District has determined that the most effective use of some Supplemental funds will be to continue using funds on a schoolwide and districtwide basis. AADUSD is a small rural district with school enrollments between 270 - 450 students, nearly half of whom meet SED, EL and/or FY criteria. Analysis of course enrollment data shows that all district teachers instruct students who meet one or more of the "unduplicated" criteria for one or more course per day. AADUSD will address the unique needs of Low Income (LI), English Learner (EL), Foster Youth (FY), and RFEP students through increases and improvements in the following areas: Professional Learning Communities (PLCs) and Professional Development, Response to Intervention (RTI), technology, support services through School Counselors 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. RTI interventions may take place during the instructional day, or during extended day or extended year programs. Supplemental funds support universal

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) <u>*Using Technology to Support At-Risk Students' Learning*</u>).

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).*

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

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

Actions described in the Goals, Actions, and Services section will improve and increase services for unduplicated pupils by providing professional development and PLCs to improve best first teaching in the CCSS and a broad course of study, by increasing technology integration, by providing supplemental materials, by increasing additional academic and socioemotional support, by improving communications and increasing parent involvement opportunities with parents of unduplicated pupils, by improving the effectiveness of RTI with universal screening and tiered

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.