Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Acton-Agua Dulce Unified

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2017-20 Plan Summary

THE STORY
Briefly describe the students and community and how the LEA serves them.

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

There are currently approximately 1100 Kindergarten - 12th grade students attending classes at Meadowlark Elementary (K - 5th), High Desert School (6th - 8th), and Vasquez High School (9th - 12th). The district anticipates reopening Acton School during the 2017/18 school year for 4th and 5th grade students to address facility overcrowding at Meadowlark Elementary. The district provides General Education programs for K-12th grade students, and Special Education programs for Preschool - 12th grade students. Special Education services are defined in a student's IEP, and may be delivered in RSP, SDC, or pull-out classes with Speech/Language, OT, APE, DHH, Vision, or Mental Health providers. Section 504 Plans are created for some students with special needs. The District Nurse creates Health Care Plans for General Education and Special Education students with health concerns. The School Psychologist and School Counselors work with students to support age appropriate socio-emotional development, provide college/career guidance, and also provide targeted group and individual counseling for identified concerns.

The district monitors outcomes for all students as well as various student groups. The chart below represents AADUSD's demographic information as of May 15, 2017.

Student Group	Number of Students	Percent of Students
All students (K - 12)	1,101	100%
White	584	53%
Hispanic	452	41%
Other	65	6%
Socio-economically Disadvantaged	434	39.4%
English Learners	147	13.4%
Special Education	195	17.7%

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

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

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

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

1. Maintain or increase grade level proficiency in core content areas
2. Increase the percentage of English Learner (EL) students who are Reclassified Fluent English Proficienct (RFEP)
3. Decrease chronic absenteeism, truancy, suspension, and maintain expulsion rates at 0%
4. Involve parents and community members in decision making, and ensure parent, students, and teachers feel schools provide a positive safe environment
5. Ensure secondary students are on track to graduate from high school, are college/career ready, and experience academic progress and success in a broad course of study
6. Maintain the appropriate assignment of teachers who are fully credentialed in the subject areas of the pupils they teach
7. Students will be provided a safe, secure, aesthetically pleasing environment, and will have assess to standards-aligned materials

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

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

- Increased academic achievement - All students in 3rd - 8th grade, including socioeconomically disadvantaged, EL, and Foster Youth, "increased significantly," "increased," or "maintained" their performance level on the CAASPP ELA and CAASPP Math, and the percentage of high school students passing AP exam and the EAP increased over prior year performance
- The district directed a significant level of resources to increasing student access to a broad course of study with increased options for STEAM focused electives and exploratories
- The district was successful in decreasing truancy and suspension rates thanks to a districtwide focus on attendance, school climate, and increased socioemotional support
- The district "significantly increased" its graduation rate, earning a placement of "blue" (the highest level) on the State's Evaluation

- The district recaptured the enrollment of many students who had previously transferred to neighboring districts or charter schools. Families reported improved facilities, increased STEAM options, and attention to students as individuals as the primary reasons for enrolling.
- Vasquez High School earned the US News and World Report Silver Medal Award as a result of placing in the top 9% of all public high schools in the United States based on test performance, AP participation and pass rates, graduation rates, and preparation for college.

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

GREATEST NEEDS

Although AADUSD has made significant improvements in student outcomes for "all students," has significantly increased access to a broad course of study leading to improved college/career readiness, and has reduced truancy and suspension rates, the district seeks to continually improve outcomes for all students and student groups. Based on analysis of data and stakeholder input, the district has identified the following as the areas with the greatest need for improvement:

- Students with Disabilities (SWD) - SWD are in the "red" performance level for Academic Achievement on CAASPP ELA and CAASPP Math for grades 3 - 8. The district will focus on SWD needs through identification of materials and strategies to access content in core areas, increased learning opportunities during and after school, increased monitoring of SWD progress with data analysis resources, training for the FIEP process, and professional development and collaboration at least four times per year during "staff meeting" time.
- RFEP rates - A smaller percentage of EL students met all RFEP criteria than expected. A significant number of students met the "reasonable proficiency" standard on the CELDT, but did not meet the "Standard Met" level on the CAASPP ELA. Many of the students who are "CELDT Proficient," but don't meet RFEP criteria are also Students With Disabilities, or Long Term ELs (ELs who have been in a US school 5 years or longer). The district will form a workgroup to evaluate RFEP criteria for all students, including RFEP criteria for students who are dually identified as EL and SWD. The district's professional development activities will include a focus identification of strategies and instructional resources to increase outcomes for ELs, including LTELs.
- Academic Achievement - "All students," socioeconomically disadvantaged, Hispanic, and EL students in grades 3 - 8 are at the "yellow" performance level. Although the "yellow" level is acceptable and the Evaluation Rubrics show increased outcomes, the district seeks continual improvement and plans to include a focus on identification of strategies and materials for SED, EL, Foster Youth, and Hispanic students in all professional development and data analysis activities.
- Student sense of safety and happiness with school overall - Results on the district's LCAP Student Survey indicate a small decline in the percentage of students who feel safe at school and students who are happy with school overall. Compared to prior years, the district's percentage of students or families that report their family is struggling financially, their family is experiencing relational or physical challenges, or students who are in need of significant mental health support is increasing. The district is proposing to hire additional staff for the counseling team, to increase support staffing and provide training for them, and will seek to expand community connections.

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

PERFORMANCE GAPS

Students with Disabilities (SWD) are in the "red" performance level compared to "all students" and other student groups, which are in the "yellow" performance level or better. To close the achievement gap for SWD, the following actions are proposed:

- Students with Disabilities (SWD) - SWD are in the "red" performance level for Academic Achievement on CAASPP ELA and CAASPP Math for grades 3 - 8. The district will focus on SWD needs through identification of instructional materials and strategies to access content in core areas, increased learning opportunities during and after school, increased monitoring of SWD progress with data analysis resources, training for the FIEP process, and professional development and collaboration at least four times per year during "staff meeting" time.

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

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

- Implementation of the EL Master Plan
- Access to intervention, leveled learning, tutoring to support academic outcomes
- Increased counseling support
- Tiered level of academic, socioemotional, and attendance support
- Increased access to credit recovery and a broad course of study
- Increased referrals to mental health partnerships and schoolwide support systems
- Translation services, as requested
- Professional Development with a focus on identification of strategies and instructional materials that measurably increase outcomes for SED,

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

DESCRIPTION   AMOUNT

Total General Fund Budget Expenditures for LCAP Year	$15,258,124
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$9,507,377

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

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

Program	Purpose	Projected Revenue & Expenditures
Lottery - Unrestricted/Restricted	Instructional materials, discretionary educational expenditures	$207,866
Mandated Cost Reimbursement	Oversight and implementation of legally mandated educational actions	$40, 697
Special Education - State/Federal	Implementation of the Special Education Program	$3,538,613
Title I, Basic Grants	Supplemental services and materials for students "at risk" of not meeting grade level standards for ELA and/or Math	$231,466
Title II, Teacher Quality	Professional development	$49,320
Vocational and Applied Technology Education	Vocational and applied technology programs for secondary students	$12,604
California Clean Energy Jobs Act	Facility projects to increase energy efficiency	$106,861
Other State Revenue	Operations and program implementation	$52, 635
CTE	Implementation of career and technical education programs	$75,000

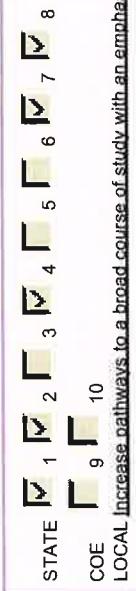| $9,384,343	Total Projected LCFF Revenues for LCAP Year

Annual Update   LCAP Year Reviewed: 2016-17

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

Goal 1

GOAL 1: Maintain or increase grade level proficiency by 2% annually in core content areas for all students by accessing and mastering grade level Common Core State Standards. Core content areas refer to courses in ELA, Math, History and Science. A student is proficient when they perform at the "standard met" or "proficient" level based on CAASPP Smarter Balance ELA, Math, and CST Science state assessments.

Subgroups: Increase the percentage of All Students, including Socioeconomically Disadvantaged (SED), English Learners (EL), Foster Youth (FY), Reclassified Fluent English Proficient (RFEP), and Students with Disabilities (SWD), who perform at the "standard met" or "proficient" level by 2% each year on CAASPP Smarter Balanced ELA, Math and Science.

State and/or Local Priorities Addressed by this goal:

STATE ☑ 1 ☑ 2 ☐ 3 ☑ 4 ☐ 5 ☐ 6 ☑ 7 ☑ 8

COE ☐ 9 ☐ 10

LOCAL Increase pathways to a broad course of study with an emphasis on STEAM-based course options at all grade levels.

ANNUAL MEASURABLE OUTCOMES

EXPECTED

From the 2015/2016 Data

AADUSD will work to meet or exceed state targets for all students as it relates to proficiency in CAASPP (Smarter Balanced Assessment)

CAASPP ELA percent Standard Met or Standard Exceeded 2015 / Expected CAASPP ELA percent Standard Met or Standard Exceeded 2016

All students-43% / 45%

SED-33% / 35%

EL-14% / 16%

RFEP-37% / 39%

Foster Youth- N/A

Students with Disabilities-19% / 21%

ACTUAL

From the 2015/2016 Data

AADUSD will work to meet or exceed state targets for all students as it relates to proficiency in CAASPP (Smarter Balanced Assessment)

CAASPP ELA percent Standard Met or Standard Exceeded 2015 / Expected CAASPP ELA percent Standard Met or Standard Exceeded 2016

Student Group	2015 Actual	2016 Expected	2016 Actual	Measurable Outcome	Dashboard
All Students	43%	45%	48%	Met	Yellow
SED	33%	35%	36%	Met	Yellow
EL	14%	16%	20%	Met	Yellow
RFEP	37%	39%	57%	Met	Yellow

Student Group	2015 Actual	2016 Expected	2016 Actual	Measurable Outcome	Dashboard
Foster Youth	N/A	N/A	N/A	N/A	N/A
SWD	19%	21%	12%	Not Met	Red

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

Student Group	2015 Actual	2016 Expected	2016 Actual	Measurable Outcome	Dashboard
All Students	29%	31%	33%	Met	Yellow
SED	21%	23%	23%	Met	Yellow
EL	14%	16%	24%	Met	Yellow
RFEP	13%	15%	20%	Met	Yellow
Foster Youth	N/A	N/A	N/A	N/A	N/A
SWD	11%	13%	8%	Not Met	Red

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

5th Grade

Student Group	2015 Actual	2016 Expected	2016 Actual	Measurable Outcome
All Students	44%	46%	57%	Met
SED	33%	35%	38%	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	27%	29%	N/A	N/A

8th Grade

Student Group	2015 Actual	2016 Expected	2016 Actual	Measurable Outcome
All Students	60%	62%	69%	Met
SED	35%	37%	64%	Met
EL	N/A	N/A	N/A	N/A

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

All students-29% / 31%

SED-21% / 23%

EL-14% / 16%

RFEP- 13% / 15%

Foster Youth-N/A

Students with Disabilities-11% / 13%

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

5th Grade

All students-44% / 46%

SED-33% / 35%

EL-* N/A

RFEP-* N/A

Foster Youth- N/A

Students with Disabilities-27% / 29%

8th Grade

All students-60% / 62%

SED-35% / 37%

EL-* N/A

RFEP-* N/A

Foster Youth-N/A

Students with Disabilities-27% / 29%

10th Grade

All students-63% / 65%

SED-54% / 56%

EL-* N/A

RFEP-* N/A

Foster Youth-N/A

Students with Disabilities-* N/A

Local Expected Outcome:

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

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

RFEP	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A
SWD	27%	29%	0%	Not Met

10th Grade

Student Group	2015 Actual	2016 Expected	2016 Actual	Measurable Outcome
All Students	60%	62%	69%	Met
SED	35%	37%	64%	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	27%	29%	0%	Not Met

Local Actual Outcome:

All students in grades K-6, including SED, English Learners, and FY, had a "broad course of study" including English, Math, Social Science, Science, PE, and participated in STEAM and VAPA lessons. All students in grades 7-12, including SED, English Learners, and FY, had access to and enrolled in a "broad course of study" including English, Math, History/Social Science, Science, PE, and electives related to Science, Technology, Engineering, VAPA, Math, English, CTE Applied Arts, and Foreign Language.

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

PLANNED

Action 1.1 Professional development of instructional staff will be conducted reflecting the priorities and topics below, which supports improved implementation of Common Core State Standards and the state's priorities as identified by the State Board of Education and California Department of Education. Priority topics in the LCAP year include, but are not limited to:
-Implementation of Common Core State Standards ELA, Math and Supplemental programs including Universal Access for unduplicated pupil groups - Use of new ELD Standards to monitor EL student progress and drive instruction - SDAIE and ELD instructional strategies for EL and LTEL students - Response to Instruction and Intervention (RtI2) - Effective use of technology in the classroom for teaching and learning - Data driven decision making and assessment of student progress - Writing, Speaking, and Listening Standards - Content standards integration - Integration of Science, Technology, Engineering, Arts and/or Math (STEAM) - Teacher Growth and Development Cycle - Strategies for students with disabilities (SWD) in General Education settings. - Strategies to provide depth and complexity for high achieving students - Implementation of Positive Behavior Support programs and/or Safe Schools Plans for student discipline - Instructional Coaches - Paraprofessional Training - Professional Development improving Standards-Focused instructional capacity in all content areas.

ACTUAL

Action 1.1 Professional development (PD) was provided to improve outcomes in student learning and the State Priorities, and support implementation of the Common Core State Standards. Professional development occurred during 3 student-free PD days, during staff meetings, at conferences and workshops, and with "shadowing". Professional development topics included:

- McGraw Hill Math Adoption
- Google Classroom and Google Docs
- Illuminate data system
- Smartboard use
- Instructional Technology credentialing coursework
- Renaissance STAR Reading/Math assessment data use and Accelerated Reader
- ELD Matrix for EL monitoring
- Literacy Coaching for Administrators
- Fast ForWord
- Facilitated IEP
- 504 Plan
- NCI behavior management
- Aeries MIS
- CALPADS data management
- Lego Robotics
- Globaloria Game Design
- Mandated Reporter training
- Anti-bullying training

Actions/Services

BUDGETED

Certificated Salaries: Professional Development - 1000-1999 Certificated Salaries - LCFF S & C: $71,750
Certificated Salaries: Professional Development - 1000-1999 Certificated Salaries - LCFF Base: $21,328
Classified Salaries: Professional Development - 2000-2999 Classified Salaries - LCFF Base: $1,225
Benefits: Professional Development - 3000-3999 Employee Benefits - LCFF S & C: $10,250
Benefits: Professional Development - 3000-3999 Employee Benefits - LCFF Base: $3,047

ESTIMATED ACTUAL

Certificated Salaries: Professional Development - 1000-1999 Certificated Salaries - LCFF S & C: $63,240
Certificated Salaries: PD occurred during increased hours of "staff meetings" as negotiated - 1000-1999 Certificated Salaries - LCFF Base: $0
Classified Salaries: Professional Development occurred during contracted hours - 2000-2999 Classified Salaries - LCFF Base: $0
Benefits: Professional Development - 3000-3999 Employee Benefits - LCFF S & C: $9,479

Expenditures

Benefits: Professional Development - 3000-3999 Employee Benefits - LCFF Base: $175 Services and Other Operating Expenses: Conferences and Training - 5000-5999 Services and Other Operating Expenses - LCFF Base: $75,000

Actions/Services

Action 1.2 The design and implementation of curriculum is a critical component of implementing the Common Core State Standards and a broad course of study in all subject areas, as well as development of multiple channels, pathways and models assisting students in completing the standards aligned content. - Online courses - Credit recovery and core programs - Supplemental curriculum and materials supporting Common Core State Standards - Content Design lessons - Summer School - Curriculum Maps aligned to Common Core State Standards - Digital curriculum aligned to Common Core State Standards (CCTP) - Alignment of Curriculum with Common Core State Standards, English - Language Development Standards and California Content Standards. - Design and provide schools and teachers with Common Core State Standards developed curriculum maps

Expenditures

Books and Supplies: Supplemental materials and supplies - 4000-4999 Books and Supplies - LCFF S & C: $88,500

Books and Supplies: Supplemental materials - 4000-4999 Books and Supplies - LCFF Base: $483,000 Services and Operating Expenses: Field Trips to support a broad course of study - 5000-5999 Services and Other Operating Expenses - LCFF Base: $39,000

Benefits: Professional Development - 3000-3999 Employee Benefits - LCFF Base: $0 Benefits: PD during contract hours - 3000-3999 Employee Benefits - LCFF Base: $0 Services and Other Operating Expenses: Conferences and Training - 5000-5999 Services and Other Operating Expenses - LCFF Base: $6,431 Services and Other Operating Expenses: Training - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $1,136

Action 1.2 Student learning of the Common Core State Standards and a broad course of study was supported with a variety of books, supplies and materials including online courses, credit recovery programs, CCSS-aligned digital curriculum, reading/math/phonics reteaching and extension programs, English and foreign language programs, and STEAM-based programs such as robotics, coding, game design, and Dancing Feet. As a result of teachers' ability to address students' needs through improved instruction, technology resources, new CCSS Math textbooks, and better pricing on materials, the district was able to achieve objectives with significantly less expenditures for supplemental materials than expected. The district also used funding sources other than LCFF to purchase some materials and supplies, which also reduced the amount of LCFF funding needed to implement the planned action.

Books and Supplies: Supplemental materials and supplies - 4000-4999 Books and Supplies - LCFF S & C: $19,286

Books and Supplies: Supplemental materials - 4000-4999 Books and Supplies - LCFF Base: $54,032 Services and Operating Expenses: Field Trips to support a broad course of study - 5000-5999 Services and Other Operating Expenses - LCFF Base: $29,063 Certificated Salaries: STEAM Dancing Feet - 1000-1999 Certificated Salaries - LCFF S & C: $1,920 Benefits: STEAM Dancing Feet - 3000-3999 Employee Benefits - LCFF S & C: $288

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Services and Other Operating Expenses: STEAM Dancing Feet - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $34

Actions/Services

PLANNED

Action 1.3 The methods, practices and delivery of instructional content are critical to improving student engagement and student learning. Differentiation, personalization and pacing all impact a student's ability to understand and learn. Ongoing monitoring of the critical elements of instruction and positive learning environment as defined in the California Standard for the Teaching Profession will improve educational outcomes for all students including SED, EL, RFEP, FY students. Teacher and/or instructional leaders to support improved and enhanced teaching/learning in areas such as: -Integration of Science, Technology, Engineering, Arts, and Math (STEAM) content across the curriculum and/or in content specific classes -Integration of technology to support effective teaching and learning -Implementation of effective CCSS Math and/or ELA -SDAIE and ELD strategies -Instructional strategies to differentiate curriculum for EL, RFEP, FY, SED, SWD, and high achieving students -Assessment and data-driven instruction and intervention

ACTUAL

Action 1.3 Administrators conducted classroom walkthroughs to monitor the critical elements of instruction and use of instructional strategies, observe the frequency and quality of instructional technology use, and ensure each classroom is a positive learning environment for all students with a focus on SED, EL, RFEP, and FY students, and SWD. Administrator-selected teachers received stipends for fulfilling leadership roles including curriculum development and peer coaching in the areas of technology, and how to monitor student learning and differentiate math, English, History, and Science lessons for SED, EL, FY, and RFEP students, and SWD.

Expenditures

BUDGETED

Certificated Salary: PD Stipend - 1000-1999 Certificated Salaries - LCFF S & C: $9,625 Benefits: PD Stipend - 3000-3999 Employee Benefits - LCFF S & C: $1,375 Services and Other Operating Expenses: Walkthrough system and training - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $6,000

ESTIMATED ACTUAL

Certificated Salary: PD Stipend - 1000-1999 Certificated Salaries - LCFF S & C: $52,473 Benefits: PD Stipend - 3000-3999 Employee Benefits - LCFF S & C: $7,871 Services and Other Operating Expenses: Google Doc Walkthrough Form Created Internally - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $0

Actions/Services

PLANNED

Action 1.4 In order to ensure that our AADUSD students are on the right track we must conduct formal and informal assessments throughout the school year. Conducting these assessments allows our teachers to determine if a child is learning the core subjects at a

ACTUAL

Action 1.4 To ensure that AADUSD students were making expected gains in learning, teachers used various formal and informal assessments throughout the school year. The following list includes some of the assessments that were used to monitor student

learning:
- Illuminate/McGraw Hill math chapter tests
- Illuminate ELA benchmark tests for
- Illuminate teacher-created "exit tickets," and quizes
- Unit/Chapter tests from adopted Science, History and ELA series
- Algebra End of Course assessment
- STAR Reading and STAR math norm referenced assessments
- ESGI assessments for primary students
- ELD Matrix

proficient level. The assessments below are examples of the types of assessments that can be given each year. -Norm referenced assessments of Reading and Math skills such as STAR Reading and STAR Math -End of unit/chapter for ELA, Math, Science, History/SS for adopted or supplemental curriculum - Graduation checks - Algebra EOC (End Of Course assessment) - Math Placement Assessment - Literacy Intervention Assessment - K2 assessments in Foundational Reading and Math - Diagnostic assessments - Progress monitoring assessment tools - English Language Development Benchmarks - Interim assessments (Benchmarks) aligned to the Common Core State Standards in ELA and Math

Expenditures

BUDGETED

Books and Supplies: Assessment systems for ongoing monitoring of identified students - 4000-4999 Books and Supplies - LCFF S & C: $40,600

ESTIMATED ACTUAL

Books and Supplies: Assessment programs for ongoing monitoring of identified students - 4000-4999 Books and Supplies - LCFF S & C: $9,616

Books and Supplies: Kindergarten Assessment Program - 4000-4999 Books and Supplies - LCFF Base: $199

Services and Other Operating Expenses: Assessment System - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $12,245

Services and Other Operating Expenses: Assessment Systems - 5000-5999 Services and Other Operating Expenses - LCFF Base: $11,614

Actions/Services

PLANNED

Action 1.5 Continue to hire and retain the most Highly Qualified Teachers and ensure 100% of the District's teachers will be appropriately assigned and fully credentialed.

ACTUAL

Action 1.5 AADUSD hired and retained certificated staff to ensure that 100% of teachers and certificated support staff were fully credentialed and appropriately assigned during 2016/17.

Expenditures

BUDGETED

Certificated Salaries - 1000-1999 Certificated Salaries - LCFF Base: $4,124,838

Benefits - 3000-3999 Employee Benefits - LCFF Base: $589,262

ESTIMATED ACTUAL

Certificated Salaries - 1000-1999 Certificated Salaries - LCFF Base: $3,490,581

Benefits: Certificated Staff - 3000-3999 Employee Benefits - LCFF Base: $523,587

Actions/Services

PLANNED

ACTUAL

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

Action 1.6 AADUSD maintained and hired highly qualified classified employees to ensure students had a high quality education.

Expenditures

BUDGETED

Classified Salaries - 2000-2999 Classified Salaries - LCFF Base: $1,799,133
Benefits - 3000-3999 Employee Benefits - LCFF Base: $257,019

ESTIMATED ACTUAL

Classified Salaries - 2000-2999 Classified Salaries - LCFF Base: $1,768,628
Benefits: Classified Staff - 3000-3999 Employee Benefits - LCFF Base: $265,294

Actions/Services

PLANNED

Action 1.7 After reviewing student assessment data targeted interventions for students who are struggling to meet grade level proficiency in ELA, math or ELD will be provided for students using, but not limited to, the following vehicles to improve and enhance learning. -Teacher for Leveled Learning -Targeted Intervention Sessions Before/During/After School to accelerate learning -On-Line Instruction and Practice Programs

ACTUAL

Action 1.7 Based on student assessment data, targeted interventions were provided for students struggling to meet grade level proficiency in ELA, math, and/or ELD using the following instructional delivery models:

• Leveled learning with certificated teacher(s)
• Targeted Intervention sessions after/during /before school
• Online instruction and practice programs

Expenditures

BUDGETED

Certificated Salaries: Teacher pay for before/during /after school intervention - 1000-1999 Certificated Salaries - LCFF S & C: $40,950
Benefits: Teacher pay for before/during/after school intervention - 3000-3999 Employee Benefits - LCFF S & C: $5,850
Books and Supplies: Intervention materials - 4000-4999 Books and Supplies - LCFF S & C: $7,100
Services and Operating Expenses: Contracted services for intervention and access to VAPA - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $10,000

ESTIMATED ACTUAL

Certificated Salaries: Teacher pay for after/during /before school intervention - 1000-1999 Certificated Salaries - LCFF S & C: $65,300
Benefits: Teacher pay for after/during/before school intervention - 3000-3999 Employee Benefits - LCFF S & C: $9,795
Books and Supplies: Intervention materials - 4000-4999 Books and Supplies - LCFF S & C: $591
Services and Operating Expenses: Contracted services for intervention and access to VAPA - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $0

Actions/Services

PLANNED

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,

ACTUAL

Action 1.8 Existing staff monitored Foster Youth, Socioeconomically Disadvantaged, English Learners, and RFEP for growth towards proficiency on state and local assessments to ensure academic success. Referrals to appropriate district support systems (SST,

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SARB, counseling, etc.) will be made for students struggling academically.	SARB, counseling, etc.) were made for students struggling academically.

Expenditures	**BUDGETED**	**ESTIMATED ACTUAL**
	Certificated Salaries: Existing staff will monitor unduplicated pupils' progress - 1000-1999 Certificated Salaries - LCFF Base: $0	Certificated Salaries: Existing staff monitored unduplicated pupils' progress - 1000-1999 Certificated Salaries - LCFF Base: $0

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Professional Development activities, expanded use of data systems, and targeted intervention actions were implemented as planned. Publishers, vendors, Directors, and Teachers Leaders planned and facilitated PD activities. The Illuminate system, including training, was purchased to give teachers a data analysis tool that provides immediate and historical assessment results with disaggregation capabilities. Increased hours for staff meetings, as agreed upon in the certificated Contract, allowed additional site-specific professional development, and collaborative data analysis and curriculum planning during 2016/17. District priorities for retaining and hiring high quality certificated and classified staff resulted in 100% of certificated staff being fully credentialed and appropriately assigned for core and elective classes. Retention and hiring of fully credentialed and appropriately assigned certificated pupil support and administrative staff allowed for implementation of student monitoring with a focus on SED, EL, FY, RFEP students and SWD.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	The district achieved expected measurable outcomes for growth in the percentage of students at the "Standard Met" or "Standard Exceeded" level on the CAASPP ELA, CAASPP Math and CST Science for "All Students" and all student groups except for SWD. The State Indicator for ELA and Math on the newly released Dashboard is yellow the with an "Increase" identified in both areas for the "Change" on the "Status and Change Report," which affirms the actions and services are effective in increasing outcomes for students. In addition, parents and community members also validate the effectiveness of the actions during meetings such as LCAP Annual Update and Input meetings, ELAC, Parent Advisory/SSC, and Booster Club/PTO. Parents report being happy with the new math materials, the intervention/leveled grouping/tutoring services, and the increased focus and reporting on student progress in math and ELA. Parents also report that they like being able to monitor their child's academic progress by checking grades and missing assignments through the Parent Portal of Aeries.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Differences between Budgeted Expenditures and Estimated Actual Expenditures are due to: • Professional development activities we planned and facilitated by publishers and vendors as part of the purchase agreement, or by Teachers Leaders and/or Directors • Professional development activities were conducted primarily during contracted hours • Purchase of CCSS Math textbooks and a robust assessment system reduced the need to

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- [illegible text]
- Teacher training for use of adopted materials, including "Universal Access" materials, significantly reduced the need for supplemental materials
  - Materials and supplies to implement STEAM activities cost less than projected
  - Some expenditures were made with funding other than LCFF funding

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

Student data, Dashboard results, and status updates were shared with required groups and community stakeholders during LCAP Stakeholder Input presentations. Based on "Increased" change in the Status and Change Report and a yellow Dashboard Indicator for ELA and Math as well as positive stakeholder input, the District will not change the goal or actions. Stakeholders, including parents/guardians of SED, EL and FY students, are satisfied overall with student progress and want the services and actions to increase student achievement in ELA, Math and Science to continue. To support continued increases in student outcomes for all students, including SED, EL, FY, RFEP students and SWD, the district plans to continue and refine the services and actions for Goal 1.

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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 includes: 1) "Reasonable Proficiency" on CELDT, 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.

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

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

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

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

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

ACTUAL

Percent of ELs Meeting Target for Annual Progress (AMAO 1) and Attaining English Proficiency 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		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

	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

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

Students Meeting CELDT Criterion	2014/15 Actual	2015/16 Expected	2015/16 Actual	Measurable Outcome
Percent of Students	39%	41%	44%	Met

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

	PLANNED	ACTUAL
Actions/Services	Action 2.1: Teachers must constantly monitor student learning and progress with a focus on SED, EL, FY and RFEP students. Providing teachers release days to collaborate, review data, modify lessons, create assessments and hold student and parent meetings is vital in improving student outcomes.	Action 2.1: Teachers monitored student learning and progress at multiple points throughout the year with a focus on SED, EL, FY and RFEP students. Teachers worked individually and in teams during contract hours, during release days, and after school to review data, develop lessons, create intervention plans, and hold student/parent meetings. Counselors, administrators and interpreters also participated in monitoring and parent meetings, as needed.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Certificated Salaries: Tier I and ILP meetings - 1000-1999 Certificated Salaries - LCFF S & C: $8,225 Benefits: Tier I and ILP meetings - 3000-3999 Employee Benefits - LCFF S & C: $1,175	Certificated Salaries: Tier I/II/III and ILP meetings - 1000-1999 Certificated Salaries - LCFF S & C: $2,160 Benefits: Tier I/II/III and ILP meetings - 3000-3999 Employee Benefits - LCFF S & C: $324

	PLANNED	ACTUAL
Actions/Services	Action 2.2: Implement EL Master Plan	Action 2.2: Implemented EL Master Plan

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Certificated Salaries: Program Coordination and PD - 1000-1999 Certificated Salaries - LCFF S & C: $18,813 Classified Salaries: IAs - 2000-2999 Classified Salaries - LCFF S & C: $38,500 Benefits: Program Coordination and PD - 3000-3999 Employee Benefits - LCFF S & C: $2,687 Books and Supplies: Extra practice and assessment for EL and RFEP students - 4000-4999 Books and Supplies - LCFF S & C: $1,500 Employee Benefits: IAs - 3000-3999 Employee Benefits - LCFF S & C: $5,500	Certificated Salaries: Program Coordination and PD - 1000-1999 Certificated Salaries - LCFF S & C: $16,000 Classified Salaries: IAs - 2000-2999 Classified Salaries - LCFF S & C: $30,160 Benefits: Program Coordination and PD - 3000-3999 Employee Benefits - LCFF S & C: $2,400 Books and Supplies: Extra practice and assessment for EL and RFEP students - 4000-4999 Books and Supplies - LCFF S & C: $0 Employee Benefits: IAs: $4,524 Services and Other Operating Expenses: Conferences - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $225

	PLANNED	ACTUAL
Actions/Services	Action 2.3: Monitor the academic progress of RFEP students for 2 years in accordance with the district's	Action 2.3: Monitored the academic progress of RFEP students reclassified during the past 2 years in

	EL Master Plan
	accordance with the district's EL Master Plan.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	Certificated Salaries: Monitor academic progress of RFEP students using existing staff - 1000-1999 Certificated Salaries - LCFF Base: $0	Certificated Salaries: Monitor academic progress of RFEP students during the contract day using existing staff - 1000-1999 Certificated Salaries - LCFF Base: $0

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The EL Master Plan and student monitoring activities were implemented as planned. EL students received instructional services to learn core content and English Language Development from teachers with support from Instructional Assistants. Several new students with Beginning level English skills enrolled in each of the District's schools during 2016/17, so Instructional Assistant (IA) schedules were adjusted to provide increased support to "newcomer" students. Teachers and other school staff reviewed student data with a focus on increased learning outcomes for SED, EL, FY and RFEP students. Data review, planning meetings, and student/parent meetings took place during faculty meetings and professional development days, during release days, and before/after school hours. The Illuminate system was purchased to give teachers a data analysis tool that provides immediate immediate and historical assessment results with disaggregation capabilities.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	The State Indicator for EL Progress" on the newly released Dashboard is green, which affirms the actions and services are increasing outcomes overall for EL students. The percentage of EL students who met the "CELDT Criterion" for proficiency in English increased by 5 percent; 3 percent more than expected. An analysis of RFEP screening data revealed that a significant number of the District's Long Term English Learners (LTEL) who were screened for reclassification as a result of scoring at the "Early Advanced" or "Advanced" level on CELDT have IEPs to address diagnosed learning disabilities. Many students who are dually identified as an EL and as a SWD are able to demonstrate reasonable proficiency in English, but are not able to meet the academic criteria for reclassification identified in the District's Master Plan.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Differences between Budgeted Expenditures and Estimated Actual Expenditures are due to: • Fewer release days and extra duty hours were needed than anticipated due to the purchase of an assessment system, which increased efficiency, and most data analysis and planning took place during the contractually agreed upon increase in hours for "staff meetings"

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.
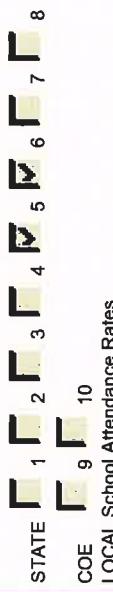
community stakeholders during LCAP Stakeholder Input presentations. Based on a green Dashboard Indicator and stakeholder input, the District plans to continue Goal 2 as written. Stakeholders, including parents of EL students, are generally satisfied with the progress of EL students and want the actions for student monitoring and EL Master Plan implementation to continue.

The District plans to add Action 2.4 to form a workgroup to review the RFEP process for students dually identified as ELs and SWDs. The workgroups will update the criteria and procedures for reclassification of ELs with IEPs to align with current laws and scientifically-based research on best practices.

The District will also add Action 2.5 to review EL student proficiency and achievement data to create IA schedules and intervention opportunities that increase targeted support to ELs. Support actions will be prioritized where outcomes show the greatest need for increased services and support; newcomers and LTELs.

Goal 3: Decrease chronic absenteeism and truancy by 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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Decrease chronic absenteeism by 2% over prior year (from 12.6% to 10.6%)

Decrease truancy rate by 2% over prior year (from 1516 27.2% to 1617 25.2%)

Decrease habitual truancy rate by 2% over prior year (from 1516 4.9% to 1617 2.9%)

Decrease student suspension rates by .05% (from 1516 2.8% to 1617 2.3%)

Maintain student expulsion rates at 0%

Increase the Attendance Rate by 1% over prior year (from 95% to 96%)

NOTE: Suspension and expulsion rates are included with the attendance improvement goal because AADUSD seeks to reduce absences for all causes and keep students in school to learn.

ACTUAL

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

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

Actions/Services

Action 3.1: Student attendance is directly related to student success. When students miss instruction they miss the opportunity to learn a concept. In order to keep students in school, systems and protocols must be set into place. - Parent notification on the same day of a student is absent or missing from class -Monitor attendance monthly and send formal district letters based on chronic absentee (12, 15, 18 days for any reason) or truant (3, 6, 9 days unexcused EdCode reasons) criteria - Implement SART and DART meetings for Habitually Truant and/or Chronic Absentee students (including training, material costs, and time for staff to attend meetings) - Form a SARB Committee, train personnel, and refer students with 3 additional absences following a meeting to establish a DART Contract -Each site will positively reinforce any students attending school regularly on a monthly basis

Action 3.1: Student attendance monitoring systems and procedures were implemented to keep students in school and increase student outcomes through improved attendance. During 2016/17 AADUSD implemented the following actions:

- Parent notification via personal and/or automated phone call on the same day a student was absent or missing from class.
- Monitored attendance monthly and sent formal district letters based on chronic absentee (12, 15, 18 days for any reason) or truant (3, 6, 9 days unexcused EdCode reasons) criteria.
- Developed Health Care Plans, as appropriate, for students with chronic health conditions that interfered with regular school attendance.
- Held SART and DART meetings for Habitually Truant and/or Chronic Absentee students (including training, material costs, and time for staff to attend meetings), and joined the SCV SARB Committee for grades K-8 and the AV SARB Committee for grades 9-12.
- Trained personnel on attendance laws, monitoring procedures, and SART/DART/SARB referral, as appropriate, through AdCo, Office Staff Meetings, Certificated Staff Meetings, LACOE Nurse Meetings, and Aeries Conferences.
- Provided positive reinforcement to all students who attended school regularly on a monthly basis.

Expenditures

Classified Salaries: Training for Secretaries, Attendance Clerks and staff involved in attendance monitoring. - 2000-2999 Classified Salaries - LCFF Base: $875
Benefits: Training for Secretaries, Attendance Clerks and staff involved in attendance monitoring. - 3000-3999 Employee Benefits - LCFF Base: $125
Books and Supplies: Supplies to send attendance

Classified Salaries: Training for Secretaries, Attendance Clerks and staff involved in attendance monitoring. - 2000-2999 Classified Salaries - LCFF Base: $260
Benefits: Training for Secretaries, Attendance Clerks and staff involved in attendance monitoring - 3000-3999 Employee Benefits - LCFF Base: $40
Books and Supplies: Supplies and postage to send

letters. - 4000-4999 Books and Supplies - LCFF Base: $2,000

Books and Supplies: Attendance incentives - 4000-4999 Books and Supplies - LCFF Base: $3,000

attendance letters - 4000-4999 Books and Supplies - LCFF Base: $2,348

Books and Supplies: Incentives provided from existing resources - 4000-4999 Books and Supplies - LCFF Base: $0

Actions/Services

PLANNED

Action 3.2 Continue and enhance behavior and academic support for all students with a focus on SED, EL, FY, and RFEP through high quality personnel with concentration on the Medal of Honor framework, SARB and school wide behavior programs.

ACTUAL

Action 3.2 Continued and enhanced behavior and academic support for all students with a focus on SED, EL, FY, and RFEP through high quality personnel and concentration on the Medal of Honor framework, SART/DART/SARB and school wide behavior programs. The District increased Counseling time at each site, hired a new District Nurse with experience as a member of Attendance Review Teams, provided MOH training for staff members, and rewarded positive behavior with incentives for students.

Expenditures

BUDGETED

Certificated Salaries: 1.5 FTEs Counselor, MOH Teacher Leader - 1000-1999 Certificated Salaries - LCFF S & C: $105,000

Benefits: 1.5 FTEs Counselor, MOH Teacher Leader - 3000-3999 Employee Benefits - LCFF S & C: $15,000

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

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

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

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

ESTIMATED ACTUAL

Certificated Salaries: 1.5 FTEs Counselor, MOH Teacher Leader - 1000-1999 Certificated Salaries - LCFF S & C: $103,927

Benefits: 1.5 FTEs Counselor, MOH Teacher Leader - 3000-3999 Employee Benefits - LCFF S & C: $15,589

Certificated Salaries: Tier Meetings - 1000-1999 Certificated Salaries - LCFF Base: $0

Books and Supplies: Academic/Behavior Support - 4000-4999 Books and Supplies - LCFF S & C: $0

Books and Supplies: MIS for academic, behavior, attendance, parent portal - 4000-4999 Books and Supplies - LCFF Base: $18,902

Conference: Training on MIS for 3 Counselors - Counseling and Discipline Modules - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $4,910

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The District successfully implemented systematized attendance procedures, including training for administrators and classified staff with attendance monitoring duties, parent notification on the same

...truant/chronic absentee criteria. Additionally, AADUSD joined the SCV SARB Committee and the AV SARB Committee, and held Parent/Administrator "3rd Letter-SART" and "4th Letter-DART" meetings that included the District Nurse and Counselors to address ongoing problem attendance.

The District increased Counseling staff, hired a new District Nurse with experience as part of Attendance Review Teams, provided training to staff for the MOH Framework and use of the MIS to monitor student behavior, grades and counseling needs. Good student attendance and behavior was rewarded in grade/age appropriate ways at each site.

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	The State Indicator for student suspension rates is blue and no students were expelled in 2016/17, which confirms the actions and services for reducing suspensions and expulsions are effectively increasing student outcomes. The district's efforts in making all parents, with a focus on parents of students who meet unduplicated pupil criteria, aware of the importance of regular school attendance were successful with a reduction in truancy rates and habitual truancy rates of 3.7% and 2.0% respectively. The district saw a slight increase in the Chronic Absentee rate and is projecting a decrease in the Average Daily Attendance rate of 0.7%. An analysis of reported absence reasons shows an increase in allergy, flu, and weather-related absences, which may be related to an unusually rainy year. Staff will continue to monitor reported absence reasons to identify patterns contributing to increased chronic absenteeism.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Total expenditure differences for Goal 3 were not significant. Expenditures for certificated staff were less than anticipated, but the savings were used for expenditures for the MIS and training.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes in the goal or actions will be made. Rather, the district will continue to inform parents about the importance of regular school attendance, implement and refine the attendance monitoring procedures, and target student support services to improve support for academic, behavioral, and health issues. The district anticipates hiring an additional Counselor (Action 7.4). which will allow additional support for Action 3.2.

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 so as to foster investment in education and provide meaningful transparent communication with all stakeholders. Ensure that parents, students and teachers feel that our schools are providing a safe positive environment for our students to learn by increasing "strongly agree/agree" responses 2% annually.

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 20 will increase by 2% – (Baseline data 1516 / 1617)

75% / 77%

Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 22 will increase by 2% – (Baseline data 1516 / 1617)

46% / 48%

Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 25 will increase by 2% – (Baseline data 1516 / 1617)

82% / 84%

Percent of students who Strongly Agree/Agree on LCAP Student Survey Item 8 will increase by 2% - (Baseline data 1516 / 1617)

75% / 77%

Percent of students who Strongly Agree/Agree on LCAP Student Survey Item 9 will increase by 2% - (Baseline data 1516 / 1617)

76% / 78%

ACTUAL

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 20 (Revised Item 5)	75%	77%	100%	Met
LCAP Survey - Item 22 (Revised Item 7)	46%	48%	68%	Met
LCAP Survey - Item 25 (Revised Item 9)	82%	84%	95%	Met
LCAP Student Survey - Item 8	75%	77%	74%	Not Met
LCAP Student Survey - Item 9	76%	78%	71%	Not Met

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

Actions/Services

PLANNED

Action 4.1: Provide parent training, learning opportunities and workshops on topics such as: Supporting Common Core State Standards at home Supporting math at home Supporting reading at home The importance of good attendance Technology use to support learning and digital citizenship EL Master Plan programs, services, and progress monitoring requirements High School graduation and college entry requirements Supporting behavior and mental health issues

ACTUAL

Action 4.1: During parent meetings and workshops families were provided with information and learning opportunities about how to use the online McGraw Hill Math tutorials, core and elective options available in the district, how to support learning at home through technology applications (AR Book Finder, Kahn Academy, IXL, Extra Math, Math Prodigy), the LCAP and Dashboard, how to use the Aeries Parent Portal, and community partnerships and resources to support learning and behavior.

Expenditures

BUDGETED

Certificated Salaries: Teachers to lead parent workshops - 1000-1999 Certificated Salaries - LCFF S & C: $875

Benefits: Teachers to lead parent workshops - 3000-3999 Employee Benefits - LCFF S & C: $125 Books and Supplies: Supplies for parent workshops - 4000-4999 Books and Supplies - LCFF S & C: $1,500

ESTIMATED ACTUAL

Certificated Salaries: Teachers to plan and lead parent workshops - 1000-1999 Certificated Salaries - LCFF S & C: $192

Benefits: Teachers to plan and lead parent workshops - 3000-3999 Employee Benefits - LCFF S & C: $29 Books and Supplies: Supplies for parent workshops - 4000-4999 Books and Supplies - LCFF S & C: $63

Actions/Services

PLANNED

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

ACTUAL

Action 4.2: The district provided all parents opportunities to provide the district feedback on all aspects of their child's education through surveys, Booster Club/PTO meetings, and parent advisory meetings (ELAC, SSC, etc.).

Expenditures

BUDGETED

Books and Supplies: Program for parent/community input - 4000-4999 Books and Supplies - LCFF Base: $1,000

ESTIMATED ACTUAL

Books and Supplies: Program for parent/community input - 4000-4999 Books and Supplies - LCFF Base: $300

Actions/Services

PLANNED

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

ACTUAL

Action 4.3: Parents of EL students were provided with information, parent training, and learning opportunities about EL Master Plan programs and services, how EL students are assessed and monitored for core and

English Language Development progress, how to support reading at home through the AR Book Finder program, how to use the online McGraw Hill Math tutorials, how the home language can support vocabulary and literacy development in English (cognates, story structure and comprehension questions, prefix/suffix knowledge, core content concept discussions), A-G requirements for college entrance and scholarship options, how to use the Aeries Parent Portal, how to use the Google Translate button to translate websites into the home language, and how to access community resources to support academic and socioemotional development.

-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

Expenditures

BUDGETED

Books and Supplies: EL Parent workshops - 4000-4999 Books and Supplies - LCFF S & C: $1,000

ESTIMATED ACTUAL

Books and Supplies: EL parent workshops - 4000-4999 Books and Supplies - LCFF S & C: $190

Classified Benefits: Oral interpretation and translation of written materials for parent trainings - 3000-3999 Employee Benefits - LCFF S & C: $16

Classified Salaries: Oral interpretation and translation of written materials for parent trainings - 2000-2999 Classified Salaries - LCFF S & C: $108

Actions/Services

PLANNED

Action 4.4: Enhance parent participation and school connection opportunities for families with a home-language other than English through creation of a District Interpreter/Translator position.

ACTUAL

Action 4.4: Created a District Interpreter/Translator job description. Parent participation and school connectedness was further improved by embedding a Google Translate button on the website for the District and each school site. The Google Translate button allowed parents to easily and immediately translate entire webpages into their home language. Spanish interpreters were available for parent conferences and parent meetings at all school sites.

Expenditures

BUDGETED

Classified Salaries: District Translator/Interpreter - 2000-2999 Classified Salaries - LCFF S & C: $17,063

Benefits: District Translator/Interpreter - 3000-3999 Employee Benefits - LCFF S & C: $2,438

Books and Supplies: District Translator/Interpreter to increase parent engagement - 4000-4999 Books and

ESTIMATED ACTUAL

Classified Salaries: Translator/Interpreter hours - 2000-2999 Classified Salaries - LCFF S & C: $1,789

Benefits: Translator/Interpreter benefits - 3000-3999 Employee Benefits - LCFF S & C: $268

Books and Supplies: Supplies for Translator/Interpretor to increase parent engagement - 4000-4999 Books and

Supplies - LCFF S & C: $5,000 | Supplies - LCFF S & C: $2,970

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

|	
Describe the overall implementation of the actions/services to achieve the articulated goal.	Parents had many opportunities to become involved in their child's school and learning (Back to School Night, Booster Club/PTO, ELAC, SSC, chaperones for dances and field trips, class/school volunteers, Career Day presenters, Enrichment classes, 8th and 5th Grade Road Shows, Board of Trustee Meetings, Aeries Parent Portal, award assemblies, and student celebrations). Additionally, the district held a number of meetings to provide information and seek parent/community input regarding the reopening of the Historic Acton Campus for 4th and 5th grade students. A new website was created for the District and each school that includes a Google Translate button for immediate translation of entire pages into multiple languages, and Blackboard Connect phone, email and text messages were sent to families regularly. The District shared information and sought parent input on LCAP goals and actions through meetings and surveys that were conducted in English and Spanish. The Assistant Superintendent worked with the classified bargaining unit to create a job description for a district Interpreter/Translator.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	Significant increases in the percentage of parents and adult stakeholders who feel our schools encourage active partnerships between schools and families, feel that schools actively seek input before making important decisions, and feel that AADUSD schools provide a safe positive environment demonstrate that the actions for this goal were effective. Student LCAP surveys showed a slight decrease in the percentage of students who report feeling safe at school and who are happy with their school overall.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Differences between Budgeted Expenditures and Estimated Actual Expenditures are due to: • The district was able to fulfill required translation and interpretation needs with existing staff
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Based on adult stakeholder survey results and input provided in parent/community meetings, AADUSD will not make changes to Goal 4 and plans to continue the goal and actions with minor adjustments. The Translator/Interpreter job description was created to prepare for a growing EL student population, but translation/interpretation needs can currently be met with existing EL support staff and web-based translations. To address the decrease in students' feelings of safety and happiness with school, staff will continue to monitor the school climate and seek parent and/or teacher referrals to support students' feelings of safety and school connectedness. Some recent news reports indicate the current political climate and publicity about shootings in schools and communities around the state have created overall fearfulness in some students. School Counselors will provide targeted support to students in schoolwide, group and individual structures as specific needs are identified, and referrals to partner agencies will be made as needed.

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:
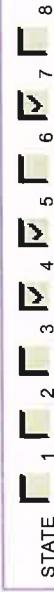
STATE: 1 2 3 4☑ 5 6 7☑ 8
COE: 9 10
LOCAL: Ensuring students are college and career ready. High School Graduation Rates

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increase the graduation rate by 1% - 2013/14 / 2014/15 / 2015-16

86.7% / 91.7% (Met) / 92.7

Increase the percentage of UC/CSU eligible students by 1% - 2013/14 / 2014/15 / 2015-16

7.7% / 30.7% (Met) / 31.7%

Increase the percentage of EAP college "ready/conditionally ready" students by 1% - 2014/15 / 2015/16

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

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

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

49% / 50%

Increase the student "proficiency" rate on the CAASPP in ELA and Math for all students, including ELs, Low Income, Foster Youth,

ACTUAL

Graduation and College/Career Readiness Metrics:

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

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

All students 11th Grade - 44% / 46%

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

SWD 11th Grade - 21% / 23%

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

All students 11th Grade - 15% / 17%

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

SWD 11th Grade - 13% / 15%

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

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

0.0% / 0.0% (Met) / 0.0%

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

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

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

Note: Data sets for graduation, college/career readiness, CAASPP Grade 11 performance, and dropout rates are available after July 1 annually.

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

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

Actions/Services

Action 5.1: Focus on school climate and student engagement on the high school campus. - PPS Counselor Available -EAP data collection -SST meetings held for at risk students -Credit Recovery Options -Chartered General Education Summer School Partnership

Action 5.1: The school climate and student engagement was enhanced and improved by the following actions:

- PPS Counselor availability - 1.5 FTEs with one full time Counselor who is bilingual/biliterate in Spanish
- Athletic Director - coordinates extra-curricular activities, monitors academic eligibility, improves school connectedness
- SST and SART meetings held for students at risk of not meeting graduation/college entrance requirements, or those with attendance issues
- Credit Recovery options during the regular school year
- Summer School Credit Recovery options

Expenditures

Certificated Salaries: 1.5 FTE Counselors - 1000-1999 Certificated Salaries - LCFF Base: $102,375
Certificated Salaries: $75,000 Athletic Director - 1000-1999 Certificated Salaries - LCFF Base: $65,625
Certificated Salaries: Credit Recovery Program - 1000-1999 Certificated Salaries - LCFF S & C: $70,263
Benefits: 1.5 FTE Counselors - 3000-3999 Employee Benefits - LCFF Base: $14,625
Benefits: $75,000 Athletic Director - 3000-3999 Employee Benefits - LCFF Base: $9,375
Benefits: Credit Recovery Program - 3000-3999 Employee Benefits - LCFF S & C: $10,037
Credit Recovery program:Other Operating Expenses: $38,000 - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $38,000

Certificated Salaries: 1.5 FTE Counselors - 1000-1999 Certificated Salaries - LCFF S & C: $94,966
Certificated Salaries: Athletic Director - 1000-1999 Certificated Salaries - LCFF Base: $95,596
Certificated Salaries: Credit Recovery Program - 1000-1999 Certificated Salaries - LCFF S & C: $58,240
Benefits: 1.5 FTE Counselors - 3000-3999 Employee Benefits - LCFF Base: $14,245
Benefits: Athletic Director - 3000-3999 Employee Benefits - LCFF Base: $14,339
Benefits: Credit Recovery Program - 3000-3999 Employee Benefits - LCFF S & C: $8,736
Other Operating Expenses: Credit Recovery Program - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $15,375
Services and Other Operating Expenses: College/Career program to plan pathway and monitor progress - 5000-5999 Services and Other Operating Expenses - LCFF Base: $5,500

Actions/Services

Action 5.2: Ensuring that all students, including Socioeconomically Disadvantaged, EL, Foster Youth,

Action 5.2: Ensured that all students, including Socioeconomically Disadvantaged, EL, Foster Youth,

and RFEP have equitable opportunity for high school graduation and intensive college entry requirement preparation through activities such as progress monitoring, scheduling with counselors, and student/school/parent collaboration.

and RFEP had equitable opportunities for high school graduation and intensive college entry requirement preparation through development of "6 Year Plans" beginning in Middle School, scheduling and progress meetings with counselors, student/school/parent collaboration, and use of Aeries Parent Portal and Naviance.

Expenditures

BUDGETED

College entry program: $5500 - 5000-5999 Services and Other Operating Expenses - LCFF Base: $5,500

ESTIMATED ACTUAL

Other Operating Expenses: College entry program - 5000-5999 Services and Other Operating Expenses - LCFF Base: $5,500

Actions/Services

PLANNED

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

ACTUAL

Action 5.3: Payment of Advanced Placement costs for low income students whose families could not afford to pay for the exam.

Expenditures

BUDGETED

AP Exam costs: $1,000 - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $1,000

ESTIMATED ACTUAL

Other Operating Expenses: AP Exam costs for Low Income, EL, and FY students - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $992

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

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Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	[...] "Ready/Conditionally Ready" on EAP assessments demonstrate the High School is making significant improvements and achieving measurable outcomes for High School Graduation/College Readiness Indicators. Parent comments during stakeholder input meetings and student retention rates for students matriculating from the Middle School to the High School are evidence of the school's and district's attainment of improved school connectedness. Analysis of Grade 11 CAASPP data shows that a ongoing focus on SED and SWD students in the areas of English and Math is needed to fully achieve student achievement and College Readiness goals.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Differences between Budgeted Expenditures and Estimated Actual Expenditures are due to: • Lower beginning salaries for certificated staff and projected • Lower costs for services and operating expenses related to student credit recovery
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The District anticipates continuing the Goal 5 and the actions as written. Staff will continue to collaborate to review student achievement and student attendance data. Student supports will be continued, which may include Counseling support, implementation of extracurricular activities, Attendance Review Contracts, participation in Credit Recovery programs during the school year and during Summer School, and payment of AP exam costs.

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

100% of teachers will be appropriately assigned and fully credentialed.

ACTUAL

Fully Credentialed and Appropriately Assigned (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

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

	PLANNED	ACTUAL
Actions/Services	Action 6.1: The basic operations of the District are maintained and controlled through the management, oversight, and provision of basic operating services to all by the Central Office Administration (Superintendent, Asst. Superintendent, "Support" and CFO)	Action 6.1: The basic operations of the District were maintained and controlled through the management, oversight, and provision of basic operating services to all by the Central Office Administration (Superintendent, Assistant Superintendent, "Support" and CFO). The Assistant Superintendent served as the Interim Superintendent from November until the end of the school year following the Superintendent's request for a leave of absence for November/December and resignation at the end of December.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	Salaries - Superintendent, Asst. Superintendent, CFO - 2000-2999 Classified Salaries - LCFF Base: $458,500 Salaries - Support Staff - 2000-2999 Classified Salaries - LCFF Base: $87,500 Benefits: Superintendent, Asst. Superintendent, CFO - 3000-3999 Employee Benefits - LCFF Base: $65,500 Benefits: Support Staff - 3000-3999 Employee Benefits - LCFF Base: $12,500	Salaries: Superintendent, Asst. Superintendent - 1000-1999 Certificated Salaries - LCFF Base: $335,691 Salaries: Support Staff, CFO - 2000-2999 Classified Salaries - LCFF Base: $256,164 Benefits: Superintendent, Asst. Superintendent - 3000-3999 Employee Benefits - LCFF Base: $50,354 Benefits: Support Staff, CFO - 3000-3999 Employee Benefits - LCFF Base: $38,425

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The basic operations of the District were maintained and controlled through the management, oversight, and provision of basic operating services to all by the Central Office Administration (Superintendent, Assistant Superintendent, "Support" and CFO). Areas of responsibility for support staff continued to be refined and training was provided to maximize efficiency and accuracy in duties. The Assistant Superintendent served as the Interim Superintendent from November until the end of the school year following the Superintendent's request for a leave of absence for November/December and resignation at the end of December.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	Effective provision and oversight of human and fiscal resources ensured all teachers were fully credentialed and appropriately assigned during 2016/17. Effective oversight of resources also supported improved student achievement, increased enrollment, implementation of new STEAM curriculum and student support programs, and increased access to instructional technology for

....

Superintendent and Assistant Superintendent by providing expertise and oversight in designated areas such as Curriculum and Instruction, programs for identified student populations (SpEd, EL, FY/Homeless, Gifted), Technology, Testing and Accountability, Charter oversight, CALPADS/data management, and attendance monitoring. Biweekly Cabinet and AdCo meetings were held to ensure effective articulation and implementation of actions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

- Contract negotiations

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

Based on improved students outcomes and input from stakeholders, no changes in the goal or actions will be made. The Board of Trustees plans to hire a Superintendent for 2017/18.

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.

State and/or Local Priorities Addressed by this goal:

STATE ☑ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☑ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL Facilities, Maintenance and Operations, School Climate
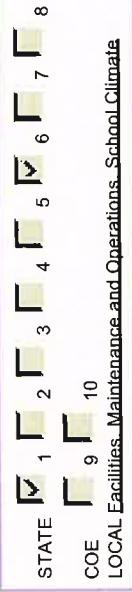
ANNUAL MEASURABLE OUTCOMES

EXPECTED

Maintain the percentage of facilities in good repair at 100% (1516 - 100% / 1617 – 100%)

Maintain the percentage of students who have access to standards aligned instructional materials at 100% (1516 - 100% / 1617 – 100%)

Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 11 ("Our school campuses are an inviting place to learn.") will increase 2% – (1516 - 93% / 1617 – 95%)

Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 18 ("Our school campuses are safe.") will increase 2% – (1516 - 89% / 1617 – 91%)

Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 23 ("Our schools have clean and well maintained facilities and properties.") will increase 2% – (1516 - 79% / 1617 – 81%)

Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 25 ("Our schools have a supportive learning environment for students.") will increase 2% – (1516 - 82% / 1617 – 84%)

Percent of students who Strongly Agree/Agree on LCAP Student Survey Item 8 ("I feel safe at school.") will increase 2% – **75% / 77%**

Percent of students who Strongly Agree/Agree on LCAP Student Survey Item 9 ("I am happy with my school overall.") will increase 2% – **76% / 78%**

ACTUAL

Facility Inspection Tool (FIT) and Williams Compliance Reports

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

Metric	2015/16 Actual	2016/17 Expected	2016/17 Actual	Measurable Outcome
(FIT) Facilities in Good Repair	100%	100%	100%	Met
Access to Instructional Materials	100%	100%	100%	Met
LCAP Survey - Item 11 (Revised Item 8)	93%	95%	95%	Met
LCAP Survey - Item 18 (Revised Item 12)	89%	91%	91%	Met
LCAP Survey - Item 23 (Revised Item 11)	79%	81%	95%	Met
LCAP Survey - Item 25 (Revised Item 9)	82%	84%	95%	Met
LCAP Survey - Students - Item 8	75%	77%	74%	Not Met
LCAP Survey – Students - Item 9	76%	78%	71%	Not Met

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

Actions/Services	**PLANNED** 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.	**ACTUAL** Action 7.1: The district continued to maintain a safe, secure, and drug-free school environment for all students with a Campus Supervisor, and provided training for all classified and certificated staff about anti-bullying and mandated reporting.
Expenditures	**BUDGETED** Salary: Campus Supervisor and 3 Hours/IA for Training - 2000-2999 Classified Salaries - LCFF Base: $48,475 Benefits: Campus Supervisor and 3 Hours/IA for Training - 3000-3999 Employee Benefits - LCFF Base: $6,925	**ESTIMATED ACTUAL** Campus Supervisor, IA training during contract hours - 2000-2999 Classified Salaries - LCFF Base: $37,320 Employee Benefits: Campus Supervisor - 3000-3999 Employee Benefits - LCFF Base: $5,598 Services and Other Operating Expenses: Training program for anti-bullying, supervision, and mandated reporting (provided by risk managment vendor at no cost), equipment repairs - 5000-5999 Services and Other Operating Expenses - LCFF Base: $634 Supplies: Safety Supplies - 4000-4999 Books and Supplies - LCFF Base: $2,326
Actions/Services	**PLANNED** Action 7.2: Properly maintain all campuses in "Good Repair" to remain in compliance with the Williams Act.	**ACTUAL** Action 7.2: Regularly inspected facilities, created work orders as needed for repairs, and approved projects to maintain all campuses in "Good Repair" to remain in compliance with the Williams Act.
Expenditures	**BUDGETED** Deferred Maintenance - 5000-5999 Services and Other Operating Expenses - LCFF Base: $400,000	**ESTIMATED ACTUAL** RR Maintenance: RRMA and projects - 5000-5999 Services and Other Operating Expenses - LCFF Base: $433,125
Actions/Services	**PLANNED** Action 7.3: Purchase CCSS aligned textbooks for math to improve academic achievement and maintain sufficient inventory for Williams Act compliance. Form a Textbook Adoption Committee to engage in the adoption process for CCSS aligned textbooks for ELA.	**ACTUAL** Action 7.3: Purchased CCSS aligned textbooks for math in grades K - 12 to improve academic achievement and maintained sufficient inventory of all materials for Williams Act compliance. Formed a Textbook Adoption Committee that engaged in the adoption process for CCSS aligned textbooks for ELA.

Made a recommendation to the Board of Trustees for a new ELA textbook purchase for grades K - 12, and a new AP Chemistry textbook for the High School to be purchased in 2017/18.

Expenditures

BUDGETED

Certificated Salaries: Adoption Committee - 1000-1999
Certificated Salaries - LCFF Base: $7,438
Textbooks, CCSS Math: $300,000 - 4000-4999 Books and Supplies - Other State Revenues: $300,000
Benefits: Adoption Committee - 3000-3999 Employee Benefits - LCFF Base: $1,062

ESTIMATED ACTUAL

Certificated Salaries: Adoption Committee - 1000-1999
Certificated Salaries - LCFF Base: $5,632
Textbooks: CCSS Math - 4000-4999 Books and Supplies - LCFF Base: $190,527
Benefits: Adoption Committee - 3000-3999 Employee Benefits - LCFF Base: $845

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

As planned, the District employed a Campus Supervisor, hired one additional Instructional Assistant (for Supervision) and one additional Counselor, and required all district employees to participate inf training about anti-bullying, mandated reporting and supervision. New CCSS aligned math textbooks were purchased for all students in grades K - 12, and Williams Quarterly Reports were completed to verify all students had needed learning materials. A textbook adoption committee piloted CCSS ELA materials and made a recommendation to the Board of Trustees for purchase and implementation in 2017/18. Projects were completed at all campuses to maintain safe, attractive, technologically current, and Williams-compliant school facilities. The District completed various repairs and upgrades at the "Historic Action Campus" in preparation for a reopening of the campus for 4th and 5th grade students to alleviate overcrowding at Meadowlark School.

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

The LCAP Survey responses and stakeholder input demonstrates that the district successfully implemented planned actions to provide safe, aesthetically pleasing, and properly maintained campuses. The District additionally implemented repair and upgrade projects at the "Historic Acton Campus" to alleviate overcrowding at the elementary school. The District has successfully maintained compliance with all Williams requirements.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

- Lower than projected costs for CCSS Math textbook purchase and implementation
- Lower than projected staffing costs
- Higher than projected costs for projects at the "Historic Acton Campus

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the

Williams compliance and LCAP Survey data was shared with required groups and community

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

in most areas and stakeholder input, the District plans to continue Goal 7 as written. In order to continue to meet expected outcomes, the district will continue to require annual safety-related trainings and emergency drills and will continue to provide funding for maintenance projects. The district will continue to increase availability of CCSS aligned instructional materials through the planned purchase of ELA textbooks for grades K-12 as well as various course specific textbooks for the High School. In 2017/18 an increase in hours of classified staffing at sites to supervise pick-up/drop-off of students within Action 7.1 will support implementation of the Traffic Safety Plan presented to the Board in Spring of 2016/17. Action 7.4 supports the addition of one Counselor to increase and enhance mental health support opportunities at all sites.

Stakeholder Engagement

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

INVOLVEMENT PROCESS FOR LCAP AND ANNNUAL UPDATE

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

INVOLVEMENT PROCESS FOR LCAP:

Information regarding student outcomes, LCAP goals and actions, and how LCFF and other school funding supports implementation of LCAP goals and actions to improve student outcomes was shared at meetings with stakeholders throughout the year. When preparing the annual update and seeking input for development of the 2017/18 – 2019/20 LCAP, a handout that summarized LCAP information was shared with stakeholders at each meeting. Stakeholders were provided opportunities to ask questions and provide suggestions, which were shared with district leaders for inclusion in the current or future year LCAP updates. Information sharing and input gathering meetings included:

School Site Council, which includes Administrative, Teacher, Classified, parent and student representatives (5/year)

Booster Club and PTO meetings, which includes parent and community representatives (monthly)

Parent Advisory Committee (Spring)

English Learner Advisory Committees (5/year)

Associated Student Body and Student Council meetings (monthly)

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

Administrative Council, Management Team, and staff meetings (2X/month)

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

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

In addition to meetings, all stakeholders (parents, including parents of English Learners, Socioeconomically disadvantaged, and Foster Youth, community members, certificated and classified staff including Union Representatives, and students) were notified of the opportunity to participate in the District's LCAP Survey, which was available online or in a hard copy format, as requested. Students completed either a K/1 or 2 nd – 12th grade Student LCAP Survey.

The Superintendent met with the Parent Advisory Committee to share the LCAP goals, actions, and data on 4/26/17. Parents indicated they are happy with the changes that took place at all the schools in 2016/17 and "want the district to just continue what it is doing." They did not want any changes made to goals or actions before the LCAP is presented for the Board Hearing.

The Superintendent met with the EL Parent Advisory Committee on 4/11/17 and 5/23/17. The meetings were conducted in English and Spanish. The LCAP data, goals and actions were shared with the EL parents. EL Parents did not want any additions or changes. They said they really appreciated the RFEP Celebration, they are happy that the schools have smaller classes and they also like the extra help their children get in class or after school.

by the Superintendent were received. The draft LCAP was agendized for Public Hearing on the June 8, 2017 AADUSD Board meeting. The LCAP was agendized for Adoption by the AADUSD Board of Trustees on June 22, 2017 Board meeting.

ANNUAL UPDATE:

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

IMPACT ON LCAP AND ANNUAL UPDATE

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

IMPACT ON LCAP

Stakeholder meetings:

Input gathered at parent, student and stakeholder meetings has been incorporated into the 2016/17 – 2018/19 LCAP and includes:

The new CCSS aligned math textbooks are improving teaching/learning by increasing rigor and articulation between grades. Purchase CCSS aligned materials for ELA and train teachers. Purchase Science textbooks when available for NGSS.

Continue to provide students and parents with information about HS graduation, and college and career pathway requirements and application processes. Continue Middle School and High School Counselor collaboration to develop "6-Year" college/career pathway plans early.

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

Continue to provide parents with opportunities to learn how to help their child with school through parent conferences, parent meetings, or trainings. Suggested topics include how to help with math or English homework, how to use publishers' technology resources at home, how to navigate the Aeries Parent Portal, how to manage motivation or behavior issues, and college/career options.

Continue to provide student support during the day and after school, and add more enrichment opportunities.

Maintain and improve the school climate through programs that support positive behavior and discipline, and extinguish negative behaviors and bullying. Add 1 School Counselor, and continue to develop partnerships with mental health providers to provide affordable mental health referrals for students.

Continue with letters and incentives to improve student attendance, and continue holding meetings with families with ongoing attendance issues

Provide PD to help teachers implement CCSS, use data systems and analyze data to drive instruction, use instructional technology, and address behavior concerns. Embed strategies and development of plans to improve instruction for students with differentiated learning needs in all PD activities (Special Education students, English learners, gifted/advanced students, students "at-risk" of not meeting grade level and/or graduation requirements)

Ensure that teachers have continued access to assessment tools, and know how to use the systems to set and monitor learning goals.

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

Following review of goals, actions and data on 4/11/17 and 5/23/17, English Learner Advisory Committee members said that they would like 1) continued help for their child in Language Arts and math during the day and after school, 2) continued small class sizes, 3) keep teachers and administrators so they know the students and families, 4) a summer school program each year to help retain or gain, 5) continued interpreting for conferences and meetings, and 6) better student drop-off/pick-up options. Parents were happy about the changes made in 2016/17, and said they want the schools to continue what they are doing without changes to the LCAP goals and actions.

LCAP Survey:

The LCAP Survey was available online and in a hard-copy format from April 3, 2017 – April 14, 2017 for parents, community members, certificated staff, classified staff, and unrepresented staff to provide input on the goals and actions for the 2016/17 LCAP. All parents and staff members were notified about the LCAP Survey and the LCAP Information Meeting by a flyer that was distributed to all stakeholders. Parents and staff members were encouraged to complete the LCAP Survey through the district's phone messaging system and Booster Club/PTO/Staff meetings.

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

ANNUAL UPDATE:

Comments and input from all stakeholder meetings and surveys have been incorporated within the proposed changes section of the annual update and/or within the LCAP for 2017/18 -2019/10. The input and proposed changes to goals, actions and related expenditures are noted in the above section since they have been included in the Impact of the Plan section above.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAâ€™s goals. Duplicate the table as needed.

☐ New   ☑ Modified   ☐ Unchanged

Goal 1

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

Subgroups: Increase the percentage of All Students, including Socioeconomically Disadvantaged (SED), English Learners (EL), Foster Youth (FY), Reclassified Fluent English Proficient (RFEP), and Students with Disabilities (SWD), Hispanic, and White students who perform at the "standard met" or "standard exceeded" level by 2% each year on CAASPP - ELA, CAASPP - Math, and CA Science Test (CAST) state assessments.

State and/or Local Priorities Addressed by this goal:

STATE ☑ 1 ☑ 2 ☐ 3 ☑ 4 ☐ 5 ☐ 6 ☑ 7 ☑ 8

COE ☐ 9 ☐ 10

LOCAL Increase pathways to a broad course of study with an emphasis on STEAM-based course options at all grade levels.

Identified Need:

As demonstrated in the data tables below comparing the prior year to the current year, the district achieved expected measurable outcomes for growth in the percentage of students at the "Standard Met" or "Standard Exceeded" level on the CAASPP ELA, CAASPP Math, and CST Science for "All Students" and all student groups except for Students With Disabilities (SWD). The State Indicator for ELA and Math on the newly released Dashboard is yellow with an "increase" identified in both areas for the "Change" on the "Status and Change Report," which affirms the actions and services being implemented are producing desired increases in student learning for most student groups. Although there were increases for most student groups, there is a need to continue actions and services to further increase the percentage of students performing at the "Standard Met" or "Standard Exceeded" level and move groups performing at the "Yellow" level to the "Green" level or better. In order to improve outcomes for SWD, with the goal of moving the Dashboard performance level from "Red" to at least "Orange" in 2017/18, the district will increase articulation and collaboration between SpEd providers and GenEd staff to improve instruction for SWD.

CAASPP ELA Percent "Standard Met" or "Standard Exceeded":

Student Group	2015 Actual	2016 Expected	2016 Actual	Measurable Outcome	Dashboard
All Students	43%	45%	48%	Met	Yellow
SED	33%	35%	36%	Met	Yellow

Student Group	2015 Actual	2016 Expected	2016 Actual	Measurable Outcome	Dashboard
EL	14%	16%	20%	Met	Yellow
RFEP	37%	39%	57%	Met	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
SWD	19%	21%	12%	Not Met	Red
Hispanic	32%	34%	36%	Met	Yellow
White	49%	51%	54%	Met	Green

CAASPP Math Percent "Standard Met" or "Standard Exceeded":

Student Group	2015 Actual	2016 Expected	2016 Actual	Measurable Outcome	Dashboard
All Students	29%	31%	33%	Met	Yellow
SED	21%	23%	23%	Met	Yellow
EL	14%	16%	24%	Met	Yellow
RFEP	13%	15%	20%	Met	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
SWD	11%	13%	8%	Not Met	Red
Hispanic	16%	18%	21%	Met	Yellow
White	36%	38%	39%	Met	Green

CST Science – 5th Grade Percent "Proficient" or "Advanced":

Student Group	2015 Actual	2016 Expected	2016 Actual	Measurable Outcome
All Students	44%	46%	57%	Met
SED	33%	35%	38%	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	27%	29%	N/A	N/A
Hispanic	27%	29%	33%	Met
White	55%	57%	71%	Met

CST Science – 8th Grade Percent "Proficient" or "Advanced":

Student Group	2015 Actual	2016 Expected	2016 Actual	Measurable Outcome
All Students	60%	62%	69%	Met
SED	35%	37%	64%	Met

Student Group	2015 Actual	2016 Expected	2016 Actual	Measurable Outcome
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	27%	29%	0%	Not Met
Hispanic	50%	52%	62%	Met
White	62%	64%	71%	Met

CST Science – 10th Grade Percent "Proficient" or "Advanced":

Student Group	2015 Actual	2016 Expected	2016 Actual	Measurable Outcome
All Students	63%	65%	35%	Not Met
SED	54%	56%	34%	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	N/A	N/A	20%	N/A
Hispanic	56%	58%	26%	Not Met
White	68%	70%	40%	Not Met

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators		Baseline		2017-18		2018-19		2019-20	
	Student Group	2016 Actual	2017 Dashboard	2017 Expected	2018 Dashboard	2018 Expected	2019 Dashboard	2019 Expected	2020 Dashboard
CAASPP ELA Percent "Standard Met" or "Standard Exceeded"?	All Students	48%	Yellow	50%	Yellow	53%	Green	55%	Green
	SED	36%	Yellow	38%	Yellow	41%	Green	43%	Green
	EL	20%	Yellow	22%	Yellow	24%	Yellow	26%	Green
	RFEP	57%	N/A	59%	N/A	61%	N/A	63%	N/A
	Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	SWD	12%	Red	17%	Orange	22%	Yellow	24%	Yellow
	Hispanic	36%	Yellow	38%	Yellow	41%	Green	43%	Green
	White	54%	Green	56%	Green	58%	Green	60%	Green

Math "Standard Met" or "Standard Exceeded"

Student Group	2016 Actual	2017 Dashboard	2017 Expected	2018 Dashboard	2018 Expected	2019 Dashboard	2019 Expected	2020 Dashboard
All Students	33%	Yellow	35%	Yellow	38%	Green	40%	Green
SED	23%	Yellow	25%	Yellow	28%	Green	30%	Green
EL	24%	Yellow	26%	Yellow	28%	Yellow	30%	Green
RFEP	20%	N/A	22%	N/A	24%	N/A	26%	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SWD	8%	Red	13%	Orange	18%	Yellow	14%	Yellow
Hispanic	21%	Yellow	23%	Yellow	26%	Green	28%	Green
White	39%	Green	41%	Green	43%	Green	45%	Green

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

Student Group	2016 Actual	2017 Expected	2018 Expected	2019 Expected
All Students	57%	59%	61%	63%
SED	38%	40%	42%	44%
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	N/A	N/A	N/A	N/A
Hispanic	33%	35%	37%	39%
White	71%	73%	75%	77%

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

Student Group	2016 Actual	2017 Expected	2018 Expected	2019 Expected
All Students	69%	71%	73%	75%
SED	64%	66%	68%	70%
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	0%	5%	7%	9%
Hispanic	62%	35%	37%	39%
White	71%	73%	75%	77%

Note: 2017 is the first year for

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

Science Test (CAST)

Student Group	2016 Actual
All Students	35%
SED	34%
EL	N/A
RFEP	N/A
Foster Youth	N/A
SWD	20%
Hispanic	26%
White	40%

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

Student Group	2017 Expected
All Students	37%
SED	36%
EL	N/A
RFEP	N/A
Foster Youth	N/A
SWD	22%
Hispanic	28%
White	42%

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

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

Note: Expected outcomes may be adjusted pending 2017 CAST results

Student Group	2019 Expected
All Students	41%
SED	40%
EL	N/A
RFEP	N/A
Foster Youth	N/A
SWD	26%
Hispanic	32%
White	46%

be adjusted pending 2017 CAST results

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

☐ New ☑ Modified ☐ Unchanged

Action 1.1 Professional development of instructional staff will be conducted reflecting the priorities and topics below, which supports improved implementation of Common Core State Standards and the state's priorities as identified by the State Board of Education and California Department of Education. Priority topics in the LCAP year include, but are not limited to:

- Implementation of Common Core State Standards ELA, Math and Supplemental programs including Universal Access for unduplicated pupil groups
- Use of new ELD Standards to monitor

2018-19

☐ New ☐ Modified ☑ Unchanged

Action 1.1 Professional development of instructional staff will be conducted reflecting the priorities and topics below, which supports improved implementation of Common Core State Standards and the state's priorities as identified by the State Board of Education and California Department of Education. Priority topics in the LCAP year include, but are not limited to:

- Implementation of Common Core State Standards ELA, Math and Supplemental programs including Universal Access for unduplicated pupil groups
- Use of new ELD Standards to monitor

2019-20

☐ New ☐ Modified ☑ Unchanged

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- Implementation of Common Core State Standards ELA, Math and Supplemental programs including Universal Access for unduplicated pupil groups
- Use of new ELD Standards to monitor

instruction - SDAIE and ELD instructional strategies for EL and LTEL students
- Response to Instruction and Intervention (RtI2)
- Strategies to improve and increase instructional differentiation (content access for below level learners, and depth and complexity for above level students)
- Effective use of technology in the classroom for teaching and learning
- Data driven decision making and assessment of student progress
- Implementation of Positive Behavior Support programs and/or Safe Schools Plans for student discipline
- Integration of Science, Technology, Engineering, Arts and/or Math (STEAM)
- Instructional Coaches

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- Response to Instruction and Intervention (RtI2)
- Strategies to improve and increase instructional differentiation (content access for below level learners, and depth and complexity for above level students)
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- Instructional Coaches

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- Strategies to improve and increase instructional differentiation (content access for below level learners, and depth and complexity for above level students)
- Effective use of technology in the classroom for teaching and learning
- Data driven decision making and assessment of student progress
- Implementation of Positive Behavior Support programs and/or Safe Schools Plans for student discipline
- Integration of Science, Technology, Engineering, Arts and/or Math (STEAM)
- Instructional Coaches

BUDGET EXPENDITURES

	2017-18	2018-19	2019-20
Amount	$76,000	$83,620	$85,292
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Certificated Salaries: Professional Development	Certificated Salaries; Certificated Salaries: Professional Development	Certificated Salaries; Certificated Salaries: Professional Development
Amount	$3,300	$3,300	$3,300
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Certificated Salaries: Professional Development	Certificated Salaries; Certificated Salaries: Professional Development	Certificated Salaries; Certificated Salaries: Professional Development
Amount	$11,400	$12,543	$12,794
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Benefits: Professional	Employee Benefits; Benefits: Professional	Employee Benefits; Benefits: Professional

Amount | $495
Source | LCFF
Budget Reference | Employee Benefits; Benefits: Professional Development

Amount | $560
Source | LCFF
Budget Reference | Employee Benefits; Benefits: Professional Development

Amount | $625
Source | LCFF
Budget Reference | Employee Benefits; Benefits: Professional Development

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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

☐ New ☑ Modified ☐ Unchanged

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

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

2018-19

☐ New ☐ Modified ☑ Unchanged

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

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

2019-20

☐ New ☐ Modified ☑ Unchanged

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

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

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- California Content Standards
- Curriculum Maps aligned to Common Core State Standards

- California Content Standards
- Curriculum Maps aligned to Common Core State Standards

- California Content Standards
- Curriculum Maps aligned to Common Core State Standards

BUDGET EXPENDITURES

2017-18

Amount	$126,253
Source	LCFF
Budget Reference	Books and Supplies; Books and Supplies: Supplemental materials and supplies

2018-19

Amount	$126,253
Source	LCFF
Budget Reference	Books and Supplies; Books and Supplies: Supplemental materials and supplies

2019-20

Amount	$126,253
Source	LCFF
Budget Reference	Books and Supplies; Books and Supplies: Supplemental materials and supplies

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Action 3

Students to be Served: [ ] All [ ] Students with Disabilities [ ] Specific Student Group(s): _

Locations: [ ] All Schools [ ] Specific Schools: _ [ ] Specific Grade Spans: _

OR

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

[ ] New [✓] Modified [ ] Unchanged

Action 1.3 The methods, practices and delivery of instructional content are critical to improving student engagement and student learning. Differentiation, personalization and pacing all impact a student's ability to understand and learn. Ongoing monitoring of the critical elements of instruction and positive learning environment as defined in the California Standard for the Teaching Profession will improve educational outcomes for all students including SED, EL, RFEP, FY students. Teachers and/or instructional leaders will support improved and enhanced teaching/learning in areas such as:

- Integration of technology to support effective teaching and learning
- Assessment and data-driven instruction and intervention

2018-19

[ ] New [ ] Modified [✓] Unchanged

Action 1.3 The methods, practices and delivery of instructional content are critical to improving student engagement and student learning. Differentiation, personalization and pacing all impact a student's ability to understand and learn. Ongoing monitoring of the critical elements of instruction and positive learning environment as defined in the California Standard for the Teaching Profession will improve educational outcomes for all students including SED, EL, RFEP, FY students. Teachers and/or instructional leaders will support improved and enhanced teaching/learning in areas such as:

- Integration of technology to support effective teaching and learning
- Assessment and data-driven instruction and intervention

2019-20

[ ] New [ ] Modified [✓] Unchanged

Action 1.3 The methods, practices and delivery of instructional content are critical to improving student engagement and student learning. Differentiation, personalization and pacing all impact a student's ability to understand and learn. Ongoing monitoring of the critical elements of instruction and positive learning environment as defined in the California Standard for the Teaching Profession will improve educational outcomes for all students including SED, EL, RFEP, FY students. Teachers and/or instructional leaders will support improved and enhanced teaching/learning in areas such as:

- Integration of technology to support effective teaching and learning
- Assessment and data-driven instruction and intervention

Engineering, Arts, and Math (STEAM) content across the curriculum and/or in content specific classes
- Implementation of effective CCSS Math and/or ELA
- SDAIE and ELD strategies
- Instructional strategies to differentiate curriculum for EL, RFEP, FY, SED, SWD, and high achieving students

Engineering, Arts, and Math (STEAM) content across the curriculum and/or in content specific classes
- Implementation of effective CCSS Math and/or ELA
- SDAIE and ELD strategies
- Instructional strategies to differentiate curriculum for EL, RFEP, FY, SED, SWD, and high achieving students

Engineering, Arts, and Math (STEAM) content across the curriculum and/or in content specific classes
- Implementation of effective CCSS Math and/or ELA
- SDAIE and ELD strategies
- Instructional strategies to differentiate curriculum for EL, RFEP, FY, SED, SWD, and high achieving students

BUDGET EXPENDITURES

	2017-18	2018-19	2019-20
Amount	$45,673	$45,673	$45,673
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Certificated Salary: PD Stipend	Certificated Salaries; Certificated Salary: PD Stipend	Certificated Salaries; Certificated Salary: PD Stipend
Amount	$6,851	$7,765	$8,678
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Benefits: PD Stipend	Employee Benefits; Benefits: PD Stipend	Employee Benefits; Benefits: PD Stipend

Action 4

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

Students to be Served: ☑ 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

☐ New ☑ Modified ☐ Unchanged

Action 1.4 To ensure that AADUSD students are on the right track, teachers will conduct formal and informal assessments throughout the school year. Conducting these assessments allows teachers to determine if a child is learning the core subjects at a proficient level. The assessments below are examples of the types of assessments that may be given each year. -

- Norm referenced assessments of Reading and Math skills such as STAR Reading and STAR Math
- End of unit/chapter for ELA, Math, Science, History/SS for adopted or supplemental curriculum
- K2 assessments in Foundational Reading and Math
- Literacy Intervention Assessment

2018-19

☐ New ☑ Modified ☐ Unchanged

Action 1.4 To ensure that AADUSD students are on the right track, teachers will conduct formal and informal assessments throughout the school year. Conducting these assessments allows teachers to determine if a child is learning the core subjects at a proficient level. The assessments below are examples of the types of assessments that may be given each year. -

- Norm referenced assessments of Reading and Math skills such as STAR Reading and STAR Math
- End of unit/chapter for ELA, Math, Science, History/SS for adopted or supplemental curriculum
- K2 assessments in Foundational Reading and Math
- Literacy Intervention Assessment

2019-20

☐ New ☐ Modified ☑ Unchanged

Action 1.4 To ensure that AADUSD students are on the right track, teachers will conduct formal and informal assessments throughout the school year. Conducting these assessments allows teachers to determine if a child is learning the core subjects at a proficient level. The assessments below are examples of the types of assessments that may be given each year. -

- Norm referenced assessments of Reading and Math skills such as STAR Reading and STAR Math
- End of unit/chapter for ELA, Math, Science, History/SS for adopted or supplemental curriculum
- K2 assessments in Foundational Reading and Math
- Literacy Intervention Assessment

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- Algebra EOC (End Of Course assessment)
- Math Placement Assessment
- Diagnostic assessments
- English Language Development Benchmarks
- Interim assessments (Benchmarks) and progress monitoring assessment tools aligned to the Common Core State Standards in ELA and Math

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BUDGET EXPENDITURES

2017-18

Amount	$24,060
Source	LCFF
Budget Reference	Services and Other Operating Expenses; Services and Other Operating Expenses: Assessment systems for ongoing monitoring of identified students

2018-19

Amount	$24,060
Source	LCFF
Budget Reference	Services and Other Operating Expenses; Services and Other Operating Expenses: Assessment systems for ongoing monitoring of identified students

2019-20

Amount	$24,060
Source	LCFF
Budget Reference	Services and Other Operating Expenses; Services and Other Operating Expenses: Assessment systems for ongoing monitoring of identified students

Action 5

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

Students to be Served: ☑ 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: _

<u>ACTIONS/SERVICES</u>

2017-18

☐ New ☑ Modified ☐ Unchanged

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

2018-19

☐ New ☐ Modified ☑ Unchanged

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

2019-20

☐ New ☐ Modified ☑ Unchanged

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

BUDGET EXPENDITURES

2017-18

Amount: $3,956,706

Source: LCFF

Budget Reference: Certificated Salaries; Certificated Salaries

Amount: $593,505

Source: LCFF

2018-19

Amount: $4,275,188

Source: LCFF

Budget Reference: Certificated Salaries; Certificated Salaries

Amount: $726,782

Source: LCFF

2019-20

Amount: $4,360,692

Source: LCFF

Budget Reference: Certificated Salaries; Certificated Salaries

Amount: $828,531

Source: LCFF

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Reference

Benefits

Reference

Benefits

Reference

Benefits

Reference

Benefits

Reference

Benefits

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Action **6**

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

☐ New ☐ Modified ☑ Unchanged

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

2018-19

☐ New ☐ Modified ☑ Unchanged

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

2019-20

☐ New ☐ Modified ☑ Unchanged

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

BUDGET EXPENDITURES

2017-18

Amount: $2,034,317

Source: LCFF

Budget Reference: Classified Salaries; Classified Salaries

Amount: $305,148

Source: LCFF

2018-19

Amount: $2,075,003

Source: LCFF

Budget Reference: Classified Salaries; Classified Salaries

Amount: $373,501

Source: LCFF

2019-20

Amount: $2,116,503

Source: LCFF

Budget Reference: Classified Salaries; Classified Salaries

Amount: $423,301

Source: LCFF

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