

BOARD OF TRUSTEES
ANAHEIM UNION HIGH SCHOOL DISTRICT
501 N. Crescent Way, P.O. Box 3520
Anaheim, California 92803-3520
www.auhsd.us

NOTICE OF REGULAR MEETING

Date: June 7, 2019

To: Brian O'Neal, P.O. Box 3520, Anaheim, CA 92803-3520
Annemarie Randle-Trejo, P.O. Box 3520, Anaheim, CA 92803-3520
Katherine H. Smith, P.O. Box 3520, Anaheim, CA 92803-3520
Anna L. Piercy, P.O. Box 3520, Anaheim, CA 92803-3520
Al Jabbar, P.O. Box 3520, Anaheim, CA 92803-3520

Orange County Register, 1771 S. Lewis, Anaheim, CA 92805
Anaheim Bulletin, 1771 S. Lewis, Anaheim, CA 92805
News Enterprise, P.O. Box 1010, Los Alamitos, CA 90720
Los Angeles Times, 1375 Sunflower, Costa Mesa, CA 92626
Event News, 9559 Valley View Street, Cypress, CA 90630
Unidos, 523 N. Grand Avenue, Santa Ana, CA 92701

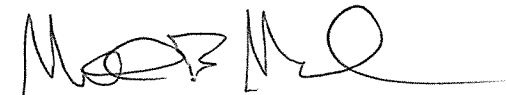
You are hereby notified that a regular meeting of the
Board of Trustees of the Anaheim Union High School District
is called for

Thursday, the 13th day of June 2019

in the District Board Room, 501 N. Crescent Way, Anaheim, California

Closed Session—5:00 p.m.

Regular Meeting—6:00 p.m.



Michael B. Matsuda
Superintendent

ANAHEIM UNION HIGH SCHOOL DISTRICT

501 N. Crescent Way, P.O. Box 3520, Anaheim, California 92803-3520, www.auhsd.us

BOARD OF TRUSTEES

Agenda

Thursday, June 13, 2019

Closed Session-5:00 p.m.

Regular Meeting-6:00 p.m.

Some items on the agenda of the Board of Trustees' meeting include exhibits of supportive and/or background information. These items may be inspected in the superintendent's office of the Anaheim Union High School District, at 501 N. Crescent Way in Anaheim, California. The office is open from 7:45 a.m. to 4:30 p.m., Monday through Friday, and is closed for most of the federal and local holidays. These materials are also posted with the meeting agenda on the District website, www.auhsd.us, at the same time that they are distributed to the Board of Trustees. *In compliance with the Americans with Disabilities Act, individuals with a disability who require modification or accommodation in order to participate in this meeting should contact the executive assistant to the superintendent at (714) 999-3503 by noon on Monday, June 10, 2019.*

Meetings are recorded for use in the official minutes.

1. **CALL TO ORDER-ROLL CALL** **ACTION ITEM**
2. **ADOPTION OF AGENDA** **ACTION ITEM**
3. **PUBLIC COMMENTS, CLOSED SESSION ITEMS** **INFORMATION ITEM**

This is an opportunity for community members to address the Board of Trustees on closed session agenda items only. Persons wishing to address the Board of Trustees should complete a speaker request form, available on the information table, at the back of the room, and submit it to the executive assistant prior to the meeting. Each speaker is limited to a maximum of five minutes; each topic or item is limited to a total of 20 minutes. Board Members cannot immediately respond to public comments, as stated on the speaker request form.

4. **CLOSED SESSION** **ACTION/INFORMATION ITEM**

The Board of Trustees will meet in closed session for the following purposes:

- 4.1 To consider matters pursuant to Government Code Section 54957: Public employee performance evaluation, superintendent.
- 4.2 To consider matters pursuant to Government Code Section 54956.9 (a): Conference with legal counsel, existing litigation (Claim AUHSD 17-03, No Tort Claim Form).

5. **RECONVENE MEETING, PLEDGE OF ALLEGIANCE, AND CLOSED SESSION REPORT OUT** **INFORMATION ITEM**

5.1 **Reconvene Meeting**

The Board of Trustees will reconvene into open session.

5.2 **Pledge of Allegiance and Moment of Silence**

Board President Brian O’Neal will lead the Pledge of Allegiance to the Flag of the United States of America and provide a moment of silence.

5.3 **Closed Session Report**

The clerk of the Board of Trustees will report actions taken during closed session.

6. **INTRODUCTION OF GUESTS**

INFORMATION ITEM

The Board of Trustees would like to recognize our community stakeholders for their interest in the Anaheim Union High School District and for attending our Board meeting. Thank you for your participation and contribution as we create an educational environment that graduates socially aware, civic-minded students who are college and career ready for the 21st century.

In addition, Board President O’Neal will introduce dignitaries in attendance.

7. **PUBLIC COMMENTS, OPEN SESSION ITEMS**

INFORMATION ITEM

Opportunities for public comments occur at the beginning of each agenda item and at this time for items not on the agenda. Persons wishing to address the Board of Trustees should complete a speaker request form, available on the information table, at the back of the room, and submit it to the executive assistant prior to the meeting. Each speaker is limited to a maximum of five minutes; each topic or item is limited to a total of 20 minutes. Board members cannot immediately respond to public comments, as stated on the speaker request form.

8. **PRESENTATIONS**

INFORMATION ITEMS

8.1 **California School Dashboard and Local Indicators**

Background Information:

California’s accountability system is reported through the California School Dashboard (Dashboard). The purpose of the Dashboard is to report on district, school, and student group performance on multiple indicators aligned to the Local Control Funding Formula (LCFF) and state priorities. Performance levels are displayed using a color system for the state indicators: Academic Indicator English/Language Arts, Academic Indicator Math, Chronic Absenteeism, English Learner Progress, Suspension Rate, Graduation Rate, and College/Career Readiness. Since state data is not available for some priority areas identified by LCFF, the State Board of Education approved local indicators and self-reflection tools for districts to use to measure progress. Local Education Agencies (LEAs) are required to collect and report information on the local indicators: Basic Services, Implementation of State Standards, Parent Engagement, School Climate, and a new local indicator, Course Access.

Current Consideration:

In compliance with state regulations, an annual presentation to the Board of Trustees will be held to report the District’s progress on the Local Indicators using locally collected data. The report will include the District’s current performance in each area, as well as a needs assessment, and a final rating of Met, Not Met, or Not Met for Two or More Years.

Budget Implication:

There is no impact to the budget.

Staff Recommendation:

Although this is an information item only, requiring no formal action by the Board of Trustees, it is recommended that the Board officially receive the information.

8.2 **Local Control and Accountability Plan (LCAP) and Annual Update**

Background Information:

The LCAP and annual update provides details regarding the District's actions and expenditures to support pupil outcomes and overall performance pursuant to California Education Code Sections 52060, 52066, 47605, 47605.5, and 47606.5. California Education Code Section 52060 requires the governing board of each school district to adopt the LCAP and annual update using a template adopted by the State Board of Education. School districts must also ensure that teachers, principals, administrators, and other school personnel, as well as local bargaining units, parents, and pupils were consulted in the development of the 2019-20 LCAP, and were also provided information regarding the annual update. The annual update details the actual LCAP expenditures that were projected for the 2018-19 year.

Current Consideration:

Manuel Colón, chief academic officer, Educational Services, and staff will present the LCAP and annual update to the Board of Trustees.

Budget Implication:

There is no impact to the budget.

Staff Recommendation:

Although this is an information item only, requiring no formal action by the Board of Trustees, it is recommended that the Board officially receive the information. **[EXHIBIT A]**

9. **ITEMS OF BUSINESS**

EDUCATIONAL SERVICES

9.1 **Public Hearing, Local Control and Accountability Plan (LCAP) INFORMATION ITEM and Annual Update**

Background Information:

The LCAP and annual update provides details regarding the District's actions and expenditures to support pupil outcomes and overall performance pursuant to California Education Code Sections 52060, 52066, 47605, 47605.5, and 47606.5. California Education Code Section 52060 requires the governing board of each school district to adopt the LCAP and annual update using a template adopted by the State Board of Education. School districts must also ensure that teachers, principals, administrators, and other school personnel, as well as local bargaining units, parents, and pupils were consulted in the development of the 2019-20 LCAP, and were also provided information regarding the annual update. The annual update details the actual LCAP expenditures that were projected for the 2018-19 year.

Current Consideration:

Notice of the public hearing was posted in three public places in our District, ten days prior to this public hearing. The proposed LCAP is available for public inspection in the Educational Services Department, Monday through Friday, June 3, 2019, through June 13, 2019, 7:45 a.m. to 4:15 p.m. The purpose of the public hearing is to allow the public an

additional opportunity to speak on the District's LCAP and annual update.

Budget Implication:

There is no impact to the budget.

Staff Recommendation:

Although this is an information item only, requiring no formal action by the Board of Trustees, it is recommended that the Board formally open a public hearing to provide the public with an opportunity to speak on the LCAP and annual update.

BUSINESS SERVICES

9.2 **Public Hearing, 2019-20 Proposed Budget**

INFORMATION ITEM

Background Information:

The Board of Trustees is requested to open a public hearing on the 2019-20 proposed budget. Education Code Section 42103 requires the governing board of each school district to hold a public hearing on the proposed budget for its district. The public hearing should be held on, or before, July 1, 2019, and should be held at least three days following availability of the proposed budget for public inspection. At the hearing, any resident of the District has an opportunity to appear and comment on the budget. The budget will not be considered for adoption by the Board of Trustees until after the public hearing has been held.

Current Consideration:

Business Services staff will present the 2019-20 proposed budget.

The final budget (All Funds) will be presented to the Board for adoption on June 20, 2019. The Board is required to hold this public hearing before such adoption.

Budget Implication:

There is no impact to the budget.

Staff Recommendation:

Although this is an information item only, requiring no formal action by the Board of Trustees, it is recommended that the Board open a public hearing to provide the public an opportunity to speak on the 2019-20 proposed budget.

10. **CONSENT CALENDAR**

ACTION ITEM

The Board will list consent calendar items that they wish to pull for discussion.

The Board of Trustees is requested to approve/ratify items listed under the consent calendar. These items are considered routine and are acted on by the Board of Trustees in one motion. It is understood that the administration recommends approval of all consent calendar items. Each item on the consent calendar, approved by the Board, shall be deemed to have been considered in full and approved/ratified as recommended. There is no discussion of these items prior to the Board vote unless a member of the Board, staff, or the public requests specific items be discussed or removed from the consent calendar.

EDUCATIONAL SERVICES

10.1 **Instructional Materials Submitted for Adoption**

The Instructional Materials Review Committee has recommended the selected books for dual enrollment, English language development, and mathematics courses. The books have been made available for public view.

Staff Recommendation:

It is recommended that the Board of Trustees adopt the selected materials. **[EXHIBIT B]**

10.2 **Instructional Materials Submitted for Display**

The Instructional Materials Review Committee recommended the selected material for display, for courses in English, science, and world languages. Before the materials can be approved for adoption, they must be made available for public review. The Board of Trustees will be requested to consider adoption of the materials following the end of the period of public display, June 14, 2019, through June 20, 2019.

Staff Recommendation:

It is recommended that the Board of Trustees approve the display. **[EXHIBIT C]**

10.3 **Field Trip Report**

Staff Recommendation:

It is recommended that the Board of Trustees approve/ratify the report as submitted. **[EXHIBIT D]**

11. **SUPERINTENDENT AND STAFF REPORT** **INFORMATION ITEM**

12. **BOARD OF TRUSTEES' REPORT** **INFORMATION ITEM**

Announcements regarding school visits, conference attendance, and meeting participation.

13. **ADVANCE PLANNING** **INFORMATION ITEM**

13.1 **Future Meeting Dates**

The next regular meeting of the Board of Trustees will be held on Thursday, June 20, 2019, at 6:00 p.m.

Thursday, July 11
Thursday, August 15
Thursday, September 12

Thursday, October 10
Tuesday, November 5
Thursday, December 12

13.2 **Suggested Agenda Items**

14. **ADJOURNMENT** **ACTION ITEM**

In compliance with the Americans with Disabilities Act, individuals with a disability who require modification or accommodation in order to participate in this meeting should contact the executive assistant to the superintendent at (714) 999-3503 by noon on Monday, June 10, 2019.

LCFF Budget Overview for Parents

EXHIBIT A

Local Educational Agency (LEA) Name: Anaheim Union High School District

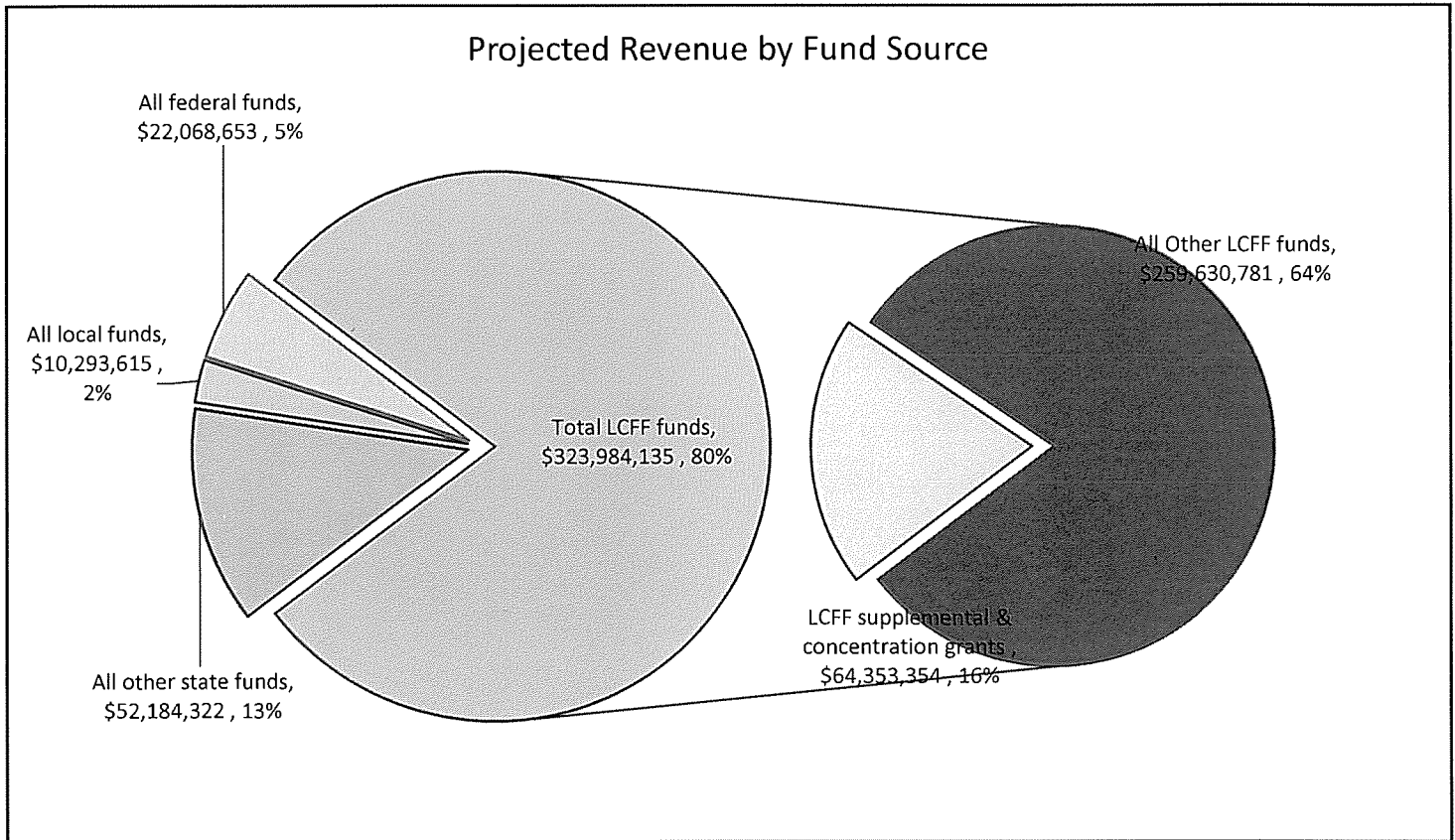
CDS Code: 30-66431

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

LEA contact information: Manuel Colon, (714) 999-3579, colon_m@auhsd.us

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

Budget Overview for the 2019-20 LCAP Year

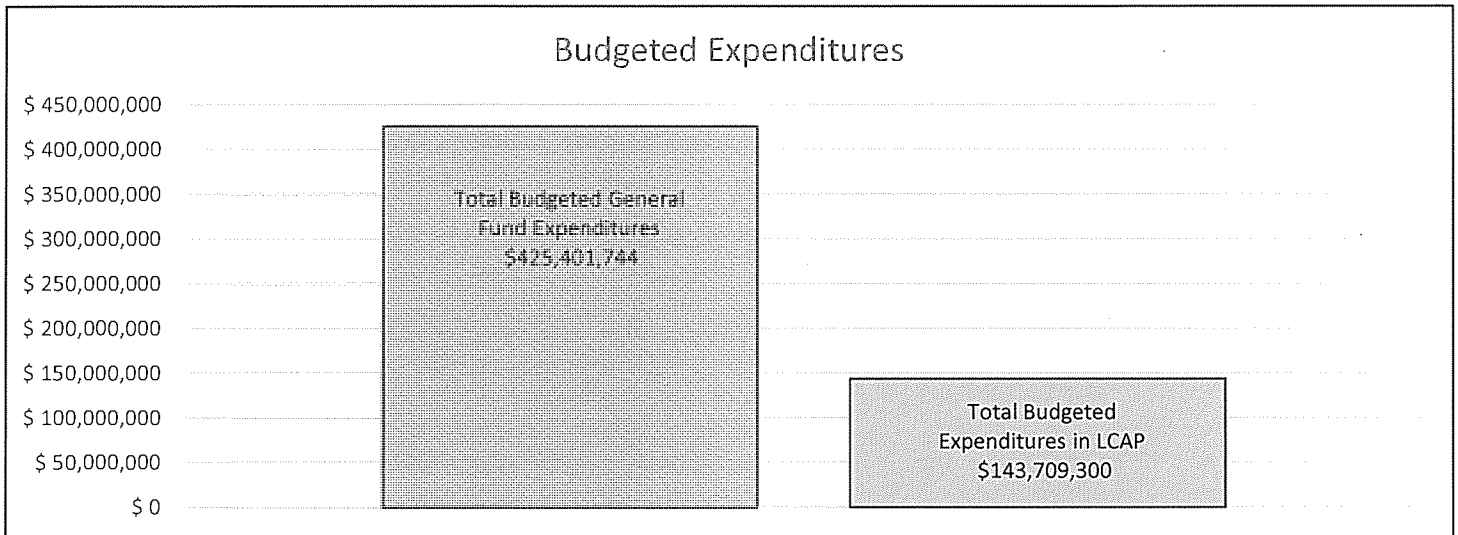


This chart shows the total general purpose revenue Anaheim Union High School District expects to receive in the coming year from all sources.

The total revenue projected for Anaheim Union High School District is \$408,530,725.00, of which \$323,984,135.00 is Local Control Funding Formula (LCFF), \$52,184,322.00 is other state funds, \$10,293,615.00 is local funds, and \$22,068,653.00 is federal funds. Of the \$323,984,135.00 in LCFF Funds, \$64,353,354.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



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

Anaheim Union High School District plans to spend \$425,401,744.00 for the 2019-20 school year. Of that amount, \$143,709,300.00 is tied to actions/services in the LCAP and \$281,692,444.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Base funding for salaries and benefits are not included in the LCAP. District expenditures from maintenance projects, and bond projects are not included in the LCAP

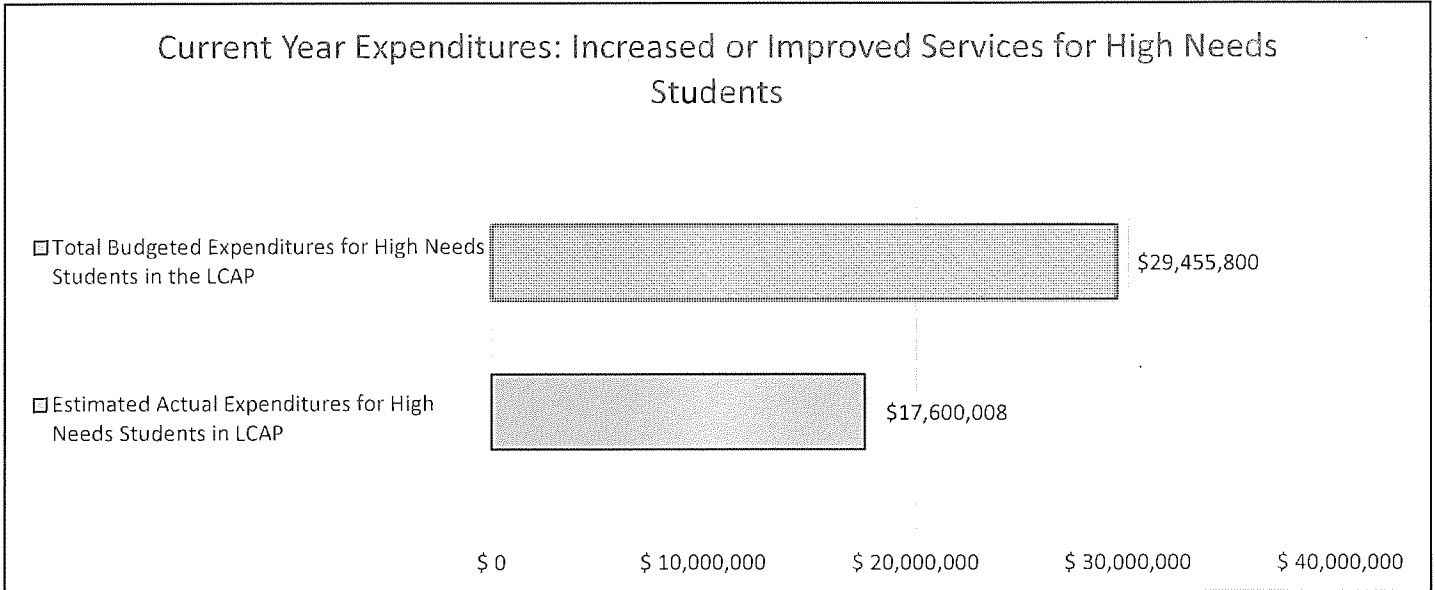
Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Anaheim Union High School District is projecting it will receive \$64,353,354.00 based on the enrollment of foster youth, English learner, and low-income students. Anaheim Union High School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Anaheim Union High School District plans to spend \$19,490,800.00 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

Many of the District LCAP actions provide services for all students since a majority of school sites serve high percentages of unduplicated pupils.

LCFF Budget Overview for Parents

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



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

In 2018-19, Anaheim Union High School District's LCAP budgeted \$29,455,800.00 for planned actions to increase or improve services for high needs students. Anaheim Union High School District estimates that it will actually spend \$17,600,008.00 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$11,855,792.00 had the following impact on Anaheim Union High School District's ability to increase or improve services for high needs students:

There was no significant impact to the planned services and actions. The difference was the result of including positions that were funded with base funds instead of supplemental funds.

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
Anaheim Union High School District	Manuel Colon, Chief Academic Officer	colon_m@auhsd.us 714-999-3573

2017-20 Plan Summary

The Story

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

General Information

The Anaheim Union High School District (AUHSD), founded in 1898, is an urban secondary school district with a student population of approximately 30,000. The District covers 46 square miles and stretches across the cities of Anaheim, Cypress, Buena Park, La Palma, and Stanton. Students span grades seven through twelve, speak 48 different languages in their homes, attend 20 campuses, and come to us from five feeder-elementary school districts. Seventy-four percent of AUHSD students are low-income, as indicated by participation in the National School Lunch Program, and 21.5% are English learners (EL). The demographic profile also indicates the following regarding student groups: 67.8% Hispanic, 13.1% Asian, 5.9% White, 4.3% Filipino, 2.2% African-American, 1.6% two or more races, .6% Pacific Islander, and 0.4% Native American.

The District is proud to have six California Distinguished Schools: Oxford Academy, which is also a National Blue Ribbon School; Cypress, Kennedy, and Western high schools; and Lexington and Walker junior high schools. Eight of the District's schools became Gold Ribbon Schools in 2015: Anaheim, Loara, and Savanna high schools, and Brookhurst, Dale, South, Sycamore, and Walker junior high schools. Five more of the District's schools became Gold Ribbon Schools in 2017: Cypress, Kennedy, and Western high schools, Lexington Junior High School, and Oxford Academy. Additionally, the state of California recognized eight schools with Civic Learning Awards.

All AUHSD schools implement a variety of programs focused on developing critical thinking, communication, collaboration, creativity, and character. These 5 C's help drive diverse academic programming, such as, Puente AVID, GEAR-UP, Advanced Placement classes, Career Technical Education programs, and Visual and Performing Arts programs.

AUHSD Vision Statement

The Anaheim Union High School District will graduate socially aware, civic-minded students who are college and career ready for the 21st century.

AUHSD Mission Statement

The Anaheim Union High School District, a partnership of students, parents, staff, and community, will provide each student with a high-quality, well-rounded educational program in a safe and nurturing learning environment that promotes:

- High academic achievement based on a strong foundation of knowledge and skills
- 21st century learning skills for students to act as problem solvers and critical thinkers
- Readiness for post-secondary education, career options, and civic and social responsibility

LCAP Highlights

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

Goal 1- All students will demonstrate college, career, and life readiness and success through the implementation of the 5 C's (critical thinking, communication, collaboration, creativity, and character).

AUHSD will provide professional learning on strategies to develop critical thinking, creativity, communication, collaboration, and character. Civic learning training across all content areas will be provided, with the expectation that what students learn in the classroom will apply to the larger community.

Continued implementation of District-wide agreed upon pedagogical best practices for EL students will include; classroom instruction with collaboration, intentional lesson design that allows EL students to speak at least 30% of the period, opportunities for EL students to write daily, and monitoring student learning and adjusting instruction while teaching.

AUHSD is a leader in developing collaborative relationships with corporations, businesses, government agencies and, colleges and universities. AUHSD will continue to implement all components of the Anaheim Union Educational Pledge and strengthen community partnerships to provide robust post-secondary transition opportunities for students.

Goal 2- Provide meaningful educational engagement opportunities for all parents and families to advocate for all students.

AUHSD will continue to implement and refine parent involvement activities that increase parental understanding of the pedagogy used to prepare students for college and career. These activities include; providing training to parents on how to monitor student progress, continuing to provide Parent Learning Walks and parent Leadership Academy, and supporting training for parents in mindfulness.

AUHSD is committed to providing a family and community resource center at all school sites and staffing these centers with Family and Community Engagement Specialists (FACES).

Goal 3- Provide and nurture a safe, reflective, responsive, and positive school culture.

AUHSD is committed to meeting the various needs of students. Increasing mental health resources to meet the social and emotional needs of students is a priority. AUHSD will adopt national counseling standards, provide appropriate professional learning for counselors, and monitor implementation of the counseling program. The District will explore implementation models for community-based schools to determine if this model can meet the needs of our students and community.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or

other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

The California School Dashboard indicators of suspension rate and chronic absenteeism are both green. The District's Student Support Services has worked with site administrators and MTSS teams to identify student behaviors that led to suspension and design ways to minimize those behaviors. A District Student Discipline Taskforce was established to provide additional guidance, recommendations, and progress monitoring. The District's Saturday Academy program was expanded to provide additional enrichment learning opportunities for more students and to support improved attendance results.

The District was eligible for Differentiated Assistance starting in 2017-18 for English Learners, Foster Youth and Students with Disabilities. A District level EL Taskforce met and made recommendations. Each school developed an EL team and met to determine how to implement the District recommendations. Tremendous progress with EL students over the past year resulted in that student group no longer being eligible. The District will continue meeting with site level teams to ensure progress continues. Additionally, professional development aimed at English Learners will continue to be delivered.

The Anaheim Union Educational Pledge (The Pledge) is a partnership with Fullerton and Cypress colleges, California State University, Fullerton (CSUF), the University of California, Irvine (UCI), and the City of Anaheim, to ensure that AUHSD graduates achieve their post-secondary goals. Highlights from The Pledge include expanded dual enrollment courses; one year of free tuition for full time students at Fullerton and Cypress colleges; guaranteed admission to UCI for all graduates of AUHSD who enroll at Cypress College or Fullerton College and meet the eligibility requirements of the Transfer Admission Guarantee (TAG) program. The graduating class of 2018 was the first graduating class of Pledge eligible students. Anaheim Elementary joined the Pledge in fall 2018, now extending the partnership and pathway to students beginning in kindergarten.

Anaheim Innovative Mentoring Experience (AIME) program has served more than 3,300 AUHSD students through a tiered mentoring program, which allows for a variety of corporate and community partners to participate in making a difference in the lives of students. Students benefit from mentoring experiences that help them to prepare for the demands of college and career in an authentic environment. Students also make community and personal connections that can last a lifetime. School level coordinators have been added to help connect students to the opportunities available and ensure continued growth of the program.

Dual enrollment opportunities have been expanded to all high school sites with 60 college courses offered through a partnership with North Orange County Community College District (NOCCCD).

There has been a 150% increase in computer devices since the inception of the Local Control Funding Formula (LCFF) and the LCAP; and, many teachers are seamlessly infusing technology with 21st century learning strategies to provide all students with increased access to the curriculum.

More than 122 teachers received Civic Learning professional learning/training, and now the District has a cadre of trainer-of-trainers in civics and democracy. Eight of the District's schools have received Civic Learning Awards. These include: Lexington JHS, Civic Learning Award of Excellence; Cypress HS, Civic Learning Award of Excellence; South JHS, Civic Learning Award of Distinction; Savanna HS, Civic Learning Award of Distinction;

Brookhurst JHS, Civic Learning Award of Merit; Oxford Academy, Civic Learning Award of Merit; Walker JHS, Civic Learning Award of Merit; Dale JHS, Civic Learning Award of Merit.

Services to address students' social-emotional needs have been increased and improved through the hiring of additional social workers and providing Capturing Kids Hearts professional learning/training to teachers and staff. Maintaining current staffing level for social workers and providing this professional development for two additional schools will help maintain this success.

Additionally, Measure H facilities projects that provide upgrades, new or renovated classrooms, beautification, and security fencing for District facilities continue to be implemented. Cypress HS, Kennedy HS, Savanna HS and Oxford Academy are major capital projects near completion. Dale Junior High and Western High are other relevant projects beginning this summer. Twenty-first century furniture was implemented in 364 classrooms, during the 2016-

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

Greatest Needs

Student performance in English language arts and mathematics are both orange.

Improving mathematics achievement results for all students, with an even greater emphasis on improving mathematics achievement results for EL and SWD subgroups is a priority. The District has targeted the junior high level to begin addressing instruction and achievement. This includes professional learning/training for mathematics teachers during the 2019-20 year. Instructional coaching models are also being explored for implementation during the 2019-20 year.

Improving English language arts (ELA) achievement results for all students, with an even greater emphasis on improving ELA achievement results for EL and SWD student groups. Implementation of a cross-curricular writing journey, which emphasizes writing in all curricular areas, will continue. In depth training for teachers about the ELD standards occurred during the 2018-19 year and will be built upon in the 2019-20 year.

To address these needs, the District is doing the following:

Mathematics curriculum will be reviewed to determine how to make it more accessible for all students, and especially for EL and SWD subgroups.

Teachers and staff continue to receive professional learning/training on strategies to better address students’ social and emotional needs; and the District’s Student Support Services department will continue to explore grant opportunities and community partnerships, in an effort to provide additional programs/resources to support students’ mental health needs.

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

Performance Gaps

An analysis of District data indicates the following performance gaps:

1. Mathematics achievement results indicate performance gaps for EL, FY and SWD student groups.
2. College/Career indicator shows a performance gap for Students with Disabilities.
3. Foster Youth, Students with Disabilities, and students of Two or More races display a performance gap for both absenteeism and suspension rate.
4. Pacific Islander students display a gap in the area of chronic absenteeism.

To address the following performance gaps, the District is doing the following:

The District has targeted the junior high level to begin addressing instruction and achievement in mathematics. This includes professional learning/training for mathematics teachers during the 2019-20 year. Instructional coaching models are also being explored for implementation during the 2019-20 year.

The District has established an EL Taskforce and a SWD Taskforce in order to target the needs of these students. Each school has implemented site level teams to address the needs of these students and implement District recommendations. A Foster Youth Taskforce will be implemented during the 2019-20 year.

Additionally, the District established a Taskforce to address discipline concerns, particularly at the junior high school level. This group has made recommendations to help address issues that impact suspension rate.

Comprehensive Support and Improvement

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

Schools Identified

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

Brookhurst Junior High
Gilbert High School
Hope School
Polaris Independent Study

Support for Identified Schools

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

District Administrators met with each of the identified sites in April 2019 to assist in developing the school's plan for 2019-20. Sites conducted needs assessments using 2018-19 data and examined case studies to identify strengths and areas of growth within their school site systems.

Schools identified current practices and interventions that showed evidence of meeting student needs. Additionally, this review of school systems and interventions guided the development of additional interventions and refinement of current interventions for the 2019-20 year.

No resource inequities were identified. However, some sites reallocated funds to activities that were demonstrating the most effectiveness.

Monitoring and Evaluating Effectiveness

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

District administrators will meet with each site in the first quarter of the 2019-20 year to review their SPSA and current implementation. This meeting will also allow the school and District to adjust any planned activities based on the most current data available.

Additionally, each site will report out to the District on the progress of the school's EL action plan and SWD action plan. This will occur once each semester.

Site principals will be assigned District level-coaching administrators to further assist and ensure consistent implementation of the school's plan.

Annual Update

LCAP Year Reviewed: 2018–19

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

Goal 1

All students will demonstrate college, career, and life readiness, and success.

State and/or Local Priorities addressed by this goal:

- State Priorities: **Priority 1**–Basic (Conditions of Learning)
- Priority 2**–Implementation of State Standards (Conditions of Learning)
- Priority 4**–Pupil Achievement (Pupil Outcomes)
- Priority 5**–Pupil Engagement (Engagement)
- Priority 7**–Course Access (Conditions of Learning)
- Priority 8**–Other Pupil Outcomes (Pupil Outcomes)

Local Priorities are indicated through the actions listed in the LCAP, and State Priorities 3 and 6 are not explicitly addressed in Goal 1.

Annual Measurable Outcomes

Expected

Teacher Credentials and Subject Matter Authorizations

For all AUHSD teachers/all subject areas, 96% of teachers are appropriately assigned, and 99.9% are fully credentialed.

Actual

Teacher Credentials and Subject Matter Authorizations

Actual: For all AUHSD teachers/all subject areas, all teachers are assigned appropriately, and 98.5% are fully credentialed. Teachers who are teaching outside of their subject area are authorized per state Education Code sections 44258.3, 44865, 44257 (c), (d) and Title 5 8005 (b). TARGET PARTIALLY MET.

Expected

Actual

<p>English Learner (EL) Authorization The current percentage of teachers who lack <u>only</u> EL authorization is 0.1% (less than one-half of a percent).</p>	<p>English Learner (EL) Authorization Actual: The current percentage of teachers who lack only EL authorization is 0%. One-hundred percent of teachers are EL authorized. TARGET MET.</p>
<p>Instructional Materials Maintain sufficient access to standards-aligned instructional materials for all pupils, and 100% compliance with Williams' instructional materials requirements have been maintained.</p>	<p>Instructional Materials Actual: Maintain sufficient access to standards-aligned instructional materials for all pupils, and 100% compliance with Williams' instructional materials requirements have been maintained. TARGET MET.</p>
<p>Implementation of State Academic Standards Maintain instructional design and delivery that is aligned with all California State Standards, including Common Core State Standards (CCSS), ELD standards, and all other state adopted standards.</p>	<p>Implementation of State Academic Standards Actual: Maintain instructional design and delivery that is aligned with all California State Standards, including Common Core State Standards (CCSS), ELD standards, and all other state adopted standards. TARGET MET.</p>
<p>California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) Assessment Results In 2017-18, 51% of students meeting or exceeding standard.</p>	<p>California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) Assessment Results Actual: In 2017-18, 43.7% of students meeting or exceeding standard. TARGET NOT MET.</p>
<p>California Assessment of Student Performance and Progress (CAASPP) Math Assessment Results In 2017-18, 34% of students meeting or exceeding standard.</p>	<p>California Assessment of Student Performance and Progress (CAASPP) Math Assessment Results Actual: In 2017-18, 27.3% of students meeting or exceeding standard. TARGET NOT MET.</p>
<p>A-G Completion Rates: All Students Increase to 40% in 2017-18</p>	<p>A-G Completion Rates: All Students Actual: 44% of all graduates met A-G Completion requirements in 2017-18. TARGET MET.</p>
<p>A-G Completion Rates: Low Income Pupils Increase to 36% in 2017-18</p>	<p>A-G Completion Rates: Low Income Pupils Actual: 39% of all graduates met A-G Completion requirements in 2017-18. TARGET MET.</p>
<p>A-G Completion Rates: English Learners (EL) Increase to 8% in 2017-18</p>	<p>A-G Completion Rates: English Learners (EL) Actual: 18.7% of English Learners graduates met A-G Completion requirements in 2017-18. TARGET MET.</p>
<p>Graduation Rate: District-wide Increase to 92% in 2017-18</p>	<p>Graduation Rate: District-wide Actual: District Graduation Rate was 86.7% in 2017-18 (CA School Dashboard). Rules for calculating graduation rate changed in 2017-18 to conform to ESSA guidelines.</p>

Expected

Actual

	DASS schools were included for the first time in calculating district graduation rates in 2017-18. TARGET NOT MET.
Graduation Rate: EL Increase to 83% in 2017-18	Graduation Rate: EL Actual: Graduation Rate for EL is 74.6% in 2017-18 (CA School Dashboard). Rules for calculating graduation rate changed in 2017-18 to conform to ESSA guidelines. DASS schools were included for the first time in calculating district graduation rates in 2017-18. TARGET NOT MET.
Graduation Rate: Students With Disabilities (SWD) Increase to 77% in 2017-18	Graduation Rate: Students With Disabilities (SWD) Actual: Graduation Rate for SWD is 67.9% in 2017-18 (CA School Dashboard). Rules for calculating graduation rate changed in 2017-18 to conform to ESSA guidelines. DASS schools were included for the first time in calculating district graduation rates in 2017-18. TARGET NOT MET.
Advanced Placement (AP) Participation Rate Increase to 18.5% in 2017-18	Advanced Placement (AP) Participation Rate Actual: Advanced Placement (AP) participation rate was 20% in 2017-18. TARGET MET.
Advanced Placement (AP) Exam Pass Rate Increase to 57% in 2017-18	Advanced Placement (AP) Exam Pass Rate Actual: Advanced Placement (AP) participation rate was 60.4% in 2017-18. TARGET MET.
Early Assessment Program (EAP) ELA Results Increase to 24% in 2017-18	Early Assessment Program (EAP) ELA Results Actual: Early Assessment Program (EAP) ELA results indicate that 21.7% of students were "Ready for College" in 2017-18. TARGET NOT MET.
Early Assessment Program (EAP) Mathematics Results Increase to 12% in 2017-18	Early Assessment Program (EAP) Mathematics Results Actual: Early Assessment Program (EAP) Mathematics results indicate that 9.7% of students were "Ready for College" in 2017-18. TARGET NOT MET.
EL Progress and Proficiency Report: Making annual progress	EL Progress and Proficiency Report: Making annual progress Actual: The English Language Proficiency Assessment for California (ELPAC) data for 2017-18 indicated the following for English Learners Level 1 (minimally developed)- 20% Level 3 (moderately developed)- 27% Level 2 (somewhat developed)- 34% Level 4 (well developed)- 19%
EL Progress and Proficiency Report: ELs enrolled less than 5 years and who score "English Proficient"	EL Progress and Proficiency Report: ELs enrolled less than 5 years and who score "English Proficient"

Expected

Actual

	<p>Actual: Increased to 23% in 2016-17. AMAO EL measurement no longer used, and no data available for 2017-18.*</p> <p>*As an alternative measurement of progress, the Fall 2017 release of the California School Dashboard rates progress for the entire EL subgroup (6,261 students) as high (83.4%), but there has been a slight decline in performance (1.6%).</p>
<p>EL Progress and Proficiency Report: ELs who are enrolled more than 5 years and who score "English Proficient"</p>	<p>EL Progress and Proficiency Report: ELs who are enrolled more than 5 years and who score "English Proficient"</p> <p>Actual: Increased to 50% in 2016-17. AMAO EL measurement no longer used, and no data available for 2017-18.*</p> <p>*As an alternative measurement of progress, the Fall 2017 release of the California School Dashboard rates progress for the entire EL subgroup (6,261 students) as high (83.4%), but there has been a slight decline in performance (1.6%).</p>
<p>Percentage of ELs Reclassifying/Redesignating to Fluent English Proficient Increase to 12% in 2017-18</p>	<p>Percentage of ELs Reclassifying/Redesignating to Fluent English Proficient Actual: Increased to 15% in 2017-18. TARGET MET</p>
<p>Course Access and Other Pupil Outcomes: Enrollment in Visual and Performing Arts (VAPA) Maintain current enrollment percentages from 2017-18 (47%)</p>	<p>Course Access and Other Pupil Outcomes: Enrollment in Visual and Performing Arts (VAPA) Actual: In 2018-19, 49.9% of students were enrolled in VAPA courses. TARGET MET.</p>
<p>Course Access and Other Pupil Outcomes: Enrollment in Career Technical Education (CTE) Maintain current enrollment percentages from 2017-18 (27.7%)</p>	<p>Course Access and Other Pupil Outcomes: Enrollment in Career Technical Education (CTE) Actual: In 2018-19, 28.5% of students were enrolled in CTE courses. TARGET MET.</p>
<p>Course Access and Other Pupil Outcomes: Enrollment in World Languages Maintain current enrollment percentages from 2017-18 (41%)</p>	<p>Course Access and Other Pupil Outcomes: Enrollment in World Languages Actual: In 2018-19, 42.8% of students were enrolled in World Languages courses. TARGET MET.</p>

Actions/Services

Action 1 (1.1-1.15)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.1. Continue to recruit (as needed), retain, and support highly qualified teachers, support staff, and administrators, who provide first, best instruction and/or 21st century learning experiences to all students.</p>	<p>1.1. Certificated staff hired to reduce student load. Professional development was provided in the areas of ELD standards, civic engagement, new teacher support, mindfulness and school climate.</p>	<p>a. \$20,031,288-LCFF: Certificated salaries and benefits b. \$750,000-Title I, Title II, Title III (130,000), One-Time Funding (620,000): Professional learning/training costs (1102, 1103, 4210, 4390, 5210, 5712, 5805) c. \$60,000-One-Time Funding: Professional learning materials (Object Code 4315) d. \$8,500-Title II: Software to track professional learning (Object code 5880)</p>	<p>a. \$9,900,000-LCFF S & C: Certificated salaries and benefits b. \$2,424,775- Title I, Title II, Title III, LCFF S & C: Professional learning/training costs c. \$0-One-Time Funding: Professional learning materials d. \$69,000- LCFF S & C: Software to track professional learning</p>
<p>1.2. Instructional design and delivery is aligned with all California State Standards, including Common Core State Standards (CCSS), English Language Development (ELD) Standards, and all other state adopted standards.</p>	<p>1.2. Curriculum specialists provided curriculum support for all District schools.</p>	<p>a. \$3,066,000 (duplicated amount from Action 1.1)-LCFF: Certificated salaries and benefits b. \$750,000 (duplicated amount from Action 1.1)- Title I, Title II, Title III (130,000), One-Time Funding (620,000): Professional learning/training costs (1102, 1103, 4210, 4390, 5210, 5712, 5805) c. \$60,000 (duplicated amount from Action 1.1)- One-Time Funding: Professional learning materials (Object code 4315)</p>	<p>a. \$3,106,250 (duplicated amount from Action 1.1a)-LCFF S & C: Certificated salaries and benefits b. \$2,424,775- (duplicated amount from 1.1b) Title I, Title II, Title III, LCFF S & C: Professional learning/training costs c. \$0 (duplicated amount from Action 1.1c)- One-Time Funding: Professional learning materials (Object code 4315)</p>
<p>1.3. Each school has sufficient instructional materials that are aligned with current California State Standards, including Common Core State Standards (CCSS), ELD Standards, Next Generation Science Standards (NGSS), and</p>	<p>1.3. Instructional materials were provided for numerous content areas. Replacement materials were provided to schools as needed.</p>	<p>a. \$500,000-Lottery: Dual Language and EL instructional materials (Object code 4150) b. \$100,000-Lottery: AP Literature and AP Composition textbooks (Object code 4150) c. \$1,000,000-Lottery, LCFF: History/Social Science textbooks (Object code 4150) d. \$980,000-Lottery: Consumable math textbooks (Object code 4150)</p>	<p>a. \$500,000-Lottery: Dual Language and EL instructional materials (Object code 4150) b. \$100,000-Lottery: AP Literature and AP Composition textbooks (Object code 4150) c. \$1,000,000-Lottery, LCFF: History/Social Science textbooks (Object code 4150) d. \$1,277,000-Lottery: Consumable math textbooks (Object code 4150)</p>

Planned Actions/Services Actual Actions/Services Budgeted Expenditures Estimated Actual Expenditures

<p>all other state adopted standards and frameworks.</p>		<p>e. \$500,000-Lottery: Replacement of instructional materials and partial adoptions f. \$200,000-LCFF: NGSS Instructional materials g. \$15,000-Title I: Web-based reading intervention program h. \$113,000-Title I: Snap and Read Intervention Software i. Cloud-based library operating system and online library resource database subscriptions (Object code 5880) j. \$1,130,000-77% E-Rate, 23% LCFF: Enhance technology infrastructure (Object codes 4410, 6490)</p>	<p>e. \$500,000-Lottery: Replacement of instructional materials and partial adoptions (Object code 4150) f. \$200,000-Lottery: NGSS Instructional Materials (Object code 4150) g. \$48,000-LCFF: Cloud-based library operating system (Object code 5880) h. \$65,000-Title I: Online library resource database subscriptions (Object code 5880) i. \$644,100- E-Rate, \$485,900-LCFF S & C: Enhance technology infrastructure (Object codes 4410, 6490)</p>
<p>1.4. Students and staff have access to a broad range of sustainable technological resources to match students' individual learning needs.</p>	<p>1.4. A broad range of technological resources were provided school sites. Classified staff provided support to sites to maintain current technology.</p>	<p>a. \$1,000,000- LCFF: Regular replacement and growth of technology (Object codes 4410, 6490) b. \$1,130,000 (Duplicated amount from Action 1.3.)- 77% E-Rate, 23% LCFF: Enhance technology infrastructure (Object codes 4410, 6490) c. \$656,000- Site LCFF: Educational technology coaches salaries and benefits- one release period for 19 certificated staff (Object code 1101) d. \$619,000-LCFF: Technology site technician salaries and benefits e. \$163,000-LCFF: Network Manager salary and benefits</p>	<p>a. \$1,000,000 LCFF S & C: Regular replacement and growth of technology (Object codes 4410, 6490) b. \$644,100- E-Rate, \$485,900- (duplicated amount from 1.3) LCFF S & C: Enhance technology infrastructure (Object codes 4410, 6490) c. \$656,000- (duplicated amount from 1.1a) Site LCFF: Educational technology coaches- teachers who receive one additional period release time for tech coaching duties (Object code 1101) d. \$638,000-LCFF S & C: Technology site technician salaries and benefits e. \$168,000-LCFF S & C: Network Manager salary and benefits</p>
<p>1.5. Through First Best Instruction, which begins with intentional lesson</p>	<p>1.5. Assessment team provided data to sites for use in developing SPSSA</p>	<p>a. \$315,000-LCFF: Salaries and benefits of assessment director and assessment technician</p>	<p>a. \$320,022-LCFF: Salaries and benefits of assessment director and assessment technician</p>

Estimated Actual Expenditures

Budgeted Expenditures

Actual Actions/Services

Planned Actions/Services

<p>design, teachers use multiple forms of monitoring of student progress to determine appropriate interventions, as needed.</p>	<p>and EL action plan. Hanover data was used to inform decision making about counseling program and a-g completion.</p>	<p>b. \$105,000-LCFF: Salary and benefits of research/data analyst c. \$42,000- Title I: Hanover Research (Object code 5810)</p>	<p>b. \$105,000-LCFF: Salary and benefits of research/data analyst c. \$40,500-Title I: Hanover Research (Object code 5810)</p>
<p>1.6. Each school implements scheduling structures and adjusts course offerings, as needed, to ensure that students have the opportunity to participate in broad courses of study.</p>	<p>1.6. VAPA director hired to help ensure students have access to courses. CTE course offerings were maintained. Funds spent to provide students additional opportunities for after school programs and activities.</p>	<p>a. \$70,000-LCFF: VAPA Teacher on special assignment (50%) salary and benefits b. \$505,000-Perkins Funds: Instructional materials and equipment (Object codes 4310, 4410, 6490) c. \$50,000-LCFF: Additional resources and professional learning/training to support broader courses of study (Object codes 1102, 1103, 4310, 5210) d. \$94,000-LCFF: Intramural sports for grades 7-8 (Object codes 1103, 4310, 4410) e. \$40,000-LCFF: Transportation for McKinney-Vento, and Foster Youth students (Object code 5721)</p>	<p>a. \$70,000-LCFF S & C: VAPA Teacher on special assignment (50%) salary and benefits b. \$505,000-Perkins Funds: Instructional materials and equipment (Object codes 4310, 4410, 6490) c. \$50,000- (duplicated amount from 1.1b) LCFF: Additional resources and professional learning/training to support broader courses of study (Object codes 1102, 1103, 4310, 5210) d. \$317,100- LCFF S & C: Intramural sports for grades 7-8 (Object codes 1103, 4310, 4410) e. \$40,000-LCFF S & C: Transportation for McKinney-Vento, and Foster Youth students (Object code 5721)</p>
<p>1.7. District and schools continue to refine the vertical alignment of all courses, including A-G courses, courses that precede A-G courses, and Honors and Advanced Placement (AP) courses.</p>	<p>1.7. Certificated salaries for additional teachers and counselors. AVID tutors provided academic support for students. Summer opportunities were provided.</p>	<p>a. \$25,000-Site Title I, site Title II: Professional learning/training for teachers (Object codes 1102, 1103, 4310) b. \$188,000-LCFF: 1.5 FTE IB teachers' salaries and benefits c. \$1,010,000-LCFF: Counselor salaries and benefits d. \$350,000- Title I (\$100,000), LCFF (\$250,000): Summer learning academy to improve students' language, literacy and numeracy skills (Object codes 1103, 4150, 4310) e. \$30,000-LCFF: Summer Leadership/Film Academy to develop students'</p>	<p>a. \$25,000- (duplicated amount from 1.1b) Site Title I, site Title II: Professional learning/training for teachers (Object codes 1102, 1103, 4310) b. \$236,473-LCFF S & C: 1.5 FTE IB teachers' salaries and benefits c. \$870,000-LCFF S & C: Counselor salaries and benefits d. \$150,000- Title I, \$200,000 LCFF S & C: Summer learning academy to improve students' language, literacy and numeracy skills (Object codes 1103, 4150, 4310) e. \$30,000-LCFF S & C: Summer Leadership/Film Academy to develop students'</p>

Estimated Actual Expenditures

Budgeted Expenditures

Actual Actions/Services

Planned Actions/Services

		<p>communication skills (Object codes 1103, 4150, 4310)</p> <p>f. \$75,500-GEAR UP, Title I, Title III: AVID Summer Training (Object Code 5210)</p> <p>g. \$300,000-Site Title I (\$200,000), Site LCFF (\$100,000): AVID tutors' salaries</p> <p>h. \$190,000-LCFF: PUENTE counselor salary and benefits, and ancillary costs</p>	<p>communication skills (Object codes 1103, 4150, 4310)</p> <p>f. \$75,500-GEAR UP, Title I, Title III: AVID Summer Training (Object Code 5210)</p> <p>g. \$310,000-Site Title I (\$77,000), Site LCFF (\$233,000): AVID tutors' salaries</p> <p>h. \$180,000-LCFF: PUENTE counselor salary and benefits, and ancillary costs</p>
<p>1.8. Improve instructional model for English Learners (EL) to increase access to, and completion of, A-G courses.</p>	<p>1.8. The instructional model for English Learners was improved through support staff and use of the AVID Excel program.</p>	<p>a. \$30,000-Title III: AVID Excel program (Object codes 1103, 2276, 4150, 4310)</p> <p>b. \$2,900,000-LCFF: Salaries and benefits of EL teachers and EL paraprofessionals</p> <p>c. \$1,600,000-LCFF (\$1,176,000), Title III (\$424,000): Salaries and benefits of EL support staff, such as language testing assistants, translators, and bilingual instructional assistants</p>	<p>a. \$30,000-Title III: AVID Excel program (Object codes 1103, 2276, 4150, 4310)</p> <p>b. \$1,200,00-LCFF S & C, \$350,000 Title I: Salaries and benefits of EL paraprofessionals</p> <p>c. \$1,200,000-LCFF S & C, \$420,00-Title III: Salaries and benefits of EL support staff, such as language testing assistants, translators, and bilingual instructional assistants</p>
<p>1.9. Expand college and career enrichment programs to promote biliteracy.</p>	<p>1.9. Programs to promote biliteracy were maintained at current sites. Vietnamese program added in 2018-19.</p>	<p>a. \$625,000-LCFF: Salaries and benefits of bilingual authorized teachers</p> <p>b. \$5,000-Title III: Teacher release time (Object codes 1102, 1103)</p> <p>c. \$68,000-LCFF: Bilingual stipend for bilingual authorized teachers (Object code 4000)</p> <p>d. \$10,000-Site Title I: World Languages and Dual Language Academy instructional materials for students and professional learning for teachers (Object codes 4150, 4310, 5210)</p>	<p>a. \$625,000-LCFF: Salaries and benefits of bilingual authorized teachers</p> <p>b. \$5,000-Title III: Teacher release time (Object codes 1102, 1103)</p> <p>c. \$68,000-LCFF: Bilingual stipend for bilingual authorized teachers (Object code 4000)</p> <p>d. \$10,000-Site Title I: World Languages and Dual Language Academy instructional materials for students and professional learning for teachers (Object codes 4150, 4310, 5210)</p>
<p>1.10. Implement systems that utilize multiple measures to effectively assist with student placement, monitor</p>	<p>1.10. Multiple measures to assist with student placement were used.</p>	<p>a. \$40,000-Special Education Funds: Psychoeducational test batteries and protocols (Object code 4310)</p>	<p>a. \$60,000-LCFF: Psychoeducational test batteries and protocols (Object code 4310)</p>

Estimated Actual Expenditures

Budgeted Expenditures

Actual Actions/Services

Planned Actions/Services

<p>student progress, and also ensure that all students have access to challenging courses of study.</p>			
<p>1.11. Each school implements services/programs, and/or a multi-tiered system of supports (MTSS), which provides additional opportunities to support all students with the completion of A-G requirements, and high school graduation requirements.</p>	<p>1.11. Schools implemented programs, to provide additional opportunities for students to complete A-G requirements and high school graduation requirements.</p>	<p>a. \$14,400,000-Title I (\$6,000,000) LCFF (\$8,400,000): Salaries and benefits that support EL, low income pupils and foster youth that are not part of the base fund b. \$180,000-LCFF: Salaries and benefits that support APEX Learning credit recovery program c. \$105,000-LCFF: Teacher supplemental hourly pay to support APEX after-school program (Object code 1103)</p>	<p>a. \$13,700,000-Title I (\$5,700,000) LCFF (\$8,000,000): Salaries and benefits that support EL, low income pupils and foster youth that are not part of the base fund b. \$180,000-LCFF S & C: Salaries and benefits that support APEX Learning credit recovery program c. \$275,000-LCFF S & C: Teacher supplemental hourly pay to support APEX after-school program (Object code 1103)</p>
<p>1.12. District and schools will refine placement and monitoring system for English Learners (EL), including Newcomers and Long-Term English Learners (LTEL), and also will revise/refine the District's ELD curriculum.</p>	<p>1.12. English learners were supported by instructional aides. Summer program was provided for newcomer students.</p>	<p>a. \$50,000-Title I: Purchase/create monitoring system to effectively assess/monitor the language development and academic success of EL students, including newly reclassified EL students (Object code 5880) b. \$15,000-LCFF: Welcome center for newcomer EL students and their parents/guardians (Object code 4320) c. \$150,000-Title III, site Title I: Salaries and benefits of instructional assistants to provide primary language support in content areas d. \$10,000-Title III: Primary language resources (Object codes 4150, 4310) e. \$53,000-Title III: Intensive language support program for Newcomer EL students (Object codes 1103, 4150, 4310)</p>	<p>a. \$0-Title I: Purchase/create monitoring system to effectively assess/monitor the language development and academic success of EL students, including newly reclassified EL students (Object code 5880) b. \$15,000-LCFF: Welcome center for newcomer EL students and their parents/guardians (Object code 4320) c. \$150,000- (duplicated amount 1.8b) Title III, site Title I: LCFF S & C: Salaries and benefits of instructional assistants to provide primary language support in content areas d. \$10,000-Title III: Primary language resources (Object codes 4150, 4310) e. \$53,000-Title III: Intensive language support program for Newcomer EL students (Object codes 1103, 4150, 4310)</p>

Estimated Actual Expenditures

Budgeted Expenditures

Actual Actions/Services

Planned Actions/Services

<p>1.13. Improve services for Students With Disabilities (SWD) and expand SWD access to the core curriculum.</p>	<p>1.13. Services for Students With Disabilities (SWD) were improved through hiring of certificated support staff.</p>	<p>a. \$290,000-Medi-Cal, LCFF: Salaries and benefits for additional 2 Psychologists b. \$59,052,000-Special Education State and Federal Funding, and Mental Health State and Federal Funding: Salaries and benefits for all positions that provide services to SWDs (not including those referenced in letter a, c, d, e, or f) c. \$138,000-LCFF: Salaries and benefits for SWD curriculum specialist d. \$1,600,000-LCFF: Salaries and benefits for SWD instructional assistants added in 2015-16 e. \$135,000-LCFF: Salary and benefits for speech-language pathologist added in 2016-17 f. \$140,000-Special Education Funds: Salary and benefits for FTE Assistive Technology Specialist added in 2016-17</p>	<p>a. \$439,000- LCFF S & C: Salaries and benefits for additional 3 Psychologists b. \$59,005,000- Special Education State and Federal Funding, and Mental Health State and Federal Funding: Salaries and benefits for all positions that provide services to SWDs (not including those referenced in letter a, c, d, e, or f) c. \$138,000-LCFF S & C: Salaries and benefits for SWD curriculum specialist d. \$0: Salaries and benefits for SWD instructional assistants removed from LCFF e. \$130,000-LCFF: Salary and benefits for speech-language pathologist added in 2016-17 f. \$140,000-Special Education Funds: Salary and benefits for FTE Assistive Technology Specialist added in 2016-17</p>
<p>1.14. Each high school will utilize APEX Learning courses, summer courses, eLearning courses, two Independent Learning Centers (ILCs), and other credit-recovery options to reduce dropout rates and to retain students at their home schools.</p>	<p>1.14. Each high school utilized APEX courses. Two Independent Learning Centers (ILCs), and two independent studies programs retained students at their home schools.</p>	<p>a. \$167,000-LCFF: APEX Learning licenses for expanded program (Object code 5880) b. \$153,000-LCFF: Learning Management software for eLearning (Object code 5880) c. \$7,000-Title I-McKinney Vento: Credit recovery program for 9th- and 10th-grade McKinney-Vento and Foster Youth students (Object codes 1103, 4310) d. \$1,480,000-LCFF: Salaries and benefits for teachers and counselors at Independent Learning Centers</p>	<p>a. \$167,000-LCFF: APEX Learning licenses for expanded program (Object code 5880) b. \$153,000-LCFF: Learning Management software for eLearning (Object code 5880) c. \$5,000-Title I-McKinney Vento: Credit recovery program for 9th- and 10th-grade McKinney-Vento and Foster Youth students (Object codes 1103, 4310) d. \$2,700,000-LCFF S & C: Salaries and benefits for teachers and counselors at Independent Learning Centers, independent study</p>
<p>1.15. Create post-secondary transition opportunities that support</p>	<p>1.15. Post-secondary transition opportunities through the AIME</p>	<p>a. \$48,000-LCFF: Stipends for site AIME coordinators (Object code 1114)</p>	<p>a. \$48,000-LCFF S & C: Stipends for site AIME coordinators (Object code 1114)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
students' matriculation to post-secondary programs and build college and career readiness skills.	program were provided for students.	<ul style="list-style-type: none"> b. \$75,000-LCFF: AIME program support (object codes 1102, 5712, 5721) c. \$25,000-AUHSD Foundation: District College and Career Fair (Object codes 1103, 2465, 5712) d. \$10,000-Site LCFF: Site college/career fairs (Object codes 1103, 2465, 5712) e. \$58,000-LCFF: California College Guidance Initiative (CCGI) software (Object code 5880) f. \$280,000-Special Education Funds: Salaries and benefits for vocational transition program counselors for SWD g. \$195,000-LCFF: Salaries and benefits for College and Career Community Partnership/AIME Coordinators 	<ul style="list-style-type: none"> b. \$75,000-LCFF: AIME program support (object codes 1102, 5712, 5721) c. \$25,000- LCFF S & C: District College and Career Fair (Object codes 1103, 2465, 5712) d. \$10,000- Site LCFF: Site college/career fairs (Object codes 1103, 2465, 5712) e. \$0-LCFF: California College Guidance Initiative (CCGI) software (Object code 5880) f. \$280,000-Special Education Funds: Salaries and benefits for vocational counselors for SWD transition program g. \$310,000-LCFF S & C: Salaries and benefits for College and Career Community Partnership/AIME Coordinators

Analysis

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

The District focused on the goal of “all students will demonstrate college, career, and life readiness and success” through a number on instructional initiatives. First, best instruction continued to be a priority during the 2018-19 year. Curriculum specialists who target specific content areas and provide professional development in those areas supported this work. Lesson Design Coaches (LDC) are part-time released teachers at every school site who also help with the implementation of District initiatives and support professional learning at each site. One important area that the LDC support are the implementation of Reflective Learning Walks. A teacher with an additional release period also supported implementation of technology at each site in order to serve as a resource for other teachers.

Professional development focused on improving instructional practices across content areas, especially in the area of writing. The Writing Journey is a District initiative to increase the quantity and quality of writing. Additionally, there was professional development on improving school culture and climate, mindfulness, civic engagement, and social emotional learning.

Continued implementation of two District task forces, focused on English learners and students with disabilities, have led to school level teams for both of these areas. Professional development targeted for English learners occurred with the rollout of several BELIEF modules at every school site.

The Anaheim Union Educational Pledge (The Pledge) is a partnership with Fullerton and Cypress colleges, California State University, Fullerton (CSUF), the University of California, Irvine (UCI), and the City of Anaheim, to ensure that AUHSD graduates achieve their post-secondary goals. The Pledge implementation included expanded dual enrollment course offerings; one year of free tuition for full time students at Fullerton and Cypress colleges; guaranteed admission to UCI for all graduates of AUHSD who enroll at Cypress College or Fullerton College and meet the eligibility requirements of the Transfer Admission Guarantee (TAG) program. The graduating class of 2018 was the first graduating class of Pledge eligible students. Anaheim Elementary joined the Pledge in fall 2018, now extending the partnership and pathway to students beginning in kindergarten.

Anaheim Innovative Mentoring Experience (AIME) program has served more than 5,500 AUHSD students through a tiered mentoring program, which allows for a variety of corporate and community partners to participate in making a difference in the lives of students. Students benefit from mentoring experiences that help them to prepare for the demands of college and career in an authentic environment. Students also make community and personal connections that can last a lifetime.

Dual enrollment opportunities expanded to all high school sites with 60 college courses offered through a partnership with North Orange County Community College District (NOCCCD).

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

Overall, the actions and services included in this goal were effective in relation to improving graduation rate for all student groups. English learners continued to make progress in graduation rate and college/career indicators.

Student participation in AIME, dual enrollment courses, VAPA courses, CTE programs, and world languages all showed increases over the previous year. Eight of the District's schools have received Civic Learning Awards. These include: Lexington JHS, Civic Learning Award of Excellence; Cypress HS, Civic Learning Award of Excellence; South JHS, Civic Learning Award of Distinction; Savanna HS, Civic Learning Award of Distinction; Brookhurst JHS, Civic Learning Award of Merit; Oxford Academy, Civic Learning Award of Merit; Walker JHS, Civic Learning Award of Merit; Dale JHS, Civic Learning Award of Merit.

The District will continue to focus on improving academic achievement in the areas of English and mathematics.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The primary material difference in Goal 1 occurred in the area of professional development. Estimated actual expenditures exceed the budgeted expenditures. This material difference allowed fuller implementation of civic engagement training, support of beginning teachers, and expansion of mindfulness training for staff.

Other differences in budgeted expenditures and estimated actual expenditures did not produce a material difference in the ability of the District to implement the actions and services outlined in Goal 1.

Additionally, the District deferred the purchase of NGSS instructional materials, because work is still being completed to determine which NGSS model will be implemented and the most effective approach to developing curriculum for this new model (e.g. integrated vs. discipline specific).

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.

Examination of the District's LCAP goals occurred as part of the District's LCAP stakeholder engagement process. As a result of this process, Goal 1 was amended to include language about implementation of the 5 Cs. The actions and services of Goal 1 have been condensed and reduced from 15 actions to 11. Updates to Goal 1 metrics include changed language regarding appropriate staffing to address ESSA language. Metrics for English Learner progress were updated to reflect ELPAC. Targets for graduation rate were adjusted to account for changes in the rules for determining graduates. Targets for enrollment in VAPA, CTE and world languages were adjusted to more accurately reflect District courses in those areas.

Goal 2

Provide meaningful educational engagement opportunities for all parents and families to advocate for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: **Priority 3**—Parental Involvement (Conditions of Learning)

Local Priorities are indicated through the actions listed in the LCAP, and State Priorities 1, 2, 4, 5, 6, 7 and 8 are not explicitly addressed in Goal 2.

Annual Measurable Outcomes

Expected

LCAP Parent Survey
Increase to 2,954 parent responses by May 2018-19

Aeries Communication Parent Voicemail Contacts
11,001,576 voicemails delivered

Aeries Parent Email Contacts
14,784,228 emails delivered

Parent Leadership Academy Participation
Increase participants to 442 for 2018-19 year

Actual

LCAP Parent Survey
Actual: There were 2,908 parent responses in 2018-19.
TARGET PARTIALLY MET

Blackboard Connect Parent Voicemail Contacts
Actual: 21,114,393 voicemail contacts as of May 2019.
Data from May 2016-17 was actually from a period of three years, and the number listed above is from a period of four years. TARGET MET

Aeries Parent Email Contacts
Actual: 25,252,277 email contacts as of May 2019.
Data from May 2016-17 was actually from a period of three years, and the number listed above is from a period of four years. TARGET MET

Parent Leadership Academy Participation
Actual: 331 parent participants in 2018-19.
TARGET NOT MET

Actions/Services

Action 2 (2.1–2.5)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.1. Improve and/or expand current support structures for parents that strengthen the connection between skills developed in school, and the skills needed to successfully compete in post-secondary educational programs and in the workforce.</p>	<p>2.1. Parent learning walks and STEAM-A-PALOOZA event provided parents with examples of the connection between skills developed in school and skills needed in the workforce.</p>	<p>a. \$5,000-Site LCFF: Parent learning walks (Object codes 4310, 5712) b. \$30,000-Title I: Programs for parents that are designed to increase awareness of post-secondary options (Object code 5800) c. \$10,000-LCFF: Programs that provide real-world learning experiences for students (Object code 4310)</p>	<p>a. \$5,000-Site LCFF: Parent learning walks (Object codes 4310, 5712) b. \$30,000-Title I: Programs for parents that are designed to increase awareness of post-secondary options (Object code 5800) c. \$27,500-LCFF: Programs that provide real-world learning experiences for students (Object code 4310)</p>
<p>2.2. Provide additional qualified personnel to schools to support the needs of Newcomer English Learners (EL), Long-Term English Learners (LTEL), Redesignated Fluent English Proficient (RFEP) students, and/or Initially Fluent English Proficient (IFEP) students.</p>	<p>2.2. Qualified personnel were provided to schools to support the needs of Newcomer English Learners (EL), Long-Term English Learners (LTEL), Redesignated Fluent English Proficient (RFEP) students, and/or Initially Fluent English Proficient (IFEP) students.</p>	<p>a. \$1,260,000- Title I (\$840,000), LCFF (\$420,000): Salaries and benefits for FACE Specialists (aka School Community Liaisons/Bilingual School Community Liaisons) b. \$178,000-LCFF: Salaries and benefits for FACE Specialists (aka School Community Liaisons/Bilingual School Community Liaisons) added in 2015-16 c. \$62,800-Title III: Salaries and benefits for Vietnamese FACE Specialist (aka School Community Liaison/Bilingual School Community Liaison) d. \$250,000-Title I (\$200,000), Title III (\$50,000): Training and resources for EL support staff (Object codes 4315, 5210, 5712) e. \$155,000-LCFF: Salaries and benefits for Spanish translators/interpreters added in 2015-16</p>	<p>a. \$1,100,000-Title I, \$110,000-Title III, \$505,000 LCFF S & C: Salaries and benefits for FACE Specialists b. Duplicated from 2.2a c. \$62,800-Title III: Salaries and benefits for Vietnamese School Community Liaison/Bilingual School Community Liaison d. \$250,000-(duplicated from 1.1b) Title I and Title III (\$200,000) and LCFF (\$50,000): Training and resources for EL support staff (Object codes 4315, 5210, 5712) e. \$73,900-LCFF: Salaries and benefits for Spanish translators/interpreters added in 2015-16 f. \$60,000-LCFF: Salary and benefits for Vietnamese translator/ interpreter added in 2016-17 g. \$2,000-Title I: Workshops for parents of undocumented students regarding</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		<p>f. \$75,000-LCFF: Salary and benefits for Vietnamese translator/ interpreter added in 2016-17</p> <p>g. \$2,000-Title I: Workshops for parents of undocumented students regarding services and resources available to them (Object codes 4315, 5210, 5712)</p>	<p>services and resources available to them (Object codes 4315, 5210, 5712)</p>
<p>2.3. Expand and/or improve parent involvement services for Students With Disabilities (SWD).</p>	<p>2.3. Parent involvement services for Students With Disabilities (SWD) were expanded.</p>	<p>a. \$5,000-Special Education Funds: Mailing costs (Object code 5910)</p>	<p>a. \$5,000-Special Education Funds: Mailing costs (Object code 5910)</p>
<p>2.4. Increase parental involvement and personal connection to school sites by establishing, expanding, or refining parent resources that are available at all school sites, particularly for Low-Income, EL, and Foster Youth subgroups.</p>	<p>2.4. Parent resources were available at all school sites, particularly for Low-Income, EL, and Foster Youth subgroups.</p>	<p>a. \$54,000-Title III: Salary and benefits for Vietnamese Bilingual Instructional Assistant</p> <p>b. \$67,000-Title III: Salary and benefits for Korean Bilingual Instructional Assistant</p> <p>c. \$70,000-Site Title I: Parent education programs (Object codes 4315, 5800, 5210, 5712)</p> <p>d. \$3,000-Title I McKinney-Vento: Parent social-emotional workshops (1103, 4315)</p>	<p>a. \$54,000-Title III: Salary and benefits for Vietnamese Bilingual Instructional Assistant</p> <p>b. \$67,000-Title III: Salary and benefits for Korean Bilingual Instructional Assistant</p> <p>a. \$70,000-Site Title I: Parent education programs (Object codes 4315, 5800, 5210, 5712)</p> <p>b. \$3,000-Title I McKinney-Vento: Parent social-emotional workshops (1103, 4315)</p>
<p>2.5. Expand methods of meaningful two-way communication between schools, District, and families.</p>	<p>2.5. Two-way communication between schools, District, and families was accomplished through various mass communication systems.</p>	<p>a. \$153,000-LCFF: Power School (aka Haiku) learning management system (Object code 5880)</p> <p>b. \$2,000-Site LCFF: Aeries Parent Portal trainings (Object codes 1103, 4320)</p> <p>c. \$5,000-Site Title I: Communication software classes for parents (Object codes 1103, 4320)</p> <p>d. \$70,000-LCFF: Blackboard Connect mass-communication program (Object code 5880)</p>	<p>a. 152,000-LCFF: Power School learning management system (Object code 5880)</p> <p>b. \$2,000-Site LCFF: Aeries Parent Portal trainings (Object codes 1103, 4320)</p> <p>c. \$5,000-Site Title I: Communication software classes for parents (Object codes 1103, 4320)</p> <p>d. \$78,000-LCFF: Blackboard Connect mass-communication program (Object code 5880)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
			e. \$213,000-LCFF: Salary and benefits for additional classified staff

Analysis

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

Family and community engagement remained a significant priority for the District in 2018-19. This year saw the inaugural Parent Leadership Conference that brought together nearly 400 parents from across the District and included representatives from feeder elementary school districts as well. Schools have employed a number of strategies to make connections with parents including Coffee with the Principal, lunch with a student, and other community events. Family and Community Engagement Specialists (FACES) facilitated Parent Leadership Academies (PLA) and Parent Learning Walks. The District's FACES have been instrumental in reaching out to parents and establishing themselves as resources within each school community. They also connect parents and families with local community resources. Parent engagement as part of the LCAP process continues to draw a large number of participants and the District English Learner Advisory Committee (DELAC) was active throughout the year, including playing a significant role in planning for the 2019 CABE conference held in Long Beach. Meaningful use of mass communication systems with parents was increased.

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

LCAP survey responses and stakeholder feedback indicate that the actions and services in Goal 2 are effective. Ninety percent of parent respondents to the LCAP survey agreed that schools communicate in multiple ways and that schools make efforts to keep all families informed about important events. The Parent Leadership Academy (PLA) continues to be well-received by parents, and especially by parents of English Learners. Parent Learning walks have occurred at all school sites and The District was recognized as a leader for community engagement by being selected as one of six districts statewide to participate in the inaugural Community Engagement Initiative Peer Leading and Learning Network. Additionally, the District was given the 2019 Advocacy Leadership Award for Family and Civic Engagement by the Orange County Department of Education.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between budgeted expenditures and estimated actual expenditures occurred with the addition of classified staff to support communication between sites and families. Ten additional staff were added to those sites with high unduplicated counts to facilitate more responsive, meaningful communication.

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.

Examination of the District's LCAP goals occurred as part of the District's LCAP stakeholder engagement process. Goal 2 remained the same for the 2019-20 year. The actions and services of Goal 2 have been condensed and reduced from 5 actions to 4. Updates to Goal 2 metrics include additional metrics regarding District parent initiatives. Targets for several metrics were updated to include both quantitative and qualitative measures.

Goal 3

Provide and nurture a safe, reflective, responsive, and positive school culture.

State and/or Local Priorities addressed by this goal:

- State Priorities: **Priority 1**–Basic (Conditions of Learning)
- Priority 5**–Pupil Engagement (Engagement)
- Priority 6**–School Climate (Engagement)

Local Priorities are indicated through the actions listed in the LCAP, and State Priorities 2, 3, 4, 7 and 8 are not explicitly addressed in Goal 3.

Annual Measurable Outcomes

Expected

SARC/Williams Reporting: School Facilities are Properly Maintained
 School facilities are maintained and in good repair, as evidenced by 2018-19 Facilities Inspection

Graduation Rate: District-wide
 Growth Target: Increase to 90% in 2017-18

Graduation Rate: Socio-Economically Disadvantaged/Low-Income Pupils (LIP)
 Growth Target: Increase to 86.5% in 2017-18

Actual

SARC/Williams Reporting: School Facilities are Properly Maintained
 School facilities are maintained and in good repair, as evidenced by 2017-18 Facilities Inspection Tool (FIT) results, and also reported in 2018 SARC, were published by February 1, 2019. TARGET MET

Graduation Rate: District-wide
 Actual: District Graduation Rate was 86.7% in 2017-18 (CA School Dashboard). Rules for calculating graduation rate changed in 2017-18 to conform to ESSA guidelines. DASS schools were included for the first time in calculating district graduation rates in 2017-18. TARGET NOT MET.

Graduation Rate: Socio-Economically Disadvantaged/Low-Income Pupils (LIP)
 Actual: Graduation Rate for LIP was 83.4% in 2017-18 (CA School Dashboard). Rules for calculating graduation rate changed in 2017-18 to conform to ESSA guidelines. DASS schools were included for the first time in calculating district graduation rates in 2017-18. TARGET NOT MET.

Expected

Actual

<p>Graduation Rate: English Learners (EL) Growth Target: Increase to 80% in 2017-18</p>	<p>Graduation Rate: English Learners (EL) Actual: Graduation Rate for EL is 74.6% in 2017-18 (CA School Dashboard). Rules for calculating graduation rate changed in 2017-18 to conform to ESSA guidelines. DASS schools were included for the first time in calculating district graduation rates in 2017-18. TARGET NOT MET.</p>
<p>Graduation Rate: Students With Disabilities (SWD) Growth Target: Increase to 75.5% in 2017-18</p>	<p>Graduation Rate: Students With Disabilities (SWD) Actual: Graduation Rate for SWD is 67.9% in 2017-18 (CA School Dashboard). Rules for calculating graduation rate changed in 2017-18 to conform to ESSA guidelines. DASS schools were included for the first time in calculating district graduation rates in 2017-18. TARGET NOT MET.</p>
<p>Attendance Rate: District-wide Growth Target: Increase to 96% in 2017-18</p>	<p>Attendance Rate: District-wide Actual: District-wide attendance rate was 95.35% in 2017-18. TARGET NOT MET.</p>
<p>Chronic Absenteeism Rate: District-wide Growth Target: Decrease to 11.5% in 2017-18</p>	<p>Chronic Absenteeism Rate: District-wide Actual: 8.3% in 2017-18. TARGET MET.</p>
<p>Suspension Rate: District-wide Maintain 5% suspension rate in 2017-18</p>	<p>Suspension Rate: District-wide Actual: 4.8% in 2017-18. TARGET MET.</p>
<p>Suspension Rate: EL Growth Target: Decrease by 1% to 7% in 2017-18</p>	<p>Suspension Rate: EL Actual: 7.2% in 2017-18. TARGET PARTIALLY MET.</p>
<p>Suspension Rate: SWD Growth Target: Decrease by 1% to 8% in 2017-18</p>	<p>Suspension Rate: SWD Actual: 9.2% in 2017-18. TARGET NOT MET.</p>
<p>Suspension Rate: African American Growth Target: Decrease by 1% to 7% in 2017-18</p>	<p>Suspension Rate: African American Actual: 8.4% in 2017-18. TARGET NOT MET.</p>
<p>Suspension Rate: Pacific Islander Growth Target: Decrease by .5% to 5.5% in 2017-18</p>	<p>Suspension Rate: Pacific Islander Actual: 6% in 2017-18. TARGET NOT MET.</p>
<p>Expulsion Rate: District-wide Maintain expulsion rate of less than 1% in 2017-18</p>	<p>Expulsion Rate: District-wide Actual: 0.03% Expulsions in 2017-18. TARGET MET.</p>
<p>High School Dropout Rate: District-wide Growth Target: Decrease by .5% to 5.5% in 2017-18</p>	<p>High School Dropout Rate: District-wide Actual: High school dropout rate was 6.2% in 2017-18. TARGET NOT MET.</p>

Expected

Middle School/Junior High School Dropout Rate: District-wide
 Maintain junior high school dropout rate of less than .05% in 2017-18

Actual

Middle School/Junior High School Dropout Rate: District-wide
 Actual: Junior high school dropout rate was less than 0.1% in 2017-18. TARGET MET.

Actions/Services

Action 3 (3.1–3.7)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.1. Refine/improve the District's systemic plan for identifying and providing wrap-around support for students with significant truancy issues.</p>	<p>3.1. District support for students with attendance issues were provided by the Attendance Program administrator and attendance recovery program. Transportation was provided to help ensure positive students attendance.</p>	<p>a. \$3,500,000-LCFF: Transportation costs for students who live more than 2.5 miles from school (object code 5721) b. \$175,000-LCFF: Salary and benefits for Attendance Program Administrator c. \$145,000-LCFF: Saturday Academy program (Object codes 1103, 4310, 5712)</p>	<p>a. \$3,500,000-LCFF: Transportation costs for students who live more than 2.5 miles from school (object code 5721) b. \$175,000-LCFF: Salary and benefits for Attendance Program Administrator c. \$216,000-LCFF: Saturday Academy program (Object codes 1103, 4310, 5712) d. \$101,400- LCFF: Salary and benefits for classified staff</p>
<p>3.2. Every school implements multi-tiered academic and behavioral support systems, aka multi-tiered system of supports (MTSS), which includes increased support of mental health school resources and services, which are designed to reduce inappropriate behavior, student suspensions, and improve student learning.</p>	<p>3.2. Schools implemented multi-tiered academic and behavioral support systems through the efforts of counselors, administrators and social workers.</p>	<p>a. \$290,000-LCFF: Salaries and benefits for counselors b. \$580,000-LCFF: Salaries and benefits for counselors c. \$670,000-LCFF, Title I: Salaries and benefits for licensed social workers d. \$138,000- United Way Funds: Salaries and benefits for licensed social worker e. \$236,000-LCFF: Salaries and benefits for health technicians</p>	<p>a. \$290,000- (duplicated from 1.7c) LCFF: Salaries and benefits for counselors b. \$580,000 (duplicated from 1.7c) LCFF: Salaries and benefits for counselors c. \$560,000-LCFF S & C, \$310,000 Title I, \$110,000 Title IV: Salaries and benefits for licensed social workers</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		<p>f. \$896,000-LCFF: Salaries and benefits for assistant principals</p> <p>g. \$93,000-LCFF: Salaries and benefits for teacher of Alternatives to Suspension program</p> <p>h. \$30,000-Special Ed. Funds: Graduate-level interns' hourly pay (Object code 2456)</p>	<p>d. \$134,000-United Way Funds: Salaries and benefits for licensed social worker</p> <p>e. \$236,000-LCFF: Salaries and benefits for health technicians</p> <p>f. \$912,000-LCFF: Salaries and benefits for assistant principals</p> <p>g. \$130,500-LCFF: Salaries and benefits for teacher of Alternatives to Suspension program</p> <p>h. \$30,000-Special Ed. Funds: Graduate-level interns' hourly pay (Object code 2456)</p> <p>i. \$270,700- LCFF S & C: Salaries and benefits for nurses</p>
<p>3.3. Each school has access to tools and a defined process for identifying the causation of student disciplinary incidents, and guidance for the implementation of appropriate interventions.</p>	<p>3.3. Each school had access to tools and a defined process for identifying the causation of student disciplinary incidents, and guidance for the implementation of appropriate interventions.</p>	<p>a. \$140,000-LCFF: Salaries and benefits for FTE behavior intervention specialist.</p>	<p>a. \$158,000-LCFF: Salaries and benefits for FTE behavior intervention specialist.</p>
<p>3.4. Each school implements targeted academic and social-emotional/behavioral interventions to close the opportunity gap among student subgroups.</p>	<p>3.4. Each school implemented academic tutoring.</p>	<p>a. \$175,000-Site Title I (\$150,000), site LCFF (\$25,000): AVID tutoring and after school tutoring (Object code 2276)</p>	<p>a. \$175,000-Site Title I (\$150,000), site LCFF (\$25,000): AVID tutoring and after school tutoring (Object code 2276)</p>
<p>3.5. Increase the number of counselors at schools to effectively monitor student progress and implement support services recommended by American School Counselor Association (ASCA)</p>	<p>3.5. Counselor staffing was maintained.</p>	<p>a. \$51,000-Site LCFF: Student orientation programs such as Link Crew (Object codes 1103, 4315, 4320, 5712)</p>	<p>b. \$51,000-Site LCFF: Student orientation programs such as Link Crew (Object codes 1103, 4315, 4320, 5712)</p>

Planned Actions/Services Actual Actions/Services Budgeted Expenditures Estimated Actual Expenditures

<p>National Standards Mindsets and Behaviors for Student Success.</p>			
<p>3.6. Upgrade facilities to improve educational learning environments.</p>	<p>3.6. Facilities improvements were made. Classified staff were funded to help maintain appealing learning environments.</p>	<p>a. \$8,200,000-Measure H Bond upgrades, and beautification of school sites (Object codes 4370, 6165,6170 6200) b. \$155,000-Facilities repairs, upgrades, and beautification of school sites (Object codes 4370, 6165,6170 6200) c. \$15,000-Training for Audio-Visual Technicians (Object codes 2465, 5210) d. \$75,000-LCFF: Salaries and benefits for custodians e. \$324,000-LCFF: Salaries and benefits for athletic field workers f. \$77,000-LCFF: Salaries and benefits for grounds technician g. \$1,130,000-Measure H Bond: security cameras and alarm systems</p>	<p>a. \$8,200,000-Measure H Bond b. \$15,000-Facilities repairs, upgrades, and beautification of school sites (Object codes 4370, 6165,6170 6200) c. \$21,000-Training for Audio-Visual Technicians (Object codes 2465, 5210) d. Salaries and benefits for custodians e. \$380,000-Salaries and benefits for athletic field workers f. \$83,300-Salaries and benefits for grounds technician</p>
<p>3.7. Increase academic support and extracurricular engagement opportunities for Foster Youth and McKinney-Vento students by providing additional support.</p>	<p>3.7. Academic support for Foster Youth and McKinney-Vento students was provided.</p>	<p>a. \$10,000-LCFF: Instructional materials for Foster Youth and McKinney-Vento students (Object code 4210)</p>	<p>a. \$10,000-LCFF: Instructional materials for Foster Youth and McKinney-Vento students (Object code 4210)</p>

Analysis

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

Implementation of the action and services related to improving attendance was delayed at the beginning of the year because of staff turnover within the position. This impacted the delivery of Saturday Academy services and attendance recovery within the District. Transportation services were provided to students attending several District schools. This service was delivered consistently but there were many questions from stakeholders regarding the efficiency and quality of this service. The transportation department implemented several strategies to address

these concerns.

Counseling services were continued and while the overall number of counselors did not increase in 2018-19, a Counselor on Special Assignment (COSA) was added to help transition District high schools to a grade level counseling model.

Social workers continued to be a high priority and the District reorganized funding to provide a half-time social worker at every site. Some individual sites decided to increase this service by providing site contributions and establishing a full time position for their students.

Measure H facilities projects that provide upgrades, beautification, and security fencing for District facilities continue to be completed. Most notably, during the 2016-17 year, has been the implementation of Katella High School's Drought Response Outreach Program for Schools (DROPS). The DROPS project and the makeover to Katella High School included a new entrance arch, outdoor learning spaces, shade structures, pavement, and extensive landscaping upgrades that included drought resistant native plants. Infrastructure upgrades included underground piping, electrical conduits, and the installation of large tanks to help replenish the underground water table. Students who take the Earth Science course at Katella High School, not only study Earth Science, but they have the opportunity to become docents for the DROPS project, and they provide educational tours for staff, parents, and community members.

Additionally, Measure H facilities projects that provide upgrades, new or renovated classrooms, beautification, and security fencing for District facilities continue to be implemented. Cypress HS, Kennedy HS, Savanna HS and Oxford Academy are major capital projects near completion. Dale Junior High and Western High are other relevant projects beginning this summer.

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

Chronic absenteeism and suspension both fell in 2017-18 across student groups. Delayed rollout of the Saturday Academy program in 2018-19 has led to fewer days recovered for the District and will likely shape the chronic absenteeism rate for the upcoming year.

Program changes within counseling have identified best practices at some sites while also identifying areas for improvement in order to keep students on track for graduation and completing all A-G requirements.

Social workers have become more integral pieces at the school suite and the increased ownership has led to more proactive mental health activities while also highlighting the growing challenge of meeting the social emotional needs of all students.

Facilities projects have predominantly been completed within the expected timelines and within the establish budgets, demonstrating the District's fiscal responsibility to stakeholders.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between Budgeted Expenditures and Estimated Actual Expenditures occurred in two areas. District staffing costs that were offset by Medical billing were added because of a shortfall in expected reimbursement. Additionally, classified staff were added to three school sites to support attendance activities.

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.

Examination of the District's LCAP goals occurred as part of the District's LCAP stakeholder engagement process. Goal 3 remained the same for the 2019-20 year. The actions and services of Goal 3 have been condensed and reduced from 7 actions to 5. Metrics for Goal 3 remain essentially the same but targets for graduation rate were adjusted to account for changes in the rules for determining graduates.

Stakeholder Engagement

LCAP Year: 2019–20

Involvement Process for LCAP and Annual Update

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

The Local Control Accountability Plan (LCAP) involvement process began with the implementation of the 2018-19 LCAP in July 2018. Goals and actions from the 2018-19 LCAP were incorporated into the District's 2018-19 Single Plan for Student Achievement (SPSA) template. Each school's School Leadership Team (SLT), School Site Council (SSC), and English Learner Advisory Committee (ELAC) developed the SPSA. Through the process of developing the SPSA, each school's SLT, SSC, and ELAC also reviewed the District's 2018-19 LCAP goals and actions, which were embedded in the SPSA. Through this process, these committees also provided feedback regarding how the LCAP should be updated and/or refined. Embedding LCAP goals and actions into the SPSA helped to facilitate the implementation of the 2018-19 LCAP at the school-level, and it also helped to gather feedback regarding goals and actions to be refined/updated in the 2019-20 LCAP.

September 2018 through December 2018, the District conducted its annual SPSA Peer Review process, in which the Superintendent, Assistant Superintendent of Educational Services, Chief Academic Officer, directors/coordinators, and curriculum specialists, met with each school's SLT. For each peer review session, a panel of approximately 25 District and school administrators, and teacher leaders met to review each school's SPSA. Schools took the recommendations from panel members, and then revised their SPSAs prior to Board approval, which occurred on January 17, 2019.

The process of developing the 2019-20 LCAP began in January 2019. The stakeholder engagement process consisted of six meetings that occurred from January 31, 2019, to April 30, 2019. Three of the meetings were conducted in focus groups, and the other three meetings were held at-large and included all stakeholder groups. Approximately 350 stakeholders from the following groups participated in at least one of the meetings: assistant superintendents, directors, coordinators, principals, assistant principals, counselors, curriculum specialists, teachers, classified staff, students, parents, and community members. All five stakeholder engagement meetings/sessions had high-levels of participation.

Six focus groups, structured around the eight State Priorities, were created to help guide the work that was completed in the stakeholder engagement meetings. The focus groups' names are as follows: Basic, Implementation of State Standards and Pupil Achievement, Parental Involvement, Pupil Engagement, School Climate, and Other Pupil Outcomes. Focus group members concentrated on actions that were related to the State Priority(ies) assigned to their focus group, and each focus group consisted of representatives from all stakeholder groups. Focus group members examined and refined LCAP actions through the lens of the State Priority to which they were assigned.

Throughout the process, data was shared through the focus groups to help determine gaps in services. Focus groups were also asked to review metrics to gauge the improvement of services and/or educational outcomes. The data that was reviewed included: achievement data for all students; and achievement data for subgroups, such as low-income/socioeconomically disadvantaged students, English learners, Foster Youth, and Students With Disabilities. The data that was reviewed also included school attendance rates; dropout rates; graduation rates; suspension rates; and A-G completion rates.

Additionally, LCAP survey data from the current year (2018-19) was reviewed to help determine gaps in services, school community needs, and also help capture the student voice with regards to school community needs.

Four steering committee meetings were held to oversee the LCAP process, plan stakeholder engagement meetings, and debrief the findings from the stakeholder engagement meetings. The LCAP Steering Committee was comprised of the Assistant Superintendent of Educational Services, the Chief Academic Officer and representatives from the following groups: directors, coordinators, principals, assistant principals, counselors, curriculum specialists, teachers, classified staff, students, parents, community members, and representatives from four local bargaining units.

Updated LCAP goals and actions were presented at the stakeholder engagement meeting held April 9, 2019 (to the group at-large), which included a gallery walk to rank the importance of each of the proposed actions. This information was used to further refine the 2019-20 LCAP. A draft of the 2019-20 LCAP Planning Tool was presented at the final stakeholder engagement meeting on April 30, 2019 (to the group at-large), in which consensus was reached for each LCAP action.

Following the stakeholder engagement meetings, District officials met with representatives from each of the four local bargaining units to engage in the meet and consult process; and, further refinement of the 2019-20 LCAP resulted from this process.

Impact on LCAP and Annual Update

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

At the first stakeholder engagement meeting, held on January 30, 2018, more than 120 stakeholders from the following groups reviewed the Annual Update: assistant superintendents, chief academic officer, directors, principals, assistant principals, counselors, teachers, classified staff, students, parents, and community members. The group had the opportunity to ask questions and make comments. All of the expenditures were consistent with 2017-18 LCAP actions, and the projected amounts assigned to each action were consistent with the actual amounts spent for each of the three goals. The group did not recommend any changes to the Annual Update, other than to request that Educational Services staff review all of the expenditures assigned to each action. Educational Services staff verified estimated actual annual expenditures with the Business Services Office, and adjusted the amounts as needed. Very few adjustments were made.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Modified: Added “through implementation of the 5 C’s (critical thinking, collaboration, communication, creativity, and character/compassion).”

Goal 1

All students will demonstrate college, career, and life readiness, and success through implementation of the 5 Cs (critical thinking, collaboration, communication, creativity, and character/compassion).

State and/or Local Priorities addressed by this goal:

State Priorities: **Priority 1**–Basic (Conditions of Learning)

Priority 2–Implementation of State Standards (Conditions of Learning)

Priority 4–Pupil Achievement (Pupil Outcomes)

Priority 5–Pupil Engagement (Engagement)

Priority 7–Course Access (Conditions of Learning)

Priority 8–Other Pupil Outcomes (Pupil Outcomes)

Local Priorities are indicated through the actions listed in the LCAP, and State Priorities 3 and 6 are not explicitly represented in Goal 1.

Identified Need:

- 1.1 Provide ongoing professional learning/training to support highly qualified teachers, support staff, and administrators to ensure successful implementation of all state standards and instruction focused on the 5 Cs (critical thinking, collaboration, communication, creativity, and character/compassion).
- 1.2 Align instructional design and delivery with state adopted standards to support development of literacy and mathematical skills.

- 1.3 Provide sufficient instructional materials that are aligned with current California State Standards, including Common Core State Standards (CCSS), English Language Development (ELD) Standards, Next Generation Science Standards (NGSS), and all other state adopted standards and frameworks.
- 1.4 Students and staff have access to a broad range of sustainable technological resources to support the development of the 5 Cs.
- 1.5 Implement and refine systems that utilize multiple forms of assessment to effectively place students, design interventions, monitor student progress, and ensure access to challenging courses of study.
- 1.6 Refine school scheduling structures and/or provide scheduling options for students to access broader courses of study, such as access to Science, Technology, Engineering, Arts, and Mathematics (STEAM), Visual and Performing Arts (VAPA), Career Technical Education (CTE), and World Languages.
- 1.7 Improve placement, instructional practices, and monitoring of English Learners (EL) to increase academic and social success.
- 1.8 Expand academic programs that develop biliteracy.
- 1.9 Implement a multi-tiered system of supports (MTSS) that provides increased/expanded services to meet student learning needs.
- 1.10 Improve placement, instructional practices, and monitoring of Students With Disabilities (SWD) to increase academic and social success.
- 1.11 Create post-secondary transition and support opportunities for students that build college and career readiness skills.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SARC/Williams Reporting: Teacher Credentials And Subject Matter Authorizations	For all AUHSD teachers/all subject areas: 90.3% of teachers are appropriately assigned, and 99.6% are fully-credentialed. Most of the missassignments have to do with core area teachers coaching one period of athletics, which is allowable per state education code section 44258.9.	Growth Target: For all AUHSD teachers/all subject areas, 93% of teachers are appropriately assigned, and 99.6% are fully-credentialed. Most of the missassignments have to do with core area teachers coaching one period of athletics, which is allowable per state education code section 44258.9.	Growth Target: For all AUHSD teachers/all subject areas, 96% of teachers are appropriately assigned, and 99.9% are fully-credentialed. Most of the missassignments have to do with core area teachers coaching one period of athletics, which is allowable per state education code section 44258.9.	Growth Target: Less than 3% of AUHSD teachers will be ineffective/misassigned, out-of-field, or inexperienced teachers.
SARC/Williams Reporting: English Learner (EL) Authorization	The current percentage of teachers who lack <u>only</u> EL authorization is 0.3% (less than one-half of a percent).	Growth Target: The current percentage of teachers who lack <u>only</u> EL authorization is 0.2% (less than one-half of a percent).	Growth Target: The current percentage of teachers who lack <u>only</u> EL authorization is 0.1% (less than one-half of a percent).	Growth Target: 100% of teachers have EL authorization.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SARC/Williams Reporting: Instructional Materials	Sufficient access to standards-aligned instructional materials for all pupils has been provided, and 100% compliance with Williams' instructional materials requirements have been maintained.	Maintain sufficient access to standards-aligned instructional materials for all pupils, and 100% compliance with Williams' instructional materials requirements have been maintained.	Maintain sufficient access to standards-aligned instructional materials for all pupils, and 100% compliance with Williams' instructional materials requirements have been maintained.	Maintain sufficient access to standards-aligned instructional materials for all pupils, and 100% compliance with Williams' instructional materials requirements have been maintained.
Implementation Of State Academic Standards	Instructional design and delivery is aligned with all California State Standards, including Common Core State Standards (CCSS), ELD standards, and all other state adopted standards.	Maintain instructional design and delivery that is aligned with all California State Standards, including Common Core State Standards (CCSS), ELD standards, and all other state adopted standards.	Maintain instructional design and delivery that is aligned with all California State Standards, including Common Core State Standards (CCSS), ELD standards, and all other state adopted standards.	Maintain instructional design and delivery that is aligned with all California State Standards, including Common Core State Standards (CCSS), ELD standards, and all other state adopted standards.
California Assessment Of Student Performance And Progress (CAASPP) English Language Arts (ELA) Assessment Results	In 2015-16, 47% of students meeting or exceeding standard. (Most current results available are from the prior school year.)	Growth Target: In 2016-17, 49% of students meeting or exceeding standard.	Growth Target: In 2017-18, 51% of students meeting or exceeding standard.	Growth Target: In 2018-19, 50% of students meeting or exceeding standard.
California Assessment Of Student Performance And Progress (CAASPP) Math Assessment Results	In 2015-16, 30% of students meeting or exceeding standard. (Most current results available are from the prior school year.)	Growth Target: In 2016-17, 32% of students meeting or exceeding standard.	Growth Target: In 2017-18, 34% of students meeting or exceeding standard.	Growth Target: In 2018-19, 30% of students meeting or exceeding standard.
A-G Completion Rates: All Students	In 2015-16, 37.9% of all students completed A-G prior to graduation. (Most current results available are from the prior school year.)	Growth Target: Increase to 39% in 2016-17	Growth Target: Increase to 40% in 2017-18	Growth Target: Increase to 41% in 2018-19

Metrics/Indicators Baseline 2017-18 2018-19 2019-20

A-G Completion Rates: Low Income Pupils	In 2015-16, 34.2% of Low Income Pupils completed A-G prior to graduation. (Most current results available are from the prior school year.)	Growth Target: Increase to 35% in 2016-17	Growth Target: Increase to 36% in 2017-18	Growth Target: Increase to 37% in 2018-19
A-G Completion Rates: English Learners (EL)	In 2015-16, 2.8% of English Learners completed A-G prior to graduation. (Most current results available are from the prior school year.)	Growth Target: Increase to 6% in 2016-17	Growth Target: Increase to 8% in 2017-18	Growth Target: Increase to 10% in 2018-19
Graduation Rate: District-Wide	In 2015-16, the District-wide graduation rate was 88.5% (Most current results available are from the prior school year.)	Growth Target: Increase to 90% in 2016-17	Growth Target: Increase to 92% in 2017-18	Growth Target: Increase to 89% in 2018-19
Graduation Rate: EL	In 2015-16, the EL graduation rate was 79.0%. (Most current results available are from the prior school year.)	Growth Target: Increase to 81% in 2016-17	Growth Target: Increase to 83% in 2017-18	Growth Target: Increase to 78% in 2018-19
Graduation Rate: Students With Disabilities (SWD)	In 2015-16, the SWD graduation rate was 73.4%. (Most current results available are from the prior school year.)	Growth Target: Increase to 75% in 2016-17	Growth Target: Increase to 77% in 2017-18	Growth Target: Increase to 79% in 2018-19
Advanced Placement (AP) Participation Rate	In 2015-16, the Advanced Placement (AP) participation rate was 17.4%.	Growth Target: Increase to 18% in 2016-17	Growth Target: Increase to 18.5% in 2017-18	Growth Target: Increase to 19% in 2018-19
Advanced Placement (AP) Exam Pass Rate	In 2015-16, the Advanced Placement (AP) Exam pass rate, with a score of 3 or higher was 54.8%.	Growth Target: Increase to 56% in 2016-17	Growth Target: Increase to 57% in 2017-18	Growth Target: Increase to 58% in 2018-19

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Early Assessment Program (EAP) ELA Results	In 2015-16, Early Assessment Program (EAP) ELA results indicate that 22% of students are "Ready for College."	Growth Target: Increase to 23% in 2016-17	Growth Target: Increase to 24% in 2017-18	Growth Target: Increase to 25% in 2018-19
Early Assessment Program (EAP) Mathematics Results	In 2015-16, Early Assessment Program (EAP) Mathematics results indicate that 10% of students are "Ready for College."	Growth Target: Increase to 11% in 2016-17	Growth Target: Increase to 12% in 2017-18	Growth Target: Increase to 13% in 2018-19
EI Progress And Proficiency Report: Making Annual Progress	In 2015-16, 57.9% of ELs are "making annual progress in learning English" according to California English Development Test (CELDT) scores.	Growth Target: Increase to 59% in 2016-17	Growth Target: Increase to 60% in 2017-18	Growth Target: Increase to 61% in 2018-19
Percentage Of ELs Reclassifying/ Redesignating To Fluent English Proficient	In 2015-16, 10.4% of ELs were reclassified/redesignated to Fluent English Proficient	Growth Target: Increase to 11% in 2016-17	Growth Target: Increase to 12% in 2017-18	Growth Target: Increase to 13% in 2018-19
Course Access And Other Pupil Outcomes: Enrollment In Visual And Performing Arts (VAPA)	In 2015-16, 62% of students were enrolled in VAPA courses. (Most current results available are from the prior school year.)	Maintain current enrollment percentages in 2016-17	Maintain current enrollment percentages in 2017-18	Maintain current enrollment percentages in 2018-19
Course Access And Other Pupil Outcomes: Enrollment In Career Technical Education (CTE)	In 2015-16, 37% of high school students were enrolled in CTE courses. (Most current results available are from the prior school year.)	Maintain current enrollment percentages in 2016-17	Maintain current enrollment percentages in 2017-18	Maintain current enrollment percentages in 2018-19

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Course Access And Other Pupil Outcomes: Enrollment In World Languages	In 2015-16, 40.6% of students were enrolled in World Languages courses. (Most current results available are from the prior school year.)	Maintain current enrollment percentages in 2016-17	Maintain current enrollment percentages in 2017-18	Maintain current enrollment percentages in 2018-19

Planned Actions/Services

Action 1.1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

NA

Scope of Services:

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

NA

Location(s):

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

NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to recruit (as needed), retain, and support highly qualified teachers, support staff, and administrators, who provide first, best instruction and/or 21 st century learning experiences to all students.	Continue to recruit (as needed), retain, and support highly qualified teachers, support staff, and administrators, who provide first, best instruction and/or 21 st century learning experiences to all students.	Provide ongoing professional learning/training to support highly qualified teachers, support staff, and administrators to ensure successful implementation of all state standards and instruction focused on the 5 Cs (critical thinking, collaboration, communication, creativity, and character/compassion).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> a. \$18,265,000 b. \$750,000 c. \$60,000 d. \$8,500 	<ul style="list-style-type: none"> a. \$20,031,288 b. \$750,000 c. \$60,000 d. \$8,500 	<ul style="list-style-type: none"> a. \$3,952,500 b. \$5,246,500 c. \$60,000 d. \$69,000
Source	<ul style="list-style-type: none"> a. LCFF b. Title I, Title II, Title III (130,000), Educator Effectiveness (620,000) c. Educator Effectiveness d. Title II 	<ul style="list-style-type: none"> a. LCFF b. Title I, Title II, Title III (130,000), One-Time Funding (620,000) c. One-Time Funding d. Title II 	<ul style="list-style-type: none"> a. \$1,130,000 Title I, \$547,000 Title II, \$145,000 Title III, \$1,989,500 LCFF S & C b. \$534,000 Title I, \$195,000 Title II, \$92,500 Title III, \$4,425,000 LCFF S & C c. LCFF S & C d. LCFF S & C
Budget Reference	<ul style="list-style-type: none"> a. Certificated salaries and benefits b. Professional learning/training costs 	<ul style="list-style-type: none"> a. Certificated salaries and benefits b. Professional learning/training costs 	<ul style="list-style-type: none"> a. Certificated salaries and benefits b. Professional learning/training costs

Year	2017-18	2018-19	2019-20
	(1102, 1103, 4210, 4390, 5210, 5712, 5805) c. Professional learning materials (Object Code 4315) d. Software to track professional learning (Object code 5880)	(1102, 1103, 4210, 4390, 5210, 5712, 5805) c. Professional learning materials (Object Code 4315) d. Software to track professional learning (Object code 5880)	(1102, 1103, 4210, 4390, 5210, 5712, 5805) c. Professional learning materials (Object Code 4315) d. Software to track professional learning (Object code 5880)

Action 1.2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

NA

Scope of Services:

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

NA

Location(s):

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

NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Instructional design and delivery is aligned with all California State Standards, including Common Core State Standards (CCSS), English Language Development (ELD) Standards, and all other state adopted standards.

2018-19 Actions/Services

Instructional design and delivery is aligned with all California State Standards, including Common Core State Standards (CCSS), English Language Development (ELD) Standards, and all other state adopted standards.

2019-20 Actions/Services

Align instructional design and delivery with state adopted standards to support development of literacy and mathematical skills.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> a. \$2,855,000 (duplicated amount from Action 1.1) b. \$750,000 (duplicated amount from Action 1.1) c. \$60,000 (duplicated amount from Action 1.1) 	<ul style="list-style-type: none"> a. \$3,066,000 (duplicated amount from Action 1.1) b. \$750,000 (duplicated amount from Action 1.1) c. \$60,000 (duplicated amount from Action 1.1) 	<ul style="list-style-type: none"> a. \$500,000 b. \$100,000 c. \$87,000
Source	<ul style="list-style-type: none"> a. Title I, Title II, and LCFF b. Title I, Title II, Title III (130,000), Educator Effectiveness (620,000) c. Educator Effectiveness 	<ul style="list-style-type: none"> a. Title I, Title II, and LCFF b. Title I, Title II, Title III (130,000), One-Time Funding (620,000) c. One-Time Funding 	<ul style="list-style-type: none"> a. Low Performing Student Block Grant b. Low Performing Student Block Grant c. Low Performing Student Block Grant
Budget Reference	<ul style="list-style-type: none"> a. Certificated salaries and benefits b. Professional learning/training costs (1102, 1103, 4210, 4390, 5210, 5712, 5805) c. Professional learning materials (Object code 4315) 	<ul style="list-style-type: none"> a. Certificated salaries and benefits b. Professional learning/training costs (1102, 1103, 4210, 4390, 5210, 5712, 5805) c. Professional learning materials (Object code 4315) 	<ul style="list-style-type: none"> a. Certificated salaries and benefits b. Professional learning/training costs (1102, 1103, 4210, 4390, 5210, 5712, 5805) c. Professional learning materials (Object code 4315)

Action 1.3

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

Students to be Served:

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

All	All Schools
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Location(s):

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

OR

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

Students to be Served:

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

NA	NA
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Scope of Services:

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

Location(s):

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

NA	NA
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Modified	Modified
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Each school has sufficient instructional materials that are aligned with current California State Standards, including Common Core State Standards (CCSS), ELD Standards, Next Generation Science Standards (NGSS), and all other state adopted standards and frameworks.

Each school has sufficient instructional materials that are aligned with current California State Standards, including Common Core State Standards (CCSS), ELD Standards, Next Generation Science Standards (NGSS), and all other state adopted standards and frameworks.

Provide sufficient instructional materials that are aligned with current California State Standards, including Common Core State Standards (CCSS), English Language Development (ELD) Standards, Next Generation Science Standards (NGSS), and all other state adopted standards and frameworks.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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<p>Amount</p> <ul style="list-style-type: none"> a. \$500,000 b. \$450,000 c. \$500,000 d. \$200,000 e. \$48,000 f. \$65,000 g. \$600,000 	<ul style="list-style-type: none"> a. \$500,000 b. \$100,000 c. \$1,000,000 d. \$980,000 e. \$500,000 f. \$200,000 g. \$15,000 h. \$113,000 i. 1,130,000 	<ul style="list-style-type: none"> a. \$1,000,000 b. \$800,000 c. \$500,000 d. \$4,000,000 e. \$15,000 f. \$48,000 g. \$65,000
<p>Source</p> <ul style="list-style-type: none"> a. Lottery b. Lottery c. Lottery d. Lottery e. LCFF f. Title I g. 77% E-Rate, 23% LCFF 	<ul style="list-style-type: none"> a. Lottery b. Lottery c. Lottery, One-Time Funding d. Lottery e. Lottery f. One-Time Funding g. Title I h. Title I i. 77% E-Rate, 23% LCFF 	<ul style="list-style-type: none"> a. Lottery b. \$500,00 Lottery, \$300,000 LCFF Base c. LCFF Base d. LCFF Base e. Title I f. LCFF S & C g. Title I
<p>Budget Reference</p> <ul style="list-style-type: none"> a. Dual Language and EL instructional materials (Object code 4150) b. Consumable math textbooks (Object code 4150) c. Replacement of instructional materials and partial adoptions (Object code 4150) d. NGSS Instructional Materials (Object code 4150) e. Cloud-based library operating system (Object code 5880) f. Online library resource database subscriptions (Object code 5880) 	<ul style="list-style-type: none"> a. Dual Language and EL instructional materials (Object code 4150) b. AP Literature and AP Composition textbooks (Object code 4150) c. History/Social Science Textbooks (Object code 4150) d. Consumable math textbooks (Object code 4150) e. Replacement of instructional materials and partial adoptions (Object code 4150) f. NGSS Instructional Materials (Object code 4150) 	<ul style="list-style-type: none"> a. History/Social Science Textbooks (Object code 4150) b. Consumable math textbooks (Object code 4150) c. Replacement of instructional materials and partial adoptions (Object code 4150) d. NGSS Instructional Materials (Object code 4150) e. Web-based reading intervention program (Object code 5880) f. Cloud-based library operating system and online library resource database

<p>g. Enhance technology infrastructure (Object codes 4410, 6490)]</p>	<p>g. Web-based reading intervention program (Object code 5880) h. Snap and Read Intervention Software i. Cloud-based library operating system and online library resource database subscriptions (Object code 5880) j. Enhance technology infrastructure (Object codes 4410, 6490)</p>	<p>subscriptions (Object code 5880) g. Online database subscriptions</p>
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Action 1.4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

NA

Scope of Services:

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

NA

Location(s):

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

NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Students and staff have access to a broad range of sustainable technological resources to match students' individual learning needs.

2018-19 Actions/Services

Students and staff have access to a broad range of sustainable technological resources to match students' individual learning needs.

2019-20 Actions/Services

Students and staff have access to a broad range of sustainable technological resources to support the development of the 5 C's.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> a. \$4,900,000 b. \$600,000 (Duplicated amount from Action 1.3.) c. \$625,000 d. \$490,000 e. \$161,000 	<ul style="list-style-type: none"> a. \$1,000,000 b. \$1,130,000 (Duplicated amount from Action 1.3.) c. \$656,000 d. \$619,000 e. \$163,000 	<ul style="list-style-type: none"> a. \$1,500,000 b. \$1,130,000 c. \$181,000
Source	<ul style="list-style-type: none"> a. LCFF b. 77% E-Rate, 23% LCFF c. Site LCFF d. LCFF e. LCFF 	<ul style="list-style-type: none"> a. LCFF b. 77% E-Rate, 23% LCFF c. Site LCFF d. LCFF e. LCFF 	<ul style="list-style-type: none"> a. LCFF S & C b. LCFF S & C c. LCFF S & C
Budget Reference	<ul style="list-style-type: none"> a. Regular replacement and growth of technology (Object codes 4410, 6490) b. Enhance technology infrastructure (Object codes 4410, 6490) c. Technology coaches salaries and benefits/one release period for 19 certificated staff. d. Site Technology Technicians/Classified salaries and benefits e. Technology Network Manager salary and benefits 	<ul style="list-style-type: none"> a. Regular replacement and growth of technology (Object codes 4410, 6490) b. Enhance technology infrastructure (Object codes 4410, 6490) c. Technology coaches salaries and benefits/one release period for 19 certificated staff. d. Site Technology Technicians/Classified salaries and benefits e. Technology Network Manager salary and benefits 	<ul style="list-style-type: none"> a. Regular replacement and growth of technology (Object codes 4410, 6490) b. Enhance technology infrastructure (Object codes 4410, 6490) c. Learning management system

Action 1.5

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

NA

Scope of Services:

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

NA

Location(s):

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

NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Through First Best Instruction, which begins with intentional lesson design, teachers use multiple forms of monitoring of student progress to determine appropriate interventions, as needed.

2018-19 Actions/Services

Through First Best Instruction, which begins with intentional lesson design, teachers use multiple forms of monitoring of student progress to determine appropriate interventions, as needed.

2019-20 Actions/Services

Expand and refine systems that utilize multiple forms of assessment to effectively place students, design interventions, monitor student progress, and ensure access to challenging courses of study. *Includes actions from previous year LCAP 1.10*

Budgeted Expenditures

Year 2017-18 2018-19 2019-20

Amount	a. \$288,000 b. \$40,500	a. \$315,000 b. \$105,000 c. \$42,000	a. \$430,000 b. \$42,000
Source	a. LCFF b. Title I	a. LCFF b. LCFF c. Title I	a. LCFF S & C b. LCFF S & C
Budget Reference	a. Salaries and benefits of assessment director and assessment technician b. Hanover Research (Object code 5810)	a. Salaries and benefits of assessment director and assessment technician b. Salaries and benefits of research/data analyst c. Hanover Research (Object code 5810)	a. Salaries and benefits of assessment director, assessment technician, data analyst b. Hanover Research (Object code 5810)

Action 1.6

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Add Students to be Served selection here

Scope of Services:

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

Add Scope of Services selection here

Location(s):

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

Add Location(s) selection here

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

Each school implements scheduling structures and adjusts course offerings, as needed, to ensure that students have the opportunity to participate in broad courses of study.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Each school implements scheduling structures and adjusts course offerings, as needed, to ensure that students have the opportunity to participate in broad courses of study.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Refine school scheduling structures and/or provide scheduling options for students to access broader courses of study, such as access to Science, Technology, Engineering, Arts, and Mathematics (STEAM), Visual and Performing Arts (VAPA), Career Technical Education (CTE), and World Languages. *Includes actions from previous year LCAP 1.7*

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> a. \$635,000 b. \$50,000 c. \$89,000 d. \$40,000 	<ul style="list-style-type: none"> a. \$70,000 b. \$505,000 c. \$50,000 d. \$94,000 e. \$40,000 	<ul style="list-style-type: none"> a. \$75,000 b. \$20,000 c. \$505,000 d. \$50,000 e. \$277,000 f. \$40,000 g. \$25,000

Year	2017-18	2018-19	2019-20
Source	<ul style="list-style-type: none"> a. Perkins Funds b. LCFF c. LCFF d. LCFF 	<ul style="list-style-type: none"> a. LCFF b. Perkins Funds c. LCFF d. LCFF e. LCFF 	<ul style="list-style-type: none"> h. \$270,000 i. \$24,800,000 j. \$5,000,000
Budget Reference	<ul style="list-style-type: none"> a. Instructional materials and equipment (Object codes 4310, 4410, 6490) b. Additional resources and professional learning/training to support broader courses of study (Object codes 1102, 1103, 4310, 5210) c. Intramural sports for grades 7-8 (Object codes 1103, 4310, 4410) d. Transportation for McKinney-Vento, and Foster Youth students (Object code 5721) 	<ul style="list-style-type: none"> a. VAPA Teacher on Special Assignment (50%) salary and benefits b. Instructional materials and equipment (Object codes 4310, 4410, 6490) c. Additional resources and professional learning/training to support broader courses of study (Object codes 1102, 1103, 4310, 5210) d. Intramural sports for grades 7-8 (Object codes 1103, 4310, 4410) e. Transportation for McKinney-Vento, and Foster Youth students (Object code 5721) 	<ul style="list-style-type: none"> a. VAPA Teacher on Special Assignment (50%) salary and benefits b. Stipends for STEAM teachers c. Instructional materials and equipment (Object codes 4310, 4410, 6490) d. Additional resources and professional learning/training to support broader courses of study (Object codes 1102, 1103, 4310, 5210) e. Intramural sports for grades 7-8 (Object codes 1103, 4310, 4410) f. Transportation for McKinney-Vento, and Foster Youth students (Object code 5721)

Year	2017-18	2018-19	2019-20
			g. Professional learning/training for teachers (Object codes 1102, 1103, 4310) h. 1.5 FTE IB teachers' salaries and benefits i. Certificated salaries and benefits for expanded course offerings j. Certificated salaries and benefits for reduced class load

Action 1.7

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

Students to be Served:

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

NA

Location(s):

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

NA

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Improve instructional model for English Learners (EL) to increase access to, and completion of, A-G courses.	Improve instructional model for English Learners (EL) to increase access to, and completion of, A-G courses.	Improve placement, instructional practices, and monitoring of English Learners (EL) to increase academic and social success. <i>Combines actions from previous year LCAP 1.8 and 1.12</i>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> a. \$30,000 b. \$2,580,000 c. \$1,400,000 	<ul style="list-style-type: none"> a. \$30,000 b. \$2,900,000 c. \$1,600,000 	<ul style="list-style-type: none"> a. \$30,000 b. \$1,500,000 c. \$1,620,000 d. \$10,000 e. \$53,000
Source	<ul style="list-style-type: none"> a. Title III b. LCFF c. LCFF (\$1,030,000), Title III (\$370,000) 	<ul style="list-style-type: none"> a. Title III b. LCFF c. LCFF (\$1,030,000), Title III (\$370,000) 	<ul style="list-style-type: none"> a. Title III b. \$350,000 Title I, \$1,200,000 LCFF S & C c. Title III \$420,000, LCFF S & C \$1,200,000 d. Title III e. Title III
Budget Reference	<ul style="list-style-type: none"> a. AVID Excel program (Object codes 1103, 2276, 4150, 4310) 	<ul style="list-style-type: none"> a. AVID Excel program (Object codes 1103, 2276, 4150, 4310) 	<ul style="list-style-type: none"> a. AVID Excel program (Object codes 1103, 2276, 4150, 4310)

Year	2017-18	2018-19	2019-20
	<p>b. Salaries and benefits of EL teachers and EL paraprofessionals</p> <p>c. Salaries and benefits of EL support staff, such as language testing assistants, translators, and bilingual instructional assistants</p>	<p>b. Salaries and benefits of EL teachers and EL paraprofessionals</p> <p>c. Salaries and benefits of EL support staff, such as language testing assistants, translators, and bilingual instructional assistants</p>	<p>b. Salaries and benefits of EL paraprofessionals</p> <p>c. Salaries and benefits of EL support staff, such as language testing assistants, translators, and bilingual instructional assistants</p> <p>d. Primary language resources (Object codes 4150, 4310)</p> <p>e. Intensive language support program for Newcomer EL students (Object codes 1103, 4150, 4310)</p>

Action 1.8

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

Students to be Served:

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

NA

Location(s):

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

NA

OR

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

Students to be Served:

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

English Learners, and Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Expand college and career enrichment programs to promote biliteracy.

2018-19 Actions/Services

Expand college and career enrichment programs to promote biliteracy.

2019-20 Actions/Services

Expand academic programs that develop biliteracy.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> a. \$551,000 b. \$5,000 c. \$68,000 d. \$10,000 	<ul style="list-style-type: none"> a. \$625,000 b. \$5,000 c. \$68,000 d. \$10,000 	<ul style="list-style-type: none"> a. \$644,000 b. \$5,000 c. \$68,000 d. \$10,000 e. \$650,000
Source	<ul style="list-style-type: none"> a. LCFF b. Title III c. LCFF d. Site Title I 	<ul style="list-style-type: none"> a. LCFF b. Title III c. LCFF d. Site Title I 	<ul style="list-style-type: none"> a. LCFF S & C b. Title III c. LCFF S & C d. Site Title I e. LCFF S & C
Budget Reference	<ul style="list-style-type: none"> a. Salaries and benefits of bilingual authorized teachers b. Teacher release time (Object codes 1102, 1103) 	<ul style="list-style-type: none"> a. Salaries and benefits of bilingual authorized teachers b. Teacher release time (Object codes 1102, 1103) 	<ul style="list-style-type: none"> a. Salaries and benefits of bilingual authorized teachers b. Teacher release time (Object codes 1102, 1103)

Year	2017-18	2018-19	2019-20
	<p>c. Bilingual stipend for bilingual authorized teachers (Object code 4000)</p> <p>d. World Languages and Dual Language Academy instructional materials for students and professional learning for teachers (Object codes 4150, 4310, 5210)]</p>	<p>c. Bilingual stipend for bilingual authorized teachers (Object code 4000)</p> <p>d. World Languages and Dual Language Academy instructional materials for students and professional learning for teachers (Object codes 4150, 4310, 5210)]</p>	<p>c. Bilingual stipend for bilingual authorized teachers (Object code 4000)</p> <p>d. World Languages and Dual Language Academy instructional materials for students and professional learning for teachers (Object codes 4150, 4310, 5210)</p> <p>e. Additional world language teachers</p>

Action 1.9

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

Students to be Served:

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

NA

Location(s):

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

NA

OR

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

Students to be Served:

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

English Learners Foster Youth, and Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Each school implements services/programs, and/or a multi-tiered system of supports (MTSS), which provides additional opportunities to support all students with the completion of A-G requirements, and high school graduation requirements.	Each school implements services/programs, and/or a multi-tiered system of supports (MTSS), which provides additional opportunities to support all students with the completion of A-G requirements, and high school graduation requirements.	Implement a multi-tiered system of supports (MTSS) that provides increased/expanded services to meet student learning needs. <i>Includes actions from previous year LCAP 1.7</i>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> a. \$13,700,000 b. \$180,000 c. \$102,000 	<ul style="list-style-type: none"> a. \$14,400,000 b. \$180,000 c. \$105,000 	<ul style="list-style-type: none"> a. \$180,000 b. \$277,000 c. \$350,000 d. \$30,000 e. \$75,500 f. \$310,000 g. \$1,000,000 h. \$2,480,000
Source	<ul style="list-style-type: none"> a. Title I (\$5,700,000) LCFF (\$8,000,000) b. LCFF c. LCFF 	<ul style="list-style-type: none"> a. Title I (\$5,700,000) LCFF (\$8,000,000) b. LCFF c. LCFF 	<ul style="list-style-type: none"> a. LCFF S & C b. LCFF S & C c. \$150,000 Title I, \$200,00 LCFF S & C d. LCFF S & C e. GEAR UP, Title I, Title III

Year

2017-18

2018-19

2019-20

Budget Reference

a. Salaries and benefits that support EL, low income pupils and foster youth that are not part of the base fund
b. Salaries and benefits that support APEX Learning credit recovery program
c. Teacher supplemental hourly pay to support APEX after-school program (Object code 1103)

a. Salaries and benefits that support EL, low income pupils and foster youth that are not part of the base fund
b. Salaries and benefits that support APEX Learning credit recovery program
c. Teacher supplemental hourly pay to support APEX after-school program (Object code 1103)

f. \$233,000 LCFF S & C, Title I \$77,000
g. LCFF S & C
h. LCFF S & C
a. APEX Learning credit recovery program
b. Teacher supplemental hourly pay to support APEX after-school program (Object code 1103)
c. Summer learning academy to improve students' language, literacy and numeracy skills (Object codes 1103, 4150, 4310)
d. Summer Film Academy to develop students' communication skills (Object codes 1103, 4150, 4310)
e. AVID Summer Training (Object Code 5210)
f. AVID tutors' salaries
g. Counselor salaries and benefits, and ancillary costs to support college access programs
h. Salaries and benefits for teachers and counselors at Independent Learning Centers, independent study

Action 1.10

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

Students to be Served:

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

Location(s):

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

Students with Disabilities

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

NA

NA

NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Improve services for Students With Disabilities (SWD) and expand SWD access to the core curriculum.

Improve services for Students With Disabilities (SWD) and expand SWD access to the core curriculum.

Improve placement, instructional practices, and monitoring of Students With Disabilities (SWD) to increase academic and social success.

Budgeted Expenditures

YEAR	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> a. \$278,000 b. \$56,240,000 c. \$130,000 d. \$1,550,000 e. \$130,000 f. \$134,000 	<ul style="list-style-type: none"> a. \$290,000 b. \$59,052,000 c. \$138,000 d. \$1,600,000 e. \$135,000 f. \$140,000 	<ul style="list-style-type: none"> a. \$440,000 b. \$60,800,000 c. \$138,000 d. \$135,000 e. \$144,000 f. \$288,000 g. \$60,000
Source	<ul style="list-style-type: none"> a. Medi-Cal, LCFF b. Special Education State and Federal Funding, and Mental Health State and Federal Funding c. LCFF d. LCFF e. LCFF f. Special Education Funds 	<ul style="list-style-type: none"> a. Medi-Cal, LCFF b. Special Education State and Federal Funding, and Mental Health State and Federal Funding c. LCFF d. LCFF e. LCFF f. Special Education Funds 	<ul style="list-style-type: none"> a. LCFF S & C b. Special Education State and Federal Funding, and Mental Health State and Federal Funding c. LCFF S & C d. LCFF Base e. Special Education Funds f. Special Education Funds g. Special Education Funds
Budget Reference	<ul style="list-style-type: none"> a. Salaries and benefits for additional 2 Psychologists b. Salaries and benefits for all positions that provide services to SWDs (not including those referenced in letter a, c, d, e, or f) c. Salaries and benefits for SWD curriculum specialist d. Salaries and benefits for SWD instructional assistants added in 2015-16 e. Salary and benefits for speech-language pathologist added in 2016-17 	<ul style="list-style-type: none"> a. Salaries and benefits for additional 2 Psychologists b. Salaries and benefits for all positions that provide services to SWDs (not including those referenced in letter a, c, d, e, or f) c. Salaries and benefits for SWD curriculum specialist d. Salaries and benefits for SWD instructional assistants added in 2015-16 e. Salary and benefits for speech-language pathologist added in 2016-17 f. Salary and benefits for FTE Assistive 	<ul style="list-style-type: none"> a. Salaries and benefits for additional psychologists b. Salaries and benefits for all positions that provide services to SWDs (not including those referenced in letter a, c, d, e, or f) c. Salaries and benefits for SWD curriculum specialist d. Salary and benefits for speech-language pathologist added in 2016-17 e. Salary and benefits for FTE Assistive Technology Specialist added in 2016-17 f. Salaries and benefits for vocational

YEAR	2017-18	2018-19	2019-20
	f. Salary and benefits for FTE Assistive Technology Specialist added in 2016-17	Technology Specialist added in 2016-17	counselors for SWD transition program g. Test batteries and protocols

Action 1.11

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

NA

NA

NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

Create post-secondary transition opportunities that support students' matriculation to post-secondary programs and build college and career readiness skills.

2018-19 Actions/Services

Create post-secondary transition opportunities that support students' matriculation to post-secondary programs and build college and career readiness skills.

2019-20 Actions/Services

Create post-secondary transition and support opportunities for students that build college and career readiness skills.

Budgeted Expenditures

YEAR 2017-18

2018-19

2019-20

Amount

- a. \$25,000
- b. \$10,000
- c. \$58,000
- d. \$268,000
- e. \$186,000

- a. \$48,000
- b. \$75,000
- c. \$25,000
- d. \$10,000
- e. \$58,000
- f. \$280,000
- g. \$195,000

- a. \$28,000
- b. \$20,000
- c. \$75,000
- d. \$25,000
- e. \$10,000
- f. \$310,00
- g. \$20,000

Source

- a. AUHSD Foundation
- b. Site LCFF
- c. LCFF
- d. Special Education Funds
- e. LCFF

- a. LCFF
- b. LCFF
- c. AUHSD Foundation
- d. Site LCFF
- e. LCFF
- f. Special Education Funds
- g. LCFF

- a. LCFF S & C
- b. LCFF S & C
- c. LCFF S & C
- d. LCFF S & C
- e. Site LCFF
- f. LCFF S & C
- g. LCFF S & C

YEAR

2017-18

2018-19

2019-20

Budget
Reference

- a. District College and Career Fair (Object codes 1103, 2465, 5712)
- b. Site college/career fairs Object codes 1103, 2465, 5712)
- c. California College Guidance Initiative (CCGI) software (Object code 5880)
- d. Salaries and benefits for vocational counselors for SWD transition program
- e. Salaries and benefits for College and Career Community Partnership/AIME Coordinators

- a. Stipends for site AIME coordinators (Object code 1114)
- b. AIME program support (Object codes 5712, 1102, 5721)
- c. District College and Career Fair (Object codes 1103, 2465, 5712)
- d. Site college/career fairs Object codes 1103, 2465, 5712)
- e. California College Guidance Initiative (CCGI) software (Object code 5880)
- f. Salaries and benefits for vocational counselors for SWD transition program
- g. Salaries and benefits for College and Career Community Partnership/AIME Coordinators

- a. Stipends for AIME coordinators (Object code 1114)
- b. Stipends for work based learning coordinators
- c. AIME program support (Object codes 5712, 1102, 5721)
- d. District College and Career Fair (Object codes 1103, 2465, 5712)
- e. Site college/career fairs Object codes 1103, 2465, 5712)
- f. Salaries and benefits for College and Career Community Partnership/AIME Coordinators
- g. Stipends for civic engagement

Goals, Actions, & Services

Strategic Planning Details and Accountability

Unchanged goal

Goal 2

Provide meaningful educational engagement opportunities for all parents and families to advocate for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: **Priority #3**—Parental Involvement (Conditions of Learning)

Local Priorities: Local Priorities are indicated through the actions listed in the LCAP, and State Priorities 1, 2, 4, 5, 6, 7 and 8 are not explicitly addressed in Goal 2.

Identified Need:

- 2.1. Expand parents' and students' understanding of the importance of successful completion of rigorous courses of study, because not all parents and students understand the importance of completing A-G requirements, and how skills developed through the completion of rigorous courses of study help students to successfully compete in the workforce and in post-secondary educational settings.
- 2.2. Additional qualified personnel are needed at schools to support the needs of English Learners (EL), including Long-Term English Learners (LTEL), and Reclassified/Redesignated Fluent English Proficient (RFEP) students, because current staffing for EL and RFEP students does not support sufficient meaningful two-way communication among EL parents.
- 2.3. Expand and/or improve parent involvement services for Students With Disabilities (SWD), because not all parents of SWD understand the parameters of Free Appropriate Public Education (FAPE) or how to access the resources available, which best support their students.
- 2.4. Increase parent involvement at school sites, and also increase parents' personal connection to school sites, because not all parents feel that their feedback is valued or have been trained on how to participate in the school's decision-making process.

2.5. Increase meaningful two-way communication with all families, because not all parents know how to access timely information regarding important enrollment/registration deadlines, and/or how to access timely information regarding their students' progress.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
LCAP Parent Survey	2,754 parent responses (May 2016-17)	Growth Target: Increase to 2,854 parent responses (May 2017-18)	Growth Target: Increase to 2,954 parent responses (May 2018-19)	Growth Target: Increase to 3,054 parent responses (May 2019-20)
Blackboard Connect Parent Voicemail Contacts	11,001,576 voicemails (May 2016-17)	11,001,576 voicemails (Maintain similar number of voicemail contacts in 2017-18)	11,001,576 voicemails (Maintain similar number of voicemail contacts in 2018-19)	11,001,576 voicemails (Maintain similar number of voicemail contacts in 2019-20)
Aeries Parent Email Contacts	14,784,228 emails (May 2016-17)	14,784,228 emails (Maintain similar number of voicemail contacts in 2017-18)	14,784,228 emails (Maintain similar number of voicemail contacts in 2018-19)	14,784,228 emails (Maintain similar number of voicemail contacts in 2019-20)
Parent Leadership Academy Participation	382 in 2016-17	Growth Target: Increase to 412 in 2017-18	Growth Target: Increase to 442 in 2018-19	Growth Target: Increase to 472 in 2019-20

Planned Actions/Services

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

Action 2.1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

NA

Scope of Services:

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

NA

Location(s):

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

NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Improve and/or expand current support structures for parents that strengthen the connection between skills developed in school, and the skills needed to successfully compete in post-secondary educational programs and in the workforce.

2018-19 Actions/Services

Improve and/or expand current support structures for parents that strengthen the connection between skills developed in school, and the skills needed to successfully compete in post-secondary educational programs and in the workforce.

2019-20 Actions/Services

Improve and expand support structures for parents that strengthen understanding of rigorous courses of study, skills developed in school, and the skills needed to successfully compete in post-secondary educational programs and in the workforce.

Budgeted Expenditures

2019-20

2018-19

2017-18

YEAR	2017-18	2018-19	2019-20
Amount	a. \$5,000 b. \$30,000 c. \$10,000	a. \$5,000 b. \$30,000 c. \$10,000	a. \$5,000 b. \$30,000 c. \$27,500
Source	a. Site LCFF b. Title I c. LCFF	a. Site LCFF b. Title I c. LCFF	a. Site LCFF b. Title I c. LCFF S & C
Budget Reference	a. Parent learning walks (Object codes 4310, 5712) b. Programs for parents that are designed to increase awareness of post-secondary options (Object code 5800) c. Programs that provide real-world learning experiences for students (Object code 4310)	a. Parent learning walks (Object codes 4310, 5712) b. Programs for parents that are designed to increase awareness of post-secondary options (Object code 5800) c. Programs that provide real-world learning experiences for students (Object code 4310)	a. Parent learning walks (Object codes 4310, 5712) b. Programs for parents that are designed to increase awareness of post-secondary options (Object code 5800) c. Programs that provide real-world learning experiences for students (Object code 4310)

Action 2.2

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

Students to be Served:

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

NA	NA
----	----

Location(s):

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

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

Students to be Served:

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

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Provide additional qualified personnel to schools to support the needs of Newcomer English Learners (EL), Long-Term English Learners (LTEL), Redesignated Fluent English Proficient (RFEP) students, and/or Initially Fluent English Proficient (IFEP) students.

2018-19 Actions/Services

Provide additional qualified personnel to schools to support the needs of Newcomer English Learners (EL), Long-Term English Learners (LTEL), Redesignated Fluent English Proficient (RFEP) students, and/or Initially Fluent English Proficient (IFEP) students.

2019-20 Actions/Services

Provide additional qualified personnel to schools to support the needs of Newcomer English Learners (EL), Long-Term English Learners (LTEL), Redesignated Fluent English Proficient (RFEP) students, and/or Initially Fluent English Proficient (IFEP) students and their families.

Budgeted Expenditures

YEAR 2017-18

2018-19

2019-20

Amount

- a. \$876,000
- b. \$178,250
- c. \$59,800
- d. \$250,000
- e. \$118,000
- f. \$60,000
- g. \$2,000

- a. 1,260,000
- b. \$178,250
- c. \$62,800
- d. \$250,000
- e. \$155,000
- f. \$75,000
- g. \$2,000

- a. \$1,600,000
- b. \$81,800
- c. \$25,000
- d. \$2,000

YEAR	2017-18	2018-19	2019-20
Source	<ul style="list-style-type: none"> a. Title I, and Title III b. LCFF c. Title III d. Title I and Title III (\$200,000) and LCFF (\$50,000) e. LCFF f. LCFF g. Title I McKinney-Vento 	<ul style="list-style-type: none"> a. Title I (\$840,000), LCFF (420,000) b. LCFF c. Title III d. Title I and Title III (\$200,000) and LCFF (\$50,000) e. LCFF f. LCFF g. Title I McKinney-Vento 	<ul style="list-style-type: none"> a. \$1,100,00 Title I, \$505,000 LCFF S & C b. LCFF S & C c. Title III d. Title I McKinney-Vento
Budget Reference	<ul style="list-style-type: none"> a. Salaries and benefits for FACE Specialists (aka School Community Liaisons/Bilingual School Community Liaisons) b. Salaries and benefits for FACE Specialists (aka School Community Liaisons/Bilingual School Community Liaisons) added in 2015-16 c. Salaries and benefits for Vietnamese FACE Specialist (aka School Community Liaison/Bilingual School Community Liaison) d. Training and resources for EL support staff (Object codes 4315, 5210, 5712) e. Salaries and benefits for Spanish translators/interpreters added in 2015-16 f. Salary and benefits for Vietnamese translator/ interpreter added in 2016-17 g. Workshops for parents of undocumented students regarding services and resources available to them (Object codes 4315, 5210, 5712) 	<ul style="list-style-type: none"> a. Salaries and benefits for Family and Community Engagement Specialists (FACES) b. Salaries and benefits for Vietnamese FACE Specialist (aka School Community Liaison/Bilingual School Community Liaison) c. Training and resources for EL support staff (Object codes 4315, 5210, 5712) d. Salaries and benefits for Spanish translators/interpreters added in 2015-16 e. Salary and benefits for Vietnamese translator/ interpreter added in 2016-17 f. Workshops for parents of undocumented students regarding services and resources available to them (Object codes 4315, 5210, 5712) 	<ul style="list-style-type: none"> a. Salaries and benefits for Family and Community Engagement Specialists (FACES) b. Salaries and benefits for Vietnamese FACE Specialist c. Training and resources for EL support staff (Object codes 4315, 5210, 5712) d. Workshops for parents of undocumented students regarding services and resources available to them (Object codes 4315, 5210, 5712)

Action 2.3

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

Students to be Served:

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

Location(s):

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

Students with Disabilities

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

NA

NA

NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Expand and/or improve parent involvement services for Students With Disabilities (SWD).

2018-19 Actions/Services

Expand and/or improve parent involvement services for Students With Disabilities (SWD).

2019-20 Actions/Services

Expand and/or improve parent involvement services for Students With Disabilities (SWD).

Budgeted Expenditures

YEAR	2017-18	2018-19	2019-20
Amount	a. \$5,000	b. \$5,000	a. \$5,000
Source	a. Special Education Funds	b. Special Education Funds	a. Special Education Funds
Budget Reference	a. Mailing costs (Object code 5910)	b. Mailing costs (Object code 5910)	a. Mailing costs (Object code 5910)

Action 2.4

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

Students to be Served:

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

NA

Location(s):

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

NA

OR

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

Students to be Served:

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

English Learners, Foster Youth, and Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<p>Increase parental involvement and personal connection to school sites by establishing, expanding, or refining parent resources that are available at all school sites, particularly for Low-Income, EL, and Foster Youth subgroups.</p>	<p>Increase parental involvement and personal connection to school sites by establishing, expanding, or refining parent resources that are available at all school sites, particularly for Low-Income, EL, and Foster Youth subgroups.</p>	<p>Increase engagement, communication and support for parents by establishing, expanding, or refining resources that are available at all schools. <i>Includes actions from previous year LCAP 2.5</i></p>
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Budgeted Expenditures

YEAR	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> a. \$52,000 b. \$65,000 c. \$70,000 d. \$3,000 	<ul style="list-style-type: none"> a. \$54,000 b. \$57,000 c. \$70,000 d. \$3,000 	<ul style="list-style-type: none"> a. \$70,000 b. \$3,000 c. \$2,000 d. \$5,000 e. \$65,000 f. \$427,000
Source	<ul style="list-style-type: none"> a. Title III b. Title III c. Site Title I d. Title I McKinney-Vento 	<ul style="list-style-type: none"> a. Title III b. Title III c. Site Title I d. Title I McKinney-Vento 	<ul style="list-style-type: none"> a. Site Title I b. Title I McKinney-Vento c. Site LCFF S & C d. Site Title I e. LCFF S & C f. LCFF S & C
Budget Reference	<ul style="list-style-type: none"> a. Salary and benefits for Vietnamese Bilingual Instructional Assistant b. Salary and benefits for Korean Bilingual Instructional Assistant c. Parent education programs (Object codes 4315, 5800, 5210, 5712) d. Parent social-emotional workshops (1103, 4315) 	<ul style="list-style-type: none"> a. Salary and benefits for Vietnamese Bilingual Instructional Assistant b. Salary and benefits for Korean Bilingual Instructional Assistant c. Parent education programs (Object codes 4315, 5800, 5210, 5712) d. Parent social-emotional workshops (1103, 4315) 	<ul style="list-style-type: none"> a. Parent education programs (Object codes 4315, 5800, 5210, 5712) b. Parent social-emotional workshops (1103, 4315) c. Aeries parent portal training d. Software classes for parents e. Aeries communications f. Classified salaries and benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

Unchanged goal

Goal 3

Provide and nurture a safe, reflective, responsive, and positive school culture.

State and/or Local Priorities addressed by this goal:

- State Priorities: **Priority 1**–Basic (Conditions of Learning)
- Priority 5**–Pupil Engagement (Engagement)
- Priority 6**– School Climate (Engagement)

Local Priorities are indicated through the actions listed in the LCAP and State Priorities 2, 3, 4, 7 and 8 are not explicitly addressed in Goal 3.

Identified Need:

Refine/improve District systems for identifying and supporting students with significant truancy issues.

- 3.1 Refine/improve District systems for identifying and supporting students with significant truancy issues.
- 3.2 Every school implements multi-tiered academic and behavioral support systems, aka multi-tiered system of supports (MTSS), which includes increased support of mental health resources and services, which are designed to reduce inappropriate behavior, student suspensions, and improve student learning.
- 3.3 Effectively monitor student academic progress and implement support services recommended by American School Counselor Association (ASCA) National Standards.
- 3.4 Upgrade facilities and address maintenance needs to provide safe and healthy learning environments for all students.
- 3.5 Increase academic and social-emotional support for Foster Youth and McKinney-Vento students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Sarc/Williams Reporting: School]	School facilities are maintained and in good repair, as evidenced by 2016-17 Facilities Inspection	School facilities are maintained and in good repair, as evidenced by 2017-18 Facilities Inspection	School facilities are maintained and in good repair, as evidenced by 2018-19 Facilities Inspection	School facilities are maintained and in good repair, as evidenced by 2019-20 Facilities Inspection
Facilities Are Properly Maintained	Tool (FIT) results, and also reported in 2016 SARC, that were published in January 2017	Tool (FIT) results, and also reported in 2017 SARC, that will be published in January 2018.	Tool (FIT) results, and also reported in 2018 SARC, that will be published in January 2019.	Tool (FIT) results, and also reported in 2019 SARC, that were published in January 2020.
Graduation Rate: District-Wide	In 2015-16, the District-wide graduation rate was 88.5% (Most current results available are from the prior school year.)	Growth Target: Increase to 89.5% in 2016-17	Growth Target: Increase to 90% in 2017-18	Growth Target: Increase to 89% in 2018-19
Graduation Rate: Low-Income Pupils (LIP)	In 2015-16, the LIP graduation rate was 85.4% (Most current results available are from the prior school year.)	In 2015-16, the LIP graduation rate was 85.4% (Most current results available are from the prior school year.)	Growth Target: Increase to 86.5% in 2017-18	Growth Target: Increase to 87% in 2018-19
Graduation Rate: EL	In 2015-16, the EL graduation rate was 79.0%. (Most current results available are from the prior school year.)	Growth Target: Increase to 79.5% in 2016-17	Growth Target: Increase to 80% in 2017-18	Growth Target: Increase to 78% in 2018-19
Graduation Rate: Students With Disabilities (SWD)	In 2015-16, the SWD graduation rate was 73.4%. (Most current results available are from the prior school year.)	Growth Target: Increase to 75% in 2016-17	Growth Target: Increase to 75.5% in 2017-17	Growth Target: Increase to 79% in 2018-19
Attendance Rate: District-Wide	95.24 in 2015-16 (Most current results available are from the prior school year.)	Growth Target: Increase to 95.5% in 2016-17	Growth Target: Increase to 96% in 2017-17	Maintain 96% in 2018-19

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic Absenteeism Rate: District-Wide	12.48% in 2015-16 (Most current results available are from the prior school year.)	Growth Target: Decrease to 12% in 2016-17	Growth Target: Decrease to 11.5% in 2017-18	Growth Target: Maintain 8.3% in 2018-19
Suspension Rate: District-Wide	5.1% in 2015-16 (Most current results available are from the prior school year.)	Growth Target: Decrease by .1% to 5% in 2016-17	Maintain 5% suspension rate in 2017-18	Maintain 5% suspension rate in 2018-19
Suspension Rate: EL	8.7% in 2015-16 (Most current results available are from the prior school year.)	Growth Target: Decrease by .7% to 8% in 2016-17	Growth Target: Decrease by 1% to 7% in 2017-18	Growth Target: Decrease by 1% to 6% in 2018-19
Suspension Rate: SWD	10.7% in 2015-16 (Most current results available are from the prior school year.)	Growth Target: Decrease by 1.7% to 9% in 2016-17	Growth Target: Decrease by 1% to 8% in 2017-1	Growth Target: Decrease by 1% to 7% in 2018-19
Expulsion Rate: District-Wide	The 2015-16 District-wide expulsion rate is .1%. (Most current results available are from the prior school year.)	Maintain expulsion rate of less than 1% in 2016-1	Maintain expulsion rate of less than 1% in 2017-18	Maintain expulsion rate of less than 1% in 2018-19
High School Dropout Rate: District-Wide	6.4% in 2015-16 (Most current results available are from the prior school year.)	Growth Target: Decrease by .5% to 6% in 2016-17	Growth Target: Decrease by .5% to 5.5% in 2017-18	Growth Target: Decrease by .5% to 5% in 2018-19
Middle School/Junior High School Dropout Rate: District-Wide]	[0% in 2015-16 (Most current results available are from the prior school year.)	Maintain junior high school dropout rate of less than .05% in 2016-17	Maintain junior high school dropout rate of less than .05% in 2017-18	Maintain junior high school dropout rate of less than .05% in 2018-19

Planned Actions/Services

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

Action 3.1

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

Students to be Served:

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

NA

Location(s):

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

NA

OR

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

Students to be Served:

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

English Learners, Foster Youth, and Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Refine/improve the District's systemic plan for identifying and providing wrap-around support for students with significant truancy issues.

2018-19 Actions/Services

Refine/improve the District's systemic plan for identifying and providing wrap-around support for students with significant truancy issues

2019-20 Actions/Services

Refine/improve District systems for identifying and supporting students with significant truancy issues.

Budgeted Expenditures

YEAR 2017-18 2018-19 2019-20

Amount	a. \$165,000 b. \$145,000	a. 3,500,000 b. \$175,000 c. \$145,000	a. \$3,500,000 b. \$175,000 c. \$216,000 d. \$207,000
Source	a. LCFF b. LCFF	a. LCFF b. LCFF c. LCFF	a. LCFF S & C b. LCFF S & C c. LCFF S & C d. LCFF S & C
Budget Reference	a. Salary and benefits for Attendance Program Administrator b. Saturday Academy program (Object codes 1103, 4310, 5712)	a. Transportation costs for students who live more than 2.5 miles from school (Object code 5721) b. Salary and benefits for Attendance Program Administrator c. Saturday Academy program (Object codes 1103, 4310, 5712)	a. Transportation costs for students who live more than 2.5 miles from school (Object code 5721) b. Salary and benefits for Attendance Program Administrator c. Saturday Academy program (Object codes 1103, 4310, 5712) d. Classified salaries and benefits to monitor and recover attendance

Action 3.2

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

Students to be Served:

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

NA

NA

OR

75

Location(s):

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

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

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p>
<p>English Learners, Foster Youth, and Low Income</p>	<p>LEA-wide</p>	<p>All Schools</p>

<p>Actions/Services Select from New, Modified, or Unchanged for 2017-18</p>	<p>Select from New, Modified, or Unchanged for 2018-19</p>	<p>Select from New, Modified, or Unchanged for 2019-20</p>
<p>Unchanged</p>	<p>Unchanged</p>	<p>Unchanged</p>

<p>2017-18 Actions/Services</p> <p>Every school implements multi-tiered academic and behavioral support systems, aka multi-tiered system of supports (MTSS), which includes increased support of mental health school resources and services, which are designed to reduce inappropriate behavior, student suspensions, and improve student learning.</p>	<p>2018-19 Actions/Services</p> <p>Every school implements multi-tiered academic and behavioral support systems, aka multi-tiered system of supports (MTSS), which includes increased support of mental health school resources and services, which are designed to reduce inappropriate behavior, student suspensions, and improve student learning.</p>	<p>2019-20 Actions/Services</p> <p>Every school implements multi-tiered academic and behavioral support systems, aka multi-tiered system of supports (MTSS), that includes increased support of mental health resources and services, which are designed to reduce inappropriate behavior, student suspensions, and improve student learning. <i>Includes actions from previous year LCAP 3.3 and 3.4</i></p>
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Budgeted Expenditures

YEAR	2017-18	2018-19	2019-20
Amount	<p>a. \$268,000 b. \$134,000 c. \$225,000 d. \$896,000 e. \$93,000</p>	<p>a. \$290,000 b. \$580,000 c. \$670,000 d. \$138,000 e. \$236,000</p>	<p>a. \$1,250,500 b. \$200,000 c. \$250,000 d. \$1,500,000 e. \$131,000</p>

YEAR

2017-18

2018-19

2019-20

f. \$30,000

a. LCFF
 b. United Way Funds
 c. LCFF
 d. LCFF
 e. LCFF
 f. Special Ed Funds

f. \$896,000
 g. \$93,000
 h. \$30,000

a. LCFF
 b. LCFF
 c. LCFF and Title I
 d. United Way Funds
 e. LCFF
 f. LCFF
 g. LCFF
 h. Special Ed Funds

f. \$99,000
 g. \$120,000
 h. \$150,000

a. \$156,700 Title I, \$122,000 Title IV, \$362,300 Grant funds, \$609,500 LCFF S & C
 b. LCFF S & C
 c. LCFF S & C
 d. LCFF S & C
 e. LCFF S & C
 f. LCFF S & C
 g. LCFF S & C
 h. LCFF S & C

Source

a. Salaries and benefits for licensed social workers
 b. Salaries and benefits for licensed social worker
 c. Salaries and benefits for health technicians
 d. Salaries and benefits for assistant principals
 e. Salaries and benefits for teacher of Alternatives to Suspension program
 f. Graduate-level interns' hourly pay (Object code 2456)

a. Salaries and benefits for counselors
 b. Salaries and benefits for counselors
 c. Salaries and benefits for licensed social workers
 d. Salaries and benefits for licensed social worker
 e. Salaries and benefits for health technicians
 f. Salaries and benefits for assistant principals
 g. Salaries and benefits for teacher of Alternatives to Suspension program
 h. Graduate-level interns' hourly pay (Object code 2456)

a. Salaries and benefits for licensed social workers
 b. OC Human relations contract
 c. Salaries and benefits for health technicians
 d. Salaries and benefits for assistant principals
 e. Salaries and benefits for teacher of Alternatives to Suspension program
 f. Salaries and benefits for campus security personnel
 g. Graduate-level interns' hourly pay (Object code 2456)
 h. Salaries and benefits for behavior intervention specialist

Budget Reference

a. Salaries and benefits for licensed social workers
 b. Salaries and benefits for licensed social worker
 c. Salaries and benefits for health technicians
 d. Salaries and benefits for assistant principals
 e. Salaries and benefits for teacher of Alternatives to Suspension program
 f. Graduate-level interns' hourly pay (Object code 2456)

a. Salaries and benefits for licensed social workers
 b. Salaries and benefits for licensed social worker
 c. Salaries and benefits for health technicians
 d. Salaries and benefits for assistant principals
 e. Salaries and benefits for teacher of Alternatives to Suspension program
 f. Graduate-level interns' hourly pay (Object code 2456)

a. Salaries and benefits for licensed social workers
 b. OC Human relations contract
 c. Salaries and benefits for health technicians
 d. Salaries and benefits for assistant principals
 e. Salaries and benefits for teacher of Alternatives to Suspension program
 f. Salaries and benefits for campus security personnel
 g. Graduate-level interns' hourly pay (Object code 2456)
 h. Salaries and benefits for behavior intervention specialist

Action 3.3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

NA

Scope of Services:

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

NA

Location(s):

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

NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Increase the number of counselors at schools to effectively monitor student progress and implement support services recommended by American School Counselor Association (ASCA) National Standards Mindsets and Behaviors for Student Success.

2018-19 Actions/Services

Increase the number of counselors at schools to effectively monitor student progress and implement support services recommended by American School Counselor Association (ASCA) National Standards Mindsets and Behaviors for Student Success.

2019-20 Actions/Services

Effectively monitor student academic progress and implement support services recommended by American School Counselor Association (ASCA) National Standards.

Budgeted Expenditures

YEAR 2017-18 2018-19 2019-20

Amount	a. \$51,000	a. \$51,000	a. \$1,200,000 b. \$150,000 c. \$51,000
Source	a. Site LCFF	a. Site LCFF	a. LCFF S & C b. LCFF S & C c. Site LCFF
Budget Reference	a. Student orientation programs such as Link Crew (Object codes 1103, 4315, 4320, 5712)	a. Student orientation programs such as Link Crew (Object codes 1103, 4315, 4320, 5712)	a. Salaries and benefits for counselors b. Salaries and benefits for counselor on special assignment c. Student orientation programs such as Link Crew (Object codes 1103, 4315, 4320, 5712)

Action 3.4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

NA	NA	NA
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Upgrade facilities to improve educational learning environments.
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2018-19 Actions/Services

Upgrade facilities to improve educational learning environments.
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2019-20 Actions/Services

Upgrade facilities and address maintenance needs to provide safe and healthy learning environments for all students.
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Budgeted Expenditures

YEAR	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> a. \$8,200,000 b. \$15,000 c. \$211,000 d. \$309,000 e. \$74,000 	<ul style="list-style-type: none"> a. \$8,200,000 b. \$155,000 c. \$15,000 d. \$75,000 e. \$324,000 f. \$77,000 g. \$1,130,000 	<ul style="list-style-type: none"> a. \$8,200,000 b. \$380,000 c. \$83,000 d. \$638,000 e. \$168,000
Source	<ul style="list-style-type: none"> a. Measure H Bond b. LCFF c. LCFF d. LCFF e. LCFF 	<ul style="list-style-type: none"> a. Measure H Bond b. One Time Funding c. LCFF d. LCFF e. LCFF 	<ul style="list-style-type: none"> a. Measure H Bond b. LCFF S & C c. LCFF S & C d. LCFF S & C e. LCFF S & C

YEAR

2017-18

2018-19

2019-20

Budget Reference

- a. Facilities repairs, upgrades, and beautification of school sites (Object codes 4370, 6165,6170 6200)
- b. Training for Audio-Visual Technicians (Object codes 2465, 5210)
- c. Salaries and benefits for custodians
- d. Salaries and benefits for athletic field workers
- e. Salaries and benefits for grounds technician

- f. LCF
- g. Measure H Bond
- a. Facilities repairs, upgrades, and beautification of school sites (Object codes 4370, 6165,6170 6200)
- b. Facilities repairs, upgrades, and beautification of District auditoriums (Object codes 4370, 6165,6170 6200)
- c. Training for Audio-Visual Technicians (Object codes 2465, 5210)
- d. Salaries and benefits for custodians
- e. Salaries and benefits for athletic field workers
- f. Salaries and benefits for grounds technician
- g. Security Cameras/Alarm Systems

- a. Facilities repairs, upgrades, and beautification of school sites (Object codes 4370, 6165,6170 6200)
- b. Salaries and benefits for athletic field workers
- c. Salaries and benefits for grounds technician
- d. Salaries and benefits for site technicians to maintain technology
- e. Salaries and benefits for network manager

Action 3.5

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

Students to be Served:

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

NA

Location(s):

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

NA

OR

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

Students to be Served:

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

English Learners, Foster Youth, and Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

Increase academic support and extracurricular engagement opportunities for Foster Youth and McKinney-Vento students by providing additional support.

Select from New, Modified, or Unchanged for 2018-19

Unchanged

2018-19 Actions/Services

Increase academic support and extracurricular engagement opportunities for Foster Youth and McKinney-Vento students by providing additional support.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Increase academic and social-emotional support for Foster Youth and McKinney-Vento students.

Budgeted Expenditures

YEAR	2017-18	2018-19	2019-20
Amount	a. \$10,000	a. \$10,000	a. \$10,000 b. \$109,000
Source	a. LCFF	a. LCFF	a. LCFF S & C b. LCFF S & C

YEAR	2017-18	2018-19	2019-20
Budget Reference	a. Instructional materials for Foster Youth and McKinney-Vento students (Object code 4210)	a. Instructional materials for Foster Youth and McKinney-Vento students (Object code 4210)	a. Instructional materials for Foster Youth and McKinney-Vento students (Object code 4210) b. Classified salaries and benefits to support outreach

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019–20

Estimated Supplemental and Concentration Grant Funds Percentage to Increase or Improve Services

\$ 64,353,354

24.34%

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

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

One of the guiding values of the Anaheim Union High School District is the belief that effective first-best classroom instruction is a top priority for our instructional program that supports all students, including students with special needs and/or unduplicated pupils. The District is choosing to use the proportionate share of the total Local Control Funding Formula (LCFF), approximately \$7.1 million, to maintain services that were supported with Economic Impact Aid-Limited English Proficient (EIA-LEP) funding, and approximately \$57.2 million to improve or expand services for Low Income Pupils, English Learners, and Foster Youth. As stated on the first page of this document, the AUHSD Local Control and Accountability Plan (LCAP) is designed to meet the needs of all students, and in particular the unduplicated student population of low-income, English learners, and foster youth, which is approximately 72%.

With these student subgroups in mind, the District is leveraging resources to improve and/or expand academic and behavioral services for unduplicated students that help support successful student achievement outcomes. Several schoolwide and districtwide services that are highlighted in this section are principally directed toward meeting goals for unduplicated pupils.

a. The District has improved the instructional model for English Learners (EL) through professional learning for teachers and administrators focused on the Blueprints for Effective Leadership and Instruction for our English Learners' Future (B.E.L.I.E.F.). Additionally, implementing District-wide agreed upon pedagogical best practices for EL students, such as intentional lesson design that allows EL students to speak at least 30% of each period and daily writing opportunities. This work is supported by a District taskforce that coordinates with school level EL teams.

b. The District has improved monitoring practices to guarantee that all EL students are being monitored from progression through the ELD program to successful reclassification. The District's EL and Multi-Lingual Services Department and ELD site teams are analyzing data, monitoring ELD progress, and implementing the LCAP recommendations that continue to improve services for EL students.

- c. Ongoing professional development in the areas of social-emotional learning and civic engagement foster learning environments that are responsive to students' mental health needs and provide opportunities for them to explore topics that are relevant and applicable to their own lives.
- d. As part of MTSS, each school has access to tools and a defined process for identifying the causation of student disciplinary incidents and truancy issues, and guidance for the implementation of appropriate interventions. The District has improved practices of district-level and school-level teams in the analysis of disciplinary data resulting in better understanding of interventions needed to prevent disproportionate disciplinary infractors.
- e. The District has refined the systemic plan for identifying and providing wrap-around support for students with significant truancy issues. This includes the development of a district-wide systemic attendance monitoring system that leads to reduced dropouts and increased numbers of students who graduate from high school. The District has also expanded the Saturday Academy program, which is designed to help students recover lost instructional time due to attendance issues, and foster improved student achievement outcomes.
- f. The District has expanded programs for students to remediate credit deficiencies, which includes services/programs that help struggling students earn a high school diploma, such as the APEX Learning credit recovery program, and other after-school and summer program options. Each school implements targeted academic interventions intended to close the opportunity gap among student subgroups. Additionally, the District has continued to support its Independent Learning Center (ILC) program, which concentrates on reconnecting students, who have dropped-out of school, with a pathway toward graduation, and post-secondary options. New independent studies programs were also opened to accommodate a greater need to provide students with a flexible and accommodating learning environment.
- g. The District has hired additional licensed social workers to provide appropriate mental-health and behavioral services to EL, McKinney-Vento, and Foster Youth students, which includes school social-emotional counseling, school-based mental-health services and in-school therapeutic services. Also, the District is providing ongoing professional learning/training for teachers with an emphasis on deepening their understanding of equity, social-emotional needs, and cultural relevancy.
- h. The District has expanded family-engagement services by providing a language appropriate Family and Community Engagement Specialist (FACES) at all schools. Through the FACES program, the District has increased the connection between parents/families of Newcomer English Learners (EL), Long-Term English Learners (LTEL), Redesignated Fluent English Proficient (RFEF) students, and Initially Fluent English Proficient (IFEP) students and their schools. The District also continues to provide parent/family involvement opportunities, such as the Parent Leadership Academy, that teach parents how to best support their children's efforts to be successful in school, how to be an effective advocate for their children, and how to be more involved in their school's decision making process.
- i. The District has created post-secondary transition opportunities that support students' matriculation to post-secondary programs and build college and career readiness skills. The implementation of the Anaheim Union Educational Pledge provides a framework from 7th to 12th grade to ensure students are ready for post-secondary life. One example of this is the Anaheim Innovative Mentoring Experience (AIME) program has served nearly 5,000 AUHSD students through a unique, tiered mentoring program. Students benefit from mentoring experiences that help prepare them for the demands of college and career in an authentic environment. Some of the District's community partners that participate in the AIME program include: Kaiser, Anaheim White House, City of Anaheim, Modern Gourmet Foods, GEAR UP, and California State University, Fullerton (CSUF). The AIME program aligns mentoring and internship experiences with CTE pathways when possible as well.
- For the complete list of actions/services that the District is implementing to support improved student learning outcomes, please refer to the "AUHSD 2019-20 Local Control and Accountability Plan Stakeholder Engagement Planning Tool (LCAP Planning Tool)," which starts on page 93 of this document. The

LCAP Planning Tool includes districtwide and schoolwide actions and services, as well as actions and services that specifically support the learning needs of unduplicated pupils.

LCAP Year: 2018–19

Estimated Supplemental and Concentration Grant Funds Percentage to Increase or Improve Services

\$ 61,119,306

23.73%

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

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

One of the guiding values of the Anaheim Union High School District is the belief that effective first-best classroom instruction is a top priority for our instructional program that supports all students, including students with special needs and/or unduplicated pupils. The District is choosing to use the proportionate share of the total Local Control Funding Formula (LCFF), approximately \$6.8 million, to maintain services that were supported with Economic Impact Aid-Limited English Proficient (EIA-LEP) funding, and approximately \$54.3 million to improve or expand services for Low Income Pupils, English Learners, and Foster Youth. As stated on the first page of this document, the AUHSD Local Control and Accountability Plan (LCAP) is designed to meet the needs of all students, and in particular the unduplicated student population of low-income, English learners, and foster youth, which is approximately 72%.

With these student subgroups in mind, the District is leveraging resources to improve and/or expand academic and behavioral services for unduplicated students that help support successful student achievement outcomes. Several schoolwide and districtwide services that are highlighted in this section are principally directed toward meeting goals for unduplicated pupils.

a. The District has improved the instructional model for English Learners (EL) to increase access to, and completion of, A-G courses, which includes: professional learning/training for teachers, counselors, administrators, instructional assistants, and other paraprofessionals to better support an improved EL instructional model; training on English Language Development (ELD) Standards, and English Language Arts (ELA)/English Language Development (ELD) Framework; and, implementing District-wide agreed upon pedagogical best practices for EL students, such as intentional lesson design allows EL students to speak at least 30% of each period and daily writing opportunities. Teachers are incorporating ELD Standards into their daily lesson design and increasing EL students' engagement in the learning process through expanded access to appropriate technological resources. The language needs of EL students with disabilities are being better supported through the IEP process, by providing linguistically appropriate goals and objectives. The District's Newcomer EL Task Force is working to improve wrap-around services needed to best support Newcomer EL students.

- b. The District has improved monitoring practices to guarantee that all EL students are being monitored from progression through the ELD program to successful reclassification. The District's EL and Multi-Lingual Services Department and ELD site teams are analyzing data, monitoring ELD progress, and implementing the LCAP recommendations that continue to improve services for EL students.
- c. The District has expanded programs such as the Advancement Via Individual Determination (AVID) Excel, which employ the use of one-to-one and small group academic tutoring by college students, to better support the needs of Long Term English Learners (LTEL). The District has also expanded college and career enrichment programs to promote biliteracy, which serve as a gateway for Redesignated Fluent English Proficient (RFEP) students to access Advanced Placement (AP) courses.
- d. Through the District's Multi-Tiered System of Supports (MTSS), the use of high quality evidence-based instruction, intervention, and assessment practices have been increased/more intentionally implemented to ensure that every student receives the appropriate level of support to successfully complete high school graduation requirements, as well as A-G requirements. This includes formally and regularly assessing the educational strengths and needs of EL, McKinney-Vento, and Foster Youth students, and ensuring that all students, including EL, McKinney-Vento and Foster Youth, are provided with challenging learning environments, and engaging extracurricular activities. Students with special needs and/or SWD are also promptly assessed for, and provided with, appropriate Special Education or 504 accommodations.
- e. As part of MTSS, each school has access to tools and a defined process for identifying the causation of student disciplinary incidents and truancy issues, and guidance for the implementation of appropriate interventions. The District has improved/refined practices of district-level and school-level teams in the analysis of disciplinary data respective to specific subgroups, and the implementation of interventions provided to subgroups with disproportionate disciplinary infractions.
- f. The District has refined/improved the systemic plan for identifying and providing wrap-around support for students with significant truancy issues. This includes the development of a district-wide systemic attendance monitoring system that leads to reduced dropouts and increased numbers of students who graduate from high school. The District has also expanded the Saturday Academy program, which is designed to help students recover lost instructional time due to attendance issues, and foster improved student achievement outcomes.
- g. The District has expanded basic services/programs for students to remediate credit deficiencies, which includes services/programs that help struggling students earn a high school diploma, such as the APEX Learning credit recovery program, and other after-school and summer program options. Each school implements targeted academic interventions intended to close the opportunity gap among student subgroups. Additionally, the District has continued to support and expand its Independent Learning Center (ILC) program, which concentrates on reconnecting students, who have dropped-out of school, with a pathway toward graduation, and post-secondary options.
- h. The District has expanded services/hired additional licensed social workers to provide appropriate mental-health and behavioral services to EL, McKinney-Vento, and Foster Youth students, which includes school social-emotional counseling, school-based mental-health services and in-school therapeutic services, regardless of whether or not these students qualify for special education services. Also, the District is providing ongoing professional learning/training for teachers with an emphasis on deepening their understanding of excellence through equity (social-emotional), disability awareness, and cultural relevancy.
- i. The District has expanded family-engagement services by providing a language appropriate Family and Community Engagement Specialist (FACES) at all schools. Though the FACES program, the District has increased the connection between parents/families of Newcomer English Learners (EL), Long-Term English Learners (LTEL), Redesignated Fluent English Proficient (RFEP) students, and Initially Fluent English Proficient (IFEP) students and their schools. The District also continues to provide parent/family involvement opportunities, such as the Parent Leadership Academy, that teach parents how to

best support their children's efforts to be successful in school, how to be an effective advocate for their children, and how to be more involved in their school's decision making process. Additionally, the District continues to partner with North Orange County Community College District (NOCCCD) to expand ESL, Citizenship, and Computer classes for parents.

j. The District has created post-secondary transition opportunities that support students' matriculation to post-secondary programs and build college and career readiness skills. For example, the Anaheim Innovative Mentoring Experience (AIME) program has served over 3,300 AUHSD students through a unique, tiered mentoring program, which allows for a variety of potential business, and corporate and community partners to participate in making a difference in the lives of students. Students benefit from mentoring experiences that help prepare them for the demands of college and career in an authentic environment. Students also make community and personal connections that can last a lifetime. Some of the District's community partners that participate in the AIME program include: Kaiser, Anaheim White House, City of Anaheim, Modern Gourmet Foods, GEAR UP, and California State University, Fullerton (CSUF). The AIME program aligns mentoring and internship experiences with CTE pathways when possible as well. The AIME program creates the framework to ensure that all of our students have intentional experiences to ensure college and career readiness.

For the complete list of actions/services that the District is implementing to support improved student learning outcomes, please refer to the "AUHSD 2018-19 Local Control and Accountability Plan Stakeholder Engagement Planning Tool (LCAP Planning Tool)" which starts on page 93 of this document. The LCAP Planning Tool includes districtwide and schoolwide actions and services, as well as actions and services that specifically support the learning needs of unduplicated pupils.

LCAP Year: 2017-18 (Demonstration section from prior-year LCAP)

Estimated Supplemental and Concentration Grant Funds

\$55,674,692

Percentage to Increase or Improve Services

22.67%

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

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

One of the guiding values of the Anaheim Union High School District is the belief that effective first-best classroom instruction is a top priority for our instructional program that supports all students, including students with special needs. The District is choosing to use the proportionate share of the total Local Control Funding Formula (LCFF), approximately \$6.4 million, to maintain services that were supported with Economic Impact Aid-Limited English Proficient (EIA-LEP) funding, and approximately \$49.3 million to improve or expand services for Low Income Pupils, English Learners, and Foster Youth.

With these student subgroups in mind, the District is leveraging resources to improve and/or expand academic and behavioral services for unduplicated students that help support successful student achievement outcomes. The following Schoolwide and Districtwide services are principally directed toward and effective in meeting goals for unduplicated pupils.

- a. Improve the instructional model for English Learners to increase access to, and completion of, A-G courses (Action 1.6--Districtwide).
- b. Expand college and career enrichment programs to promote biliteracy, which can serve as a gateway for Redesignated Fluent English Proficient students to access Advanced Placement courses (Action 1.9--Schoolwide at all schools).
- c. Implement services/programs, and/or a Multi-Tiered System of Supports (MTSS), which provide additional support for all students in the completion of A-G requirements, and high school graduation requirements. Special attention is paid to Low Income Pupils, English Learners, Foster Youth, and Students With Disabilities subgroups (Action 1.11--Schoolwide at all schools).
- d. Refine the placement and monitoring system for English Learners (EL), including Long-Term English Learners, and also revise/refine the District's EL curriculum (Action 1.12--Districtwide).
- e. Provide additional qualified school personnel to support the needs of English Learners, Long-Term English Learners, Redesignated Fluent English Proficient students, and/or Initially Fluent English Proficient students (Action 2.2--Schoolwide at all schools).
- f. Expand and/or improve parent involvement services for Low Income Pupils, English Learners, Foster Youth, and Students With Disabilities subgroups (Actions 2.2, 2.3, and 2.4--Districtwide, and Schoolwide at all schools).
- g. Implement a multi-tiered academic and behavioral support system, aka MTSS, which includes increased support for mental health school resources and services that are designed to reduce inappropriate behavior, student suspensions, and improve student learning.
- h. Each school will implement targeted academic interventions to close the opportunity gap among student subgroups (Action 3.2--Districtwide, and Schoolwide at all schools).
- i. Each school has access to tools and a defined process for identifying the causation of student disciplinary incidents and truancy issues, and guidance for the implementation of appropriate interventions. Schools also analyze specific subgroup data respective to disciplinary issues and provide additional support to subgroups with disproportionate disciplinary infractions (Action 3.3--Districtwide, and Schoolwide at all schools).
- j. Increase academic support and extracurricular engagement opportunities for Foster Youth and McKinney-Vento students (Action 3.7--Districtwide).

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to and effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to and effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to and effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) "Chronic absenteeism rate" shall be calculated as follows:
- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) "High school dropout rate" shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) "High school graduation rate" shall be calculated as follows:
- (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

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LCAP Year 1 through 3: 2017-18, 2018-19, and 2019-20

GOAL:	Goal 1: All students will demonstrate college, career, and life readiness and success through implementation of the 5 Cs (critical thinking, collaboration, communication, creativity, and character/compassion.)			Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>	
Identified Needs:					
<p>1.1 Provide ongoing professional learning/training to support highly qualified teachers, support staff, and administrators to ensure successful implementation of all state standards and instruction focused on the 5 Cs (critical thinking, collaboration, communication, creativity, and character/compassion).</p> <p>Reason/Need- State Priority #2- Implementation of State Standards State Priority #4- Pupil Achievement</p>	<p>1.2 Align instructional design and delivery with state adopted standards to support development of literacy and mathematical skills.</p> <p>Reason/Need- State Priority #2- Implementation of State Standards State Priority #4- Pupil Achievement</p> <p>2017-18 SBAC ELA- 43% of students met/exceeded standard 2017-18 SBAC Math- 27% of students met/exceeded standard</p>	<p>1.3 Provide sufficient instructional materials that are aligned with current California State Standards, including Common Core State Standards (CCSS), English Language Development (ELD) Standards, Next Generation Science Standards (NGSS), and all other state adopted standards and frameworks.</p> <p>Reason/Need- State Priority #1- Basic (Sufficient Instructional Materials)</p>	<p>1.4 Students and staff have access to a broad range of sustainable technological resources to support the development of the 5 Cs.</p> <p>Reason/Need- State Priority #1- Basic (Sufficient Instructional Materials) State Priority #2- Implementation of State Standards</p>	<p>1.5 Implement and refine systems that utilize multiple forms of assessment to effectively place students, design interventions, monitor student progress, and ensure access to challenging courses of study.</p> <p>Reason/Need- State Priority #4- Pupil Achievement State Priority #5- Pupil Engagement State Priority #6- School Climate</p> <p>Class of 2018 Graduation rate- 86.8% Class of 2018 College/Career Indicator- 43.7% Class of 2018 A – G rate- 44.1% Class of 2018- 70% attended college after graduation</p>	<p>1.6 Refine school scheduling structures and/or provide scheduling options for students to access broader courses of study, such as access to Science, Technology, Engineering, Arts, and Mathematics (STEAM), Visual and Performing Arts (VAPA), Career Technical Education (CTE), and World Languages.</p> <p>Reason/Need- State Priority #7- Course Access State Priority #8- Other Pupil Outcomes (Broad course of study)</p>
<p>1.7 Improve placement, instructional practices, and monitoring of English Learners (EL) to increase academic and social success.</p> <p>Reason/Need- State Priority #4- Pupil Achievement State Priority #5- Pupil Engagement State Priority #7- Course Access State Priority #8- Other Pupil Outcomes</p>	<p>1.8 Expand academic programs that develop biliteracy.</p> <p>Reason/Need- State Priority #7- Course Access State Priority #8- Other Pupil Outcomes</p>	<p>1.9 Implement a multi-tiered system of supports (MTSS) that provides increased/expanded services to meet student learning needs.</p> <p>Reason/Need- State Priority #4- Pupil Achievement State Priority #5- Pupil Engagement</p> <p>Class of 2018 Graduation rate- 86.8% Class of 2018 College/Career Indicator- 43.7%</p>			

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Class of 2018 EL Graduation rate- 74.6% Class of 2018 EL College/Career Indicator- 13.6% Class of 2018 EL A – G rate- 18.7%	Class of 2018 A – G rate- 44.1%	
1. 10 Improve placement, instructional practices, and monitoring of Students With Disabilities (SWD) to increase academic and social success. Reason/Need- State Priority #4- Pupil Achievement State Priority #5- Pupil Engagement State Priority #7- Course Access State Priority #8- Other Pupil Outcomes Class of 2018 SWD Graduation rate- 67.9% Class of 2018 SWD College/Career Indicator- 7.4% Class of 2018 SWD A – G rate- 9.1%	1. 11 Create post-secondary transition and support opportunities for students that build college and career readiness skills. Reason/Need- State Priority #4- Pupil Achievement State Priority #5- Pupil Engagement State Priority #8- Other Pupil Outcomes Class of 2018 Graduation rate- 86.8% Class of 2018 College/Career Indicator- 43.7% Class of 2018 A – G rate- 44.1% Class of 2018- 70% attended college after graduation	

Actions/Services	Priority		Budgeted Expenditures
	Low	Middle	
1.1 Provide ongoing professional learning/training to support highly qualified teachers, support staff, and administrators to ensure successful implementation of all state standards and instruction focused on the 5 Cs (critical thinking, collaboration, communication, creativity, and character/compassion). a) Continue to support 18 full-time equivalent (FTE) Lesson Design Coaches with a focus on SWD and EL students.	Low	Middle	High
b) Continue to support 8.5 FTE curriculum specialists, curriculum leadership and/or instructional coaches with a focus on students with disabilities and English Learners.	Low	Middle	High
c) Provide professional learning/training on strategies to develop critical thinking, creativity, communication, collaboration, and character. In addition, provide civic learning across all content areas, with the expectation that what is learned in the classroom will apply to the larger community. <ol style="list-style-type: none"> 1. Refine plan, with appropriate timelines, for all teachers to meet state mandated credentialing requirements, and also provide opportunities and support for teachers to complete this work outside of the school day and/or school year. 2. Three District Professional Development days 	Low	Middle	High

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<p>3. Continue to support the teacher induction program for 50 participating teachers in an effort to retain highly effective teachers.</p> <p>4. California Standards for the Teaching Profession</p> <p>5. Provide professional learning/training that addresses cultural proficiency/competency, including cross-cultural interactions, cultural differences, and culturally responsive curriculum and instruction.</p> <p>6. Provide professional learning that incorporates mindfulness and brain aligned strategies.</p> <p>7. Provide professional learning/training on instructional strategies to better support the needs of Newcomer and Long-Term English Learner (LTEL) students, including ELD standards and BELIEF modules.</p> <p>8. Continue to support the AUHSD Writing Collaborative with professional learning/training opportunities.</p> <p>9. Provide teachers with the training and resources to better vertically-align A-G courses, including AP and Honors courses.</p>		<ul style="list-style-type: none"> Teacher Induction: LCFF S & C- \$150,000
<p>d) Develop partnership with California State University, Fullerton to create Tier I administrative credential program that ensures on-going leadership training for future ready administrators and teacher leaders that will ensure success for English learners and students with disabilities.</p>	<p>Low Middle High</p>	<ul style="list-style-type: none"> LEAD program: LCFF S & C- \$90,000
<p>e) Develop and implement professional learning monitoring system to track professional learning participation and costs:</p>	<p>Low Middle High</p>	<ul style="list-style-type: none"> TalentEd software: LCFF S & C- \$69,000
<p>f) Provide for on-going professional learning for bilingual support staff, including translators, instructional assistants, community liaisons, and testing assistants.</p>	<p>Low Middle High</p>	
<p>g) Support .5 FTE release as a Reading Demo Teacher with a focus on SWD and EL:</p>	<p>Low Middle High</p>	<ul style="list-style-type: none"> .5 FTE Reading Demo Teacher: LCFF S & C- \$62,500

Actions/Services	Priority		Budgeted Expenditures
	Low	Middle High	
<p>1.2 Align instructional design and delivery with state adopted standards to support development of literacy and mathematical skills.</p>	<p>Low</p>	<p>Middle High KaHoot Survey results- 91% agreed to the action (86/94)</p>	
<p>a) Continue to support teachers in the completion and/or refinement of all CCSS aligned units of study, Performance Task Assessments (PTA), reflective practices and other lesson study models.</p>	<p>Low</p>	<p>Middle High</p>	
<p>b) Implementation of Next Generation Science Standards (NGSS): Piloted implementation in junior high schools in 2019-20; new high school course models developed 2019-20.</p>	<p>Low</p>	<p>Middle High</p>	
<p>c) Through the library/media center, develop a universal instructional model for incorporating student inquiry and research skills into units of study across all content areas, as well as service learning projects.</p>	<p>Low</p>	<p>Middle High</p>	
<p>d) Provide ongoing professional learning for teachers with an emphasis on deepening their understanding of excellence through equity (social emotional), disability awareness, and</p>	<p>Low</p>	<p>Middle High</p>	

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cultural relevancy.		
e) Targeted support of junior high mathematics including coaching, professional development, curriculum design and direct services in 2019-20, 2020-21		<ul style="list-style-type: none"> Math support: LPDBG- 1.3 million
Actions/Services	Priority Low Middle High	Budgeted Expenditures
1.3 Provide sufficient instructional materials that are aligned with current California State Standards, including Common Core State Standards (CCSS), English Language Development (ELD) Standards, Next Generation Science Standards (NGSS), and all other state adopted standards and frameworks.	KaHoot Survey results- 94% agreed to the action (88/93)	
a) Purchase and implement instructional materials that are aligned with current state adopted standards, including Common Core State Standards (CCSS), English Language Development (ELD) Standards, Next Generation Science Standards (NGSS), and all other state adopted standards and frameworks. <ol style="list-style-type: none"> Adopt/purchase textbooks for AP Literature and Composition textbooks, Adopt/Purchase History/Social Science materials/textbooks to be purchased over three years Continue to purchase consumable math textbooks Purchase instructional materials for partial adoptions and/or to replace worn out instructional materials Adopt NGSS instructional materials over a three year process: Purchase Snap & Read (reading intervention program) 	Low Middle High	<ul style="list-style-type: none"> AP Literature and Composition: Lottery- \$100,000 Social Science materials/textbooks: Lottery- \$2.2 million Math consumable textbooks: Lottery- \$500,000, S & C- \$300,000 Partial adoptions and/or replacement materials: S & C- \$500,000 NGSS instructional materials: LCFF S & C- \$4,000,000 Snap & Read: Title I- \$15,000 annually
b) Continue to support each site library/media center by implementing a universal resource system that increases the literary resources for students and staff. <ol style="list-style-type: none"> Continue to support a modern, cloud-based library operating software system that can be accessed during all hours of the day. Continue to support asset management system Increase the variety of online resource database subscriptions 	Low Middle High	<ul style="list-style-type: none"> Atrium Book System: LCFF S & C- \$48,000 TipWEB- Online database subscriptions: Title I- \$65,000
c) Continue to partner with our local public libraries to provide students and staff seamless access to online public resources, such as the "A Card for Every Student" (ACES) library card program: No cost.	Low Middle High	<ul style="list-style-type: none"> No cost to District
Actions/Services	Priority Low Middle High	Budgeted Expenditures
1.4 Students and staff have access to a broad range of sustainable technological resources to support the development of the 5 C's (critical thinking, collaboration, communication, creativity, and compassion).	KaHoot Survey results- 93% agreed to the action (82/88)	
a) Continue to support the regular replacement and growth of infrastructure, and student and staff technology annually	Low Middle High	<ul style="list-style-type: none"> District costs: LCFF S & C- \$1,000,000 Site costs: LCFF S & C- \$455,000

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b) Continue to expand use of an enterprise learning management system	Low	Middle	High	<ul style="list-style-type: none"> Schoolology: \$181,000 (LCFF S & C)
c) Purchase technology to support 21 st century instructional materials. <ol style="list-style-type: none"> Continue to enhance technology infrastructure to support 21st century learning, which includes increasing technology connectivity capacity (firewall, wireless access points, switches, and cabling). Develop policies and procedures for technology implementations that support 21st century learning. 	Low	Middle	High	<ul style="list-style-type: none"> Enhance technology infrastructure: LCFF S & C- \$1.13 million
Actions/Services				
1.5 Expand and refine (Implement) systems that utilize multiple forms of assessment to effectively place students, design interventions, monitor student progress, and ensure access to challenging courses of study.	Low	Middle	High	Budgeted Expenditures
a) Professional Learning Community (PLC) teams will inform instructional practice by sharing and discussing student work examples through guided protocols.	Low	Middle	High	<ul style="list-style-type: none">
b) District Professional Learning Plan includes training on a broad range of assessments, such as formative assessment practices, performance task assessments, components of the District Writing Journey, project-based learning, Capstone-like projects, and monitoring student learning and adjusting instruction while teaching	Low	Middle	High	<ul style="list-style-type: none">
c) Continue to provide training on multiple sources of student data, including school climate, student performance, and summative assessments, to best inform instructional practice. <ol style="list-style-type: none"> Continue to support District-level assessment and evaluation team Continue to support 1 FTE Research/Data Analyst (Language Program Technician) to support Language Assessment Center. 	Low	Middle	High	<ul style="list-style-type: none"> Assessment team: LCFF S & C- \$315,000 1 FTE Research/Data Analyst: LCFF S & C- \$115,000
d) Continue to support Hanover Research as a partner to conduct analysis reports on District focus areas to inform decision-making (A-G Predictive Analysis, Best Practices in Capstone Projects, LCAP Survey: Analysis of Results, LCAP Survey: Reliability Analysis, Reflective Learning Walks Survey, etc.)	Low	Middle	High	<ul style="list-style-type: none"> Hanover Research consultant: LCFF S & C- \$42,000
e) Continue training and refinement of Individual Education Plans (IEP) that support culturally and linguistically inclusive practices and provide appropriate training to teachers, thus leveraging expertise specific to English learners, and quarterly progress on goals and objectives.	Low	Middle	High	
f) Continue to formally and regularly assess the educational strengths and needs of SWD, EL, McKinney-Vento, and Foster Youth students. <ol style="list-style-type: none"> Promptly and regularly assess whether McKinney-Vento and Foster Youth students are eligible to graduate under Education Code 51225.1. This entitles McKinney-Vento and Foster Youth students who transfer between Districts or schools in their 	Low	Middle	High	

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third or fourth year of high school, and cannot meet local graduation requirements, to graduate, so long as he/she meets the state graduation requirements.		
g) Continue to provide assessment training, and how to strategically determine SWD placement and support.	Low Middle High	•
h) Ensure that all students, including EL, McKinney-Vento and Foster Youth, are provided with challenging learning environments, and are also promptly assessed for, and provided appropriate special education or 504 accommodations.	Low Middle High	
Actions/Services		
1.6 Refine school scheduling structures and/or provide scheduling options for students to access broader courses of study, such as access to Science, Technology, Engineering, Arts, and Mathematics (STEAM), Visual and Performing Arts (VAPA), Career Technical Education (CTE), and World Languages.	Low Middle High KaHoot Survey results- 94% agreed to the action (79/84)	Budgeted Expenditures
a) Add .5 FTE VAPA Coordinator/Teacher on Special Assignment to help coordinate the District's VAPA programs and promote Arts equity, which includes seeking viable solutions to barriers to enrollment in VAPA courses. 1. STEAM stipends	Low Middle High	<ul style="list-style-type: none"> • VAPA Director: LCFF S & C- \$70,000 • STEAM Stipends: LCFF S & C- \$20,000
b) Utilize a variety of resources including Regional Occupational Program (ROP), grants (such as the California Democracy Grant), and community partnerships to expand STEAM, VAPA, CTE, civic learning, and World Languages course offerings.	Low Middle High	<ul style="list-style-type: none"> • ROP: LCFF S & C- \$3.4 million • VAPA Teachers: • World Language Teachers:
c) Maintain supplementary support for CTE pathways	Low Middle High	<ul style="list-style-type: none"> • Support for CTE pathways: Perkins-\$505,000 • CTE Teachers
d) Continue to support Special Education Models Task Force that addresses the continuum of classes and services for SWDs	Low Middle High	
e) Continue to support SWD Task Force and EL Task Force to ensure implementation of Task Force recommendations.	Low Middle High	<ul style="list-style-type: none"> • Task Force leadership: LCFF S & C-\$250,000
f) Continue to support Newcomer EL Task Force to address wrap-around services needed to best support Newcomer EL students.	Low Middle High	
g) Create extracurricular activities that promote language development through music, art, sports, and clubs.	Low Middle High	
h) Continue to support funding for academic supports/remediation, transportation, and costs/fees for extracurricular programs (including sports) for SWD, EL, McKinney-Vento, and Foster Youth students: 1. Intramural sports for grades 7 and 8	Low Middle High	<ul style="list-style-type: none"> • Intramural sports for grades 7-8: LCFF S & C- \$277,000 • Transportation for McKinney-Vento, and Foster Youth students: Title I- \$40,000

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<p>2. Transportation for McKinney-Vento, and Foster Youth students:</p> <p>Provide additional A-G, Honors, AP, and International Baccalaureate (IB) course offerings, and increase the number of sections for existing courses as needed.</p> <ol style="list-style-type: none"> 1. AP professional learning/training for teachers. 2. Add 1.5 FTE additional IB teachers to expand IB course offerings. 		<ul style="list-style-type: none"> • AP training: \$25,000 annually (site Title I, site Title II, and site LCFF). • 1.5 FTE IB teachers: LCFF S & C- \$188,000 • Student load: LCFF S & C- \$5,000,000
<p>j) Reduce student load by 3.75% for a 3-year period (2018-19, 2019-20, and 2020-21).</p>		

Actions/Services	Priority		Budgeted Expenditures
	Low	Middle	
<p>1.7 Improve placement, instructional practices, and monitoring of English Learners (EL) to increase academic and social success.</p>	KaHoot Survey results- 94% agreed to the action (82/87)		
<p>a) Continue to provide professional learning/training for teachers, counselors, administrators, instructional assistants, and other paraprofessionals to better support an improved EL instructional model.</p>	Low	Middle	High
<p>b) Implement District-wide agreed upon pedagogical best practices for EL students, such as:</p> <ol style="list-style-type: none"> 1. Classroom instruction includes collaboration 2. Intentional lesson design allows EL students to speak at least 30% of the period. 3. EL students are given an opportunity to write daily. 4. Monitoring student learning and adjusting instruction while teaching 5. Teachers will incorporate ELD Standards into their lesson design. 	Low	Middle	High
<p>c) Increase EL students' engagement in the learning process through expanded access to appropriate technological resources.</p>	Low	Middle	High
<p>d) Provide math tutoring for EL students, which integrates ELD Standards.</p>	Low	Middle	High
<p>e) Continue to support the language needs of EL students with disabilities through the IEP process, by providing linguistically appropriate goals and objectives.</p>	Low	Middle	High
<p>f) Continue to support Newcomer EL Task Force to address wrap-around services needed to best support Newcomer EL students.</p>	Low	Middle	High
<p>g) Expand programs, such as the Advancement Via Individual Determination (AVID) Excel, which employ the use of one-to-one and small group academic tutoring by college students.</p>	Low	Middle	High
<p>h) Support EL students' progression through English learner program to successful reclassification, and provide monitoring tools and data to school sites.</p> <ol style="list-style-type: none"> 1. Continue ELD site teams, which includes an administrator, ELD department chairs, general education teacher(s), program specialist, school psychologist(s), counselor, speech-language pathologist, and social worker for the purpose of analyzing data, monitoring ELD progress, and implementing the LCAP recommendations for ELD. 2. Continue to support the current number of EL support positions/paraprofessionals at 	Low	Middle	High

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<p>school sites.</p> <p>3. Continue to support District EL and Multilingual Services Department staffing needs, such as language testing assistants, translators, and bilingual instructional assistants.</p>		<ul style="list-style-type: none"> o Title III- \$420,000
<p>i) EL Site Teams review placement/course enrollment of each EL student annually.</p> <ol style="list-style-type: none"> 1. This includes parent conferences to review 6-year plans of 9th-grade EL students 2. EL Site Teams review EL transcripts annually. 	<p>Low Middle High</p>	
<p>j) Establish junior high school to high school transition meetings between EL Site Teams to ensure appropriate EL placement in courses/programs.</p>	<p>Low Middle High</p>	
<p>k) Provide additional instructional support to ELs at the lower levels of proficiency, who are enrolled in heterogeneously-mixed content area classes (i.e. English, Math, Social Sciences, and Science).</p> <ol style="list-style-type: none"> 1. Continue to provide embedded LDC support to address instructional needs of EL students. 2. Provide training for instructional assistants and teachers on best practices: cost included in District Professional Learning Plan referenced in Action 1.1. 3. Provide additional primary language supplemental instructional materials to support students/teachers 4. Expand extended learning and/or enrichment opportunities to EL students. <ol style="list-style-type: none"> i. Targeted Saturday Academy, afterschool seminars, and summer bridge programs for EL students. ii. Summer options for 7th- and 8th-grade EL students. 	<p>Low Middle High</p>	<ul style="list-style-type: none"> • Provide primary language resources to support students/teachers: Title III- \$10,000
<p>l) Continue to support and expand intensive language support program for Newcomer EL students</p>	<p>Low Middle High</p>	<ul style="list-style-type: none"> • Summer Language Academy: Title III- \$53,000

Actions/Services		Budgeted Expenditures	
Low	Priority Middle High	Low	Priority Middle High
1.8 Expand academic programs that develop biliteracy.			
<p>a) Expand World Languages and Dual Language Academy programs.</p> <ol style="list-style-type: none"> 1. Recruit and hire additional World Languages and bilingual authorized teachers <ol style="list-style-type: none"> i. Continue to support current bilingual authorized teachers at Sycamore Junior High School and at Anaheim High School. ii. Continue to support teachers working on bilingual authorization. iii. Recognize students' attainment of biliteracy through pathway awards in 8th and 12th grade. iv. Expand access and enrollment in Spanish for Spanish speakers courses to build biliteracy skills for EL students. 2. Support stipend that was negotiated for teachers with bilingual authorization. 3. Approximately 30 teachers have their bilingual authorization. 3. Increase World Languages and Dual Language Academy course offerings at high school and junior high school levels. Provide appropriate instructional materials for 	<p>KaHoot Survey results- 95% agreed to the action (83/87)</p> <p>Low Middle High</p>	<p>5 FTE Bilingual authorized teachers: LCFF S & C- \$625,000.</p> <ul style="list-style-type: none"> • Bilingual authorization: Title III- \$5,000 • Biliteracy awards: Title III- \$7,500 • Bilingual stipend: LCFF S & C- \$68,000 • Instructional materials: \$10,000 (site LCFF, site Title I). • World language teachers 	

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<p>students and professional learning for teachers.</p> <ol style="list-style-type: none"> i. Continue to support Dual Language at Brookhurst/Savanna ii. Continue to support Dual Language at Dale/Magnolia iii. Continue to support and expand Spanish for Spanish speakers course offerings at junior high school level. <p>4. Explore the addition of Arabic and Vietnamese World Language courses and the expansion of Mandarin. (Add Arabic at Western High School in 2017-18.) Korean, Dale/Magnolia</p>		
<p>b) Expand high school peer-to-peer academic tutoring programs</p>	<p>Low Middle High</p>	
<p>c) Purchase bilingual reading materials for school libraries to support biliteracy in multiple languages.</p>	<p>Low Middle High</p>	
Actions/Services		
<p>1.9 Implement a multi-tiered system of supports (MTSS) that provides increased/expanded services to meet student learning needs.</p>	<p>Low Middle High KaHoot Survey results- 90% agreed to the action (7/8/86)</p>	<p style="text-align: center;">Budgeted Expenditures</p>
<p>a) Expand basic services/programs for students to remediate credit deficiencies, which includes the expansion of services and programs that support English Learners (EL), Foster Youth, McKinney-Vento, Low Income Pupils, and students with disabilities.</p> <ol style="list-style-type: none"> 1. Support programs that help struggling students earn a high school diploma through targeted services, such as APEX Learning credit recovery program 2. Teacher supplemental hourly pay to support APEX after-school program 3. Continue to support summer programs that focus on the development of academic skills and include credit recovery and A-G opportunities 4. Continue to support Summer Film Academy 	<p>Low Middle High</p>	<ul style="list-style-type: none"> • APEX licenses: LCFF S & C- \$180,000 • APEX teacher pay: LCFF S & C- \$277,000 • Summer programs: \$350,000 <ul style="list-style-type: none"> o Title I- \$150,000 o LCFF S & C- \$200,000 • Summer Film Academy: LCFF S & C- \$30,000
<p>b) Continue to ensure that EL, McKinney-Vento, and Foster Youth students receive appropriate mental-health and behavioral services, including school social-worker counseling, school-based mental-health services and in-school therapeutic services, regardless of whether he or she qualifies for special education.</p>	<p>Low Middle High</p>	
<p>c) Maintain current non-traditional instructional options, including APEX Learning courses, summer courses, eLearning courses, and other credit-recovery options across the District.</p> <ol style="list-style-type: none"> 1. Investigate other credit recovery options for students who need accommodated or modified curriculum. 2. Investigate credit recovery options for SWD who receive a modified curriculum in a special day class. 3. Katella and Kennedy Independent studies 	<p>Low Middle High</p>	<ul style="list-style-type: none"> • Katella and Kennedy IS- LCFF S & C- \$1 million
<p>d) Continue to support Independent Learning Centers (ILC) at two schools.</p> <ol style="list-style-type: none"> 1. Maintain ILC costs for 2 schools (Anaheim High School, and Western High School). 	<p>Low Middle High</p>	<ul style="list-style-type: none"> • ILC staffing costs: LCFF S & C- \$1.48 million

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<p>3 FTE Teachers and 1 FTE Counselor (x 2 sites):</p> <p>e) Continue to ensure that all students, including McKinney-Vento, Foster Youth, SWD and EL students are enrolled in appropriate academic programs provided by the District, including credit recovery classes, A-G classes, AP classes, after-school classes, summer school, academic tutoring resources, and remediation services.</p>		
<p>f) Expand programs, such as the Advancement Via Individual Determination (AVID), and PUENTE programs.</p> <ol style="list-style-type: none"> 1. AVID summer training 2. AVID tutors 3. PUENTE costs 		<ul style="list-style-type: none"> • AVID summer training: \$75,500 (LCFF, GEAR UP, Title I, Title III). • AVID tutors: \$310,000 <ul style="list-style-type: none"> ○ LCFF S & C- \$233,000 ○ Title I- \$77,000 • PUENTE/AVID counselors and costs: LCFF S & C- \$1,000,000

Actions/Services	Priority		Budgeted Expenditures
	Low	High	
<p>1.10 Improve placement, instructional practices, and monitoring of Students With Disabilities (SWD) to increase academic and social success.</p>	Kahoot Survey results- 95% agreed to the action (84/88)		
<p>a) Refine assessment and identification processes for SWD.</p> <ol style="list-style-type: none"> 1. Provide updated versions of test batteries and protocols for all staff serving students with disabilities to provide appropriate identification and placement. 	Low	Middle	<ul style="list-style-type: none"> • Test batteries and protocols: \$60,000 (Special Education Funds).
<p>b) Refine curriculum, and provide training and coaching in accommodations and modifications in the general education classroom, in order to provide SWD equal access to the core curriculum and to current state adopted standards, including Common Core State Standards (CCSS).</p> <ol style="list-style-type: none"> 1. Continue to support current positions that provide services to SWD's 2. Add 1 FTE Curriculum Specialist to provide curriculum development, and modifications and accommodations training. 3. Provide professional learning/training for special education and general education teachers, including coaching and support in inclusion strategies and Universal Design for Learning. 4. Provide intentional lesson design that embeds SWD accommodations, modifications, and instructional strategies that support students' needs, including implementation of procedures and routines that support student learning, strategic seating and grouping of SWD to support monitoring and peer interaction, intentional use of wait time, use of visuals, consistent use of repetition, checking for understanding, and re-teaching within the class period, and chunking of the lesson. 5. When there is co-teaching: (a) co-planning time is given for Universal Design for Learning lesson development, (b) both teachers are actively engaged in the lesson, and (c) both teachers monitor accommodations and modifications for SWD. 	Low	Middle	<ul style="list-style-type: none"> • SWD positions: \$59.05 million <ul style="list-style-type: none"> ○ \$15.3 million- State Special Education Funds ○ \$5.7 million- Federal Funding ○ \$1.8 million- Mental Health Funds ○ \$36.2 million- Base funds • 1 FTE Curriculum Specialist: LCFF S & C- \$138,000
<p>c) Develop and implement a District-wide system for consistent and regular progress monitoring.</p>	Low	Middle	High
<p>d) Continue SWD site teams, which includes an administrator, SWD department chairs, general education teacher(s), program specialist, school psychologist(s), counselor, speech-language</p>	Low	Middle	High

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pathologist, and social worker for the purpose of analyzing data, monitoring SWD progress, and implementing the LCAP recommendations for SWD.		
<p>e) Expand course access for SWD with appropriate support, in world languages and CTE pathways.</p> <p>f) Increase support to address the literacy and language needs of SWD in both general education and special education classrooms.</p> <ol style="list-style-type: none"> 1. Ensure that instructional aides are prepared with includes: being aware of the lesson, having appropriate materials, implementing accommodations and modifications, and knowing goals. 2. Continue to support 1 FTE speech-language pathologist added in 2016-17 to provide support with SWD literacy and language needs 3. Continue to support 1 FTE Assistive Technology Specialist added in 2016-17 to provide assistive technology support and services as designated in students' IEP's. 4. Increase technology to support access to curriculum with SWDs as funds become available. 5. Add 1 FTE psychologist in 2017-18, and continue to support 1 FTE psychologist added in 2015-16, in order for there to be a minimum of 1 dedicated psychologist at each school site. <p>g) Continue to support 2 vocational counselors that provide transition support, training, and assessments to Special Education teachers and SWDs.</p>	<p>Low Middle High</p> <p>Low Middle High</p> <p>Low Middle High</p>	<ul style="list-style-type: none"> • 1 FTE speech-language pathologist: LCFF S & C- \$135,000 • 1 FTE Assistive Technology Specialist: \$140,000 (Special Education Funds). • 3 FTE psychologists: LCFF S & C- \$440,000 <ul style="list-style-type: none"> • 2 vocational counselors: \$280,000 (Special Education Funds).

Actions/Services		Priority		Budgeted Expenditures
Low	Middle	Low	Middle	High
1.11	Create post-secondary transition and support opportunities for students that build college and career readiness skills.	KaHoot Survey results- 96% agreed to the action (84/87)		
a)	Continue to implement all components of the Anaheim Union Educational Pledge.	Low	Middle	High
b)	<p>1. Increased access to career inventories or career interest inventory software</p> <p>2. Strengthen and/or expand community partnerships to provide robust post-secondary transition opportunities for students.</p> <p>3. Nurture existing community partnerships with Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), TGR Learning Lab, and Chapman University, California State University, Fullerton (CSUF), University of California, Irvine (UCI), and North Orange County Community College District (NOCCCD).</p> <p>4. Continue to refine Anaheim Collaborative as a means to effectively co-create post-secondary transition opportunities, including the development of the Anaheim Union Educational Pledge.</p> <p>5. Continue to partner with North Orange County Regional Consortium (NOCRC) for Adult Education to implement approved strategies for adults in the community.</p> <p>6. Increase opportunities for dual enrollment with community colleges and universities</p>	Low	Middle	High
c)	Increase work experience and internship opportunities via the Anaheim's Innovative Mentoring Experience (AIME) program.	Low	Middle	High
				<ul style="list-style-type: none"> • Dual enrollment textbooks • Pledge Costs <ul style="list-style-type: none"> • 2.5 FTE AIME Coordinator: LCFF S & C- \$310,000

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<p>1. Continue to support AIME Program Coordinators</p> <p>2. Support AIME Summer Internship Coordinators to coordinate internship and provide career readiness instruction:</p> <p>3. Work based learning coordinator stipends</p> <p>4. Support AIME Program expense</p>		<ul style="list-style-type: none"> • AIME Summer Internship Coordinators: LCFF S & C- \$28,000 • AIME work based learning site coordinators: LCFF S & C- \$20,000. • AIME Program expenses: LCFF S & C- \$75,000
<p>d) Develop partnerships with local colleges and universities to assist undocumented students in navigating the AB540 and Deferred Action for Childhood Arrivals (DACA) application process.</p> <p>1. Increase awareness and opportunities for AB540 and DACA students.</p> <p>2. Provide training and resources for school counselors to increase awareness and understanding of AB540 and DACA, so that they may inform and assist undocumented students who are ready to attend college/university.</p>	<p>Low Middle High</p>	
<p>e) Increase access to Career Technical Education (CTE) through District and Regional Occupational Program (ROP) classes.</p> <p>1.</p>	<p>Low Middle High</p>	
<p>f) Continue to provide District and site college and career fairs:</p> <p>1. District College and Career Fair:</p> <p>2. Site college/career fairs: \$10,000 (site funds).</p>	<p>Low Middle High</p>	<ul style="list-style-type: none"> • District College and Career Fair: LCFF S & C- \$25,000 • Site college/career fairs: \$10,000 (site funds).
<p>g) Expand mentoring and volunteering opportunities that are civic minded and support students completing the community-based service learning graduation requirement</p> <p>1. Civic engagement stipends</p>	<p>Low Middle High</p>	<ul style="list-style-type: none"> • Civic engagement stipends: LCFF S & C- \$20,000

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LCAP Year 1 through 3: 2017-18, 2018-19, and 2019-20

GOAL:	<p align="center">Goal 2: Provide meaningful educational engagement opportunities for all parents and families to advocate for all students.</p>		<p align="center">Related State and/or Local Priorities: 1_ 2_ 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6_ 7_ 8 <u>X</u></p>
<p>Identified Needs:</p>			
<p>2.1. Improve and expand support structures for parents that strengthen understanding of rigorous courses of study, skills developed in school, and the skills needed to successfully compete in post-secondary educational programs and in the workforce.</p>	<p>Reason/Need- State Priority #3- Parental Involvement Class of 2018 Graduation rate- 86.8% Class of 2018 College/Career Indicator- 43.7% Class of 2018 A – G rate- 44.1%</p>	<p>2.2. Provide additional qualified personnel to schools to support the needs of Newcomer English Learners (EL), Long-Term English Learners (LTEL), Redesignated Fluent English Proficient (RFEP) students, and/or Initially Fluent English Proficient (IFEP) students and their families.</p>	<p>Reason/Need- State Priority #3- Parental Involvement State Priority #4- Pupil Achievement State Priority #5- Pupil Engagement State Priority #8- Other Pupil Outcomes Class of 2018 EL Graduation rate- 74.6% Class of 2018 EL College/Career Indicator- 13.6% Class of 2018 EL A – G rate- 18.7%</p>
<p>2.4. Increase engagement, communication and support for parents by establishing, expanding, or refining resources that are available at all schools.</p>	<p>Reason/Need- State Priority #3- Parental Involvement</p>		<p>2.3. Expand and/or improve parent involvement services for Students With Disabilities (SWD).</p>
			<p>Reason/Need- State Priority #3- Parental Involvement State Priority #4- Pupil Achievement State Priority #5- Pupil Engagement State Priority #8- Other Pupil Outcomes Class of 2018 SWD Graduation rate- 67.9% Class of 2018 SWD College/Career Indicator- 7.4% Class of 2018 SWD A – G rate- 9.1%</p>

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Actions/Services		Priority		Budgeted Expenditures
Low	Middle	High		
2.1 Improve and expand support structures for parents that strengthen understanding of rigorous courses of study, skills developed in school, and the skills needed to successfully compete in post-secondary educational programs and in the workforce.		KaHoot Survey results- 95% agreed to the action (80/84)		
a)	The District and schools will continue to implement and refine family and community engagement activities that increase parental understanding of the pedagogy used to prepare students for college and career. <ol style="list-style-type: none"> 1. Continue to provide training to parents on how to proactively monitor student progress. 2. Continue to provide Parent Learning Walks: \$5,000 (Site LCFF Funding). 3. Continue to support activities, such as expansion of District's Parent Leadership Academy, which help to develop parents' knowledge of educational structures, and promote the development of effective advocacy skills. <ol style="list-style-type: none"> i. Expand Parent Leadership Academy program to include more languages: Spanish, Vietnamese, Korean 4. Continue to provide training for parents on mindfulness 	Middle	High	<ul style="list-style-type: none"> • Parent learning walks: \$5,000 annually (Site LCFF Funding). • Mindfulness training- PLA Costs
b)	The District and schools will implement programs that provide real-world learning experiences for students, which are showcased to parents and community partners, through events such as STEAM-A-Palooza, and programs that demonstrate real-world college and career readiness, such as capstone projects.	Low	High	<ul style="list-style-type: none"> • STEAM-A-Palooza: LCFF S & C- \$27,500
Actions/Services		Priority		Budgeted Expenditures
Low	Middle	High		
2.2 Provide additional qualified personnel to schools to support the needs of Newcomer English Learners (EL), Long-Term English Learners (LTEL), Redesignated Fluent English Proficient (RFEF) students, and/or Initially Fluent English Proficient (IFEP) students and their families.		KaHoot Survey results- 95% agreed to the action (81/85)		
a)	Provide language appropriate family and community engagement coverage at all school sites. <ol style="list-style-type: none"> 1. Maintain all current Family and Community Engagement (FACE) Specialists 2. Continue to support 1 FTE full-time Vietnamese School Community Liaisons/Bilingual School Community Liaison added in 2015-16: 	Low	High	<ul style="list-style-type: none"> • FACE Specialists: \$1.6 million <ul style="list-style-type: none"> ◦ \$1.1 million- Title I ◦ \$505,000- LCFF S & C ◦ \$110,000- Title III • 1 FTE Vietnamese School Community Liaison: \$81,800 (Title III).
b)	Provide additional training and resources to parents of Newcomer EL, LTEL, RFEF, and IFEP students: \$25,000 (Title I, Title III, and LCFF).	Low	High	<ul style="list-style-type: none"> • Training and resources for EL support staff: \$25,000 (Title I, Title III, and LCFF).
c)	Provide parent involvement opportunities and workshops unique to the needs of parents/caregivers of McKinney-Vento, Foster Youth, and Newcomer EL students.	Low	High	
d)	Provide workshops for parents of undocumented students regarding services and resources available to them:	Low	High	<ul style="list-style-type: none"> • Workshops for parents of undocumented students regarding services and

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e) Provide English classes for parents who need to improve English communication skills in partnership with NOCCCD.	resources available to them: \$2,000 (Title I McKinney-Vento) • No cost to District	Low Middle High	
Actions/Services			
2.3 Expand and/or improve family and community engagement services for Students With Disabilities (SWD).		Low Middle High	Budgeted Expenditures
a) Provide communication to parents regarding Community Advisory Committee (CAC) meetings that provide special education information and training for parents.		Low Middle High	• Mailing costs
b) Involve parents in trainings provided by Greater Anaheim Special Education Local Plan Area (SELPA) on special education topics, including Free Appropriate Public Education (FAPE), behavior strategies and understanding IEPs.		Low Middle High	
c) Continue to provide multiple ways for parents to participate in IEPs, including in-person and by phone, as well as having meetings at varied times so parents can attend. Provide translation services for parents as needed to facilitate full participation.		Low Middle High	
d) Continue to make sure that parents feel they have participated in their students' IEP process.		Low Middle High	
e) Expand engagement of parents and families of SWD in Parent Leadership Academy with development of targeted curriculum.		Low Middle High	
f) Provide communication to parents of SWD on trainings through other District partners, such as NOCCCD and Regional Center of Orange County (RCOC).		Low Middle High	
Actions/Services			
2.4 Increase engagement, communication and support for parents by establishing, expanding, or refining resources that are available at all schools.		Low Middle High	Budgeted Expenditures
a) Continue partnership with North Orange County Community College District (NOCCCD) to expand ESL, Citizenship and Computer classes for adults and parents of the community and provide childcare, as needed (NOCCCD Adult Education Block Grant [AEBG]).		Low Middle High	
b) Provide a family and community resource center at all school sites.		Low Middle High	
c) Involve parents in ways that build their confidence, such as through parent education activities and parent leadership opportunities. 1. Continue to support programs, such as: Disciplina Positiva, Parent Leadership Academy, programs offered through California Association for Bilingual		Low Middle High	• Parent education programs: \$70,000 (site Title I and site LCFF). • Continue to support pilot parent social-emotional workshops piloted in 2016-17

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<p>Students (CABE) and/or other programs that help develop parent connection to the school.</p> <ol style="list-style-type: none"> 2. Continue to support and nurture: Superintendent's Parent Advisory Committee (aka District Advisory Council), Parent Teacher Student Association (PTSA), District-level English Learner Advisory Committee (DELAC), English Learner Advisory Committee (ELAC), School Site Council, and other parent advisory committees. 3. District staff will develop, expand, and/or improve parent involvement resources, such as the development and implementation of the District Parent Leadership Academy. 4. Develop/implement parent involvement teams at all schools. 5. Expand opportunities for parents to participate and facilitate Parent Learning Walks at all schools. 6. Continue to support parent social-emotional workshops piloted in 2016-17 to increase student resiliency: \$3,000 (Title I McKinney-Vento) <ol style="list-style-type: none"> i. Reduce the stigma and raise awareness of mental-health issues. ii. Provide resources and parenting tools needed to address students' mental-health needs. 		<p>to increase student resiliency: \$3,000 (LCFF).</p>
<p>d) Encourage and support teachers in their efforts to communicate with parents and families, by providing designated time for teachers to make personal connections with families.</p>		
<p>e) Provide parents with access to designated computers at school sites to assist with critical parent communication needs, such as online enrollment and access to Aeries Student Information System Parent Portal.</p>		<ul style="list-style-type: none"> • Aeries Parent Portal trainings: \$2,000 (Site LCFF)
<p>f) Provide computer classes for parents to learn computer basics and how to use standard District communication software, such as the Aeries Student Information System Parent Portal and PowerSchool learning management system.</p>		<ul style="list-style-type: none"> • Communication software classes for parents: \$5,000 (Site Title I)
<p>g) Provide resources to maintain Websites with up-to-date District and school information: costs to be determined.</p>		
<p>h) Continue to expand and improve use of mass communication systems, such as Aeries Communications to provide responsive mass-communication to parents and community.</p>		<ul style="list-style-type: none"> • Aeries Communications: LCFF S & C-\$65,000

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Stakeholder Engagement Planning Tool**

LCAP Year 1 through 3: 2017-18, 2018-19, and 2019-20

GOAL:	Goal 3: Provide and nurture a safe, reflective, responsive, and positive school culture.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>
Identified Needs:			
<p>3.1. Refine/improve District systems for identifying and supporting students with significant truancy issues.</p> <p>Reason/Need- State Priority #5- Pupil Engagement (Chronic Absenteeism)</p> <p>2017-18 Chronically Absent- 11.4% or 8.3%</p>	<p>3.2. Every school implements multi-tiered academic and behavioral support systems, aka multi-tiered system of supports (MTSS), which includes increased support of mental health resources and services, which are designed to reduce inappropriate behavior, student suspensions, and improve student learning.</p> <p>Reason/Need- State Priority #4- Pupil Achievement State Priority #5- Pupil Engagement State Priority #6- School Climate (Pupil suspension/expulsion)</p> <p>2017-18 Suspension rate- 4.8%</p>	<p>3.3. Effectively monitor student academic progress and implement support services recommended by American School Counselor Association (ASCA) National Standards.</p> <p>Reason/Need- State Priority #4- Pupil Achievement State Priority #5- Pupil Engagement State Priority #7- Course Access State Priority #8- Other Pupil Outcomes (Broad course of study)</p>	
<p>3.4. Upgrade facilities and address maintenance needs to provide safe and healthy learning environments for all students.</p> <p>Reason/Need- State Priority #1- Basic (Facilities in good repair)</p>	<p>3.5. Increase academic and social-emotional support for Foster Youth and McKinney-Vento students.</p> <p>State Priority #4- Pupil Achievement State Priority #5- Pupil Engagement State Priority #6- School Climate</p> <p>Class of 2018 Graduation rate- 86.8% Class of 2018 College/Career Indicator- 43.7% Class of 2018 A – G rate- 44.1% Class of 2018- 70% attended college after graduation D/F rate- up to 25% of students earning 1 or more F's each semester</p>		

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Actions/Services	Priority			Budgeted Expenditures
	Low	Middle	High	
3.1 Refine/improve District systems for identifying and supporting students with significant truancy issues.	Low	Middle	High	KaHoot Survey results- 96% agreed to the action (74/77)
a) Develop a District-wide systemic attendance monitoring system that will lead to reduced dropouts and increased numbers of students who graduate from high school.	Low	Middle	High	• Transportation services: \$3.5 million (LCFF S & C)
b) Provide school resources, programs, and support services to monitor and improve student attendance District-wide. 1. Expand transportation services for students.	Low	Middle	High	• 1 FTE Attendance Program Administrator: LCFF S & C- \$175,000 • Saturday Academy program: LCFF S & C- \$216,000
c) Continue to support 1 FTE Attendance Program Administrator to support improved attendance results and continue to support Saturday Academy program. 1. Position supports all students and pays special attention to Low Income Pupils, English Learners, Foster Youth, SWD, and McKinney-Vento students.	Low	Middle	High	
Actions/Services	Low	Middle	High	Budgeted Expenditures
3.2 Every school implements multi-tiered academic and behavioral support systems: aka multi-tiered system of supports (MTSS), which includes increased support of mental health resources and services, which are designed to reduce inappropriate behavior, student suspensions, and improve student learning.	Low	Middle	High	KaHoot Survey results- 94% agreed to the action (72/76)
a) Implement MTSS, which includes increased mental health resources to meet the social and emotional needs of students. 1. Continue to support Licensed Social Workers with Pupil Personnel Services (PPS) credentials 2. Continue to support 1 FTE social worker to support ILC students' mental health needs 3. Continue to offer training on mindfulness and brain aligned strategies for students and staff. 4. OC Human relations	Low	Middle	High	• Social workers: \$1.1 million ○ LCFF \$610,000 ○ Title I- \$310,000 ○ Title IV- \$110,000 ○ St. Joseph- \$130,000 • 1 FTE ILC social worker: \$134,000 (United Way) • OC Human Relations- LCFF S & C- \$200,000
b) Continue to support 3 FTE health technicians in 2015-16.	Low	Middle	High	• 3 FTE health technicians: LCFF S & C- \$250,000
c) Continue to develop alternatives to suspension, including "Restorative Practices." 1. Continue to support additional assistant principals 2. Continue to support 1 FTE Teacher on Special Assignment added in 2015-16 to implement Alternatives to Suspension program.	Low	Middle	High	• 8 FTE Assistant Principals: LCFF S & C- \$1.3 million • 1 FTE TOSA for Alternatives to Suspension program: LCFF S & C- \$131,000
d) Train staff on the developmental, social, and emotional needs of McKinney-Vento, Foster youth students, and including the impact of trauma, mental illness, and/or poverty on behavior and student learning. (Costs included in District Professional Learning Plan.) 1. Decrease the percentage of transfers for McKinney-Vento and Foster Youth	Low	Middle	High	• Capturing Kids Hearts- LCFF S & C- \$126,000

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<p>students to continuation and other alternative schools.</p> <p>2. Ensure that all students, including McKinney-Vento, Foster Youth, and EL students receive appropriate mental health and behavioral services, including school social worker counseling, school based mental health services and in-school therapeutic services, regardless of whether he or she qualifies for special education. (Duplicated from 1.11)</p> <p>3. "Capturing Kids Hearts" and civic learning training will be provided</p> <p>4. Provide training on Behavior to Special Education teachers in order to increase positive behavior for SWDs (District Professional Learning Plan).</p>	
<p>e) Continue to support the internship training institution, where graduate-level interns provide mental-health services to the District's students.</p>	<p>Low Middle High</p> <ul style="list-style-type: none"> Graduate-level interns' hourly pay: LCFF S & C- \$120,000
<p>f) Provide training to teachers and support staff on the social and emotional needs of lesbian, gay, bisexual, transgender, queer/questioning sexual identity (LGBTQ): Cost included in District Professional Learning Plan.</p>	<p>Low Middle High</p> <ul style="list-style-type: none">
<p>g) Continue to support District-level 1 FTE Behavior Intervention Specialist (Special Youth Services Department), added in 2014-15, who coordinates interventions and support services at site-level for SWD.</p>	<p>Low Middle High</p> <ul style="list-style-type: none"> 1 FTE Behavior Intervention Specialist: LCFF S & C- \$140,000
<p>h) Establish District Discipline Committee to look into specific issues such as junior high school suspensions and alternatives to suspension.</p>	<p>Low Middle High</p> <ul style="list-style-type: none">
<p>i) Increase school library hours, based upon the needs of students at each school: (site funds, as funding becomes available).</p>	<p>Low Middle High</p> <ul style="list-style-type: none">
<p>j) Expand mentoring opportunities to include newcomer EL students, and/or create a mentorship program specifically for these students (funding to be determined).</p>	<p>Low Middle High</p> <ul style="list-style-type: none">
<p>k) Explore implementation models for community based schools</p>	<p>Low Middle High</p> <ul style="list-style-type: none">

Actions/Services	Priority		Budgeted Expenditures
	Low	Middle	
<p>3.3 Effectively monitor student academic progress and implement support services recommended by American School Counselor Association (ASCA) National Standards.</p>	<p>KaHoot Survey results- 95% agreed to the action (76/80)</p>		
<p>a) Adopt national counseling standards, provide appropriate professional learning, and monitor implementation.</p>	Low	Middle	High
<p>b) Reduce student/guidance counselor ratio by adding additional counselors in order to increase counseling services provided to students.</p>	Low	Middle	High
<p>c) Schools provide each student with an individualized six-year, student academic plan that is college and career aligned.</p> <p>1. Funding is available for 1 FTE Counselor on Special Assignment (COSA)</p>	Low	Middle	High

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d)	Require a comprehensive transition plan for all 7 th - and 9 th -grade students (ex. new student orientations, campus tours, and Link Crew).	Low	Middle	High
e)	Ensure that upon full implementation of LCFF, McKinney-Vento, Foster Youth, SWD, and EL students receive educational counseling from an academic counselor.	Low	Middle	High
f)	Ensure that McKinney-Vento, Foster Youth, and EL students are enrolled in appropriate academic programs, including credit recovery classes, A-G classes, AP classes, after-school classes, summer school, academic tutoring resources, and remediation services 1. Ensure that all students including McKinney-Vento, Foster Youth, and EL students who transfer into any of the District's schools are promptly enrolled in the appropriate school and classes, and transferring youth will be awarded credit for all work completed, including partial credits.	Low	Middle	High
				<ul style="list-style-type: none"> Continue to support student orientation programs such as Link Crew: \$51,000 (site LCFF)

Actions/Services		Priority		Budgeted Expenditures
Low	Middle	High	High	
3.4 Upgrade facilities and address maintenance needs to provide safe and healthy learning environments for all students.				
a)	Increase fiscal resources to provide repairs, upgrades, and beautification of school sites, including security fencing.	Low	Middle	High
b)	Improve science classrooms at schools as needed, to make sure that all science classrooms have appropriate lab facilities. (Cost included in Action 3.6. Measure H facilities upgrades.)	Low	Middle	High
c)	Provide an appropriate number of custodial staff and athletic facilities workers to correspond with current facilities' needs. 1. Continue to support 4 FTE athletic field workers 2. Continue to support 1 FTE grounds technician	Low	Middle	High
d)	Provide appropriate staffing to maintain technology and technology infrastructure: 1. Continue to support 5 FTE site technicians added in 2015-16 to maintain technological resources. 2. Continue to support 1 FTE Network Manager added in 2017-18 to manage District network infrastructure.	Low	Middle	High
e)	Invest in and/or increase the use of security cameras/surveillance/ alarm systems that will prevent malicious acts such as theft of District property.	Low	Middle	High
				<ul style="list-style-type: none"> Site repairs and beautification: \$8.2 million over three years (Measure H Bond). 4 FTE athletic field workers: \$309,000 (LCFF). 1 FTE grounds technician: \$74,000 (LCFF). 5 FTE site technicians: \$619,000 (LCFF S & C). 1 FTE Network Manager: \$163,000 (LCFF S & C). \$3.4 million over three years (Measure H Bond).

Actions/Services		Priority		Budgeted Expenditures
Low	Middle	High	High	

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3.5 Increase academic and social-emotional support for Foster Youth and McKinney-Vento students.	KaHoot Survey results- 97% agreed to the action (7/7/19)	
a) Increase course selection and course access for Foster Youth and McKinney-Vento students.	Low Middle High	High
b) Provide additional instructional materials to Foster Youth and McKinney-Vento students.	Low Middle High	High
c) Provide additional professional learning/training on strategies to better support socio-emotional and/or mental health issues.	Low Middle High	High
d) Increase outreach services for Foster Youth and McKinney-Vento students. <ol style="list-style-type: none"> 1. Add additional Child Welfare and Attendance outreach position: 2. Add additional Office Assistant, Bilingual. 3. Establish a Foster Youth Task Force 	Low Middle High	High
e) Develop mentoring programs for Foster Youth and McKinney-Vento students: cost to be determined (LCFF).	Low Middle High	High
f) Continue to engage a cross-agency, multi-disciplinary educational team to support the educational success of McKinney-Vento and Foster Youth students.	Low Middle High	High
g) Continue to actively collaborate with the county child welfare agency, the county office of education and other agencies working to improve the educational success of McKinney-Vento and Foster Youth students.		
h) Continue to provide McKinney-Vento and Foster Youth students who transfer into a school the support they need to feel welcomed and comfortable. Ensure that their educational records and credits are promptly and accurately transferred, that they are enrolled in appropriate classes, and that their individual education plan (IEP) is up-to-date and implemented (if the student has special needs).		

Instructional Materials Submitted for Adoption
Thursday, June 13, 2019
May 08, 2019-June 13, 2019

Curriculum	Basic/ Suppl.	Course Name (Number)	Grade	Title	Publisher
Dual Enrollment	Basic	Lifeguarding (#0998)	11-12	<i>American Red Cross Lifeguarding Manual</i>	American Red Cross
Dual Enrollment	Basic	Access for Windows (#2041)	11-12	<i>Microsoft Office 365 ACCESS 2016: Comprehensive Multicultural Law</i>	Cengage Learning
Dual Enrollment	Basic	Community and the Justice System (#2804)	11-12	<i>Enforcement: Strategies for Peacekeeping in a Diverse Society</i>	Pearson Education
ELD	Suppl.	Summer Language Academy	8-10	<i>Enchanted Air: Two Cultures, Two Wings: A Memoir</i>	Atheneum Books for Young Readers
ELD	Suppl.	Summer Language Academy	8-10	<i>Drawn Together</i>	Disney Press
ELD	Suppl.	Summer Language Academy	8-10	<i>Ghosts</i>	Scholastic
ELD	Suppl.	Summer Language Academy	8-10	<i>The Black Book of Colors</i>	Groundwood Books
Mathematics	Basic	AP Calculus AB and AP Calculus BC (#3800, #3802)	10-12	<i>Calculus for AP</i>	Cengage

Instructional Materials Submitted for Display
Thursday, June 13, 2019
June 14, 2019-June 20, 2019

Curriculum	Basic/ Suppl.	Course Name (Number)	Grade	Title	Publisher
English	Suppl.	AP English Literature and Composition (#1555)	12	<i>The Sound and the Fury</i>	Knopf Doubleday Publishing Group
English	Suppl.	English 7 (#1330)	7	<i>Gregor the Overlander</i>	Scholastic Inc.
English	Suppl.	English 7/7 HP (#1330/1335) English 8/8 HP (#1350/1355)	7-8	<i>Brown Girl Dreaming</i>	Penguin Group
English	Suppl.	English 7/7 HP (#1330/1335) English 8/8 HP (#1350/1355)	7-8	<i>Dry</i>	Simon & Schuster
English	Suppl.	English 7/7 HP (#1330/1335) English 8/8 HP (#1350/1355)	7-8	<i>Ghost</i>	Atheneum Books
English	Suppl.	English 7/7 HP (#1330/1335) English 8/8 HP (#1350/1355)	7-8	<i>House Arrest</i>	Chronicle Books LLC
English	Suppl.	English 7/7 HP (#1330/1335) English 8/8 HP (#1350/1355)	7-8	<i>Inside Out and Back Again</i>	Harper Collins Publisher
English	Suppl.	English 7/7 HP (#1330/1335) English 8/8 HP (#1350/1355)	7-8	<i>Long Way Down</i>	Atheneum Books
English	Suppl.	English 7/7 HP (#1330/1335) English 8/8 HP (#1350/1355)	7-8	<i>The Crossover</i>	Houghton Mifflin Harcourt

Curriculum	Basic/ Suppl.	Course Name (Number)	Grade	Title	Publisher
English	Suppl.	English 8 (#1350)	8	<i>Breathing Under Water</i>	Harper Collins Publisher
English	Suppl.	English 8 (#1350)	8	<i>Moxie</i>	Roaring Book Press
English	Suppl.	English A1 IB/HL1 (#1556)	11-12	<i>The Thing Around Your Neck</i>	Knopf Doubleday Publishing Group
Science	Basic	Integrated Science 7/7 HP/7 HP-Spanish (#5212/5213/5214)	7	<i>CA HMH Science Dimensions</i>	Houghton Mifflin Harcourt
Science	Basic	Integrated Science 7/7 HP/7 HP-Spanish (#5212/5213/5214)	7	<i>CA Inspire Science</i>	McGraw-Hill
Science	Basic	Integrated Science 7/7 HP/7 HP-Spanish (#5212/5213/5214)	7	<i>Science Techbook</i>	Discovery Education
Science	Basic	Integrated Science 8/8 HP/8 HP-Spanish (#5216/5217/5218)	8	<i>CA HMH Science Dimensions</i>	Houghton Mifflin Harcourt
Science	Basic	Integrated Science 8/8 HP/8 HP-Spanish (#5216/5217/5218)	8	<i>CA Inspire Science</i>	McGraw-Hill
Science	Basic	Integrated Science 8/8 HP/8 HP-Spanish (#5216/5217/5218)	8	<i>Science Techbook</i>	Discovery Education
World Languages	Basic	Vietnamese 2 (#2332)	7-12	<i>Tieng Viet Men Yeu, Level B</i>	East Side Union High School District
World Languages	Basic	Vietnamese 3 (#2334)	7-12	<i>Tieng Viet Men Yeu, Level C</i>	East Side Union High School District

Curriculum	Basic/ Suppl.	Course Name (Number)	Grade	Title	Publisher
World Languages	Basic	Vietnamese 4 (#TBD)	7-12	<i>Tieng Viet Men Yeu, Level D</i>	East Side Union High School District

Field Trip Report

Board of Trustees

June 13, 2019

- 1. RATIFICATION: Oxford Academy: FBLA (1 female student)
Adviser/Lead Chaperone: Alicia Baillie (female)

To: San Jose, CA
 Dates: May 16, 2019 to May 17, 2019
 Purpose: FBLA State Officer Meeting
 Expenses: Outside Source-registration, meals, transportation, accommodations

Number of school days missed for this trip: 0
 Number of school days missed previously: 0
 Total number of days missed by this group: 0

- 2. Oxford Academy: FBLA (2 female students)
Adviser/Lead Chaperone: Alicia Baillie (female)

To: Visalia, CA
 Dates: June 21, 2019 to June 22, 2019
 Purpose: FBLA State Officer Training
 Expenses: Outside Source-registration, meals, transportation, accommodations

Number of school days missed for this trip: 0
 Number of school days missed previously: 0
 Total number of days missed by this group: 0

- 3. Oxford Academy: Girls Basketball (16 female students)
Adviser/Lead Chaperone: David Clifton (male)
Chaperones: Chris Masuno (male), Lisa Murakami (female), and Judy Hall (female)

To: Palm Springs, CA
 Dates: June 28, 2019 to June 30, 2019
 Purpose: Palm Springs Summer Classic
 Expenses: ASB/Fundraisers-registration, transportation, accommodations
 Parent/Student-meals

Number of school days missed for this trip: 0
 Number of school days missed previously: 0
 Total number of days missed by this group: 0

Field Trip Report

Board of Trustees

June 13, 2019

- 4. Oxford Academy: FBLA (4 male students)
Adviser/Lead Chaperone: Jun Cuenca (male)

To: San Antonio, TX
Dates: June 29, 2019 to July 3, 2019
Purpose: National Leadership Conference
Expenses: ASB/Club Fundraisers-meals, transportation, accommodations
Parent/Student-registration, meals, transportation, accommodations
Outside Source-accommodations

Number of school days missed for this trip: 0
Number of school days missed previously: 2
Total number of days missed by this group: 2