NOTICE OF REGULAR MEETING

Date: June 1, 2018

To: Al Jabbar, P.O. Box 3520, Anaheim, CA 92803-3520
        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

        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
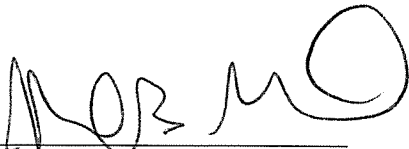   Unidos, 523 N. Grand Avenue, Santa Ana, CA 92701

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 7th day of June 2018

501 N. Crescent Way, Anaheim, California

Study Session-3:15 p.m., Superintendent's Conference Room

Regular Meeting–6:00 p.m., Board Room

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 7, 2018
Study Session–3:15 p.m., Superintendent's Conference Room
Regular Meeting–6:00 p.m., Board Room

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 4, 2018.*

Meetings are recorded for use in the official minutes.

1. **CALL TO ORDER–ROLL CALL** *ACTION ITEM*

2. **ADOPTION OF AGENDA** *ACTION ITEM*

3. **FACILITIES UPDATE STUDY SESSION** *INFORMATION ITEM*

    A study session regarding the District's construction program and Facilities related topics.

4. **PLEDGE OF ALLEGIANCE AND MOMENT OF SILENCE** *INFORMATION ITEM*

    Board of Trustees President Al Jabbar will lead the Pledge of Allegiance to the Flag of the United States of America and provide a moment of silence.

5. **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 of Trustees President Jabbar will introduce dignitaries in attendance.

6. **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.

7. ITEMS OF BUSINESS

RESOLUTION

7.1 ***Resolution No. 2017/18-BOT-03, Order of Biennial Trustee***   *ACTION ITEM*
Election and Specifications of the Election Order
(Roll Call Vote)

Background Information:
A consolidated election is required in the District this year in accordance with Education Code Section 5340. A resolution and order of election are required to be completed and provided to the Orange County Department of Education and Orange County Registrar of Voters.

Current Consideration:
The Board of Trustees is requested to adopt Resolution No. 2017/18-BOT-03, Order of Biennial Trustee Election and Specifications of the Election Order, as prescribed by Education Code Section 5000, calling for the biennial governing board member election to be held on Tuesday, November 6, 2018.

Budget Implication:
Election-related costs for the November 2018 election are unknown at this time, but the estimated cost is $184,354-$234,633.

Staff Recommendation:
It is recommended that the Board of Trustees adopt Resolution No. 2017/18-BOT-03, by a roll call vote. **[EXHIBIT A]**

BUSINESS SERVICES

7.2 ***Public Hearing, 2018-19 Proposed Budget***   *INFORMATION ITEM*

Background Information:
The Board of Trustees is requested to open a public hearing on the 2018-19 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, 2018, 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:
Jennifer Root, assistant superintendent, Business Services, and staff will present the 2018-19 proposed budget.

The final budget (All Funds) will be presented to the Board for adoption on June 14, 2018. 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, 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 2018-19 proposed budget.

EDUCATIONAL SERVICES

7.3 ***Presentation, California School Dashboard and***   *INFORMATION ITEM*
     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 (LEA's) 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.

7.4 ***Presentation, 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 2018-19 LCAP, and were also provided information regarding the annual update. The annual update details the actual LCAP expenditures that were projected for the 2017-18 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, requiring no formal action by the Board of Trustees, it is recommended that the Board officially receive the information. **[EXHIBITS B and C]**

7.5   ***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 2018-19 LCAP, and were also provided information regarding the annual update. The annual update details the actual LCAP expenditures that were projected for the 2017-18 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 4, 2018, through June 14, 2018, 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, 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.

7.6   ***Indemnification Agreement, Rolls-Royce High Temperature***   *ACTION ITEM*
      Composite Inc.

Background Information:
Rolls-Royce High Temperature Composite Inc. (Rolls-Royce) is interested in creating a partnership with the District's Anaheim Innovative Mentoring Experience (AIME) program. Rolls-Royce has been in existence for over one hundred years. Their vision is to pioneer cutting-edge technologies that deliver the cleanest, safest, and most competitive solutions to meet our planet's vital power needs. In 2016, Rolls-Royce expanded their aerospace research center facility in Cypress, California. It is dedicated to research and development of ceramic matrix composite (CMC) materials and processes for use in the next generation aircraft engine components.

Current Consideration:
Rolls-Royce High Temperature Composite Production Center in Cypress, California, is interested in becoming an AIME partner for the summer internship program. Selected students will be assigned a Rolls-Royce professional to shadow for the six-week summer program. This agreement details the roles of the District and Rolls-Royce to ensure students have a successful experience.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended that the Board of Trustees approve the agreement. **[EXHIBIT D]**

8. **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

8.1 ***Triennial Review, Countywide Expulsion Plan for Expelled Students***

Background Information:
The Countywide Expulsion Plan for Expelled Students is reviewed every three years by the Orange County Department of Education and the 28 school districts located in Orange County, via county meetings that include representatives from each district. The entire plan is reviewed and gaps of services are identified.

Current Consideration:
The plan will provide educational services to expelled students according to Education Code Section 48916.1. This plan is created to address areas of concern for the years 2018-21.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended that the Board of Trustees approve the plan. **[EXHIBIT E]**

8.2 ***Amendment, Educational Consulting Agreement, Mourad Kordab***

Background Information:
On January 18, 2018, the Board of Trustees approved the agreement with Mourad Kordab, to assist in the establishment of the Offensive Security Society chapter, as well as train and mentor a team of students, and supervise teachers to run the chapter.

Current Consideration:
The previously approved agenda item stated that May 31, 2018, would be the ending date for services provided with a total amount not to exceed $15,000. The program has been extended to run through the end of July, resulting in an amendment to the consulting agreement. An additional $6,000 is requested to provide services, as well as an amendment to the dates of service. The new amount is not to exceed $21,000. Services will be provided January 19, 2018, through July 31, 2018.

Budget Implication:
Costs for these services are not to exceed $21,000. (Special Education Funds)

Staff Recommendation:
It is recommended that the Board of Trustees approve the amendment to the consulting agreement. **[EXHIBIT F]**

8.3 *Instructional Materials Submitted for Adoption*

The Instructional Materials Review Committee has recommended the selected books for dual enrollment, English and science 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 G]**

8.4 *Instructional Materials Submitted for Display*

The Instructional Materials Review Committee recommended the selected material for display, for courses in dual enrollment, English, and English language development. 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 8, 2018, through June 14, 2018.

Staff Recommendation:
It is recommended that the Board of Trustees approve the display. **[EXHIBIT H]**

9. ADVANCE PLANNING   *INFORMATION ITEM*

9.1 *Future Meeting Dates*

The next regular meeting of the Board of Trustees will be held on Thursday, June 14, 2018, at 6:00 p.m.

Thursday, July 12	Thursday, October 11
Thursday, August 16	Thursday, November 8
Thursday, September 13	Thursday, December 13

9.2 *Suggested Agenda Items*

10. 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 4, 2018.

RESOLUTION OF THE BOARD OF TRUSTEES OF THE
ANAHEIM UNION HIGH SCHOOL DISTRICT

RESOLUTION AND ORDER OF BIENNIAL TRUSTEE ELECTION AND
SPECIFICATION OF THE ELECTION ORDER

RESOLUTION NO. 2017/18-BOT-03

June 7, 2018

On the motion of Trustee _____ and duly seconded, the following resolution was adopted:

WHEREAS, the election of governing board members is ordered by law pursuant to Education Code Section 5000, to fill the office of members whose terms expire on December 7, 2018, next succeeding election;

NOW, THEREFORE, BE IT RESOLVED that pursuant to the authority of Education Code Sections 5304 and 5322, the County Superintendent of Schools, Orange County, is hereby informed of the specifications of the election order for the forthcoming Biennial Governing Board Election to be held on Tuesday, November 6, 2018.

The County Superintendent is further ordered to consolidate this election in accordance with Education Code Sections 5340 and 5342.

The foregoing resolution was passed and adopted at a regular meeting of the Board of Trustees, on June 7, 2018, by the following roll call vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Resolution No. 2017/18-BOT-03

STATE OF CALIFORNIA   )
)
) SS
)
COUNTY OF ORANGE   )

I, Michael B. Matsuda, superintendent of the Anaheim Union High School District of Orange County, California, and secretary to the Board of Trustees thereof, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board of Trustees at the regular meeting thereof held on the 7th day of June 2018, and passed by a roll call vote of all members of said board.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 7th day of June 2018.

_____
Michael B. Matsuda
Superintendent and
Secretary to the Board of Trustees

Resolution No. 2017/18-BOT-03

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.**	Related State and/or Local Priorities: 1 **X** 2 **X** 3_ 4 **X** 5_ 6_ 7 **X** 8 **X**

Identified Needs:

1.1. Provide ongoing professional learning/training for teachers, paraprofessionals, and administrators, because teachers, paraprofessionals, and administrators need ongoing professional learning/training to ensure that all staff are highly qualified, also to ensure the use of best pedagogical practices, and to continue to successfully implement all state adopted standards.	1.2. Further support students' language and literacy skills that are necessary to access all state adopted grade-level standards, which includes the ability to read complex text, to use complex text in speech, and to demonstrate competency with evidence-based writing, because not all students demonstrate the literacy skills necessary to access all state adopted grade-level standards.	1.3. Align curriculum across the District through the purchase and implementation of up-to-date instructional materials, because not all students have equal access to a coherent curricular and instructional program at every school.
1.4. Increase access to technology and/or to the technological resources needed to support the development of 21st century learning skills, because currently not all students and staff have equal access to the technological resources and/or the technology training needed to support the development of 21st century learning skills.	1.5. Refine the current system of assessments to more easily inform teachers of student progress based on college and career readiness indicators, because the current system of assessments is not easily accessible to teachers and does not clearly define which metrics are the District's primary focus.	1.6. Refine school scheduling structures, so that all students have the opportunity to participate in broad courses of study, which includes Science, Technology, Engineering, Arts, and Mathematics (STEAM); Visual and Performing Arts (VAPA); Career and Technical Education (CTE); and, World Languages. However, current school structures restrict some students from accessing broad courses of study, and/or restrict access to STEAM, VAPA, CTE, and World Languages.
1.7. Increase the number/percentage of students (District-wide) who complete A-G requirements, because currently only 40.0% (2016-17) of the District's students complete A-G requirements.	1.8. There is a need to increase the number/percentage of English Learner (EL) students who complete A-G requirements, because currently 5.8% (2016-17) of EL students complete A-G requirements.	1.9. Expand academic programs to promote biliteracy, because the District needs to more fully develop skills that will help guarantee student success in post-secondary college and career settings, particularly for EL students and for reclassified EL students.
1.10. Refine the process for using multiple measures to strategically place students in courses, to monitor student progress, and to ensure that all students have access to rigorous courses of study, because student placement and monitoring practices are not consistent at all of the District's schools.	1.11. Support students with increased/expanded intervention strategies and programs that will help struggling students complete all high school graduation requirements, because intervention strategies and programs are not consistent at all of the District's schools.	1.12. Refine the placement and monitoring practices for EL students, including Newcomer EL students and Long-Term English Learner (LTEL) students, because placement and monitoring practices are not consistent at all District schools.
1.13. Improve services for Students With Disabilities (SWD) to guarantee access to the core curriculum, because services for SWD are not consistent at all of the District's schools.	1.14. Expand and/or refine non-traditional instructional options to meet the learning needs of students who are more successful in non-traditional instructional settings, in order to reduce the District's dropout rate.	1.15. Expand post-secondary transition opportunities, which lead to the successful transition to post-secondary college and career settings, because many of the District's students do not have the resources to create their own post-secondary transition opportunities.
Expected Annual Measurable Outcomes: See LCAP Summary Data Document		

Actions/Services	Rank 1-5: Least Important to Most Important Circle one; 1 = Least Important, and 5 = Most Important					Budgeted Expenditures
✓ **Kahoot survey results indicated that consensus was reached (65 yes, 1 no, 1 need clarification).** ✓ **After survey results were provided, there were no questions or comments from stakeholders.**						**Estimated Costs:** – Through the District's negotiations process, all staff received approximately a three percent raise, and a 10% increase to stipends in 2015-16: Approximately $8.9 million annually (LCFF).
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.	1	2	3	4	5	
• Continue to retain highly effective teachers and staff by maintaining salary schedules that are competitive with neighboring school districts.	1	2	3	4	5	– Continue to support 1 FTE additional teacher per site added in 2015-16 ($2.5 million annually, LCFF)
○ Through the District's negotiations process, all staff received approximately a three percent raise, and a 10% increase to stipends in 2015-16: Approximately $8.9 million annually (Local Control Funding Formula [LCFF]).	1	2	3	4	5	– Continue to support .5 FTE additional teacher added to all schools in 2016-17 ($1.25 million annually, LCFF).
• Continue to support 1 FTE additional teacher per site added in 2015-16 ($2.5 million annually, LCFF)	1	2	3	4	5	– Reduce student load by 3.75% for a 3-year period (2018-19, 2019-20, and 2020-21): 2018-19- $3.6 million, 2019-20-$3.8 million, and 2020-21-$4 million (LCFF)
• Continue to support .5 FTE additional teacher added to all schools in 2016-17 ($1.25 million annually, LCFF).	1	2	3	4	5	
• Reduce student load by 3.75% for a 3-year period (2018-19, 2019-20, and 2020-21).	1	2	3	4	5	– Continue to support 18 FTE Lesson Design Coaches: $2.3 million annually for salaries and benefits (Title I, Title II, and LCFF).
• Continue to support 18 full-time equivalent (FTE) Lesson Design Coaches with a focus on SWD and EL students: $2.3 million annually (Title I, Title II, and LCFF).	1	2	3	4	5	– Continue to support 5.5 FTE curriculum specialists and/or instructional coaches: $766,000 annually for salaries and benefits (Title I, II, III, and LCFF).
• Continue to support 5.5 FTE curriculum specialists with a focus on students with disabilities and English Learners and/or instructional coaches: $766,000 annually for salaries and benefits (Title I, II, III, and LCFF).	1	2	3	4	5	
• Support .5 FTE release as a Reading Demo Teacher with a focus on SWD and EL: $62,500 (LCFF).	1	2	3	4	5	– Support .5 FTE release as a Reading Demo Teacher with a focus on SWD and EL: $62,500 (LCFF).
• Continue to support 19 educational technology coaches (one period release each) added in 2015-16: approximately $656,000 annually for 1 release period per tech coach (site funds-funding documented in Action 1.4.).	1	2	3	4	5	– Continue to support 19 FTE educational technology coaches (one period release each) added in 2015-16: base funded except for 1 release period for tech coach duties, which is approximately $656,000 annually for salaries and benefits (site funds-funding documented in Action 1.4.).
• Continue to refine and implement District Professional Learning Plan to increase staff's capacity/understanding of college and career readiness skills, students with disabilities taskforce recommendations, English learner task force recommendations, and how to fully implement all state adopted standards, including ELD standards: $750,000 annually (Title I, Title II, Title III, LCFF, One-Time Funding).	1	2	3	4	5	
○ 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: costs are included in District Professional Learning Plan.	1	2	3	4	5	– District Professional Learning Plan: $750,000 annually (Title I, Title II, Title III, LCFF, One-Time Funding).
○ Continue to support the teacher induction program for 50 participating teachers in an effort to retain highly effective teachers.	1	2	3	4	5	
○ Provide professional learning/training that addresses cultural proficiency/competency, including cross-cultural interactions, cultural differences, and culturally responsive	1	2	3	4	5	

curriculum and instruction: costs are included in District Professional Learning Plan.							– Continue to support professional learning monitoring system (GoSignMeUp software): $8,500 annually (LCFF).
o Provide professional learning/training on instructional strategies to better support the needs of Newcomer and Long-Term English Learner (LTEL) students.	1	2	3	4	5		
o Continue to support the AUHSD Writing Collaborative with professional learning/training opportunities.	1	2	3	4	5		
• 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.	1	2	3	4	5		
• Develop and implement professional learning monitoring system to track professional learning participation and costs:	1	2	3	4	5		
o Continue to support GoSignMeUp registration software, or other software program that supports the development of District-level and school-level professional learning plans: $8,500 annually, implemented in 2016-17 (LCFF). PowerSchool-TalentEd Program is being reviewed as a replacement for GoSignMeUp: Program is still being researched and the additional cost still being determined.	1	2	3	4	5		
• Provide for on-going professional learning for bilingual support staff, including translators, instructional assistants, community liaisons, and testing assistants. (Part of District Professional Learning Plan already referenced.)							

✓ **Kahoot survey results indicated that consensus was reached (69 yes, 1 no, 1 question).** ✓ **After survey results were provided, there were no questions or comments from stakeholders.**							**Estimated Costs:** – Total professional development/professional learning costs and/or cost of District Professional Learning Plan: $750,000 annually (Title I, Title II, Title III, LCFF, One-Time Funding–duplicated amount from Action 1.1.).
1.2. Instructional design and delivery are aligned with all California State Standards, including Common Core State Standards (CCSS), ELD standards, and all other state adopted standards.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>		
• Provide centralized training necessary for the implementation of all California State Standards, including ELD standards, and all other state adopted, standards-aligned lesson study models, which support close reading of complex text, using complex text in speech, and demonstrating competency with evidence-based writing. Costs are included in District Professional Learning Plan: $750,000 annually (Title I, Title II, Title III, LCFF, One-Time Funding–duplicated amount from Action 1.1.).	1	2	3	4	5		– Continue to support 18 FTE Lesson Design Coaches: $2.3 million annually for salaries and benefits (Title I, Title II, and LCFF–duplicated amount from Action 1.1.).
• Continue to support teachers in the completion and/or refinement of all CCSS aligned units of study, Performance Task Assessments (PTA), and other lesson study models. Costs are included in District Professional Learning Plan: $750,000 annually (Title I, Title II, Title III, LCFF, One-Time Funding–duplicated amount from Action 1.1.).	1	2	3	4	5		– Continue to support 5.5 FTE curriculum specialists and/or instructional coaches: $766,000 annually for salaries and benefits (Title I, II, III, and LCFF, One-Time Funding–duplicated amount from Action 1.1.).
• Provide professional learning/training on strategies to develop skills that are part of the Framework for 21st Century Learning (aka P21 Framework) and non-cognitive skills. Among the skills included are 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.	1	2	3	4	5		
o Total professional learning/training costs and/or cost of District Professional Learning Plan: $750,000 annually (Title I, Title II, Title III, LCFF, One-Time Funding–duplicated amount from Action 1.1.).	1	2	3	4	5		
o Continue to support 18 FTE Lesson Design Coaches with a focus on SWD and EL students: $: $2.3 million annually (Title I, Title II, and LCFF–duplicated amount from Action 1.1.).	1	2	3	4	5		

o Continue to support 5.5 FTE curriculum specialists and/or instructional coaches with a focus on students with disabilities and English Learners: $766,000 annually (Title I, II, III, and LCFF–duplicated amount from Action 1.1.).	1	2	3	4	5		
o Develop teacher leaders that will model 21st Century Learning and create model lessons used in district-wide professional learning opportunities.	1	2	3	4	5		
• Implementation of Next Generation Science Standards (NGSS): Piloted implementation in grade 7 at three junior high schools in 2016-17; more piloting of NGSS in grades 7 and 9 in 2017-18; new course models across the District are expected in 2018-19. Costs are included in District Professional Learning Plan: $750,000 annually (Title I, Title II, Title III, LCFF, One-Time Funding–duplicated amount from Action 1.1.).	1	2	3	4	5		
• 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: No cost.	1	2	3	4	5		
• Provide ongoing professional learning for teachers with an emphasis on deepening their understanding of excellence through equity (social emotional) and cultural relevancy. Costs are included in District Professional Learning Plan: $750,000 annually (Title I, Title II, Title III, LCFF, One-Time Funding–duplicated amount from Action 1.1.).	1	2	3	4	5		

						Estimated Costs:
✓ **Kahoot survey results indicated that consensus was reached (64 yes, 5 no, 1 need clarification).** ✓ **After survey results were provided, there were no questions or comments from stakeholders.**						– Adopt/Purchase World Languages, Dual Languages and ELD instructional materials/textbooks, to be phased in over three years, beginning with introductory-level courses: $500,000 spent in 2016-17, $500,000 in 2017-18, and $500,000 in 2018-19 (Lottery).
1.3. Each school has 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	2	3	4	5	– Adopt/purchase textbooks for AP Language and Composition and AP Literature, beginning with AP Language and Composition in 2018-19 year: $100,000, and AP Literature and Composition in subsequent years: $100,000 each year. Lottery, One-Time Funding)
• 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 in accordance with current state adoption cycle.	1	2	3	4	5	
o Adopt/Purchase World Languages, Dual Languages and ELD instructional materials/textbooks, to be phased in over three years, beginning with introductory-level courses: $500,000 purchased in 2016-17, $500,000 to be purchased in 2017-18, and $500,000 to be purchased in 2018-19 (Lottery).	1	2	3	4	5	– Adopt/Purchase History/Social Science materials/textbooks to be purchased over three years, beginning with seventh and tenth grade World History in 2018-19: $1 million; $1 million purchased in 2019-20; and $1 million purchased in 2020-21. (Lottery, One-Time Funding)
o Adopt/purchase textbooks for AP Language and Composition and AP Literature and Composition textbooks, beginning with AP Language and Composition in 2018-19 year: $100,000, and AP Literature and Composition in subsequent years: $100,000. (Lottery, One-Time Funding)	1	2	3	4	5	
o Adopt/Purchase History/Social Science materials/textbooks to be purchased over three years, beginning with seventh and tenth grade World History in 2018-19: $1 million; $1 million purchased in 2019-20; and $1 million purchased on 2020-21. (Lottery, LCFF, One-Time Funding)	1	2	3	4	5	– Continue to purchase consumable math textbooks in 2018-19, and in 2019-20: $800,000 annually, and pilot consumable mathematics textbooks at 6 junior high schools in 2018-19: $180,000. (Lottery).
o Continue to purchase consumable math textbooks in 2018-19, and in 2019-20: $800,000 annually, and pilot consumable mathematics textbooks at 6 junior high schools in 2018-19: $180,000 (Lottery).	1	2	3	4	5	
o Purchase instructional materials for partial adoptions and/or to replace worn out instructional materials: $500,000 annually (Lottery).	1	2	3	4	5	

Content	1	2	3	4	5	Estimated Costs
o Adopt NGSS instructional materials in appropriate year: $200,000 in 2018-19 to pilot instructional materials, $4 million in 2019-20, to adopt new instructional materials (Lottery, One-Time Funds).	1	2	3	4	5	– Purchase of instructional materials for partial adoptions and/or to replace worn out instructional materials: $500,000 annually (Lottery).
o Purchase Snap & Read (reading intervention program): $15,000 annually (Title I)	1	2	3	4	5	– Adopt NGSS instructional materials in appropriate year: $200,000 in 2018-19,
• Continue to support each site library/media center by implementing a universal resource system that increases the literary resources for students and staff.	1	2	3	4	5	$4 million in 2019-20 (Lottery, One-Time Funds).
o Continue to support a modern, cloud-based library operating software system that can be accessed during all hours of the day (i.e. Atriuum Book System): $48,000 annually (LCFF).	1	2	3	4	5	– Purchase Snap & Read (reading intervention program): $15,000 annually (Title I)
o Increase the variety of online resource database subscriptions (i.e. Britannica, Britannica ImageQuest, AP Source): $65,000 annually (Title I).	1	2	3	4	5	– Continue to support a modern, cloud-based library operating software system that can be accessed during all
• 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.	1	2	3	4	5	hours of the day (i.e. Atriuum Book System): $48,000 annually (LCFF).
• Purchase technology to support 21st century instructional materials.	1	2	3	4	5	– Increase the variety of online resource database subscriptions (i.e. Britannica,
o Continue to enhance technology infrastructure to support 21st century learning, which includes increasing technology connectivity capacity (wireless access points, switches, and cabling): $1.13 million (57%-E-Rate, 43%-LCFF).	1	2	3	4	5	Britannica ImageQuest, Ebsco AP Source): $65,000 annually (Title I).
o Develop policies and procedures for technology implementations that support 21st century learning.	1	2	3	4	5	– Enhance technology infrastructure: $1.13 million (57%-E-Rate, 43%-LCFF).
✓ **Kahoot survey results indicated that consensus was reached (75 yes, 3 no).** ✓ **After survey results were provided, there were no questions or comments from stakeholders.**						**Estimated Costs:** – Continue to support the regular replacement and growth of
1.4 Students and staff have access to a broad range of sustainable technological resources to match students' individual learning needs.	1	2	3	4	5	infrastructure and student and staff technology annually as long as funding is available: $4.9 million
• Continue to purchase and implement technological resources, including technological infrastructure, devices, programs, and professional learning.	1	2	3	4	5	(LCFF). Estimation for 2018-19 is still being determined, but for now is
o Continue to support the regular replacement and growth of infrastructure, and student and staff technology annually as long as funding is available: $4.9 million (LCFF). Estimation for 2018-19 is still being determined, but is approximately $1,000,000	1	2	3	4	5	approximately $1,000,000 – Enhance technology infrastructure: $1.13 million in 2018-19 (57%-E-Rate,
o Enhance technology infrastructure$1.13 million in 2018-19 (57%-E-Rate, 43%-LCFF–duplicated amount from Action 1.3.).	1	2	3	4	5	43%-LCFF–duplicated amount from Action 1.3.).
o Support the implementation and use of technology as part of an instructional model.						– Continue to support 19 educational technology coaches: base funded
– Continue to support 19 educational technology coaches (one period release each): approximately $656,000 annually for 1 release period per tech coach (site funds). Possible elimination in 2018-19 due to funding reductions.	1	2	3	4	5	except for 1 release period for tech coach duties, which is approximately $656,000 annually for salaries and
	1	2	3	4	5	benefits (site funds). Possible elimination in 2018-19.
– Continue to support 5 FTE site technicians added in 2015-16 to maintain expanded technological resources, and also support 2 additional site technicians whose salaries and benefits are not covered by LCFF base funds: $619,000 (LCFF).	1	2	3	4	5	– Continue to support 5 FTE site technicians added in 2015-16 to maintain expanded technological
– Continue to support 1 FTE Network Manager added in 2017-18 to manage district network infrastructure: $163,000 for salary and benefits.	1	2	3	4	5	resources, and also support 2

– Increase technology to support access to curriculum for SWD, EL, McKinney-Vento, and Foster Youth students as funding becomes available.	1	2	3	4	5	additional site technicians whose salaries and benefits are not covered by LCFF base funds: $619,000. (LCFF). – Continue to support 1 FTE Network Manager added in 2017-18 to manage district network infrastructure: $163,000 (LCFF) for salary and benefits.

✓ **Kahoot survey results indicated that consensus was reached (70 yes, 5 no, 2 need clarification, 1 question).**
✓ **After survey results were provided, there were no questions or comments from stakeholders.**
 	
1.5. 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.
 • Professional Learning Community (PLC) teams will inform instructional practice by sharing and discussing student work examples through guided protocols.
 • 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, and Capstone-like projects.
  o Costs included in District Professional Learning Plan: $750,000 annually (Title I, Title II, Title III, LCFF, One-Time Funding–duplicated amount from Action 1.1.).
 • Continue to provide training on multiple sources of student data, including school climate, student performance, and summative assessments, to best inform instructional practice.
  o Continue to support District-level assessment and evaluation team, consisting of 1 FTE Director of Assessment and Evaluation and 1 FTE Assessment Technician: $315,000 (LCFF).
  o Continue to support 1 FTE Research/Data Analyst (Language Program Technician) to support Language Assessment Center: $105,000 (LCFF).
 • 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.): $42,000 in 2017-18 (Title I).
 • Continue training and refinement of Individual Education Plans (IEP) <u>that support culturally and linguistically inclusive practices and provide appropriate training to teachers, thus leveraging expertise specific to English learners</u>, and quarterly progress on goals and objectives. (Costs included in District Professional Learning Plan and site trainings.)
 • Continue to formally and regularly assess the educational strengths and needs of SWD, EL, McKinney-Vento, and Foster Youth students.
						Estimated Costs:
						– District Professional Learning Plan: $750,000 annually (Title I, Title II, Title III, LCFF, One-Time Funding–duplicated amount from Action 1.1.).
						– Continue to support 1 FTE Director of Assessment and Evaluation and 1 FTE Assessment Technician: $315,000 (LCFF)
						– Continue to support 1 FTE Research/Data Analyst (Language Program Technician) $105,000, to support for Language Assessment Center: (LCFF)
						– Continue to partner with Hanover Research consultant $42,000 (Title I).

Within the 1.5 row, the rating scale columns (1 2 3 4 5) appear aligned to:
- 1.5 main: 1 2 3 4 5
- PLC teams: 1 2 3 4 5
- District Professional Learning Plan: 1 2 3 4 5
- Costs included: 1 2 3 4 5
- Continue to provide training: 1 2 3 4 5
- Continue to support District-level: 1 2 3 4 5
- Continue to support 1 FTE Research: 1 2 3 4 5
- Continue to support Hanover: 1 2 3 4 5
- Continue training and refinement IEP: 1 2 3 4 5
- Continue to formally and regularly assess: 1 2 3 4 5

✓ **Kahoot survey results indicated that consensus was reached (73 yes, 1 no, 1 need clarification, 1 question)** ✓ **After survey results were provided, there were no questions or comments from stakeholders.**						**Estimated Costs:** – Add .5 FTE VAPA Coordinator/Teacher on Special Assignment to help coordinate the District's VAPA programs and

1.6. Each school implements scheduling structures and adjust course offerings as needed to ensure that students have the opportunity to participate in broad courses of study.	1	2	3	4	5	promote Arts equity, which includes seeking viable solutions to barriers to enrollment in VAPA courses: $70,000 (LCFF).
• 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	2	3	4	5	– Supplementary support for CTE pathways: $505,000 annually (Perkins).
– 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: $70,000 (LCFF).	1	2	3	4	5	– Additional resources and professional learning/training to support broader courses of study: $50,000 annually (LCFF).
– 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. – Maintain supplementary support for CTE pathways: $505,000 annually (Perkins).	1	2	3	4	5	– Intramural sports for grades 7-8: $84,000 (LCFF).
o District provides additional resources and professional learning/training to support broader courses of study: $50,000 annually (LCFF).	1	2	3	4	5	– Transportation for McKinney-Vento, and Foster Youth students: $40,000 (Title I, LCFF).
• Continue to support Special Education Models Task Force that addresses the continuum of classes and services for SWDs (District Professional Learning Plan).	1	2	3	4	5	
• Continue to support SWD Task Force and EL Task Force to ensure implementation of Task Force recommendations.	1	2	3	4	5	
• Continue to support Newcomer EL Task Force to address wrap-around services needed to best support Newcomer EL students.	1	2	3	4	5	
• Create extracurricular activities that promote language development through music, art, sports, and clubs.	1	2	3	4	5	
• 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	2	3	4	5	
o Intramural sports for grades 7 and 8: $94,000 (LCFF).	1	2	3	4	5	
o Transportation for McKinney-Vento, and Foster Youth students: $40,000 (Title I, LCFF).	1	2	3	4	5	
✓ **Kahoot survey results indicated that consensus was reached (74 yes, 1 clarification).** ✓ **After survey results were provided, there were no questions or comments from stakeholders.**						**Estimated Costs:** – AP professional learning/training for teachers in 2016-17: approximately $25,000 annually (site Title I, site Title II, and site LCFF).
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.	1	2	3	4	5	– Add 1.5 FTE additional IB teachers to expand IB course offerings: approximately $188,000 annually for salaries and benefits (LCFF)
• Provide additional A-G, Honors, AP, and International Baccalaureate (IB) course offerings, and increase the number of sections for existing courses as needed.	1	2	3	4	5	– District Professional Learning Plan: $750,000 (Title I, Title II, Title III, LCFF, One-Time Funding–duplicated amount from Action 1.1.).
o AP professional learning/training for teachers in 2017-18: Approximately $25,000 annually (site Title I, site Title II, and site LCFF).	1	2	3	4	5	
o Add 1.5 FTE additional IB teachers to expand IB course offerings: approximately $188,000 annually for salaries and benefits (LCFF)	1	2	3	4	5	– Continue to support 2 FTE counselors added in 2014-15: $290,000 annually for salaries and benefits (LCFF).
• Provide teachers with the training and resources to better vertically-align A-G courses, including AP and Honors courses.	1	2	3	4	5	– Continue to support 4 FTE counselors added in 2015-16: $580,000 annually
o District Professional Learning Plan includes training on strategies to develop college-readiness skills that students will need for the successful completion of A-G courses: $750,000 (Title I, Title II, Title III, LCFF, One-Time Funding–duplicated amount from	1	2	3	4	5	

Action 1.1.).						for salaries and benefits (LCFF).
• Schools provide each student with an individualized six-year, student academic plan that is college and career aligned.	1	2	3	4	5	− Add one counselor per school site for new site college and career centers: $1.24 million if funding becomes available (LCFF). <u>Funding not available in 2018-19.</u>
○ Add counselors to decrease student-to-counselor ratio.	1	2	3	4	5	
− Continue to support 2 FTE counselors added in 2014-15: $290,000 annually (LCFF).						
− Continue to support 4 FTE counselors added in 2015-16: $580,000 annually (LCFF).						− Continue to provide A-G enrichment opportunities such as enrichment summer school to focus on the development of academic skills, which was piloted in 2015-16: $350,000 (Title I and LCFF).
○ Add one counselor per high school site for new site college and career centers: $1.24 million annually, if funding becomes available (LCFF). <u>Funding not available in 2018-19.</u>	1	2	3	4	5	
• Provide A-G enrichment opportunities:	1	2	3	4	5	
○ Continue to support summer programs that focus on the development of academic skills and include credit recovery opportunities (piloted in 2015-16): $350,000 annually (Title I-$100,000 and LCFF-$250,000).	1	2	3	4	5	− Continue to support Summer Leadership/Film Academy added in 2015-16: $30,000 (LCFF).
○ Continue to support Summer Film Academy added in 2015-16: $30,000 (LCFF).	1	2	3	4	5	− AVID summer training: $75,500 (LCFF, GEAR UP, Title I, Title III).
• Continue to provide training in Universal Design for Learning to increase access to A-G classes for all students, with a focus on SWD, EL, McKinney-Vento, and Foster Youth students. (Costs included in District Professional Learning Plan referenced in 1.2.)	1	2	3	4	5	− AVID tutors: $300,000 annually (Title I, LCFF). − PUENTE counselor and ancillary costs: $190,000 annually for salary, benefits, and ancillary costs (LCFF).
• Continue to provide training in co-teaching models to increase access to general education electives and A-G classes for SWD. (Costs included in District Professional Learning Plan referenced in 1.2.)	1	2	3	4	5	
• Continue to ensure that all students, including McKinney-Vento, Foster Youth, 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.	1	2	3	4	5	
• Expand programs, such as the Advancement Via Individual Determination (AVID), and PUENTE programs.	1	2	3	4	5	
	1	2	3	4	5	
○ AVID summer training: $80,000 (LCFF, GEAR UP, Title I, Title III).	1	2	3	4	5	
○ AVID tutors: $300,000 annually (Title I-$75,000, LCFF-site funds-$225,000).	1	2	3	4	5	
○ PUENTE counselor and ancillary costs: $190,000 annually (LCFF).	1	2	3	4	5	
✓ **Kahoot survey results indicated that consensus was reached (71 yes, 2 no).** ✓ **After survey results were provided, there were no questions or comments from stakeholders.**						**Estimated Costs:** − District Professional Learning Plan: $750,000 annually (Title I, Title II, Title III, LCFF, One-Time Funding– duplicated amount from Action 1.1.).
1.8. Improve instructional model for English Learners (EL) to increase access to, and completion of, A-G courses.	<u>1</u>	2	3	4	<u>5</u>	− AVID Excel program, curriculum and resources: $30,000 (Title III).
• Continue to provide professional learning/training for teachers, counselors, administrators, instructional assistants, and other paraprofessionals to better support an improved EL instructional model.	1	2	3	4	5	− Continue to support the current number of ELD teachers and EL support positions/paraprofessionals at school sites: $2.9 million annually for salaries and benefits (Base funds-$2.5 million, LCFF-$404,000).
○ District Professional Learning Plan includes training on English Language Development (ELD) Standards, and English Language Arts (ELA)/English Language Development (ELD) Framework: $750,000 (Title I, Title II, Title III, LCFF One-Time Funding– duplicated amount from Action 1.1.).	1	2	3	4	5	
• Implement District-wide agreed upon pedagogical best practices for EL students, such as:	1	2	3	4	5	− Continue to support EL and Multilingual Services staffing needs, such as language testing assistants,
○ Classroom instruction includes collaboration	1	2	3	4	5	
○ Intentional lesson design allows EL students to speak at least 30% of the period.	1	2	3	4	5	

Content	Rating	Estimated Costs
○ EL students are given an opportunity to write daily. ○ Teachers will incorporate ELD Standards into their lesson design. • Increase EL students' engagement in the learning process through expanded access to appropriate technological resources. (Technology costs referenced in Actions 1.2. and 1.3.) • Provide math tutoring for EL students, which integrates ELD Standards. • Continue to support the language needs of EL students with disabilities through the IEP process, by providing linguistically appropriate goals and objectives: No cost. • Continue to support Newcomer EL Task Force to address wrap-around services needed to best support Newcomer EL students. • 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: $30,000 annually for program, curriculum and resources (Title III). • Support EL students' progression through English learner program to successful reclassification, and provide monitoring tools and data to school sites. ○ Establish an ELD site team, 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. ○ Continue to support the current number of ELD teachers and EL support positions/paraprofessionals at school sites: approximately $2.9 million annually (LCFF). ○ Continue to support District EL and Multilingual Services Department staffing needs, such as language testing assistants, translators, and bilingual instructional assistants: $1.6 million (LCFF and Title III).	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	translators, and bilingual instructional assistants: $1.6 million annually for salaries and benefits (LCFF and Title III).
✓ **Kahoot survey results indicated that consensus was reached (75 yes, 2 no).** ✓ **After survey results were provided, there were no questions or comments from stakeholders.** 1.9. Expand college and career programs to promote biliteracy. • Expand World Languages and Dual Language Academy programs. ○ Recruit and hire additional World Languages and bilingual authorized teachers (as teaching positions become available). — Continue to support current bilingual authorized teachers at Sycamore Junior High School and at Anaheim High School (5 FTE): approximately $625,000 annually (LCFF). — Continue to support teachers working on bilingual authorization: $5,000 for release time to complete fieldwork (Title III). — Recognize students' attainment of biliteracy through pathway awards in 8th and 12th grade: $7,500 annually (Title III). ○ Support stipend that was negotiated for teachers with bilingual authorization. Approximately 30 teachers have their bilingual authorization: $68,000 (LCFF). ○ Increase World Languages and Dual Language Academy course offerings at high school and junior high school levels. Provide for appropriate instructional materials for students and professional learning for teachers: $10,000 (site LCFF, site Title I). — Expansion of Dual Language Academy program to Brookhurst Junior High School and Savanna High School in 2017-18. — Increase Spanish for native speakers course offerings at junior high school level. ○ Explore the addition of Arabic and Vietnamese World Language courses and the	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	**Estimated Costs:** – Continue to support current bilingual authorized teachers at Sycamore Junior High School and at Anaheim High School (5 FTE): approximately $625,000 annually for salaries and benefits (LCFF). – Continue to support teachers working on bilingual authorization: $5,000 annually for release time (Title III). – Recognize students' attainment of biliteracy through pathway awards in 8th and 12th grade: $7,500 annually (Title III). – Support stipend that was negotiated for teachers with bilingual authorization: $68,000 annually (LCFF). – World Languages and Dual Language Academy instructional materials for students and professional learning for teachers: $10,000 (site LCFF, site Title I).

Action / Item	Rating	Estimated Costs
expansion of Mandarin. (Add Arabic at Western High School in 2017-18.)		
• Expand high school peer-to-peer academic tutoring programs: minimal to no cost (site funds).	1　2　3　4　5	
• Purchase bilingual reading materials for school libraries to support biliteracy in multiple languages (site LCFF-costs to be determined in each school's Single Plan for Student Achievement).	1　2　3　4　5	

✓ **Kahoot survey results indicated that consensus was reached (69 yes, 6 no, 1 need clarification).**
✓ **After survey results were provided, there were no questions or comments from stakeholders.**
 	
1.10. Implement systems that utilize multiple measures to effectively assist with student placement, monitor student progress, and also ensure that all students have access to challenging courses of study.
 • Continue to support data-management systems that make student achievement indicators more accessible to school sites.
 • Continue to refine a District-wide, comprehensive assessment system, which utilizes performance task assessments, project based learning (including capstone-like projects), and summative assessments.
  ○ Continue to provide assessment training, and how to strategically determine student placement and guide student support. Cost included in District Professional Learning Plan: $750,000 (Title I, Title II, Title III, LCFF, One-Time Funding–duplicated amount from Action 1.2.).
  ○ Continue to support District-level assessment and evaluation team, consisting of 1 FTE Director of Assessment and Evaluation, and 1 FTE Assessment Technician: $315,000 (Title I and LCFF–duplicated amount from Action 1.5.).
  ○ Continue to support 1 FTE Research/Data Analyst (Language Program Technician) to support Language Assessment Center: $105,000 (LCFF–duplicated amount from Action 1.5.).
 • Provide updated versions of psychoeducational test batteries and protocols in order to provide appropriate identification and placement of SWDs in 2017-18: $40,000 (Special Education Funds).
 • Formally and regularly assess the educational strengths and needs of each EL, McKinney-Vento, and Foster Youth students. (Duplicated item from Action 1.5.)
 • 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 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. (No cost)
 • 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. (No cost)
	1　2　3　4　5
	
	1　2　3　4　5
	
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	1　2　3　4　5
		Estimated Costs:
		– Training cost included in District Professional Learning Plan: $750,000 annually (Title I, Title II, Title III, LCFF, One-Time Funding–duplicated amount from Action 1.2.).
		– Continue to support 1 FTE Coordinator of Assessment and Evaluation, and 1 FTE Assessment Technician: $315,000 annually for salaries and benefits (Title I and LCFF–duplicated amount from Action 1.5.).
		– Continue to support 1 FTE Research/Data Analyst (Language Program Technician) to support Language Assessment Center: $105,000 (LCFF–duplicated amount from Action 1.5.).
		– Provide updated versions of psychoeducational test batteries and protocols in order to provide appropriate identification and placement of SWDs in 2017-18: $40,000 (Special Education Funds).

✓ **Kahoot survey results indicated that consensus was reached (65 yes, 4 no, 2 need clarification)** ✓ **After survey results were provided, there were no questions or comments from stakeholders.**		**Estimated Costs:** – All salaries and benefits that support EL, Low Income Pupils and Foster Youth, which are not part of the base

	1	2	3	4	5	
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.	1	2	3	4	5	fund: $13.7 million annually for salaries and benefits (Title I, Title III, and LCFF).
• 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, and Low Income Pupils.	1	2	3	4	5	− APEX Learning credit recovery program: $180,000 annually for salaries and benefits (Title I and LCFF).
o All positions that support EL, Low Income Pupils, and Foster Youth, which are not part of the base fund: $13.7 million (Title I, Title III, and LCFF).	1	2	3	4	5	− Teacher supplemental hourly pay to support APEX after-school program: $102,000 annually for salaries and benefits (LCFF).
o Support programs that help struggling students earn a high school diploma through targeted services, such as APEX Learning credit recovery program: $180,000 annually (Title I and LCFF).	1	2	3	4	5	− Summer ELA and math academic skill building program: $350,000 annually (Title I and LCFF–duplicated amount from Action 1.8).
o Teacher supplemental hourly pay to support APEX after-school program: $102,000 annually (LCFF).						− District Professional Learning Plan: $750,000 annually (Title I, Title II, Title III, LCFF, One-Time Funding–duplicated amount from Action 1.1.).
o Continue to support summer programs that focus on the development of academic skills and include credit recovery opportunities (piloted in 2015-16): $350,000 annually (Title I and LCFF–duplicated amount from Action 1.8).	1	2	3	4	5	
• 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.	1	2	3	4	5	
• Provide ongoing professional learning for teachers with an emphasis on deepening their understanding of excellence through equity (social emotional), disability awareness, and cultural relevancy (duplicated action from 1.2). Costs are included in District Professional Learning Plan: $750,000 annually (Title I, Title II, Title III, LCFF, One-Time Funding–duplicated amount from Action 1.1.).	1	2	3	4	5	

	1	2	3	4	5	
✓ **Kahoot survey results indicated that consensus was reached (75 yes, 1 need clarification)** ✓ **After survey results were provided, there were no questions or comments from stakeholders.**						**Estimated Costs:** − Purchase/create monitoring system to effectively assess/monitor the language development and academic success of EL students, including newly reclassified EL students: $50,000 (Title I).
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.	1	2	3	4	5	− Creation of a Welcome Center for Newcomer EL students and their parents/guardians in 2017-18: Approximately $15,000 (LCFF).
• Purchase/create monitoring system to effectively assess/monitor the language development and academic success of EL students, including newly reclassified EL students: $50,000 (Title I).	1	2	3	4	5	− Continue to support the current number of ELD teachers and EL support positions at school sites: $2.9 million annually (LCFF–duplicated amount from Action 1.8.).
• EL Site Teams review placement/course enrollment of each EL student annually. o This includes parent conferences to review 6-year plans of 9th-grade EL students	1	2	3	4	5	− Professional Learning costs for EL staff included in District Professional Learning Plan: $750,000 annually (Title I, Title II, Title III, LCFF, One-Time Funding–duplicated amount from
• EL Site Teams review EL transcripts annually.	1	2	3	4	5	
• Establish junior high school to high school transition meetings between EL Site Teams to ensure appropriate EL placement in courses/programs.	1	2	3	4	5	
• Support creation of a Welcome Center for Newcomer EL students and their parents/guardians in 2017-18: Approximately $15,000 (LCFF).	1	2	3	4	5	
• Refine and implement a course of study sequence, teaching strategies, and placement criteria to meet, monitor, and support the needs of EL, including Newcomer EL and LTEL students.	1	2	3	4	5	

• Provide adequate curriculum and teaching strategies for EL, including Newcomers EL and LTEL students not enrolled in ELD courses.	1	2	3	4	5	Action 1.1.). – EL Services staff: $1.6 million annually (LCFF, and Title III–duplicated amount from Action 1.8.).
o Continue to support the current number of ELD teachers and EL support positions at school sites: $2.9 million annually (LCFF–duplicated amount from Action 1.8.).	1	2	3	4	5	– Hire/restore additional instructional assistants to provide primary language support in content areas: $150,000 (Title III, site LCFF, site Title I).
o Professional Learning costs for EL staff included in District Professional Learning Plan: $750,000 (Title I, Title II, Title III, LCFF, One-Time Funding–duplicated amount from Action 1.1.).	1	2	3	4	5	
• 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).	1	2	3	4	5	– Provide primary language resources to support students/teachers: $10,000 annually (Title III).
o Continue to support positions that provide services to ELs, including EL Support Services staffing needs: $1.6 million (LCFF, and Title III–duplicated amount from Action 1.8.).	1	2	3	4	5	– Provide intensive language support program for Newcomer EL students piloted in 2015-16 (Summer Language Academy): $53,000 (Title III).
o Continue to provide embedded LDC support to address instructional needs of EL students.	1	2	3	4	5	
o Hire/restore additional instructional assistants (Vietnamese, Korean, Arabic, Mandarin, and Spanish) to provide primary language support in content areas: $150,000 (Title III, site LCFF, site Title I).	1	2	3	4	5	
o Provide training for instructional assistants and teachers on best practices: cost included in District Professional Learning Plan referenced in Action 1.1.	1	2	3	4	5	
o Provide additional primary language supplemental instructional materials to support students/teachers: $10,000 annually (Title III).	1	2	3	4	5	
o Expand extended learning and/or enrichment opportunities to EL students.	1	2	3	4	5	
– Targeted Saturday Academy, afterschool seminars, and summer bridge programs for EL students.	1	2	3	4	5	
– Summer options for 7th- and 8th-grade EL students.	1	2	3	4	5	
o Continue to support and expand intensive language support program for Newcomer EL students piloted in 2015-16 (Summer Language Academy): $53,000 (Title III).	1	2	3	4	5	
✓ **Kahoot survey results indicated that consensus was reached (74 yes).** ✓ **After survey results were provided, there were no questions or comments from stakeholders.**						**Estimated Costs:** – Continue to support 1 FTE psychologist added in 2017-18, and continue to support 1 FTE psychologist added in 2015-16: $290,000 annually salaries and benefits (Medi-Cal and LCFF).
1.13. Improve services for Students With Disabilities (SWD) and expand SWD access to the core curriculum.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	
• Refine assessment and identification processes for SWD.	1	2	3	4	5	
o Continue to support 1 FTE psychologist added 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: $290,000 annually salaries and benefits (Medi-Cal and LCFF).	1	2	3	4	5	– Provide updated versions of psychoeducational test batteries and protocols in order to provide appropriate identification and placement of SWDs in 201718: $40,000 (Special Education Funds–duplicated amount from Action 1.10).
o Provide updated versions of psychoeducational test batteries and protocols in order to provide appropriate identification and placement of SWDs in 2017-18: $40,000 (Special Education Funds–duplicated amount from Action 1.10).	1	2	3	4	5	
• 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).	1	2	3	4	5	– Continue to support positions that provide services to SWDs: $59.05 million annually for salaries and benefits (Special Education State and

o Continue to support current positions that provide services to SWDs: $59.05 million annually (Special Education State and Federal Funding, Mental Health State and Federal Funding, and LCFF).	1	2	3	4	5	Federal Funding, Mental Health State and Federal Funding, and LCFF). – Add 1 FTE Curriculum Specialist in 2018-19: $138,000 annually for salary and benefits if funding becomes available (LCFF).
o Add 1 FTE Curriculum Specialist in 2018-19 to provide curriculum development, and modifications and accommodations training: $138,000 annually if funding becomes available (LCFF).	1	2	3	4	5	
o Provide professional learning/training for special education and general education teachers, including coaching and support in inclusion strategies and Universal Design for Learning. Cost included in District Professional Learning Plan: $750,000 annually (Title I, Title II, Title III, LCFF, One-Time Funding–duplicated amount from Action 1.1.). – Develop and implement a district-wide professional learning plan to support SWD.	1	2	3	4	5	– District Professional Learning Plan: $750,000 annually (Title I, Title II, Title III, LCFF, One-Time Funding– duplicated amount from Action 1.1.). – Continue to support 20 FTE additional instructional assistants added in 2015-16 to provide academic support to SWD in content areas: $1.6 million annually for salaries and benefits (LCFF).
o 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 with the class period, and chunking of the lesson.	1	2	3	4	5	– Continue to support 1 FTE speech-language pathologist added in 2016-17 to provide support with SWD literacy and language needs: $135,000 for salary and benefits if funding becomes available (LCFF).
o 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.	1	2	3	4	5	– Continue to support 1 FTE Assistive Technology Specialist added in 2016-17 to provide assistive technology support and services as designated in students' IEPs: $140,000 (Special Education Funds).
• Develop and implement a district-wide system for consistent and regular progress monitoring.	1	2	3	4	5	
• Establish a SWD site team, which includes an administrator, SWD 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 SWD progress, and implementing the LCAP recommendations for SWD.	1	2	3	4	5	
• Expand course access for SWD with appropriate support, in world languages and CTE pathways.	1	2	3	4	5	
• Increase support to address the literacy and language needs of SWD in both general education and special education classrooms.	1	2	3	4	5	
o Continue to support 20 FTE additional instructional assistants added in 2015-16 to provide academic support to SWD in content areas: $1.6 million annually (LCFF).	1	2	3	4	5	
o Ensure that instructional aides are prepared with includes: being aware of the lesson, having appropriate materials, implementing accommodations and modifications, and knowing goals.	1	2	3	4	5	
o Continue to support 1 FTE speech-language pathologist added in 2016-17 to provide support with SWD literacy and language needs: $135,000 if funding becomes available (LCFF).	1	2	3	4	5	
o Continue to support 1 FTE Assistive Technology Specialist added in 2016-17 to provide assistive technology support and services as designated in students' IEPs: $140,000 (Special Education Funds).	1	2	3	4	5	
o Increase technology to support access to curriculum with SWDs as funds become available. (Duplicated from Action 1.4.)	1	2	3	4	5	
o Ensure that all students, including EL, McKinney-Vento and Foster Youth, are provided with challenging learning environments, and are also promptly assessed for,	1	2	3	4	5	

and provided appropriate special education or 504 accommodations. (Duplicated from Action 1.10.)						

✓ **Kahoot survey results indicated that consensus was reached (70 yes, 1 no, 1 need clarification, 1 question).**
✓ **After survey results were provided, there were no questions or comments from stakeholders.**
 	
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.
 • Maintain current non-traditional instructional options, including APEX Learning courses, summer courses, eLearning courses, and other credit-recovery options across the District.
  o APEX Learning licenses for expanded program: $167,000 annually (LCFF).
  o PowerSchool Learning Management software for eLearning: $153,000 annually (LCFF).
  o Continue to support summer programs that focus on the development of academic skills and include credit recovery opportunities (piloted in 2015-16): $350,000 annually (Title I and LCFF–duplicated amount from Action 1.7.).
  o Investigate other credit recovery options for students who need accommodated or modified curriculum.
   – Pilot credit recovery program for 9th- and 10th-grade McKinney-Vento and Foster Youth students, second semester 2017-18: $5,000 (Title I McKinney-Vento).
   – Continue to support summer institute for EL students that was piloted in 2015-16: $53,000 (Title III funds-duplicated amount from 1.12.).
   – Investigate credit recovery options for SWD who receive a modified curriculum in a special day class.
 • Continue to support Independent Learning Centers (ILC) at two schools.
 • Maintain ILC costs for 2 schools (Anaheim High School, and Western High School), 3 FTE Teachers and 1 FTE Counselor (x 2 sites): $1.48 million annually (LCFF).
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						Estimated Costs:
						– APEX Learning licenses for expanded program: $167,000 annually (LCFF).
						– PowerSchool Learning Management software for eLearning: $153,000 annually (LCFF).
						– Summer ELA and math academic skill building program: $350,000 annually (Title I and LCFF–duplicated amount from Action 1.7.).
						– Pilot credit recovery program for 9th- and 10th-grade McKinney-Vento and Foster Youth students, second semester 2017-18: $5,000 (Title I McKinney-Vento).
						– Continue to support summer institute for EL students that was piloted in 2015-16: $53,000 (Title III funds-duplicated amount from 1.12.).
						– ILC costs for 2 schools (Anaheim High School, and Western High School), 3 FTE teachers and 1 FTE Counselor (x 2 sites): $1.48 million annually for salaries and benefits (LCFF).

✓ **Kahoot survey results indicated that consensus was reached (76 yes).**
✓ **After survey results were provided, there were no questions or comments from stakeholders.**
 	
1.15. Create post-secondary transition opportunities that support students' matriculation to post-secondary programs and build college and career readiness skills.
 • Continue to support 1.5 FTE AIME Program Coordinator: $186,000 annually (LCFF).
 • Strengthen and/or expand community partnerships to provide robust post-secondary transition opportunities for students.
  o 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).
  o 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, which is intended to guarantee admission to CSUF and UCI for
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						Estimated Costs:
						– Continue to support 1.5 FTE College and Career Community Partnership/AIME Coordinator: $186,000 annually for salary and benefits (LCFF).
						– Support AIME Summer Internship Coordinators to coordinate internship and provide career readiness instruction: $7,000 per coordinator, up to 4 coordinators, total of $28,000 (LCFF).
						– Support AIME site coordinators: a stipend of $2,000 each for 10 sites/schools, for a total cost of $20,000.
						– Support AIME Program expenses:

District students who meet A-G admissions requirements, and are graduates of the District's high schools.					
o Continue to implement all components of the Anaheim Union Educational Pledge.	1	2	3	4	5
o Expand mentoring and volunteering opportunities that are civic minded and support students completing the community-based service learning graduation requirement.	1	2	3	4	5
o Increase work experience and internship opportunities via the Anaheim's Innovative Mentoring Experience (AIME) program.	1	2	3	4	5
– The 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.					
– Support AIME Summer Internship Coordinators to coordinate internship and provide career readiness instruction: $7,000 per coordinator, up to 4 coordinators, total of $28,000 (LCFF).	1	2	3	4	5
– Support AIME site coordinators: a stipend of $2,000 each for 10 sites/schools, for a total cost of $20,000.	1	2	3	4	5
– Support AIME Program expenses: graphic arts-$10,000, transportation costs-$50,000, and sub costs-$15,000.	1	2	3	4	5
o Continue to provide District and site college and career fairs:	1	2	3	4	5
– District College and Career Fair: $25,000 (AUHSD Foundation, United Way Funds).					
– Site college/career fairs: $10,000 (site funds).					
o Increase access to Career Technical Education (CTE) through District and Regional Occupational Program (ROP) classes.	1	2	3	4	5
o Increase opportunities for dual enrollment with community colleges and universities.	1	2	3	4	5
o Increased access to career inventories, e.g. Armed Services Vocational Aptitude Battery (ASVAB), or career interest inventory software such as California College Guidance Initiative (CCGI): $58,000 (LCFF).	1	2	3	4	5
o Continue to partner with North Orange County Regional Consortium (NOCRC) for Adult Education to implement approved strategies for adults in the community. (No fiscal impact to the District.)	1	2	3	4	5
o Continue to support 2 vocational counselors that provide transition support, training, and assessments to Special Education teachers and SWDs: $280,000 annually (Special Education Funds).	1	2	3	4	5
o Develop partnerships with local colleges and universities to assist undocumented students in navigating the AB540 and Deferred Action for Childhood arrivals (DACA) application process.	1	2	3	4	5
– Increase awareness and opportunities for AB540 and DACA students.					

Right column:
- graphic arts-$10,000, transportation costs-$50,000, and sub costs-$15,000.
- District College and Career Fair: $25,000 (AUHSD Foundation).
- Site college/career fairs: $10,000 (site funds).
- California College Guidance Initiative (CCGI) software: $58,000 (LCFF).
- Continue to support 2 vocational counselors that provide transition support, training, and assessments to Special Education teachers and SWDs: $280,000 annually (Special Education Funds).

– 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.		

LCAP Year 1 through 3: 2017-18, 2018-19, and 2019-20		
GOAL:	**Goal 2: Provide meaningful educational engagement opportunities for all parents and families to advocate for all students.**	Related State and/or Local Priorities: 1_ 2_ 3 **X** 4_ 5_ 6_ 7_ 8_

Identified Needs:

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: See LCAP Summary Data Document

Actions/Services	**Rank 1-5: Least Important to Most Important** Circle one; 1 = Least Important, and 5 = Most Important	**Budgeted Expenditures**

✓ **Kahoot survey results indicated that consensus was reached (70 yes, 2 no, 2 need clarification).**
✓ **After survey results were provided, there were no questions or comments from stakeholders.**
 	
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.
   • The District and schools will continue to implement and refine parent involvement activities that increase parental understanding of the pedagogy used to prepare students for college and career.
     ○ Continue to provide training to parents on how to proactively monitor student progress.
     ○ Continue to provide Parent Learning Walks: $5,000 (Site LCFF Funding).
     ○ Continue to support activities, such as the District's Parent Leadership Academy, which help to develop parents' knowledge of educational structures, and promote the development of effective advocacy skills.
       – Expand Parent Leadership Academy program to include more languages: Spanish, Korean, Vietnamese, and Arabic.
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		Estimated Costs:
		– Parent learning walks: $5,000 annually (Site LCFF Funding).
		– Programs for parents that are designed to increase awareness of post-secondary options, including the importance of meeting A-G requirements: $30,000 annually (Title I).
		– Programs that provide real-world learning experiences for students, which are showcased to parents and community partners, such as capstone projects: $10,000 annually (LCFF).

	Rating					
• The District and schools will implement programs for parents that are designed to increase awareness of post-secondary options, including the importance of meeting A-G requirements: $30,000 annually (Title I).	1	2	3	4	5	
• 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: $10,000 annually (LCFF).	1	2	3	4	5	

✓ **Kahoot survey results indicated that consensus was reached (67 yes 5 no 1 question).**
✓ **After survey results were provided, there were no questions or comments from stakeholders.**
 	
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.
• Provide language appropriate community liaison coverage at all school sites.
  o Maintain all current Family and Community Engagement (FACE) Specialists: $1.26 million annually (Title I, and LCFF), and increase the number of School Community Liaisons/Bilingual School Community Liaisons to one per school site when funding becomes available.
  o Continue to support 1 FTE full-time Vietnamese School Community Liaisons/Bilingual School Community Liaison added in 2015-16: $62,800 (Title III).
• Support creation of a Welcome Center for Newcomer EL students and their parents/guardians in 2017-18: $15,000 (LCFF). (Duplicated amount from Action 1.12.)
• Provide additional training and resources to parents of Newcomer EL, LTEL, RFEP, and IFEP students: $250,000 (Title I, Title III, and LCFF).
• Provide language appropriate translators/interpreters as needed to ensure that parent communication, written and oral, is in the home language.
  o Continue to support 2 FTE 8-hour Spanish translators/interpreters added in 2015-16: $155,000 (LCFF).
  o Continue to support 1 FTE (8-hour) Vietnamese translator/interpreter added in 2016-17: $75,000 (LCFF).
  o Add additional translators as needed using site-level LCFF funding
• Provide parent involvement opportunities and workshops unique to the needs of parents/caregivers of McKinney-Vento, Foster Youth, and Newcomer EL students.
• Provide workshops for parents of undocumented students regarding services and resources available to them: $2,000 (Title I Mckinney-Vento).
• Provide English classes for parents who need to improve English communication skills. (If funding becomes available-site funds.)
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						Estimated Costs:
						– Continue to support FACE Specialists: $1.26 million annually for salaries and benefits (Title I-$840,000, and LCFF-$420,000).
						– Continue to support 1 FTE full-time Vietnamese School Community Liaison/Bilingual School Community Liaison): $62,800 (Title III).
						– Creation of Welcome Center for Newcomer EL students and their parents/guardians in 2017-18: $15,000 (LCFF). (Duplicated amount from Action 1.12.)
						– Training and resources for EL support staff: $250,000 (Title I, Title III, and LCFF).
						– Continue to support 2 FTE 8-hour Spanish translators/interpreters added in 2015-16: $155,000 (LCFF).
						– Continue to support 1 FTE (8-hour) Vietnamese translator/ interpreter added in 2016-17: $75,000 (LCFF).
						– Workshops for parents of undocumented students regarding services and resources available to them: 92,000 (Title I Mckinney-Vento).

✓ **Kahoot survey results indicated that consensus was reached (71 yes, 2 no, 1 question).** ✓ **After survey results were provided, there was one question from stakeholders–Can parent involvement services be changed to parent engagement services. Thumbs up indicates consensus.** 2.3. Expand and/or improve parent involvement services for Students With Disabilities (SWD). • Provide communication to parents regarding Community Advisory Committee (CAC) meetings that provide special education information and training for parents.	1 1	2 2	3 3	4 4	5 5	**Estimated Costs:** – Printing costs $5,000 (Special Education Funds)

• 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.	1	2	3	4	5	
• 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.	1	2	3	4	5	
• Continue to make sure that parents feel they have participated in their students' IEP process.	1	2	3	4	5	
• Expand engagement of parent and families of SWD in Parent Leadership Academy.	1	2	3	4	5	
• Provide communication to parents of SWD on trainings through other District partners, such as NOCCCD and Regional Center of Orange County (RCOC).	1	2	3	4	5	
✓ **Kahoot survey results indicated that consensus was reached (70 yes, 1 no, 1 need clarification).** ✓ **After survey results were provided, there were no questions or comments from stakeholders.** 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.						**Estimated Costs:** – Continue to support FACE Specialists: $1.26 million annually for salaries and benefits (Title I-$840,000, and LCFF-$420,000–duplicated amount from Action 2.2.).
	1	2	3	4	5	– Continue to support 3 FTE 8-hour FACE Specialists: $178,250 annually for salaries and benefits (LCFF, Title I, and Title III–duplicated amount from Action 2.2.).
• 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]).	1	2	3	4	5	
• Provide a <u>family and community</u> resource center at all school sites.	1	2	3	4	5	– Continue to support 1 FTE part-time Vietnamese School Community Liaison/Bilingual School Community Liaison): $62,800 (Title III–duplicated amount from Action 2.2.).
o Continue to support FACE Specialists: $1.26 million annually for salaries and benefits (Title I-$840,000, and LCFF-$420,000–duplicated amount from Action 2.2.).	1	2	3	4	5	
o Continue to support 3 FTE 8-hour FACE Specialists added in 2015-16: $178,250 annually (LCFF, Title I, and Title III–duplicated amount from Action 2.2.).	1	2	3	4	5	– Continue to support 1 FTE (full-time) Vietnamese Bilingual Instructional Assistant added in 2016-17: $54,000 (Title III).
o Continue to support 1 FTE part-time Vietnamese School Community Liaison/Bilingual School Community Liaison added in 2015-16: $62,800 (Title III–duplicated amount from Action 2.2.).	1	2	3	4	5	– Add 1 FTE (full-time) Korean Bilingual Instructional Assistant in 2017-18: $67,000 (LCFF, Title III).
o Continue to support 1 FTE (full-time) Vietnamese Bilingual Instructional Assistant added in 2016-17: $54,000 (Title III).	1	2	3	4	5	
o Add 1 FTE (full-time) Korean Bilingual Instructional Assistant in 2017-18: $67,000 (LCFF, Title III).						– Creation of Welcome Center for Newcomer EL students and their parents/guardians in 2019-20: $15,000 (LCFF). (Duplicated amount from Action 1.12.)
• Involve parents in ways that build their confidence, such as through parent education activities and parent leadership opportunities.	1	2	3	4	5	
o Support creation of Welcome Center at district office for newcomer students and families for Newcomer EL students and their parents/guardians in 2019-20: $15,000 (LCFF). (Duplicated amount from Action 1.12.)	1	2	3	4	5	– Disciplina Positiva, Parent Leadership Academy, California Association for Bilingual Educators (CABE), and/or other parent education programs: approximately $70,000 annually depending on site needs (site Title I and site LCFF).
o Continue to support programs, such as: Disciplina Positiva, Parent Leadership Academy, programs offered through California Association for Bilingual Students (CABE) and/or other programs that help develop parent connection to the school: approximately $70,000 annually depending on site needs (site Title I and site LCFF).	1	2	3	4	5	
o Continue to support and nurture: Superintendent's Advisory Committee (aka District Advisory Council), Parent Teacher Association (PTA), District-level English Learner Advisory Committee (DELAC), English Learner Advisory Committee (ELAC), School Site Council, and other parent advisory committees.						– Continue to support pilot parent social-emotional workshops piloted in 2016-
o District staff will develop, expand, and/or improve parent involvement resources, such as the development and implementation of the District Parent Leadership Academy.	1	2	3	4	5	

Content	Rating					Estimated Costs
– Develop/implement parent involvement teams at all schools.	1	2	3	4	5	17 to increase student resiliency: $3,000 (Title I McKinney-Vento).
– Expand opportunities for parents to participate and facilitate Parent Learning Walks at all schools.	1	2	3	4	5	– Implement a visitor management system not to exceed $1,500 per school site annually, as site funding becomes available (site LCFF).
– Continue to support parent social-emotional workshops in piloted in 2016-17 to increase student resiliency: $3,000 (Title I McKinney-Vento) ▪ Reduce the stigma and raise awareness of mental-health issues. ▪ Provide resources and parenting tools needed to address students' mental-health needs.	1	2	3	4	5	– Continue to support Go Sign Me Up registration software: $8,500 annually. (Title II–duplicated amount from Action 1.1.)
• Develop and implement a system to electronically track parent involvement contacts.	1	2	3	4	5	
○ Implement a visitor management system not to exceed $1,500 per school site annually.	1	2	3	4	5	
○ Continue to support GoSignMeUp registration software: $8,500 annually. (Title II–duplicated amount from Action 1.1.), or add a feature in Aeries, so that parents can self-report the school groups that they wish to be involved in.	1	2	3	4	5	
✓ **Kahoot survey results indicated that consensus was reached (72 yes, 1 no, 1 need clarification).** ✓ **After survey results were provided, there were no questions or comments from stakeholders.**						**Estimated Costs:** – Continue to expand use of parent access to Power School (aka Haiku) learning management system at $153,000 per year. (LCFF–Duplicated amount from 1.14)
2.5. Expand methods of meaningful two-way communication between schools, District, and families.	1	2	3	4	5	– Aeries Parent Portal trainings: $2,000 (Site LCFF)
• 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.	1	2	3	4	5	– Communication software classes for parents: $5,000 (Site Title I)
• Continue to expand use of parent access to Powerschool (aka Haiku) learning management system at $153,000 per year. (LCFF–Duplicated amount from 1.14)	1	2	3	4	5	– Continue to Implement Aeries Communications: $70,000 annually (LCFF and Title I).
• 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: $2,000 (Site LCFFF)	1	2	3	4	5	
• 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: $5,000 (Site Title I)	1	2	3	4	5	
• Provide trainings for parents on effectively utilizing parent communication platforms, such as continuing to provide training on use of the Aeries Parent Portal: $2,000 (Site LCFF).	1	2	3	4	5	
• Provide resources to maintain Websites with up-to-date District and school information: costs to be determined (site funds).	1	2	3	4	5	
• Continue to utilize mass communication systems, such as Aeries Communications to provide responsive mass-communication to parents and community.	1	2	3	4	5	
○ Continue to implement Aeries Communications: $70,000 annually (LCFF and Title I). TeleParent/Blackboard Connect system replaced by Aeries Software Inc. to provide the same services at a reduced rate of $68,400, starting in 2017-18.	1	2	3	4	5	

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 **X** 2_ 3_ 4_ 5 **X** 6 **X** 7_ 8_

Identified Needs:

3.1. Improve student attendance rates, because poor student attendance and truancy lead to failing grades and credit deficiencies that make it impossible for students to complete rigorous courses of study and graduate from high school.	3.2. Decrease the numbers of students who engage in inappropriate behaviors that often result in suspension and expulsion, because these students are less likely to complete rigorous courses of study and graduate from high school.	3.3. Disaggregate student disciplinary data, because there is a need to develop a District-wide process for identifying the causation of student disciplinary incidents, and District-wide guidance for the implementation of appropriate behavioral interventions.
3.4. Implement targeted academic interventions to close the opportunity/achievement gap among Low Income Pupils, English Learners (EL), Foster Youth, and Students With Disabilities (SWD) subgroups, because an opportunity gap exists for these targeted subgroups.	3.5. Effectively monitor student academic progress and implement support services recommended by American School Counselor Association (ASCA) National Standards, because currently not all students have academic plans and/or receive sufficient guidance counseling as specified in the ASCA National Standards.	3.6. Upgrade facilities' aesthetic appeal and address maintenance needs, because appealing, well maintained facilities promote a sense of safety and provide a heathy environment for all students.
3.7. Provide additional resources and structures for EL, SWD, McKinney-Vento, and Foster Youth students, because the District needs to improve their sense of connectedness to school, and increase the graduation and A-G completion rates for these subgroups.		

Expected Annual Measurable Outcomes: See LCAP Summary Data Document		

Actions/Services	**Rank 1-5: Least Important to Most Important** Circle one; 1 = Least Important, and 5 = Most Important	**Budgeted Expenditures**
✓ **Kahoot survey results indicated that consensus was reached (55 yes, 2 no, 2 need clarification, 2 questions).** ✓ **After survey results were provided, there were no questions or comments from stakeholders.** 3.1. Refine/improve the District's systemic plan for identifying and providing wrap-around support for students with significant truancy issues. • Develop a district-wide systemic attendance monitoring system that will lead to reduced dropouts and increased numbers of students who graduate from high school. • Provide school resources, programs, and support services to monitor and improve student attendance District-wide. ○ Expand transportation services for students, in need, who live more than 2.5 miles from school. Currently the District provides free transportation to students who live more than 2.5 miles from school if they attend Sycamore and South	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	**Estimated Costs:** – Transportation services for students, in need, who live more than 2.5 miles from school: approximately $3.5 million (LCFF) – Continue to support 1 FTE Attendance Program Administrator added in 2015-16: $175,000 annually for salary and benefits (LCFF). – Saturday Academy program: $145,000 annually (LCFF).

junior high schools, and Katella High School: approximately $3.5 million (LCFF).						
• Continue to support 1 FTE Attendance Program Administrator to support improved attendance results: $175,000 (LCFF), and continue to support Saturday Academy program: $145,000 (LCFF), which is offset by increased revenue from recuperated attendance.	1	2	3	4	5	
o Position supports all students and pays special attention to Low Income Pupils, English Learners, Foster Youth, and McKinney-Vento students.	1	2	3	4	5	
✓ **Kahoot survey results indicated that consensus was reached (75 yes, 1 no).** ✓ **After survey results were provided, there were no questions or comments from stakeholders.** 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. • Implement MTSS, which includes increased mental health resources to meet the social and emotional needs of students. • Continue to support 2 FTE counselors added in 2014-15: $290,000 annually (LCFF). • Continue to support 4 FTE counselors added in 2015-16: $580,000 annually (LCFF). • Continue to support 2 FTE Licensed Social Workers with Pupil Personnel Services (PPS) credentials added in 2015-16: $281,000 (LCFF), and 4 additional social workers added in 2017-18: $804,000 (Title I, United Way, St. Joseph, and LCFF). • Continue to support 1 FTE social worker added in 2016-17 to support ILC students' mental health needs: $134,000 (United Way Funds through 2018-19 only). • Continue to support 3 FTE health technicians in 2015-16: $236,000 annually (LCFF). • 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: $278,000 annually (Medi-Cal and LCFF). (Duplicated item from 1.13.) • Continue to develop alternatives to suspension, including "Restorative Practices." o Continue to support 4.5 FTE assistant principals added in 2014-15: $618,000 annually (LCFF). o Continue to support 2 FTE assistant principals added in 2015-16: $278,000 (LCFF). o Continue to support 1 FTE assistant principal added to Sycamore Junior High School in 2016-17: $150,000 (LCFF). o Continue to support 1 FTE Teacher on Special Assignment added in 2015-16 to implement Alternatives to Suspension program: $93,000 (LCFF). • Continue to develop preventative actions and define behavioral expectations through the use of MTSS specialists and Positive Behavioral Interventions and Supports (PBIS) program; and school PBIS teams and/or discipline committees will review suspension/expulsion data bi-monthly. o Add 2 nurses (RNs): $274,000 (LCFF- if funding becomes available). <u>Funding not available in 2017-18.</u>						**Estimated Costs:** – Continue to support 2 FTE counselors added in 2014-15: $290,000 annually for salaries and benefits (LCFF). – Continue to support 4 FTE counselors added in 2015-16: $580,000 annually for salaries and benefits (LCFF). – Continue to support 2 FTE licensed Social Workers with PPS credentials added in 2015-16: $281,000 for salaries and benefits (LCFF), and 4 additional social workers added in 2017-18: $804,000 for salaries and benefits (Title I, United Way, St. Joseph, and LCFF). – Continue to support 1 FTE social worker added in 2016-17 to support ILC students: $134,000 for salary and benefits (United Way Funds through 2018-19 only). – Add 1 FTE psychologist in 2017-18, and continue to support 1 FTE psychologist added in 2015-16: $290,000 annually (Medi-Cal and LCFF). (Duplicated item from 1.13.) – Continue to support 3 FTE health technicians added in 2015-16: $236,000 annually for salaries and benefits (LCFF). – Continue to support 4.5 FTE Assistant Principals added in 2014-15: $618,000 annually for salaries and benefits (LCFF). – Continue to support additional 2 FTE assistant principals added in 2015-16: $278,000 annually for salaries and benefits (LCFF). – Continue to support 1 FTE assistant principal added in 2016-17: $150,000 for salary and benefits (LCFF). – Continue to support 1 FTE Teacher on Special Assignment added in 2015-16 to implement Alternatives to Suspension program: $93,000 (LCFF).

The rating scale columns (1 2 3 4 5) corresponding to the middle section rows:

Item	1	2	3	4	5
3.2 (header)	1	2	3	4	5
Implement MTSS	1	2	3	4	5
2 FTE counselors 2014-15	1	2	3	4	5
4 FTE counselors 2015-16	1	2	3	4	5
2 FTE Licensed Social Workers	1	2	3	4	5
1 FTE social worker 2016-17	1	2	3	4	5
3 FTE health technicians	1	2	3	4	5
1 FTE psychologist	1	2	3	4	5
Restorative Practices	1	2	3	4	5
4.5 FTE assistant principals	1	2	3	4	5
2 FTE assistant principals	1	2	3	4	5
1 FTE assistant principal Sycamore	1	2	3	4	5
1 FTE Teacher on Special Assignment	1	2	3	4	5
Add 2 nurses	1	2	3	4	5

• Continue to support Educationally Related Mental Health Services for SWDs, including adding new mental health staff in lieu of an external contract. Positions and cost to be determined based on new model and funding availability. (AB114 funds)"	1	2	3	4	5	– Add 2 nurses (RNs) in: $274,000 (LCFF- if funding becomes available). <u>Funding not available in 2017-18.</u>
• 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	2	3	4	5	– Professional learning/training to implement MTSS: cost included in District Professional Learning Plan $750,000 annually (Title I, Title II, Title III, LCFF, One-Time Funding–duplicated amount from Action 1.1.).
o Decrease the percentage of transfers for McKinney-Vento and Foster Youth students to continuation and other alternative schools.	1	2	3	4	5	– Graduate-level interns' hourly pay: $30,000 (Special Ed. Funds).
o 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)	1	2	3	4	5	
o Provide professional learning/training to support MTSS implementation: cost included in District Professional Learning Plan $750,000 annually (Title I, Title II, Title III, LCFF, One-Time Funding–duplicated amount from Action 1.1.).	1	2	3	4	5	
o In-house PBIS and ProACT trainers will refine implementation of PBIS and improve crisis management services.	1	2	3	4	5	
o In-house Boys Town trainers will refine proactive interventions that target students in restrictive educational environments.	1	2	3	4	5	
o "Capturing Kids Hearts" and civic learning training will be provided during the 2018-19 year. (Costs included in District Professional Learning Plan.)	1	2	3	4	5	
o Provide training on Behavior to Special Education teachers in order to increase positive behavior for SWDs (District Professional Learning Plan).	1	2	3	4	5	
• Continue to support the internship training institution, were graduate-level interns provide mental-health services to the District's students (all subgroups): $30,000 (Special Ed. Funds).	1	2	3	4	5	
• 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.						
✓ **Kahoot survey results indicated that consensus was reached (72 yes, 2 no).** ✓ **After survey results were provided, there were no questions or comments from stakeholders.**						**Estimated Costs:** – Continue to support 1 FTE additional teacher per site added in 2015-16 $2.5 million annually (LCFF–duplicated amount from Action 1.1).
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.	1	2	3	4	5	– Continue to support .5 FTE additional teacher added to all schools in 2016-17: $1.25 million annually (LCFF–duplicated amount from Action 1.1).
• District and school sites will develop, implement, and monitor a proactive system that guides appropriate student disciplinary interventions.	1	2	3	4	5	– Reduce student load by 3.75% for a 3-year period (2018-19, 2019-20, and 2020-21): 2018-19- $3.6 million, 2019-20-$3.8 million, and 2020-21-$4 million (LCFF–duplicated amount from Action 1.1).
o Continue to support 1 FTE additional teacher per site added in 2015-16: $2.5 million annually (LCFF–duplicated amount from Action 1.1).	1	2	3	4	5	– Continue to support 1 FTE Behavior
o Continue to support .5 FTE additional teacher added to all schools in 2016-17: $1.25 million annually (LCFF–duplicated amount from Action 1.1).	1	2	3	4	5	
o Reduce student load by 3.75% for a 3-year period (2018-19, 2019-20, and 2020-21): (LCFF–duplicated amount from Action 1.1).	1	2	3	4	5	

o Use web-reporting program to capture behavioral data in an at-risk data set, and/or create data dashboard to more easily identify students who need interventions.	1	2	3	4	5	Intervention Specialist added in 2014-15: $140,000 annually for salaries and benefits (LCFF).
o 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: $140,000 annually (LCFF).	1	2	3	4	5	
o Establish District Discipline Committee to look into specific issues such as junior high school suspensions and alternatives to suspension.	1	2	3	4	5	
o Continue to cultivate and nourish a culture of pride at all schools.	1	2	3	4	5	
✓ **Kahoot survey results indicated that consensus was reached (71 yes, 5 no).** ✓ **After survey results were provided, there were no questions or comments from stakeholders.** 3.4. Each school implements targeted academic and social-emotional/behavioral interventions to close the opportunity gap among student subgroups.	1	2	3	4	5	**Estimated Costs:** – Continue to support 1 FTE social worker added in 2016-17: $134,000 for salary and benefits if funding becomes available (United Way Funds–duplicated amount from Action 3.2). – Add 1 FTE psychologist in 2017-18, and continue to support 1 FTE psychologist added in 2015-16: $278,000 annually (Medi-Cal and LCFF). (Duplicated item from 1.13.) – Continue to support 2 FTE counselors added in 2014-15: $290,000 annually for salaries and benefits (LCFF). (LCFF–duplicated amount from Action 1.7.). – Continue to support 4 FTE counselors added in 2015-16: $580,000 annually for salaries and benefits (LCFF). (LCFF–duplicated amount from Action 1.7.). – Saturday Academy program: $145,000 annually (LCFF). Duplicated amount from Action 3.2. – AVID tutoring and after school tutoring: Approximately $175,000 annually (site Title I, site LCFF). – Increase school library hours, based upon the needs of students at each school: (site funds, as funding becomes available). – District Professional Learning Plan: $750,000 annually (Title I, Title II, Title III, LCFF, One-Time Funding–duplicated amount from Action 1.1.).
• Develop and monitor targeted academic and social-emotional/behavioral interventions and support services to meet the diverse needs of student subgroups.	1	2	3	4	5	
• Continue to support 1 FTE social worker added in 2016-17 to support ILC students' mental health needs: $134,000 if funding becomes available (United Way Funds – duplicated amount from Action 3.2.).	1	2	3	4	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: $278,000 annually (Medi-Cal and LCFF). (Duplicated item from 1.13.)	1	2	3	4	5	
• Continue to support 2 FTE counselors added in 2014-15: $290,000 annually (LCFF). (LCFF–duplicated amount from Action 1.7.).	1	2	3	4	5	
• Continue to support 4 FTE counselors added in 2015-16: $580,000 annually (LCFF). (LCFF–duplicated amount from Action 1.7.).	1	2	3	4	5	
• Continue to support academic interventions, including but not limited to AVID, after-school tutoring, and the EMT process. o AVID tutoring and after school tutoring: Approximately $175,000 annually (site Title I, site LCFF).	1	2	3	4	5	
• Continue to support Saturday Academies for academic enrichment/attendance recovery: $145,000 (LCFF), which is offset by increased revenue from recuperated attendance. (duplicated amount from Action 3.2)	1	2	3	4	5	
• Increase school library hours, based upon the needs of students at each school: (site funds, as funding becomes available).	1	2	3	4	5	
• Expand mentoring opportunities to include newcomer EL students, and/or create a mentorship program specifically for these students (funding to be determined).	1	2	3	4	5	
• Provide ongoing professional learning for teachers with an emphasis on deepening their understanding of excellence through equity (social-emotional) and cultural relevancy (duplicated action from 1.2). Costs are included in District Professional Learning Plan: $750,000 annually (Title I, Title II, Title III, LCFF, One-Time Funding–duplicated amount from Action 1.1.).	1	2	3	4	5	
• Continue to support and develop policy and data infrastructure necessary to support and monitor the educational success of McKinney-Vento, Foster Youth, and Newcomer EL students.	1	2	3	4	5	

• Continue to support the internship training institution, were graduate-level interns provide mental-health services to the District's students (all subgroups): No cost.	1	2	3	4	5	
• 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).	1	2	3	4	5	
○ Provide mental health awareness and mental health resources for families.	1	2	3	4	5	
✓ **Kahoot survey results indicated that consensus was reached (62 yes, 8 no, 1 need clarification).** ✓ **After survey results were provided, there were no questions or comments from stakeholders.** 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) National Standards Mindsets and Behaviors for Student Success.	1	2	3	4	5	**Estimated Costs:** – Continue to support 2 FTE counselors added in 2014-15: $290,000 annually (LCFF). (LCFF–duplicated amount from Action 1.7.). – Continue to support 4 FTE counselors added in 2015-16: $580,000 annually (LCFF). (LCFF–duplicated amount from Action 1.7.). – Continue to support student orientation programs such as Link Crew: $51,000 (site LCFF)
• Adopt national counseling standards, provide appropriate professional learning, and monitor implementation.	1	2	3	4	5	
• Reduce student/guidance counselor ratio by adding additional counselors in order to increase counseling services provided to students.	1	2	3	4	5	
○ Continue to support 2 FTE counselors added in 2014-15: $290,000 annually (LCFF). (LCFF–duplicated amount from Action 1.7.).	1	2	3	4	5	
○ Continue to support 4 FTE counselors added in 2015-16: $580,000 annually (LCFF). (LCFF–duplicated amount from Action 1.7.).	1	2	3	4	5	
• Require a six-year academic plan for all students.	1	2	3	4	5	
• Require a comprehensive transition plan for all 7th- and 9th-grade students (ex. new student orientations, campus tours, and Link Crew): approximately $3,000 per site – potentially $51,000 if all comprehensive sites implement the program (site LCFF)	1	2	3	4	5	
• Ensure that upon full implementation of LCFF, McKinney-Vento, Foster Youth, and EL students receive educational counseling from an academic counselor.	1	2	3	4	5	
• 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	2	3	4	5	
• 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.	1	2	3	4	5	
✓ **Kahoot survey results indicated that consensus was reached (74 yes, 3 no).** ✓ **After survey results were provided, there were no questions or comments from stakeholders.** 3.6. Upgrade facilities to improve educational learning environments.	1	2	3	4	5	**Estimated Costs:** – Increase fiscal resources to provide repairs, upgrades, and beautification of school sites, including security fencing: $8.2 million over three years (Measure H Bond). – Improve District Visual and Performing Arts (VAPA), specifically high volume facilities such as Cook Auditorium and the
• Increase fiscal resources to provide repairs, upgrades, and beautification of school sites, including security fencing: $8.2 million over three years (Measure H Bond).	1	2	3	4	5	

• Improve District Visual and Performing Arts (VAPA), specifically high-volume facilities such as Cook Auditorium and the District Performing Arts Facility at Kennedy High School: $425,000 (LCFF–if funding becomes available).	1	2	3	4	5	District Performing Arts Facility at Kennedy High School: $155,000 (One Time Funding).
o Provide training to Auditorium Operation Technicians on use on upgraded facilities: $15,000 (LCFF).	1	2	3	4	5	– Provide training to Auditorium Operation Technicians on use on upgraded facilities: $15,000 (LCFF).
• 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.)	1	2	3	4	5	– Continue to support 3 1 FTE custodians: $211,000 annually for salaries and benefits (LCFF). Reducing 2 custodians in 2017-18 due to budget shortfall. New cost to LCFF is $75,000 for salary and benefits.
• Provide an appropriate number of custodial staff and athletic facilities workers to correspond with current facilities' needs.	1	2	3	4	5	
o Continue to support 3 1 FTE custodians added in 2015-16: $211,000 annually (LCFF). Reducing 2 custodians in 2017-18 due to budget shortfall. New cost to LCFF is $75,000 for salary and benefits.	1	2	3	4	5	– Restore custodial positions to be consistent with state recommended staffing, based upon physical plan square footage and number of employees: Approximately $1.3 million (LCFF–if funding becomes available). Provide training to custodial and heating, ventilating, and air conditioning (HVAC) staff on current custodial and HVAC procedures: $15,000 (LCFF–if funding becomes available).
o Restore custodial positions to be consistent with state recommended staffing, based upon physical plan square footage and number of employees: Approximately $1.3 million (LCFF–if funding becomes available).	1	2	3	4	5	
o Provide training to custodial and heating, ventilating, and air conditioning (HVAC) staff on current custodial and HVAC procedures $15,000 (LCFF–if funding becomes available).	1	2	3	4	5	– Continue to support FTE athletic field workers: $309,000 annually for salaries and benefits (LCFF).
o Continue to support 4 FTE athletic field workers added in 2015-16: $309,000 annually (LCFF).	1	2	3	4	5	
o Continue to support 1 FTE grounds technician added in 2015-16: $74,000 annually (LCFF).	1	2	3	4	5	– Continue to support 1 FTE grounds technician: $74,000 annually for salary and benefits (LCFF).
• Continue to support the regular replacement and growth of infrastructure and student and staff technology annually as long as funding is available: $4.9 million annually (LCFF–duplicated amount from Action 1.4).	1	2	3	4	5	– Continue to support the regular replacement and growth of infrastructure and student and staff technology annually as long as funding is available: $4.9 million annually (LCFF–duplicated amount from Action 1.4).
• Provide appropriate staffing to maintain technology and technology infrastructure:	1	2	3	4	5	
o Continue to support 5 FTE site technicians added in 2015-16 to maintain technological resources: $619,000 (LCFF–duplicated amount from Action 1.4.).	1	2	3	4	5	– Continue to support 5 FTE site technicians added in 2015-16 to maintain technological resources: $619,000 (LCFF–duplicated amount from Action 1.4.).
o Continue to support 1 FTE Network Manager added in 2017-18 to manage district network infrastructure: $163,000 (LCFF).	1	2	3	4	5	– Continue to support 1 FTE Network Manager added in 2017-18 to manage district network infrastructure: $163,000 (LCFF).
• Invest in and/or increase the use of security cameras/surveillance/ alarm systems that will prevent malicious acts such as theft of District property: $3.4 million over three years (Measure H Bond).	1	2	3	4	5	– Security cameras/surveillance/alarm systems: $3.4 million over three years, or $1.13 million per year (Measure H Bond).

✓ **Kahoot survey results indicated that consensus was reached (77 yes, 1 no, 1 need clarification).**

✓ **After survey results were provided, there was one question from stakeholders– Question was posed and then withdrawn regarding adding staff to the end of the 3.7 heading/descriptor. Also, a request was made to clarify MTSS definition.**

3.7. Increase academic support and extracurricular engagement opportunities for Foster Youth and McKinney-Vento students by providing additional support.
- Increase course selection and course access for Foster Youth and McKinney-Vento students.
- Provide additional instructional materials to Foster Youth and McKinney-Vento students: $10,000 annually (LCFF)
- Continue to support 2 FTE Licensed Social Workers with Pupil Personnel Services (PPS) credentials added in 2016-17: $268,000 if funding becomes available (LCFF– duplicated amount from Action 3.2.).
- Provide additional professional learning/training on strategies to better support socio-emotional and/or mental health issues: cost included in District Professional Learning Plan $750,000 annually (Title I, Title II, Title III, LCFF, One-Time Funding–duplicated amount from Action 1.1.).
- Increase outreach services for Foster Youth and McKinney-Vento students.
  o Add additional Child Welfare and Attendance outreach position: $69,000 if funding becomes available (LCFF).
  o Continue to support 1 FTE FACE Specialist added in 2014-15: $72,000 annually (LCFF).
  o Add additional FACE Specialists: $72,000 if funding becomes available (LCFF).
  o Add additional Office Assistant, Bilingual: $40,000 if funding becomes available (LCFF).
- Develop mentoring programs for Foster Youth and McKinney-Vento students: cost to be determined (LCFF).
- Ensure that McKinney-Vento and Foster Youth 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. (Duplicated action from 1.7)
- Continue to and engage a cross-agency, multi-disciplinary educational team to support the educational success of McKinney-Vento and Foster Youth students.
- 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.
- 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).

Rating scale columns (1 2 3 4 5) appear repeatedly down the middle column.

Estimated Costs:
- Instructional materials for Foster Youth and McKinney-Vento students: $10,000 annually (LCFF).
- Continue to support 2 FTE Licensed Social Workers with Pupil Personnel Services (PPS) credentials added in 2016-17: $268,000 for salaries and benefits if funding becomes available (LCFF– duplicated amount from Action 3.2.).
- Professional learning/training to support mental health needs: cost included in District Professional Learning Plan $750,000 annually (Title I, Title II, Title III, LCFF, One-Time Funding–duplicated amount from Action 1.1.).
- Add additional Child Welfare and Attendance outreach position in: $69,000 if funding becomes available (LCFF).
- Continue to support 1 FTE FACE Specialist added in 2014-15: $72,000 annually for salary and benefits (LCFF-Already referenced in Action 2.2.).
- Add additional FACE Specialist: $72,000 if funding becomes available (LCFF-Already referenced in Action 2.2.).
- Add additional Office Assistant, Bilingual: $40,000 if funding becomes available (LCFF).

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](): General instructions & regulatory requirements.

[Appendix A](): Priorities 5 and 6 Rate Calculations

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

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

LEA Name	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, and has 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-one percent of AUHSD students are low-income, as indicated by participation in the National School Lunch Program, and 20.7% are English learners (EL). The demographic profile also indicates the following regarding student subgroups: 66.2% Hispanic, 12.8% Asian, 10.7% White, 4.1% Filipino, 2.4% African-American, 2.7% two or more races, 0.6% Pacific Islander, and 0.5% Native American. The AUHSD 2017 cohort graduation rate is 92%, as indicated on the California School Dashboard report (Data retrieved May 30, 2018).

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, Savanna High School is a nationally recognized P-21 Exemplar School that emphasizes project-based learning, and John F. Kennedy High School offers an International Baccalaureate (IB) diploma program.

All AUHSD schools implement a variety of programs, such as PUENTE, AVID, and GEAR-UP, to support improved student achievement outcomes. All AUHSD high schools offer Advanced Placement classes, Career Technical Education programs, and Visual and Performing Arts programs. All AUHSD schools offer a full complement of athletic programs. (See individual school websites for more information regarding these 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.

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 72.15% as indicated in the California School Dashboard report and California Longitudinal Pupil Achievement Data System (CALPADS) UPC Source File for grades K-12.

The District's vision and mission statements are aligned with the goals and actions of the District's LCAP; and, the LCAP is the product of an extensive engagement process, dubbed "stakeholder engagement process," which included many conversations with parents/parent advisory groups, teachers, students, classified staff, administrators, and community members. Responses from the engagement process, which included multiple forms of feedback, such as survey results, were evaluated and used to help guide any proposed changes to goals and actions from the previous year's LCAP.

Through the stakeholder engagement process, it was determined that the District's 2018-19 LCAP would continue to have the same three goals that were affirmed in the LCAP from the previous year; however, they were refined during the 2018 LC AP stakeholder engagement process. They are listed below.

Goal 1: All students will demonstrate college, career, and life readiness and success.
Goal 2: Provide meaningful educational engagement opportunities for all parents and families to advocate for all students.
Goal 3: Provide and nurture a safe, reflective, responsive, and positive school culture.

The District's 2018-19 LCAP also contains 27 actions that were refined through the LCAP stakeholder engagement process. The 2018 stakeholder engagement process provided input to affirm actions in the 2018-19 LCAP; however, this document contains actions for the years 2017-18, 2018-19, and 2019-20. The actions are listed in "Section 2: Goals, Actions, Expenditures, and Progress Indicators." Each action contains many action-steps that are intended to lead to improved services for students. The action-steps, i.e. explicit details for each action, are not included in Section 2 of this LCAP. Instead, they are listed in Appendix C of this document, entitled: "AUHSD 2018-19 Local Control and Accountability Plan Stakeholder Engagement Planning Tool."

All LCAP actions from the 207-18 year were reviewed, and additional action-steps have been added to the 2018-19 LCAP as needed. In an effort to be consistent and transparent, Appendix C provides detailed action-steps for each LCAP action, as well as a clear understanding of the actions and services that stakeholders feel need to be improved, especially for underserved student populations.

Through the stakeholder engagement process, needs, metrics, goals, and actions from the 2017-18 LCAP were reviewed. Then, relevant data, proposed priorities, and action-steps were analyzed by stakeholders in focus groups that were structured around the eight state priorities. Stakeholders were asked to identify gaps in services, and then determine needs that were not addressed, or not met, in the 2017-18 LCAP.

The LCAP Steering Committee debriefed the information from the stakeholder engagement meetings, and then also used stakeholder feedback to help craft a needs assessment, and to develop additional action-steps that would be added to the 2018-19 LCAP.

The stakeholder engagement process included a gallery walk to rank the importance of all proposed action-steps, and the process culminated with a consensus building activity, which allowed participants an opportunity to respond to any of the items included in the proposed LCAP. In some cases, this prompted further revision of LCAP actions, and/or action-steps that are included in the 2018-19 LCAP.

The District's 2018-19 LCAP, which includes the annual update, will be presented to the Board of Trustees at a meeting of the governing board, to be held June 7, 2018. At this meeting, a public hearing will be held, and the

Review of Performance

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

Greatest Progress

Graduation rate for all students increased by 2.1% to 92% in 2016-17. (California School Dashboard)

Nearly four years in the making, the Anaheim Union Educational Pledge (The Pledge) includes Fullerton and Cypress colleges, California State University, Fullerton (CSUF), the University of California, Irvine (UCI), and the City of Anaheim, in partnership with the District to ensure that AUHSD graduates achieve their post-secondary goals. The process begins when students develop a six-year academic and career plan, beginning in seventh grade. Highlights from The Pledge include: expanded dual enrollment courses that allow for more college credit upon high school graduation; guaranteed admission to UCI for all graduates of Anaheim Union High School District 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 also the first graduating class of Pledge eligible students.

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

During the 2016-17 year, 1,000+ students earned the State Seal of Biliteracy. This program recognizes high school graduates who have attained a high-level of proficiency in speaking, reading, and writing, in one or more languages in addition to English.

AVID Excel program continues to help English learners achieve greater academic success, as well as new ELD curriculum/textbooks were adopted and implemented during the 2017-18 year. Additionally, the Summer Language Academy continues to serve 100+ English Learners annually.

Career and Technical Education (CTE) pathways that result in industry certification are offered at all of the District's high schools, and there are total of 21 CTE pathways currently offered, including cyber-security and media-arts/film pathways that were added in 207-18.

In addition to a long standing tradition of showcasing students' talents through a variety of visual and performing arts (VAPA) events, such as Band Spectacular, Choral Showcase, Honor Band, Honor Choir, and "Color and Light" student art and photography exhibition--to name a few, students' talents are also being showcased through a variety of school and District science, technology, engineering, art, and mathematics (STEAM) events, including the District's Sustainability Showcase, Film Academy Awards, and STEAM-A-Palooza (STEAM showcase).

The District's Next Generation Science Standards (NGSS) taskforce is implementing junior high-level integrated science curriculum during the 2018-19 year.

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, and also to promote good digital citizenship.

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. Several of the District's schools have received Civic Learning Awards.

More than 600 teachers participated in Reflective Learning Walks conducted at schools, where participants received embedded professional learning/training on First Best Instruction, and/or on strategies to enhance instructional practices and expand student access to the curriculum.

Meaningful two-way communication with parents was increased through Aeries Parent Portal and Blackboard Connect. (As of March 22, 2018, 11,613,880 voicemails were delivered to parents, 14,960,666 emails were delivered to parents, and 1,823 parents completed LCAP surveys.)

Parent involvement/parent leadership capacity was expanded through Parent Leadership Academies, Parent Learning Walks, and Family and Community Engagement Specialists (FACES).

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. The District's crisis-response team has also been restructured.

The District's Saturday Academy program was expanded to provide additional enrichment learning opportunities for more students, and also to support improved attendance results.

Special Education teachers participated in District-wide calibration for IEP development, and 15 Speech Language Pathologists were certified in augmentative-alternative communication, in order to increase Students With Disabilities' (SWD) access to the curriculum.

Twenty-first century furniture was implemented in 364 classrooms, during the 2016-17 and 2017-18 years.

Measure H facilities projects that provide upgrades, beautification, and security fencing for District facilities continue to be completed. For example, 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. This summer major capital projects will be undertaken at Cypress HS, Kennedy HS, Savanna HS and the Oxford Academy while many other relevant projects are being planned at District sites.

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

Greatest Needs

The following list highlights some of the District's greatest challenges:

Improving mathematics achievement results for all students, with an even greater emphasis on improving mathematics achievement results for EL and SWD subgroups. Improving English language arts (ELA) achievement results for all students, with an even greater emphasis on improving ELA achievement results for EL and SWD subgroups.

Improving the A-G completion rate for all students, with an even greater emphasis on improving the A-G completion rate for EL and SWD subgroups.

Refining systems to more efficiently monitor program effectiveness.

Refining social and emotional/behavioral support systems to reduce the disproportionate number/percentage of EL, African American, and SWD students who are suspended and/or expelled.

To address the following 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. This includes professional learning/training for mathematics teachers that occurred during the 2017-18 year.

ELA teachers received professional learning/training during the 2017-18 year, and they continue to learn strategies intended to increase students' access to ELA curriculum.

English language development (ELD) curriculum was revised in the spring of 2017, which included the adoption, purchase, and repurposing of ELD instructional materials. ELD teachers received professional learning/training in the summer of 2017 on the implementation of the new ELD curriculum, which occurred during the 2017-18 year.

In the spring of 2018, the Superintendent, Assistant Superintendent of Educational Services, and selected Educational Services directors/coordinators met with the School Leadership Team (SLA) at each of the District's schools to examine the barriers to an improved A-G completion rate, and what actions schools should implement in order to improve student achievement outcomes. These actions were reflected in each school's 2017-18 Single Plan for Student Achievement (SPSA). The SPSAs are also aligned with the District's LCAP.

The District is in the process of developing technological systems to engender more effective data-driven decision-making that will help support more effective/efficient program monitoring. The District continued to develop these systems during the 2017-18 year.

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

Performance Gaps

An analysis of District data indicates the following performance gaps (referenced in the California Dashboard Report, at https://www.caschooldashboard.org/#/Home):

1. Graduation rates for EL and SWD subgroups are low when compared to other subgroups.

2. Mathematics achievement results indicate performance gaps in mathematics for EL and SWD subgroups.

3. EL, African American, Foster Youth and SWD subgroups have disproportionate numbers/percentages of suspensions and expulsions.

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

1. The District will continue to improve services for EL and SWD in order to improve the graduation rates for these subgroups.

2. As previously stated in the Greatest Needs section of the LCAP, the District is reviewing current adopted mathematics curriculum to determine how to make it more accessible for all students, and especially for EL and SWD. This includes professional learning/training for mathematics teachers that occurred during the 2017-18 year.

3. As previously stated in the Greatest Needs section of the LCAP, teachers and staff will continue to receive professional learning/training on strategies to better address students' social and emotional needs. Additionally, the District's Student Support Services department will continue to expand/improve services, by leveraging grant opportunities and community partnerships to augment programs/resources that support students' mental health needs.

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

Increased or Improved services

The District will increase or improve services for low-income students, English learners, and foster youth by:

1. Continuing to ensure that EL, McKinney-Vento, and foster youth receive appropriate mental-health and behavioral services, including in-school social-worker counseling, school-based mental-health services and in-school therapeutic services, regardless of whether he/she qualifies for special education.

2. District and schools will refine placement and monitoring system for EL, including Newcomers and Long-Term English Learners (LTEL), and will also revise/refine ELD curriculum.

3. The District will provide additional opportunities for EL, McKinney-Vento, and Foster Youth to receive additional academic support to better support college and career readiness outcomes for these subgroups.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$ 367,393,489
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$ 132,781,538

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

Base funded expenditures that are not associated with English Learners, McKinney-Vento, Foster Youth, and Students With Disabilities subgroups are not included in this LCAP. The goals and actions listed in the LCAP have been developed through the District's stakeholder engagement process, for the purpose of improving/expanding services for students who are Low-Income, English Learners, McKinney-Vento, Foster Youth, and Students With Disabilities. The LCAP details how the District plans on improving educational outcomes for all students, and particularly for students who are part of the aforementioned subgroups, which constitutes the District's unduplicated pupil percentage of 72%.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$ 320,906,629

Annual Update

LCAP Year Reviewed: 2017–18

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

Goal 1

All students will demonstrate college and career readiness.

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	Actual
Teacher Credentials and Subject Matter Authorizations 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.	**Teacher Credentials and Subject Matter Authorizations** Actual: For all AUHSD teachers/all subject areas, all teachers are appropriately assigned, and 99.9% are fully-credentialed. TARGET MET.
English Learner (EL) Authorization The percentage of teachers who lack <u>only</u> EL authorization in 2016-17 was 0.3% (less than one-half of a percent). Growth Target: Reduce the current percentage of teachers who lack <u>only</u> EL authorization to 0.2% (less than one-half of a percent).	**English Learner (EL) Authorization** Actual: The current percentage of teachers who lack <u>only</u> EL authorization is 0%. One-hundred percent of teachers are EL authorized. TARGET MET.

Expected	Actual
Instructional Materials Target: Maintain sufficient access to standards-aligned instructional materials for all pupils, and 100% compliance with Williams' instructional materials requirements have been maintained.	**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.
Implementation of State Academic Standards Target: 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.	**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.
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.	**California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) Assessment Results** Actual: In 2016-17, 46% of students meeting or exceeding standard. Target not met.
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.	**California Assessment of Student Performance and Progress (CAASPP) Math Assessment Results** Actual: In 2016-17, 28.6% of students meeting or exceeding standard. Target not met.
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.	**A-G Completion Rates: All Students** Actual: 40% of all students met A-G Completion requirements in 2016-17. TARGET MET.
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.	**A-G Completion Rates: Low Income Pupils** Actual: 34.8% of all students met A-G Completion requirements in 2016-17. TARGET NOT MET.
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.	**A-G Completion Rates: English Learners (EL)** Actual: 5.8% of English Learners met A-G Completion requirements in 2016-17. TARGET NOT MET.
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.	**Graduation Rate: District-wide** Actual: District Graduation Rate is 92% in 2016-17 (CA School Dashboard). TARGET MET.

Expected	Actual
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.	**Graduation Rate: EL** Actual: Graduation Rate for EL is 85.3% in 2016-17 (CA School Dashboard). TARGET MET.
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.	**Graduation Rate: Students With Disabilities (SWD)** Actual: Graduation Rate for SWD is 78.1% in 2016-17 (CA School Dashboard). TARGET MET.
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.	**Advanced Placement (AP) Participation Rate** Actual: Advanced Placement (AP) participation rate was 20% in 2016-17. TARGET MET.
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.	**Advanced Placement (AP) Exam Pass Rate** Actual: Advanced Placement (AP) participation rate was 54% in 2016-17. TARGET NOT MET.
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.	**Early Assessment Program (EAP) ELA Results** Actual: Early Assessment Program (EAP) ELA results indicate that 25.7% of students were "Ready for College" in 2016-17. TARGET MET.
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.	**Early Assessment Program (EAP) Mathematics Results** Actual: Early Assessment Program (EAP) Mathematics results indicate that 11.2% of students were "Ready for College" in 2016-17. TARGET MET.
EL 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.	**EL Progress and Proficiency Report: Making annual progress** Actual: CELDT scores for "making annual progress in learning English" increased to 59% in 2016-17. AMAO EL measurement no longer used, and no data available for 2017-18.*
EL Progress and Proficiency Report: ELs enrolled less than 5 years and who score "English Proficient" In 2015-16, 21.8% of ELs enrolled less than 5 years scored "English Proficient" according to CELDT scores. Growth Target: Increase to 23% in 2016-17.	**EL Progress and Proficiency Report: ELs enrolled less than 5 years and who score "English Proficient"** Actual: Increased to 23% in 2016-17. AMAO EL measurement no longer used, and no data available for 2017-18.* *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%).

Expected	Actual
EL Progress and Proficiency Report: ELs who are enrolled more than 5 years and who score "English Proficient" In 2015-16, 49.3% of ELs who are enrolled more than 5 years scored "English Proficient" according to CELDT scores. Growth Target: Increase to 50% in 2016-17.	**EL Progress and Proficiency Report: ELs who are enrolled more than 5 years and who score "English Proficient"** Actual: Increased to 50% in 2016-17. AMAO EL measurement no longer used, and no data available for 2017-18.* *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%).
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.	**Percentage of ELs Reclassifying/Redesignating to Fluent English Proficient** Growth Target: Increase to 11% in 2016-17. Actual: Increased to 9.6% in 2016-17. TARGET NOT MET However, in 2017-18, the District reclassified 1,016 English Learners as Fluent English Proficient (FEP), which is about 15%, and the target will be reported as met in the 2018-19 LCAP Annual Update.
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.) Growth Target: Maintain current enrollment percentages in 2016-17.	**Course Access and Other Pupil Outcomes: Enrollment in Visual and Performing Arts (VAPA)** Growth Target: Maintain current enrollment percentages in 2016-17. Actual: In 2016-17, 57% of students were enrolled in VAPA courses. TARGET NOT MET.
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.	**Course Access and Other Pupil Outcomes: Enrollment in Career Technical Education (CTE)** Actual: In 2016-17, 41.9% of students were enrolled in CTE courses. TARGET MET.
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	**Course Access and Other Pupil Outcomes: Enrollment in World Languages** Actual: In 2016-17, 44.7% of students were enrolled in World Languages courses. TARGET MET.

Actions/Services

Action 1 (1.1–1.15)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	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.	a. $18,265,000-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)	a. $18,265,000-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)
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.	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.	a. $2,855,000 (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)	a. $2,855,000 (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)
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 all other state adopted standards and frameworks.	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 all other state adopted standards and frameworks.	a. $500,000-Lottery: Dual Language and EL instructional materials (Object code 4150) b. $450,0000-Lottery: Consumable math textbooks (Object code 4150) c. $500,000-Lottery: Replacement of instructional materials and partial adoptions (Object code 4150) d. $200,000-Lottery: NGSS Instructional Materials (Object code 4150) e. $48,000-LCFF: Cloud-based library operating system (Object code 5880)	a. $500,000-Lottery: Dual Language and EL instructional materials (Object code 4150) b. $450,0000-Lottery: Consumable math textbooks (Object code 4150) c. $500,000-Lottery: Replacement of instructional materials and partial adoptions (Object code 4150) d. $200,000-Lottery: NGSS Instructional Materials (Object code 4150) e. $48,000-LCFF: Cloud-based library operating system (Object code 5880)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		f. $65,000-Title I: Online library resource database subscriptions (Object code 5880) g. $600,000-77% E-Rate, 23% LCFF: Enhance technology infrastructure (Object codes 4410, 6490)	f. $65,000-Title I: Online library resource database subscriptions (Object code 5880) g. $600,000-77% E-Rate, 23% LCFF: Enhance technology infrastructure (Object codes 4410, 6490)
1.4. Students and staff have access to a broad range of sustainable technological resources to match students' individual learning needs.	1.4. Students and staff have access to a broad range of sustainable technological resources to match students' individual learning needs.	a. $4,900,000- LCFF: Regular replacement and growth of technology (Object codes 4410, 6490) b. $600,000 (Duplicated amount from Action 1.3.)- 77% E-Rate, 23% LCFF: Enhance technology infrastructure (Object codes 4410, 6490) c. $625,000- Site LCFF: Educational technology coaches-teachers who receive one additional period release time for tech coaching duties (Object code 1101) d. $490,000-LCFF: Technology site technician salaries and benefits e. $161,000-LCFF: Network Manager salary and benefits	a. Estimated amount is $1 million, and actual expenditures are still being determined-LCFF: Regular replacement and growth of technology (Object codes 4410, 6490) b. $600,000 (Duplicated amount from Action 1.3.)-77% E-Rate, 23% LCFF: Enhance technology infrastructure (Object codes 4410, 6490) c. $625,000- Site LCFF: Educational technology coaches-teachers who receive one additional period release time for tech coaching duties (Object code 1101) d. $490,000-LCFF: Technology site technician salaries and benefits e. $163,000-LCFF: Network Manager salary and benefits
1.5. 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.	1.5. 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.	a. $288,000-LCFF: Salaries and benefits of assessment director and assessment technician b. $40,500-Title I: Hanover Research (Object code 5810)	a. $306,000-LCFF: Salaries and benefits of assessment director and assessment technician b. $40,500-Title I: Hanover Research (Object code 5810)
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.	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.	a. $635,000-Perkins Funds: Instructional materials and equipment (Object codes 4310, 4410, 6490) b. $50,000-LCFF: Additional resources and professional learning/training to support broader courses of study (Object codes 1102, 1103, 4310, 5210)	a. $635,000-Perkins Funds: Instructional materials and equipment (Object codes 4310, 4410, 6490) b. $50,000-LCFF: Additional resources and professional learning/training to support broader courses of study (Object codes 1102, 1103, 4310, 5210)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		c. $89,000-LCFF: Intramural sports for grades 7-8 (Object codes 1103, 4310, 4410) d. $40,000-LCFF: Transportation for McKinney-Vento, and Foster Youth students (Object code 5721)	c. $89,000-LCFF: Intramural sports for grades 7-8 (Object codes 1103, 4310, 4410) d. $40,000-LCFF: Transportation for McKinney-Vento, and Foster Youth students (Object code 5721)
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.	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.	a. $25,000-Site Title I, site Title II: Professional learning/training for teachers (Object codes 1102, 1103, 4310) b. $536,000-LCFF: Counselor salaries and benefits c. $350,000- Title I: Summer learning academy to improve students' language, literacy and numeracy skills (Object codes 1103, 4150, 4310) d. $28,000-LCFF: Summer Leadership/Film Academy to develop students' communication skills (Object codes 1103, 4150, 4310) e. $260,000-Title I: MTSS Salaries and Benefits f. $75,500-GEAR UP, Title I, Title III: AVID Summer Training (Object Code 5210) g. $230,000-Site Title I ($200,000), Site LCFF ($30,000): AVID tutors' salaries h. $180,000-LCFF: PUENTE counselor salary and benefits, and ancillary costs	a. $25,000-Site Title I, site Title II: Professional learning/training for teachers (Object codes 1102, 1103, 4310) b. $536,000-LCFF: Counselor salaries and benefits c. $350,000- Title I: Summer learning academy to improve students' language, literacy and numeracy skills (Object codes 1103, 4150, 4310) d. $28,000-LCFF: Summer Leadership/Film Academy to develop students' communication skills (Object codes 1103, 4150, 4310) e. MTSS positions not added. f. $75,500-GEAR UP, Title I, Title III: AVID Summer Training (Object Code 5210) g. $230,000-Site Title I ($200,000), Site LCFF ($30,000): AVID tutors' salaries h. $180,000-LCFF: PUENTE counselor salary and benefits, and ancillary costs
1.8. Improve instructional model for English Learners (EL) to increase access to, and completion of, A-G courses.	1.8. Improve instructional model for English Learners (EL) to increase access to, and completion of, A-G courses.	a. $30,000-Title III: AVID Excel program (Object codes 1103, 2276, 4150, 4310) b. $2,580,000-LCFF: Salaries and benefits of EL teachers and EL paraprofessionals c. $1,400,000-LCFF ($1,030,000), Title III ($370,000): Salaries and benefits of EL support staff, such as language testing assistants, translators, and bilingual instructional assistants	a. $30,000-Title III: AVID Excel program (Object codes 1103, 2276, 4150, 4310) b. $2,580,000-LCFF: Salaries and benefits of EL teachers and EL paraprofessionals c. $1,400,000-LCFF ($1,030,000), Title III ($370,000): Salaries and benefits of EL support staff, such as language testing assistants, translators, and bilingual instructional assistants

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.9. Expand college and career enrichment programs to promote biliteracy.	1.9. Expand college and career enrichment programs to promote biliteracy.	a. $551,000-LCFF: Salaries and benefits of bilingual authorized teachers b. $5,000-Title III: Teacher release time (Object codes 1102, 1103) c. $68,000-LCFF: Bilingual stipend for bilingual authorized teachers (Object code 4000) 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)	a. $551,000-LCFF: Salaries and benefits of bilingual authorized teachers b. $5,000-Title III: Teacher release time (Object codes 1102, 1103) c. $68,000-LCFF: Bilingual stipend for bilingual authorized teachers (Object code 4000) 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)
1.10. Implement systems that utilize multiple measures to effectively assist with student placement, monitor student progress, and also ensure that all students have access to challenging courses of study.	1.10. Implement systems that utilize multiple measures to effectively assist with student placement, monitor student progress, and also ensure that all students have access to challenging courses of study.	a. $40,000-Special Education Funds: Psychoeducational test batteries and protocols (Object code 4310)	a. $40,000-**LCFF**: Psychoeducational test batteries and protocols (Object code 4310)
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.	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.	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: Salaries and benefits that support APEX Learning credit recovery program c. $102,000-LCFF: Teacher supplemental hourly pay to support APEX after-school program (Object code 1103)	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: Salaries and benefits that support APEX Learning credit recovery program c. $102,000-LCFF: Teacher supplemental hourly pay to support APEX after-school program (Object code 1103)
1.12. District and schools will refine placement and monitoring system for English Learners (EL),	1.12. District and schools will refine placement and monitoring system for English Learners (EL),	a. $50,000-Title I: Purchase/create monitoring system to effectively assess/monitor the language development and academic	a. $50,000-Title I: Purchase/create monitoring system to effectively assess/monitor the language development and academic

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
including Newcomers and Long-Term English Learners (LTEL), and also will revise/refine the District's ELD curriculum.	including Newcomers and Long-Term English Learners (LTEL), and also will revise/refine the District's ELD curriculum.	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)	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)
1.13. Improve services for Students With Disabilities (SWD) and expand SWD access to the core curriculum.	1.13. Improve services for Students With Disabilities (SWD) and expand SWD access to the core curriculum.	a. $278,000-Medi-Cal, LCFF: Salaries and benefits for additional 2 Psychologists b. $56,240,000-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. $130,000-LCFF: Salaries and benefits for SWD curriculum specialist d. $1,550,000-LCFF: Salaries and benefits for SWD instructional assistants added in 2015-16 e. $130,000-LCFF: Salary and benefits for speech-language pathologist added in 2016-17 f. $134,000-Special Education Funds: Salary and benefits for FTE Assistive Technology Specialist added in 2016-17	a. $278,000-Medi-Cal, LCFF: Salaries and benefits for additional 2 Psychologists b. $56,240,000- 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. <u>Position not added in 2017-18</u>** d. $1,550,000-LCFF: Salaries and benefits for SWD instructional assistants added in 2015-16 e. $130,000-LCFF: Salary and benefits for speech-language pathologist added in 2016-17 f. $134,000-Special Education Funds: Salary and benefits for FTE Assistive Technology Specialist added in 2016-17
1.14. Each high school will utilize APEX Learning courses, summer courses, eLearning	1.14. Each high school will utilize APEX Learning courses, summer courses,	a. $167,000-LCFF: APEX Learning licenses for expanded program (Object code 5880)	a. $167,000-LCFF: APEX Learning licenses for expanded program (Object code 5880)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
courses, two Independent Learning Centers (ILCs), and other credit-recovery options to reduce dropout rates and to retain students at their home schools.	eLearning courses, two Independent Learning Centers (ILCs), and other credit-recovery options to reduce dropout rates and to retain students at their home schools.	b. $150,000-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. $1,440,000-LCFF: Salaries and benefits for teachers and counselors at Independent Learning Centers	b. $150,000-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. $1,440,000-LCFF: Salaries and benefits for teachers and counselors at Independent Learning Centers
1.15. Create post-secondary transition opportunities that support students' matriculation to post-secondary programs and build college and career readiness skills.	1.15. Create post-secondary transition opportunities that support students' matriculation to post-secondary programs and build college and career readiness skills.	a. $25,000-AUHSD Foundation: District College and Career Fair (Object codes 1103, 2465, 5712) b. $10,000-Site LCFF: Site college/career fairs Object codes 1103, 2465, 5712) c. $58,000-LCFF: California College Guidance Initiative (CCGI) software (Object code 5880) d. $268,000-Special Education Funds: Salaries and benefits for vocational counselors for SWD transition program e. $186,000-LCFF: Salaries and benefits for College and Career Community Partnership/AIME Coordinators	a. $25,000-**College Readiness Block Grant**: District College and Career Fair (Object codes 1103, 2465, 5712) b. $10,000- Site LCFF: Site college/career fairs Object codes 1103, 2465, 5712) c. $58,000-LCFF: California College Guidance Initiative (CCGI) software (Object code 5880) d. $268,000-Special Education Funds: Salaries and benefits for vocational counselors for SWD transition program e. $186,000-LCFF: 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.

Regarding the actions and services that were implemented to achieve Goal 1, which states "All students will demonstrate college and career readiness," the District has taken several measures to guarantee that all of the District's schools are taking steps to improve educational outcomes for students.

Some of these measures include: Professional Learning Communities (PLCs) at all District schools to address instructional practices, based on formative and summative assessment outcomes; Reflective Learning Walks at all of the District's schools; Single Plan for Student Achievement (SPSA) peer reviews and follow-up visits; sharing school-level and District-level data at principals' meetings; and, involving School Site Councils and District advisory committees, such as the District English Learners Advisory Committee (DELAC) and the Superintendent's Advisory Council, in the monitoring process. These measures have helped to better align educational practices with our LCAP and strengthen the District's cohesiveness with reference to this work.

The District's First Best Instruction (FBI) Placemat was developed to articulate all aspects of how to best support all students and deliver a high quality educational experience. It is Appendix D of this document, and it has become a mantra of sorts for what we aspire to do for all students. It has also made it easier to share, with all stakeholders, the District's framework/process for supporting students, and implementing student centered classrooms. The FBI Placement embraces the Framework for 21st Century Learning and non-cognitive skills, which are a vital part of the system that supports student success. This document has become a reflection tool for nearly every District activity intended to improve student learning outcomes.

Reflective Learning Walks have become a very useful way for principals and teachers to analyze what students are learning, learning strategies, student interaction with the content, and student engagement. Reflective Learning Walks are often conducted generically by staff at individual schools. However, Reflective Learning Walks were expanded during the 2017-18 year to include staff from more than one school. They have also become a very effective articulation tool for schools that share feeder patterns, as well as a useful reflection tool for teachers who teach like content areas.

The following highlights also detail some of the specific actions/services that were achieved respective to achieving the articulated Goal:

Next Generation Science Standards (NGSS) task force was established during the 2016-17 year, to plan for the roll-out of NGSS. Curriculum was developed/piloted during the 2017-18 year, and will continue to be developed/piloted/implemented during the 2018-19 year.

At least 122 teachers received Civic Learning training, and now the District has a cadre of trainer-of-trainers in civics and democracy.

Career and Technical Education (CTE) pathways that result in industry certification are offered at all of the District's high schools, and there are total of 21 CTE pathways currently offered, including cyber-security and media-arts/film pathways that were added in 207-18.

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).

During the 2016-17 year, 1,000+ students earned the State Seal of Biliteracy. This program recognizes high school graduates who have attained a high-level of proficiency in speaking, reading, and writing, in one or more languages in addition to English.

AVID Excel program continues to help English learners achieve greater academic success, as well as new ELD curriculum/textbooks were adopted and implemented during the 2017-18 year. Additionally, the Summer Language Academy continues to serve 100+ English Learners annually.

Anaheim Innovative Mentoring Experience (AIME) program has served over 3,300 (Update number) AUHSD students through a unique tiered mentoring program, which allows for a variety of potential business, 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, but also helps them make community and personal connections that can last a lifetime. Some of the District's community partners, who participate in the AIME program, include: Kaiser, Anaheim White House, City of Anaheim, Modern Gormet Foods, GEAR UP, and California State University, Fullerton (CSUF). The AIME program creates the framework to ensure that all of our students have intentional experiences to ensure college career readiness.

The Anaheim Collaborative was established as a means to establish effective post-secondary partnerships. Among the post-secondary partners are: CSUF, University of California, Irvine (UCI), Fullerton Community college, Regional Occupational Program (ROP), the City of Anaheim, and many others. In 2016-17, the Anaheim Collaborative worked to develop an educational pledge to ensure that the District's students who complete A-G requirements for admission to UC/CSU and graduate from one of the District's high schools, will be guaranteed admission at CSUF or UCI.

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

Ultimately, the actions that the District has taken to expand/improve services for students to achieve the articulated goal have led to increased cohort graduation rates for all students, and also for EL and SWD subgroups:

1. As a District, increased the District-wide graduation rate by 2.1% to 92% in 2016-17. (California School Dashboard)

2. As a District, increased the graduation rate for English Learners by 5.9% to 85.3% in 2016-17. (California School Dashboard)

3. As a District, increased the graduation rate for Students with Disabilities (SWD) by 9.8% to 78.1% in 2016-17. (California School Dashboard)

Based on the focus group feedback from the District's LCAP stakeholder engagement process, all actions in Goal 1 have been deemed important and effective, and actions in Goal 1 have improved services for students. However, there is still much work to be done to improve achievement outcomes in the following areas:

1. Improve English language arts (ELA) assessment results, particularly for English Learners, Low-Income/Socioeconomically Disadvantaged, Students With Disabilities (SWD), African American, Hispanic, and Pacific Islander subgroups.

2. Improve Mathematics assessment results, particularly for English Learners, Low-Income/Socioeconomically Disadvantaged, SWD, African American, Hispanic, Pacific Islander, and White subgroups.

3. Improve A-G completion rates, particularly for English Learners, Low-Income/Socioeconomically Disadvantaged, and SWD subgroups.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Of the 15 actions included in Goal 1, all actions and services were implemented with the exception of:

1. Did not hire additional instructional assistants for EL.

2. Did not hire math coaches.

3. Did not hire additional counselors for college and career center.

4. Did not hire a curriculum specialist for Special With Disabilities (SWD) in 2017-18, but hired SWD curriculum specialist prior to start of 2018-19 year.

5. Did not adopt Next Generation Science Standards (NGSS) instructional materials for all science courses. However, curriculum is in the process of being developed for junior high school science courses.

The material differences between Budgeted Expenditures and Estimated Actual Expenditures would be the total cost of the positions that were not added as a result of the District's budget shortfall, which is due to declining enrollment. Also, the District deferred the purchase of NGSS instructional materials, because work is still being completed to determine which NGSS model will be implemented (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.

In February of 2018, a thorough examination of the District's LCAP goals occurred as part of the District's LCAP stakeholder engagement process. Stakeholder consensus was reached, and the decision was made that Goal 1 of the District's LCAP would essentially remain the same in the 2018-19 LCAP, except that some additional descriptive language would be added to better clarify the intent of the goals.

2017-18 LCAP Goals

Goal 1: All students will demonstrate college and career readiness.

Goal 2: Provide meaningful educational involvement opportunities for all parents to advocate for all students.

Goal 3: Provide and nurture a safe and positive school culture.

2018-19 LCAP Goals

Goal 1: All students will demonstrate college, career, and life readiness and success.

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

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

Goal 1 will continue to have 15 actions in 2018-19. However, each of the actions has been refined through the stakeholder engagement process that occurred in January through April of 2018.

Goal 2

Provide meaningful educational involvement opportunities for all parents 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	Actual
LCAP Parent Survey Baseline: 2,754 parent responses (May 2016-17). Growth Target: Increase to 2,854 parent responses (May 2017-18).	**LCAP Parent Survey** Actual: There were 1,823 parent responses 2017-18. TARGET NOT MET
Blackboard Connect Parent Voicemail Contacts Baseline: 11,001,576 voicemails (May 2016-17). Growth Target: Maintain similar number of voicemail contacts in 2017-18.	**Blackboard Connect Parent Voicemail Contacts** Actual: 11,613,880 voicemail contacts as of May 2018. 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 Baseline: 14,784,228 emails (May 2016-17). Growth Target: Maintain similar number of voicemail contacts in 2017-18).	**Aeries Parent Email Contacts** Actual: 14,906,666 email contacts as of May 2018. 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 Baseline: 382 parent participants in 2016-17. Growth Target: Increase to 412 parent participants in 2017-18.	**Parent Leadership Academy Participation** Actual: 510 parent participants in 2017-18. TARGET MET

Actions/Services

Action 2 (2.1–2.5)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	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.	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)	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)
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.	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.	a. $876,000-Title I, and Title III: Salaries and benefits for FACE Specialists (aka School Community Liaisons/Bilingual School Community Liaisons) b. $178,250-LCFF: Salaries and benefits for FACE Specialists (aka School Community Liaisons/Bilingual School Community Liaisons) added in 2015-16 c. $59,800-Title III: Salaries and benefits for Vietnamese FACE Specialist (aka *School* Community Liaison/Bilingual School Community Liaison) d. $250,000-Title I and Title III ($200,000) and LCFF ($50,000): Training and resources for EL support staff (Object codes 4315, 5210, 5712) e. $118,000-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	a. $876,000-Title I, and Title III: Salaries and benefits for FACE Specialists (aka School Community Liaisons/Bilingual School Community Liaisons) b. $178,250-LCFF: Salaries and benefits for FACE Specialists (aka School Community Liaisons/Bilingual School Community Liaisons) added in 2015-16 c. $59,800-Title III: Salaries and benefits for Vietnamese FACE Specialist (aka *School* Community Liaison/Bilingual School Community Liaison) d. $250,000-Title I and Title III ($200,000) and LCFF ($50,000): Training and resources for EL support staff (Object codes 4315, 5210, 5712) e. $118,000-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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		g. $2,000-Title I Mckinney-Vento: Workshops for parents of undocumented students regarding services and resources available to them (Object codes 4315, 5210, 5712)	g. $2,000-Title I Mckinney-Vento: Workshops for parents of undocumented students regarding services and resources available to them (Object codes 4315, 5210, 5712)
2.3. Expand and/or improve parent involvement services for Students With Disabilities (SWD).	2.3. Expand and/or improve parent involvement services for Students With Disabilities (SWD).	a. $5,000-Special Education Funds: Mailing costs (Object code 5910)	a. $5,000-Special Education Funds: Mailing costs (Object code 5910)
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.	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.	a. $52,000-Title III: Salary and benefits for Vietnamese Bilingual Instructional Assistant b. $65,000-Title III: Salary and benefits for Korean Bilingual Instructional Assistant c. $70,000-Site Title I: Parent education programs (Object codes 4315, 5800, 5210, 5712) d. $3,000-Title I McKinney-Vento: Parent social-emotional workshops (1103, 4315)	a. $52,000-Title III: Salary and benefits for Vietnamese Bilingual Instructional Assistant b. <u>$29,000-LCFF: Salary and benefits for Sub Instructional Aide Bilingual Arabic</u> c. $70,000-Site Title I: Parent education programs (Object codes 4315, 5800, 5210, 5712) d. $3,000-Title I McKinney-Vento: Parent social-emotional workshops (1103, 4315)
2.5. Expand methods of meaningful two-way communication between schools, District, and families.	2.5. Expand methods of meaningful two-way communication between schools, District, and families.	a. $144,000-LCFF: Power School (aka Haiku) learning management system (Object code 5880) b. $2,000-Site LCFF: Aeries Parent Portal trainings (Object codes 1103, 4320) c. $5,000-Site Title I: Communication software classes for parents (Object codes 1103, 4320) d. $78,000-LCFF: Blackboard Connect mass-communication program (Object code 5880)	a. 144,000-LCFF: Power School (aka Haiku) learning management system (Object code 5880) b. $2,000-Site LCFF: Aeries Parent Portal trainings (Object codes 1103, 4320) c. $5,000-Site Title I: Communication software classes for parents (Object codes 1103, 4320) d. $78,000-LCFF: Blackboard Connect mass-communication program (Object code 5880)

Analysis

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

The highlights below detail some of the actions/services that were achieved respective to Goal 2, which states: "Provide meaningful educational involvement opportunities for all parents to advocate for all students."

Parent involvement/parent leadership capacity was expanded through Parent Leadership Academies (PLA), Parent Learning Walks, and via the Family and Community Engagement Specialists (FACES). In addition to basic training on the role of families in their students' educational process, parents were engaged as members of advisory groups to make decisions regarding activities to best support optimal student achievement outcomes.

Once parents completed PLA training, they were encouraged to participate in the District's LCAP stakeholder engagement process, which is in addition to the many other roles that these parents assume as part of the District's parent leadership structure. For example, parents who complete PLA training are more likely to participate in the PTA, run for School Site Council or English Learner Advisory Committee (ELAC), or become a representative on the District English Learner Advisory Committee (DELAC) or the Superintendent's Advisory Council.

The District's FACES have been instrumental in reaching-out to parents and establishing themselves as point-persons for parents within each school community. They have been working diligently to make all parents feel more connected to their schools and encouraging all parents to participate in school parent involvement activities and events. They make a concerted effort to reach out to parents/families of low-income students, English learners, McKinney-Vento, foster youth, and SWD. They also connect parents/families with local community resources.

Meaningful two-way communication with parents was increased through Blackboard Connect and the Aeries Parent Portal. The effectiveness of these communication systems was enhanced by school and District parent workshops on how to use the Aeries Parent Portal.

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

Generally, actions in Goal 2 have increased meaningful two-way communication with parents, and also have increased parent participation in school and District decisions, governance, and advocacy activities, through school-level and district-level councils, improvement teams, and parent organizations. Ultimately, the actions that the District has taken to expand/improve services for students to achieve the articulated goal have led to increased parent communication rates:

1. Increased the number of parents who completed parent learning walks from 1.2% (382) in 2016-17 to 1.6% (510) in 2017-18.

2. Monitored school-to-parent and District-to-parent communication through Blackboard Connect, parent surveys, and other web-based correspondence. Parent communication data indicates the following as of May 2018: 11,613,880 voicemails delivered to parents, and 14,960,666 emails delivered to parents. Additionally, 1,823 parents completed LCAP surveys, which have been disaggregated by home language groups: English-1,193, Spanish-424, Vietnamese-103, and Korean-103.

3. LCAP survey responses and stakeholder feedback obtained during the LCAP stakeholder engagement process indicated that the actions/services in Goal 2 were very effective. In particular, the Parent Leadership Academy (PLA) was very well received by parents, and especially well received by the parents of English Learners. There is substantial evidence to support that the actions/services in Goal 2 helped to significantly improve parent engagement in their students' educational experience.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Of the 5 actions included in Goal 2, all actions and services were implemented except that the District did not expand the Language Assessment Center to include a parent welcome center at the District's Student Support Services Office. That action-step will be attempted again during the 2018-19 year.

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.

In spring of 2018, a thorough examination of the District's LCAP goals occurred as part of the District's LCAP stakeholder engagement process. Stakeholder consensus was reached, and the decision was made that the District's LCAP goals will remain the same in the 2018-19 LCAP.

2018-19 LCAP Goals

Goal 1: All students will demonstrate college, career, and life readiness and success.

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

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

All of the original 5 actions from Goal 2 of the 2017-18 LCAP will carry forward to the 2018-19 LCAP. However, each of the actions has been refined through the stakeholder engagement process that occurred in January through April of 2018.

Goal 3

Provide and nurture a safe 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	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 2017 SARCs, published in January 2018.	**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 2017 SARCs, were published by February 1, 2018.
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	**Graduation Rate: District-wide** Actual: District Graduation Rate was 92% in 2016-17 (CA School Dashboard). TARGET MET.
Graduation Rate: Socio-Economically Disadvantaged/Low-Income Pupils (LIP) 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% in 2016-17	**Graduation Rate: Socio-Economically Disadvantaged/Low-Income Pupils (LIP)** Actual: Graduation Rate for LIP was 90.5% in 2016-17 (CA School Dashboard). TARGET MET.
Graduation Rate: English Learners (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.	**Graduation Rate: English Learners (EL)** Growth Target: Increase to 79.5% in 2016-17. Actual: Graduation Rate for EL was 85.3% in 2016-17 (CA School Dashboard). TARGET MET.

Expected	Actual
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.	**Graduation Rate: Students With Disabilities (SWD)** Growth Target: Increase to 75% in 2016-17. Actual: Graduation Rate for SWD is 78.1% in 2016-17 (CA School Dashboard). TARGET MET.
Attendance Rate: District-wide In 2015-16, the District-wide attendance rate was 95.24 (Most current results available are from the prior school year.) Growth Target: Increase to 95.5% in 2016-17.	**Attendance Rate: District-wide** Growth Target: Increase to 95.5% in 2016-17 Actual: District-wide attendance rate was 95.54% in 2016-17. TARGET MET.
Chronic Absenteeism Rate: District-wide (Locally defined as missing 10% or more days of the school year) In 2015-16, Chronic Absenteeism Rate was 12.48% (Most current results available are from the prior school year.) Growth Target: Decrease to 12% in 2016-17.	**Chronic Absenteeism Rate: District-wide (Locally defined as missing 10% or more days of the school year)** Growth Target: Decrease to 12% in 2016-17. Actual: 12.4% in 2016-17. TARGET NOT MET.
Suspension Rate: District-wide In 2015-16, the District-wide Suspension Rate was 5.1% (Most current results available are from the prior school year.) Growth Target: Decrease by .1% to 5% in 2016-17.	**Suspension Rate: District-wide** Growth Target: Decrease by .1% to 5% in 2016-17. Actual: 5.6% in 2016-17. TARGET NOT MET.
Suspension Rate: EL In 2015-16, the Suspension Rate for EL was 8.7% (Most current results available are from the prior school year.) Growth Target: Decrease by .7% to 8% in 2016-17.	**Suspension Rate: EL** Growth Target: Decrease by .7% to 8% in 2016-17. Actual: 9.2% in 2016-17. TARGET NOT MET.
Suspension Rate: SWD In 2015-16, the Suspension Rate for SWD was 10.7%. (Most current results available are from the prior school year.) Growth Target: Decrease by 1.7% to 9% in 2016-17.	**Suspension Rate: SWD** Growth Target: Decrease by 1.7% to 9% in 2016-17. Actual: 11.4% in 2016-17. TARGET NOT MET.
Suspension Rate: African American In 2015-16, the Suspension Rate for African American students was 9.7%. (Most current results available are from the prior school year.) Growth Target: Decrease by .1.7% to 8% in 2016-17.	**Suspension Rate: African American** Growth Target: Decrease by .1.7% to 8% in 2016-17. Actual: 9.8% in 2016-17. TARGET NOT MET.
Suspension Rate: Pacific Islander In 2015-16, the Suspension Rate for Pacific Islander students was 10.3%. (Most current results available are from the prior school year.) Growth Target: Decrease by .5% to 9.7% in 2016-17.	**Suspension Rate: Pacific Islander** Growth Target: Decrease by .5% to 9.7% in 2016-17. Actual: 9.3% in 2016-17. TARGET MET.

	Expected	Actual

Expected	Actual
Expulsion Rate: District-wide The 2015-16, District-wide expulsion rate was .1%. (Most current results available are from the prior school year.) Maintain expulsion rate of less than 1% in 2016-17.	**Expulsion Rate: District-wide** Growth Target: Maintain expulsion rate of less than 1% in 2016-17. Actual:.0% Expulsions in 2016-17. (There was a count of one expulsion listed in DataQuest for the 2016-17 year.) TARGET MET.
High School Dropout Rate: District-wide In 2015-16, the high school dropout rate was 6.4%. (Most current results available are from the prior school year.) Growth Target: Decrease by .5% to 6% in 2016-17.	**High School Dropout Rate: District-wide** Growth Target: Decrease by .5% to 6% in 2016-17. Actual: High school dropout rate was 2.8% in 2016-17. TARGET MET.
Middle School/Junior High School Dropout Rate: District-wide In 2015-16, the middle school/junior high school dropout rate was 0%. (Most current results available are from the prior school year.) Growth Target: Maintain junior high school dropout rate of less than .05% in 2016-17.	**Middle School/Junior High School Dropout Rate: District-wide** Growth Target: Maintain junior high school dropout rate of less than .05% in 2016-17. Actual: Junior high school dropout rate was 0.1% in 2016-17. TARGET MET.

Actions / Services

Action 3 (3.1–3.7)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1. Refine/improve the District's systemic plan for identifying and providing wrap-around support for students with significant truancy issues.	3.1. Refine/improve the District's systemic plan for identifying and providing wrap-around support for students with significant truancy issues.	a. $165,000-LCFF: Salary and benefits for Attendance Program Administrator b. $145,000-LCFF: Saturday Academy program (Object codes 1103, 4310, 5712)	c. $165,000-LCFF: Salary and benefits for Attendance Program Administrator d. $145,000-LCFF: Saturday Academy program (Object codes 1103, 4310, 5712)
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.	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.	a. $268,000-LCFF: Salaries and benefits for licensed social workers b. $134,000- United Way Funds: Salaries and benefits for licensed social worker c. $225,000-LCFF: Salaries and benefits for health technicians d. $896,000-LCFF: Salaries and benefits for assistant principals	a. $268,000-LCFF: Salaries and benefits for licensed social workers b. $134,000-United Way Funds: Salaries and benefits for licensed social worker c. $225,000-LCFF: Salaries and benefits for health technicians d. $896,000-LCFF: Salaries and benefits for assistant principals

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		e. $93,000-LCFF: Salaries and benefits for teacher of Alternatives to Suspension program f. $30,000-Special Ed. Funds: Graduate-level interns' hourly pay (Object code 2456)	e. $93,000-LCFF: Salaries and benefits for teacher of Alternatives to Suspension program f. $30,000-Special Ed. Funds: Graduate-level interns' hourly pay (Object code 2456)
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.	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.	a. $134,000-LCFF: Salaries and benefits for FTE behavior intervention specialist.	a. $134,000-LCFF: Salaries and benefits for FTE behavior intervention specialist.
3.4. Each school implements targeted academic and social-emotional/behavioral interventions to close the opportunity gap among student subgroups.	3.4. Each school implements targeted academic and social-emotional/behavioral interventions to close the opportunity gap among student subgroups.	a. $175,000-Site Title I ($150,000), site LCFF ($25,000): AVID tutoring and after school tutoring (Object code 2276)	a. $175,000-Site Title I ($150,000), site LCFF ($25,000): AVID tutoring and after school tutoring (Object code 2276)
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) National Standards Mindsets and Behaviors for Student Success.	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) National Standards Mindsets and Behaviors for Student Success.	a. $51,000-Site LCFF: Student orientation programs such as Link Crew (Object codes 1103, 4315, 4320, 5712)	a. $51,000-Site LCFF: Student orientation programs such as Link Crew (Object codes 1103, 4315, 4320, 5712)
3.6. Upgrade facilities to improve educational learning environments.	3.6. Upgrade facilities to improve educational learning environments.	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. $211,000-Training for Audio-Visual Technicians (Object codes 2465, 5210) d. Salaries and benefits for custodians	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. $211,000-Training for Audio-Visual Technicians (Object codes 2465, 5210) d. Salaries and benefits for custodians

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		e. $309,000-Salaries and benefits for athletic field workers f. $74,000-Salaries and benefits for grounds technician	e. $309,000-Salaries and benefits for athletic field workers f. $74,000-Salaries and benefits for grounds technician
3.7. Increase academic support and extracurricular engagement opportunities for Foster Youth and McKinney-Vento students by providing additional support.	3.7. Increase academic support and extracurricular engagement opportunities for Foster Youth and McKinney-Vento students by providing additional support.	a. $10,000-LCFF: Instructional materials for Foster Youth and McKinney-Vento students (Object code 4210) b. $72,000-LCFF: Salary and benefits of FACE Specialist (aka School Community Liaisons/Bilingual School Community Liaison) for McKinney-Vento Office	a. $10,000-LCFF: Instructional materials for Foster Youth and McKinney-Vento students (Object code 4210) b. $72,000-LCFF: Salary and benefits of FACE Specialist (aka School Community Liaisons/Bilingual School Community Liaison) for McKinney-Vento Office

Analysis

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

The highlights below detail some of the actions/services that were achieved respective to Goal 3, which states: "Provide and nurture a safe and positive school culture."

Implemented a restorative practices training-of-trainers model, in which the District now has the capability to train teachers and administrators in-house. This professional learning/training model was also used to reboot the District's Positive Behavioral Interventions and Supports (PBIS) program. PBIS was first implemented 7 years ago, and schools were in need of updated information and data, as well as the opportunity to collaborate and share best practices. Additionally, the professional learning/training was needed to ensure that all of the District's schools are still implementing the program with fidelity. As a result of the training, several schools revisited their schoolwide behavioral expectations, behavioral and social emotional interventions, and incentives/strategies for increasing positive student behavior.

Hired additional social workers to better support the needs of the District's most vulnerable students, and particularly students who are coping with homelessness, or who are living in foster care.

Implemented Capturing Kids Hearts professional learning/training for teachers and staff. Capturing Kids Hearts training has provided teachers with additional skills and tools to build community and increase student engagement in the learning environment.

Partnered with Orange County Human Relations to provide staff Bridges professional learning/training on cultural responsiveness, particularly with regards to issues faced by the Lesbian, Gay, Bisexual, Transgender, Questioning, and Intersex (LGBTQI) community, and how to best support students who have experienced trauma. The District's crisis-response team has also been restructured.

Counselors utilized the California College Guidance Initiative (CCGI), a web-based support system to help students create 6-year plans (which are now documented in CCGI), as well as monitor student academic progress/A-G completion progress and explore college and career options.

Increased the number of computer devices by 150% since the inception of the Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP). As a result, many teachers are seamlessly infusing technology with 21st century learning strategies to provide all students with increased access to the curriculum, and also teaching students good digital citizenship strategies.

Purchased and implemented 21st century furniture in 364 classrooms during 2016-17 and 2017-18 years.

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. During the summer of 2018, major capital projects will be undertaken at Cypress, Kennedy, and Savanna high schools, and Oxford Academy, and many other relevant projects are being planned at District sites for the 2018-19 year.

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

LCAP survey responses and stakeholder feedback, obtained during the LCAP stakeholder engagement process, indicate that the actions/services in Goal 3 have improved the overall educational experience for students; and, the actions that the District has taken to expand/improve services for students to achieve the articulated goal have led to improved school climate indicators:

1. The District-wide high school cohort dropout rate decreased by 3.6%, from 6.4% in 2015-16 to 2.8% in 2016-17. (2016-17 is last available year for dropout data).

2. The District-wide middle school/junior high school dropout rate was by .1% in 2016-17.

3. The District-wide graduation rate increased 88.5% in 2015-16 to 92% in 2016-17. The cohort graduation rate for Low Income Pupils (LIP) increased by from 85.4% in 2015-16 to 90.5% in 2016-17. (Most current graduation rates are from 2016-17.)

4. The cohort graduation rate for English Learners (EL) increased from 79.0% in 2015-16 to 79.5% in 2016-17. (Most current grad rate is from 2016-17.)

5. The cohort graduation rate for Students with Disabilities (SWD) increased from 73.4% in 2015-16 to 75% in 2016-17. (Most current graduation rate is from 2016-17.)

6. The District-wide suspension rate increased from 5.1% in 2015-16 to 5.8% in 2016-17. (Most current suspension rate is from 2016-17.)

7. The District maintained a District-wide expulsion rate of less than 1%. (The 2014-15 District-wide expulsion rate is 0.02%, and the 2015-16 District-wide expulsion rate was .1%, and in 2016-17 the District-wide expulsion rate was 0%.) However, as was stated in the greatest needs section of this document: Graduation rates for EL and SWD subgroups are low as compared to other subgroups, and EL, African American, Foster Youth, and SWD subgroups have a disproportionate number/percentage of suspensions and expulsions.

The District will continue to:

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

2. Implement and refine multi-tiered academic and behavioral support systems (aka MTSS).

3. Increase mental-health support services and refine school services that are designed to reduce incidents of inappropriate student behavior, which included adding 2 social workers in 2016-17, and 4 more social workers in 207-18.

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

5. Refine targeted academic and social-emotional/behavioral interventions to close the opportunity gap among student subgroups.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Of the 7 actions included in Goal 3, all actions and services were implemented with the exception of:

a. Adding an additional Child Welfare and Attendance Outreach Liaison.

b. Adding an additional Bilingual School Community Liaison.

c. Adding an additional Office Assistant, Bilingual.

The material differences between Budgeted Expenditures and Estimated Actual Expenditures would be the total cost of the positions that were not added as a result of the District's budget shortfall, which is due to declining enrollment.

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.

In spring of 2018, a thorough examination of the District's LCAP goals occurred as part of the District's LCAP stakeholder engagement process. Stakeholder consensus was reached, and the decision was made that the District's LCAP Goals will remain the same in the 2018-19 LCAP.

2018-19 LCAP Goals

Goal 1: All students will demonstrate college, career, and life readiness, and success.

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

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

All of the original 7 actions from Goal 3 of the 2017-18 LCAP will carry forward to the 2018-19 LCAP. However, each of the actions has been refined through the stakeholder engagement process that occurred in January through April of 2018.

Stakeholder Engagement

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 2017-18 LCAP in July 2017. Goals and actions from the 2017-18 LCAP were incorporated into the District's 2017-18 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 2017-18 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 2017-18 LCAP at the school-level, and it also helped to gather feedback regarding goals and actions to be refined/updated in the 2018-19 LCAP.

September 2017 through December 2017, 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 18, 2018.

The process of developing the 2018-19 LCAP began in January 2018. The first stakeholder engagement meeting occurred on January 30, 2018, in which the 2016-17 LCAP Annual Update was reviewed with participants, as well as revisiting 2016-17 LCAP goals and actions.

Four subsequent stakeholder engagement meetings occurred between the months of February through April of 2017. 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.

Parent advisory groups, such as the District English Learner Advisory Committee (DELAC), also received LCAP presentations at their respective advisory group meetings, and they participated in activities to help identify services that should be expanded/improved. Information from the parent advisory group meetings was shared at LCAP stakeholder engagement meetings.

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.

Seven focus groups, structured around the eight State Priorities, were created to help guide the work that was completed in the first two of the remaining four stakeholder engagement meetings. The focus groups' names are as follows: Basic, Implementation of State Standards and Course Access, 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 with all stakeholder groups, and/or focus groups to help determine gaps in services. Focus groups were also asked to review metrics to gage 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, senior survey data, and eighth-grade survey data from the prior year (2016-17) was reviewed at the stakeholder engagement meeting held on February 22, 2018, in which focus groups helped to determine gaps in services, school community needs, and also helped to capture the student voice with regards to school community needs. The LCAP needs assessment was completed at the third stakeholder engagement meeting held on March 8, 2018 (held as focus groups).

Updated LCAP goals and actions were presented at the stakeholder engagement meeting held April 5, 2018 (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 2018-19 LCAP. A draft of the 2018-19 LCAP Planning Tool was presented at the final stakeholder engagement meeting on April 26, 2018 (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 2018-19 LCAP resulted from this process. Additionally, LCAP surveys were made available on the District's website. To date, there have been 27,857 responses to the surveys (collected in spring of 2018), which provide useful information as the District continues to refine the LCAP.es, 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.

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 "and life readiness, and success."

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 represented in Goal 1.

Identified Need:

1.1. Provide ongoing professional learning/training for teachers, paraprofessionals, and administrators, because teachers, paraprofessionals, and administrators need ongoing professional learning/training to ensure that all staff are highly qualified, also to ensure the use of best pedagogical practices, and to continue to successfully implement all state adopted standards.

1.2. Further support students' language and literacy skills that are necessary to access all state adopted grade-level standards, which includes the ability to read complex text, to use complex text in speech, and to demonstrate competency with evidence-based writing, because not all students demonstrate the literacy skills necessary to access all state adopted grade-level standards.

1.3. Align curriculum across the District through the purchase and implementation of up-to-date instructional materials, because not all students have equal access to a coherent curricular and instructional program at every school.

1.4. Increase access to technology and/or to the technological resources needed to support the development of 21st century learning skills, because currently not all students and staff have equal access to the technological resources and/or the technology training needed to support the development of 21st century learning skills.

1.5. Refine the current system of assessments to more easily inform teachers of student progress based on college and career readiness indicators, because the current system of assessments is not easily accessible to teachers and does not clearly define which metrics are the District's primary focus.

1.6. Refine school scheduling structures, so that all students have the opportunity to participate in broad courses of study, which includes: Science, Technology, Engineering, Arts, and Mathematics (STEAM), Visual and Performing Arts (VAPA), Career and Technical Education (CTE), and World Languages, because current school structures restrict some students from accessing broad courses of study and/or restrict access to STEAM, VAPA, CTE, and World Languages.

1.7. Increase the number/percentage of students (District-wide) who complete A-G requirements, because currently only 40% (2016-17) of the District's students complete A-G requirements.

1.8. There is a need to increase the number/percentage of English Learners (EL) who complete A-G requirements, because currently 5.8% (2016-17) of EL students complete A-G requirements.

1.9. Expand academic enrichment programs to promote biliteracy, because the District needs to more fully develop skills that will help guarantee student success in post-secondary college and career settings, particularly for English Learners (EL) and for reclassified EL.

1.10. Refine the process for using multiple measures to strategically place students in courses, to monitor student progress, and to ensure that all students have access to rigorous courses of study, because student placement and monitoring practices are not consistent at all of the District's schools.

1.11. Support students with increased/expanded intervention strategies and programs that will help struggling students complete all high school graduation requirements, because intervention strategies and programs are not consistent at all of the District's schools.

1.12. Refine the placement and monitoring practices for English Learners (EL), including Newcomer EL and Long-Term English Learners (LTEL), because placement and monitoring practices are not consistent at all District schools.

1.13. Improve services for Students With Disabilities (SWD) to guarantee access to the core curriculum, because services for SWD are not consistent at all of the District's schools.

1.14. Expand and/or refine non-traditional instructional options to meet the learning needs of students who are more successful in non-traditional instructional settings, in order to reduce the District's dropout rate.

1.15. Expand post-secondary transition opportunities, which lead to the successful transition to post-secondary college and career settings, because many of the District's students do not have the resources to create their own post-secondary transition opportunities.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SARC/Williams Reporting: Teacher Credentials and	For all AUHSD teachers/all subject areas: 90.3% of teachers are appropriately assigned, and 99.6% are	Growth Target: For all AUHSD teachers/all subject areas, 93% of teachers are appropriately assigned, and	Growth Target: For all AUHSD teachers/all subject areas, 96% of teachers are appropriately assigned, and	Growth Target: For all AUHSD teachers/all subject areas, 99% of teachers are appropriately assigned, and 99.9% are fully-

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Subject Matter Authorizations	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.	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.	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.	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.
SARC/Williams Reporting: English Learner (EL) Authorization	The current percentage of teachers who lack only EL authorization is 0.3% (less than one-half of a percent).	Growth Target: The current percentage of teachers who lack only EL authorization is 0.2% (less than one-half of a percent).	Growth Target: The current percentage of teachers who lack only EL authorization is 0.1% (less than one-half of a percent).	Growth Target: The current percentage of teachers who lack only EL authorization is 0%. (100% of teachers have EL authorization.)
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, 53% of students meeting or exceeding standard.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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, 36% 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
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 94% 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 85% 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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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
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
EL 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
EL Progress and Proficiency Report: ELs enrolled less than 5 years and who score "English Proficient"	In 2015-16, 21.8% of ELs enrolled less than 5 years scored "English Proficient" according to CELDT scores.	Growth Target: Increase to 23% in 2016-17	Growth Target: Increase to 24% in 2017-18	Growth Target: Increase to 24% in 2017-18
EL Progress and Proficiency Report: ELs who are enrolled more than 5 years and who score "English Proficient"	In 2015-16, 49.3% of ELs who are enrolled more than 5 years scored "English Proficient" according to CELDT scores.	Growth Target: Increase to 50% in 2016-17	Growth Target: Increase to 51% in 2017-18	Growth Target: Increase to 52% in 2018-19

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

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:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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	Unchanged

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 21st 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 21st 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 21st century learning experiences to all students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. $18,265,000 b. $750,000 c. $60,000 d. $8,500	a. $20,031,288 b. $750,000 c. $60,000 d. $8,500	a. $20,219,275 b. $750,000 c. $60,000 d. $8,500
Source	a. LCFF b. Title I, Title II, Title III (130,000), Educator Effectiveness (620,000) c. Educator Effectiveness d. Title II	a. LCFF b. Title I, Title II, Title III (130,000), One-Time Funding (620,000) c. One-Time Funding d. Title II	a. LCFF b. Title I, Title II, Title III (130,000), One-Time Funding (620,000) c. One-Time Funding d. Title II

Year	2017-18	2018-19	2019-20
Budget Reference	a. Certificated salaries and benefits b. Professional learning/training costs (1102, 1103, 4210, 4390, 5210, 5712, 5805) c. Professional learning materials (Object Code 4315) d. Software to track professional learning (Object code 5880)	a. Certificated salaries and benefits b. Professional learning/training costs (1102, 1103, 4210, 4390, 5210, 5712, 5805) c. Professional learning materials (Object Code 4315) d. Software to track professional learning (Object code 5880)	a. Certificated salaries and benefits b. Professional learning/training costs (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	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 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.	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.	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	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)	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)	a. $3,219,000 (duplicated amount from Action 1.1) b. $750,000 (duplicated amount from Action 1.1) c. $60,000 (duplicated amount from Action 1.1)
Source	a. Title I, Title II, and LCFF b. Title I, Title II, Title III (130,000), Educator Effectiveness (620,000) c. Educator Effectiveness	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	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
Budget Reference	a. Certificated salaries and benefits b. Professional learning/training costs (1102, 1103, 4210, 4390, 5210, 5712, 5805) c. Professional learning materials (Object code 4315)	d. Certificated salaries and benefits e. Professional learning/training costs (1102, 1103, 4210, 4390, 5210, 5712, 5805) f. Professional learning materials (Object code 4315)	g. Certificated salaries and benefits h. Professional learning/training costs (1102, 1103, 4210, 4390, 5210, 5712, 5805) i. 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)

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

All	**All Schools**

OR

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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	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.	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. $500,000 b. $450,000 c. $500,000 d. $200,000 e. $48,000 f. $65,000 g. $600,000	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	a. $500,000 b. $100,000 c. $1,000,000 d. $800,000 e. $500,000 f. $4,000,000 g. $15,000 h. $113,000

		i. 1,130,000	i. 1,130,000
Source	a. Lottery b. Lottery c. Lottery d. Lottery e. LCFF f. Title I g. 77% E-Rate, 23% LCFF	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	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
Budget Reference	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) g. Enhance technology infrastructure (Object codes 4410, 6490)]	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) 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)	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) g. Web-based reading intervention program (Object code 5880) h. Cloud-based library operating system and online library resource database subscriptions (Object code 5880) i. Enhance technology infrastructure (Object codes 4410, 6490)

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)

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Students and staff have access to a broad range of sustainable technological resources to match students' individual learning needs.	Students and staff have access to a broad range of sustainable technological resources to match students' individual learning needs.	Students and staff have access to a broad range of sustainable technological resources to match students' individual learning needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. $4,900,000 b. $600,000 (Duplicated amount from Action 1.3.) c. $625,000 d. $490,000	a. $1,000,000 b. $1,130,000 (Duplicated amount from Action 1.3.) c. $656,000 d. $619,000	a. $1,000,000 b. $1,130,000 (Duplicated amount from Action 1.3.) c. $682,000 d. $644,000

Year	2017-18	2018-19	2019-20
	e. $161,000	e. $163,000	e. $169,000
Source	a. LCFF b. 77% E-Rate, 23% LCFF c. Site LCFF d. LCFF e. LCFF	a. LCFF b. 77% E-Rate, 23% LCFF c. Site LCFF d. LCFF e. LCFF	a. LCFF b. 77% E-Rate, 23% LCFF c. Site LCFF d. LCFF e. LCFF
Budget Reference	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	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	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

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)

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	2018-19 Actions/Services	2019-20 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.	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.	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.

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. $327,000 b. 109,000 c. $42,000
Source	a. LCFF b. Title I	a. LCFF b. LCFF c. Title I	a. LCFF b. LCFF c. Title I
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 and assessment technician b. Salaries and benefits of research/data analyst c. 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:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(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:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Add Students to be Served selection here	Add Scope of Services selection here	Add Location(s) selection here

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	2018-19 Actions/Services	2019-20 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.	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.	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. $635,000 b. $50,000	a. $70,000 b. $505,000	a. $75,000 b. $505,000

Year	2017-18	2018-19	2019-20
	c. $89,000 d. $40,000	c. $50,000 d. $94,000 e. $40,000	c. $50,000 d. $94,000 e. $40,000
Source	a. Perkins Funds b. LCFF c. LCFF d. LCFF	a. LCFF b. Perkins Funds c. LCFF d. LCFF e. LCFF	a. LCFF b. Perkins Funds c. LCFF d. LCFF e. LCFF
Budget Reference	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)	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)	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)

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)

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:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	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.	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. $25,000 b. $536,000 c. $350,000 d. $28,000 e. $260,000 f. $75,500 g. $230,000 h. $180,000	a. $25,000 b. $188,000 c. $870,000 d. $350,000 e. $30,000 f. $75,500 g. $300,000 h. $190,000	a. $25,000 b. $193,000 c. $896,000 d. $350,000 e. $30,000 f. $75,500 g. $300,000 h. $190,000

Year	2017-18	2018-19	2019-20
Source	a. Site Title I, site Title II b. LCFF c. Title I d. LCFF e. Title I f. GEAR UP, Title I, Title III g. Site Title I ($200,000), Site LCFF ($30,000) h. LCFF	a. Site Title I, site Title II b. LCFF c. LCFF d. Title I ($100,000), LCFF ($250,000) e. LCFF f. GEAR UP, Title I, Title III g. Site Title I ($200,000), Site LCFF ($30,000) h. LCFF	a. Site Title I, site Title II b. LCFF c. LCFF d. Title I ($100,000), LCFF ($250,000) e. LCFF f. GEAR UP, Title I, Title III g. Site Title I ($200,000), Site LCFF ($30,000) h. LCFF
Budget Reference	a. Professional learning/training for teachers (Object codes 1102, 1103, 4310) b. Counselor salaries and benefits c. Summer learning academy to improve students' language, literacy and numeracy skills (Object codes 1103, 4150, 4310) d. Summer Leadership/Film Academy to develop students' communication skills (Object codes 1103, 4150, 4310) e. MTSS Salaries and Benefits f. AVID Summer Training (Object Code 5210) g. AVID tutors' salaries h. PUENTE counselor salary and benefits, and ancillary costs	a. Professional learning/training for teachers (Object codes 1102, 1103, 4310) b. 1.5 FTE IB teachers' salaries and benefits c. Counselor salaries and benefits d. Summer learning academy to improve students' language, literacy and numeracy skills (Object codes 1103, 4150, 4310) e. Summer Leadership/Film Academy to develop students' communication skills (Object codes 1103, 4150, 4310) f. AVID Summer Training (Object Code 5210) g. AVID tutors' salaries h. PUENTE counselor salary and benefits, and ancillary costs	a. Professional learning/training for teachers (Object codes 1102, 1103, 4310) b. 1.5 FTE IB teachers' salaries and benefits c. Counselor salaries and benefits d. Summer learning academy to improve students' language, literacy and numeracy skills (Object codes 1103, 4150, 4310) e. Summer Leadership/Film Academy to develop students' communication skills (Object codes 1103, 4150, 4310) f. AVID Summer Training (Object Code 5210) g. AVID tutors' salaries h. PUENTE counselor salary and benefits, and ancillary costs

Action   **1.8**

<table>
<tr><td colspan="3">For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
</table>

Students to be Served:		**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)		(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
NA		NA

OR

<table>
<tr><td colspan="3">For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
</table>

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

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 instructional model for English Learners (EL) to increase access to, and completion of, A-G courses.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. $30,000 b. $2,580,000 c. $1,400,000	d. $30,000 e. $2,900,000 f. $1,600,000	g. $30,000 h. $2,987,000 i. $1,648,000
Source	a. Title III	a. Title III	a. Title III

Year	2017-18	2018-19	2019-20
	b. LCFF c. LCFF ($1,030,000), Title III ($370,000)	b. LCFF c. LCFF ($1,030,000), Title III ($370,000)	b. LCFF c. LCFF ($1,030,000), Title III ($370,000)
Budget Reference	a. AVID Excel program (Object codes 1103, 2276, 4150, 4310) b. Salaries and benefits of EL teachers and EL paraprofessionals c. Salaries and benefits of EL support staff, such as language testing assistants, translators, and bilingual instructional assistants	a. AVID Excel program (Object codes 1103, 2276, 4150, 4310) b. Salaries and benefits of EL teachers and EL paraprofessionals c. Salaries and benefits of EL support staff, such as language testing assistants, translators, and bilingual instructional assistants	a. AVID Excel program (Object codes 1103, 2276, 4150, 4310) b. Salaries and benefits of EL teachers and EL paraprofessionals c. Salaries and benefits of EL support staff, such as language testing assistants, translators, and bilingual instructional assistants

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)

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)

English Learners, and Low Income]	**LEA-wide**	**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	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Expand college and career enrichment programs to promote biliteracy.	Expand college and career enrichment programs to promote biliteracy.	Expand college and career enrichment programs to promote biliteracy.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. $551,000 b. $5,000 c. $68,000 d. $10,000	a. $625,000 b. $5,000 c. $68,000 d. $10,000	a. $644,000 b. $5,000 c. $68,000 d. $10,000
Source	a. LCFF b. Title III c. LCFF d. Site Title I	a. LCFF b. Title III c. LCFF d. Site Title I	a. LCFF b. Title III c. LCFF d. Site Title I
Budget Reference	a. Salaries and benefits of bilingual authorized teachers b. Teacher release time (Object codes 1102, 1103) c. Bilingual stipend for bilingual authorized teachers (Object code 4000) d. World Languages and Dual Language Academy instructional materials for students and professional learning for teachers (Object codes 4150, 4310, 5210)]	a. Salaries and benefits of bilingual authorized teachers b. Teacher release time (Object codes 1102, 1103) c. Bilingual stipend for bilingual authorized teachers (Object code 4000) d. World Languages and Dual Language Academy instructional materials for students and professional learning for teachers (Object codes 4150, 4310, 5210)]	a. Salaries and benefits of bilingual authorized teachers b. Teacher release time (Object codes 1102, 1103) c. Bilingual stipend for bilingual authorized teachers (Object code 4000) d. World Languages and Dual Language Academy instructional materials for students and professional learning for teachers (Object codes 4150, 4310, 5210)]

Action **1.10**

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

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	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Implement systems that utilize multiple measures to effectively assist with student placement, monitor student progress, and also ensure that all students have access to challenging courses of study.	Implement systems that utilize multiple measures to effectively assist with student placement, monitor student progress, and also ensure that all students have access to challenging courses of study.	Implement systems that utilize multiple measures to effectively assist with student placement, monitor student progress, and also ensure that all students have access to challenging courses of study.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. $40,000	a. $40,000	a. $40,000

Year	2017-18	2018-19	2019-20
Source	a. Special Education Funds	a. Special Education Funds	a. Special Education Funds
Budget Reference	a. Psychoeducational test batteries and protocols (Object code 4310)	a. Psychoeducational test batteries and protocols (Object code 4310)	a. Psychoeducational test batteries and protocols (Object code 4310)

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):

NA	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)

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)

English Learners Foster Youth, and Low Income	**LEA-wide**	**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	Unchanged

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.	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. $13,700,000 b. $180,000 c. $102,000	a. $14,400,000 b. $180,000 c. $105,000	a. $14,700,000 b. $180,000 c. $108,000
Source	a. Title I ($5,700,000) LCFF ($8,000,000) b. LCFF c. LCFF	a. Title I ($5,700,000) LCFF ($8,000,000) b. LCFF c. LCFF	a. Title I ($5,700,000) LCFF ($8,000,000) b. LCFF c. LCFF
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)	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)

Action **1.12**

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):

NA	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)

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)

English Learners	**LEA-wide**	**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	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	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.	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. $50,000 b. $15,000 c. $150,000 d. $10,000	a. $50,000 b. $15,000 c. $150,000 d. $10,000	a. $50,000 b. $15,000 c. $150,000 d. $10,000

Year	2017-18	2018-19	2019-20
	e. $53,000	e. $53,000	e. $53,000
Source	a. Title I b. LCFF c. Title III, site Title I d. Title III e. Title III	a. Title I b. LCFF c. Title III, site Title I d. Title III e. Title III	a. Title I b. LCFF c. Title III, site Title I d. Title III e. Title III
Budget Reference	a. 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. Welcome center for newcomer EL students and their parents/guardians (Object code 4320) c. Salaries and benefits of instructional assistants to provide primary language support in content areas d. Primary language resources (Object codes 4150, 4310) e. Intensive language support program for Newcomer EL students (Object codes 1103, 4150, 4310)	a. 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. Welcome center for newcomer EL students and their parents/guardians (Object code 4320) c. Salaries and benefits of instructional assistants to provide primary language support in content areas d. Primary language resources (Object codes 4150, 4310) e. Intensive language support program for Newcomer EL students (Object codes 1103, 4150, 4310)	a. 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. Welcome center for newcomer EL students and their parents/guardians (Object code 4320) c. Salaries and benefits of instructional assistants to provide primary language support in content areas d. Primary language resources (Object codes 4150, 4310) e. Intensive language support program for Newcomer EL students (Object codes 1103, 4150, 4310)

Action   1.13

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)	**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)
Students with Disabilities	**LEA-wide**	**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	Unchanged

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. $278,000 b. $56,240,000 c. $130,000 d. $1,550,000 e. $130,000 f. $134,000	a. $290,000 b. $59,052,000 c. $138,000 d. $1,600,000 e. $135,000 f. $140,000	a. $298,000 b. $60,800,000 c. $142,000 d. $1,648,000 e. $139,000 f. $144,000
Source	a. Medi-Cal, LCFF b. Special Education State and Federal Funding, and Mental Health State and Federal Funding c. LCFF d. LCFF	a. Medi-Cal, LCFF b. Special Education State and Federal Funding, and Mental Health State and Federal Funding c. LCFF d. LCFF	a. Medi-Cal, LCFF b. Special Education State and Federal Funding, and Mental Health State and Federal Funding c. LCFF d. LCFF

Year	2017-18	2018-19	2019-20
	e. LCFF f. Special Education Funds	e. LCFF f. Special Education Funds	e. LCFF f. Special Education Funds
Budget Reference	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 Technology Specialist added in 2016-17	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 Technology Specialist added in 2016-17	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 Technology Specialist added in 2016-17

Action 1.14

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	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.	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. $167,000 b. $150,000 c. $5,000 d. $1,440,000	a. $167,000 b. $153,000 c. $7,000 d. $1,480,000	a. $167,000 b. $153,000 c. $9,000 d. $1,530,000
Source	a. LCFF b. LCFF c. Title I-McKinney Vento d. LCFF	a. LCFF b. LCFF c. Title I-McKinney Vento d. LCFF	a. LCFF b. LCFF c. Title I-McKinney Vento d. LCFF
Budget Reference	a. APEX Learning licenses for expanded program (Object code 5880) b. Learning Management software for eLearning (Object code 5880) c. Credit recovery program for 9th- and 10th-grade McKinney-Vento and Foster Youth students (Object codes 1103, 4310)	a. APEX Learning licenses for expanded program (Object code 5880) b. Learning Management software for eLearning (Object code 5880) c. Credit recovery program for 9th- and 10th-grade McKinney-Vento and Foster Youth students (Object codes 1103, 4310)	a. APEX Learning licenses for expanded program (Object code 5880) b. Learning Management software for eLearning (Object code 5880) c. Credit recovery program for 9th- and 10th-grade McKinney-Vento and Foster Youth students (Object codes 1103, 4310)

Year	2017-18	2018-19	2019-20
	d. Salaries and benefits for teachers and counselors at Independent Learning Centers	d. Salaries and benefits for teachers and counselors at Independent Learning Centers]	d. Salaries and benefits for teachers and counselors at Independent Learning Centers

Action 1.15

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	2018-19 Actions/Services	2019-20 Actions/Services
Create post-secondary transition opportunities that support students' matriculation to post-secondary programs and build college and career readiness skills.	Create post-secondary transition opportunities that support students' matriculation to post-secondary programs and build college and career readiness skills.	Create post-secondary transition opportunities that support students' matriculation to post-secondary programs and 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. $48,000 b. $75,000 c. $25,000 d. $10,000 e. $58,000 f. $288,000 g. $200,00
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 b. LCFF c. AUHSD Foundation d. Site LCFF e. LCFF f. Special Education Funds g. LCFF
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 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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

Modified: Language was updated to be consistent with the federal Every Students Succeeds Act (ESSA), by changing "involvement" to "engagement," and adding "families."

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)

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 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.	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.	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.

Budgeted Expenditures

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. $10,000
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

Year	2017-18	2018-19	2019-20
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)

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

NA	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)

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)

English Learners	**LEA-wide**	**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	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	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.	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.	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.

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. 1,290,000 b. $178,250 c. $59,800 d. $250,000 e. $159,000 f. $77,000 g. $2,000
Source	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	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	a. Title I ($866,000), LCFF ($424,000) 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
Budget Reference	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	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)	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)

2017-18	2018-19	2019-20
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)]	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)	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)

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):

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Expand and/or improve parent involvement services for Students With Disabilities (SWD).	Expand and/or improve parent involvement services for Students With Disabilities (SWD).	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)

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

NA	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)

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)

English Learners, Foster Youth, and Low Income	LEA-wide	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
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	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.	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. $52,000 b. $65,000 c. $70,000 d. $3,000	a. $54,000 b. $67,000 c. $70,000 d. $3,000	a. $56,000 b. $69,000 c. $70,000 d. $3,000
Source	a. Title III b. Title III c. Site Title I d. Title I McKinney-Vento	a. Title III b. Title III c. Site Title I d. Title I McKinney-Vento	a. Title III b. Title III c. Site Title I d. Title I McKinney-Vento
Budget Reference	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)	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)	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)

Year	2017-18	2018-19	2019-20
	d. Parent social-emotional workshops (1103, 4315)	d. Parent social-emotional workshops (1103, 4315)	d. Parent social-emotional workshops (1103, 4315)

Action 2.5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

Students to be Served	Location(s)
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)

Students to be Served	Scope of Services	Location(s)
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	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Expand methods of meaningful two-way communication between schools, District, and families.	Expand methods of meaningful two-way communication between schools, District, and families.	Expand methods of meaningful two-way communication between schools, District, and families.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. $144,000 b. $2,000 c. $5,000 d. $78,000	a. $153,000 b. $2,000 c. $5,000 d. $70,000	a. $155,000 b. $2,000 c. $5,000 d. $70,000
Source	a. LCFF b. Site LCFF c. Site Title I d. LCFF	a. LCFF b. Site LCFF c. Site Title I d. LCFF	a. LCFF b. Site LCFF c. Site Title I d. LCFF
Budget Reference	a. Power School (aka Haiku) learning management system (Object code 5880) b. Aeries Parent Portal trainings (Object codes 1103, 4320) c. Communication software classes for parents (Object codes 1103, 4320) d. Blackboard Connect mass-communication program (Object code 5880)	a. Power School (aka Haiku) learning management system (Object code 5880) b. Aeries Parent Portal trainings (Object codes 1103, 4320) c. Communication software classes for parents (Object codes 1103, 4320) d. Blackboard Connect mass-communication program (Object code 5880)	a. Power School (aka Haiku) learning management system (Object code 5880) b. Aeries Parent Portal trainings (Object codes 1103, 4320) c. Communication software classes for parents (Object codes 1103, 4320) d. Blackboard Connect mass-communication program (Object code 5880)

Goals, Actions, & Services

Strategic Planning Details and Accountability

Modified: Added "reflective, responsive."

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:

3.1. Improve student attendance rates, because poor student attendance and truancy lead to failing grades and credit deficiencies that make it impossible for students to complete rigorous courses of study and graduate from high school.

3.2. Decrease the numbers of students who engage in inappropriate behaviors that often result in suspension and expulsion, because these students are less likely to complete rigorous courses of study and graduate from high school.

3.3. Disaggregate student disciplinary data, because there is a need to develop a District-wide process for identifying the causation of student disciplinary incidents, and District-wide guidance for the implementation of appropriate behavioral interventions.

3.4. Implement targeted academic interventions to close the opportunity/achievement gap among Low Income Pupils, English Learners (EL), Foster Youth, and Students With Disabilities (SWD) subgroups, because an opportunity gap exists for these targeted subgroups.

3.5. Effectively monitor student academic progress and implement support services recommended by American School Counselor Association (ASCA) National Standards, because currently not all students have academic plans and/or receive sufficient guidance counseling as specified in the ASCA National Standards.

3.6. Upgrade facilities' aesthetic appeal and address maintenance needs, because appealing, well maintained facilities promote a sense of safety and provide a heathy environment for all students.

3.7. Provide additional resources and structures for EL, SWD, McKinney-Vento, and Foster Youth students, because the District needs to improve their sense of connectedness to school and increase the graduation and A-G completion rates for these subgroups.

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 SARCs, that were published in January 2017	Tool (FIT) results, and also reported in 2017 SARCs, that will be published in January 2018.	Tool (FIT) results, and also reported in 2018 SARCs, that will be published in January 2019.	Tool (FIT) results, and also reported in 2019 SARCs, 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 2016-1	Growth Target: Increase to 90% in 2017-18	Growth Target: Increase to 90.5% 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 80.5% 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 2017-1	Growth Target: Increase to 76% in 2018-19

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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 2017-1	Maintain 96% in 2018-19
Chronic Absenteeism Rate: District-wide (Locally defined as missing 10% or more days of the school year)	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: Decrease to 11% 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
Suspension Rate: African American	9.7% in 2015-16 (Most current results available are from the prior school year.)	Growth Target: Decrease by .1.7% to 8% in 2016-17	Growth Target: Decrease by 1% to 7% in 2017-1	Growth Target: Decrease by 1% to 6% in 2018-19
Suspension Rate: Pacific Islander	Middle School/Junior High School Dropout Rate: District-wide	Growth Target: Decrease by .5% to 6% in 2016-17	Growth Target: Decrease by .5% to 5.5% in 2017-1	Growth Target: Decrease by .5% to 5% 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

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

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

NA	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)

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)

English Learners, Foster Youth, and Low Income	**LEA-wide**	**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	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Refine/improve the District's systemic plan for identifying and providing wrap-around support for students with significant truancy issues.	Refine/improve the District's systemic plan for identifying and providing wrap-around support for students with significant truancy issues	Refine/improve the District's systemic plan for identifying and providing wrap-around support for 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. $177,000 c. $145,00
Source	a. LCFF b. LCFF	a. LCFF b. LCFF c. LCFF	a. LCFF b. LCFF c. LCFF
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)

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)

Add Students to be Served selection here

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

Add Location(s) selection here

OR

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)

English Learners, Foster Youth, and Low Income	**LEA-wide**	**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	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	NA	NA

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. $268,000 b. $134,000 c. $225,000 d. $896,000 e. $93,000 f. $30,000	a. $290,000 b. $580,000 c. $670,000 d. $138,000 e. $236,000 f. $896,000 g. $93,000 h. $30,000	a. $293,000 b. $580,000 c. $690,000 d. $140,000 e. $240,000 f. $896,000 g. $93,000 h. $30,000
Source	a. LCFF b. United Way Funds c. LCFF d. LCFF e. LCFF	a. LCFF b. LCFF c. LCFF and Title I d. United Way Funds e. LCFF	a. LCFF b. LCFF c. LCFF and Title I d. United Way Funds e. LCFF

Year	2017-18	2018-19	2019-20
	f. Special Ed. Funds	f. LCFF g. LCFF h. Special Ed. Funds	f. LCFF g. LCFF h. Special Ed. Funds
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 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 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)

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)

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	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.	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. $134,000	a. $140,000	a. $143,000
Source	a. LCF	a. LCFF	a. LCFF
Budget Reference	a. Salaries and benefits for FTE behavior intervention specialist	a. Salaries and benefits for FTE behavior intervention specialist	a. Salaries and benefits for FTE behavior intervention specialist

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)

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/or 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 or 2019-20

Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Each school implements targeted academic and social-emotional/behavioral interventions to close the opportunity gap among student subgroups.	Each school implements targeted academic and social-emotional/behavioral interventions to close the opportunity gap among student subgroups.	Each school implements targeted academic and social-emotional/behavioral interventions to close the opportunity gap among student subgroups.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. $175,000	a. $175,000	a. $175,000
Source	a. Site Title I ($150,000), site LCFF ($25,000)	a. Site Title I ($150,000), site LCFF ($25,000)	a. Site Title I ($150,000), site LCFF ($25,000)
Budget Reference	a. AVID tutoring and after school tutoring (Object code 2276)	a. AVID tutoring and after school tutoring (Object code 2276	a. AVID tutoring and after school tutoring (Object code 2276)

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)

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 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.	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.	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. $51,000	a. $51,000	a. $51,000
Source	a. Site LCFF	a. Site LCFF	a. 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. Student orientation programs such as Link Crew (Object codes 1103, 4315, 4320, 5712)

Action 3.6

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)

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Upgrade facilities to improve educational learning environments.	Upgrade facilities to improve educational learning environments.	Upgrade facilities to improve educational learning environments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. $8,200,000 b. $15,000 c. $211,000 d. $309,000 e. $74,000	a. $8,200,000 b. $155,000 c. $15,000 d. $75,000 e. $324,000 f. $77,000 g. $1,130,000	a. $8,200,000 b. $15,000 c. $77,000 d. $327,000 e. $79,000 f. $1,130,000
Source	a. Measure H Bond b. LCFF c. LCFF d. LCFF e. LCFF	a. Measure H Bond b. One Time Funding c. LCFF d. LCFF e. LCFF f. LCF g. Measure H Bond	a. Measure H Bond b. LCFF c. LCFF d. LCFF e. LCFF f. Measure H Bond

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	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. 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. Security Cameras/Alarm Systems

Action   3.7

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

NA

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)

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)

English Learners, Foster Youth, and Low Income

LEA-wide

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	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase academic support and extracurricular engagement opportunities for Foster Youth and McKinney-Vento students by providing additional support.	Increase academic support and extracurricular engagement opportunities for Foster Youth and McKinney-Vento students by providing additional support.	Increase academic support and extracurricular engagement opportunities for Foster Youth and McKinney-Vento students by providing additional support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. $10,000	a. $10,000	a. $10,000
Source	a. LCFF	a. LCFF	a. LCFF
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)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018–19**

Estimated Supplemental and Concentration Grant Funds

$ 61,119,306

Percentage to Increase or Improve Services

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. 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 1.8–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 provides 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 (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 LCFF Evaluation Rubrics 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 LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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 Academic Performance Index;
  C. 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;
  D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
  E. The English learner reclassification rate;
  F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  G. 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. S 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

    (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).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "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).

(d) "High school graduation rate" shall be calculated as follows:

    (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] 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).

(e) "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).

(f) "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, October 2016

INDEMNIFICATION AGREEMENT FOR INTERN

This Indemnification Agreement for Intern ("Agreement") is made between Anaheim Union High School District ("AUHSD") and Rolls-Royce High Temperature Composite Inc. ("Rolls-Royce").

WHEREAS, AUHSD sponsors or may sponsor from time to time high school students ("Interns") to receive classroom and work experience (jointly "Internship Program") at facilities under the control of Rolls-Royce in pursuit of AUHSD's 2018 AIME Summer Internship Program;

NOW THEREFORE, as required by Rolls-Royce as a condition for and consideration for providing the Internship Program and reliance hereon by Rolls-Royce, AUHSD hereby agrees:

1.   Status of Intern. AUHSD represents and warrants to Rolls-Royce that the Intern shall at all times be solely the employee of the AUHSD.

2.   Incidental Work Product. AUHSD acknowledges there is no intent that Rolls-Royce will benefit from the relationship, although some incidental work product may result from the Internship Program.

3.   Travel and Other Expenses. The AUHSD acknowledges that Rolls-Royce may direct the travel and location of the Intern but all travel expenses and all other expenses are to be paid by Intern or provided for by AUHSD.

4.   Assumption of Risk, Indemnification and Waiver. AUHSD assumes the entire responsibility and liability for any and all injury of any kind of nature whatsoever (including death) to an Intern and injury to persons and damage to property caused by, resulting from, related to the action or inaction of an Intern arising from or relating to the Internship Program. Except to the extent, if any, expressly prohibited by statute, should any legal or equitable claims, liabilities, expenses, or causes of action for such damage or injury (including death) be made or asserted, by an Intern or a third party based upon the action or inaction of an Intern, AUHSD and (and its owners, principals agents predecessors, heirs, successors, executors, assigns and legal representatives) further agrees to hold Rolls-Royce (and its affiliated companies or entities, predecessors, successors, officers, directors, shareholders, employees, agents, legal representatives, attorneys, and insurers) harmless against any and all claims, demands, causes of action and judgements of every kind and character, including court costs and attorney's fees, arising, occurring, growing out of, incident to, or resulting directly or indirectly from claims made against Rolls-Royce by Interns or third-party persons performing services for Rolls-Royce as part of the Internship Program and which related in any way to employee misclassification, including, but not limited to, claims for unpaid wages, employee benefits, unpaid overtime, workers compensation, and unemployment

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insurance compensation, whether arising under federal, state or local law, or common lay of any jurisdiction, including any and all claims under the Fair Labor Standards Act, where brought as class claims or individual claims, or brought by a state or federal administrative agency. AUHSD's indemnity and hold harmless obligations shall apply to the fullest extent permitted by law, including but limited to the negligence, either directly or indirect, of Rolls-Royce, but in no event shall they apply to liability caused by the gross negligence or willful misconduct of Rolls-Royce to be indemnified or held harmless. All liability, payment, costs, judgments, and legal fees paid as the result of any workers compensation claim made by the Intern, shall be paid by AUHSD and its workers compensation carrier. AUHSD waives the exclusive remedy provisions of any workers compensation statute or other statute or rule of law or equity.

5.   Insurance. AUHSD shall maintain in full force and effect at all times insurance policies covering workers compensation, in not less than $5,000,000 or statutory required amounts. All policies shall be issued by companies, and in a form, acceptable to Rolls-Royce. The workers compensation policy shall include an Alternative Employer Endorsement naming Rolls-Royce as Alternative Employer. The insurance policies shall provide that they shall be deemed primary insurance to any similar insurance Rolls-Royce may obtain for its own benefit, which shall be excess or secondary but not contributing insurance. AUHSD's workers compensation shall waive the insurer's right of subrogation against the Rolls-Royce.

6.   Integration and Release. This Agreement is the final and complete agreement of the parties with regard to the issues described. All prior written and oral negotiations, representations, agreements and warranties related to or pertaining to them are superseded by and merged into this Agreement.
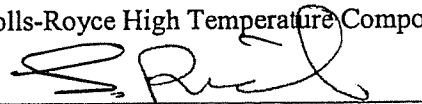
7.   Severability. If any court of competent jurisdiction or other tribunal with jurisdiction over the matter and the parties shall determine that part or all of this Agreement is unenforceable or invalid, the challenged provisions shall be revised and enforceable by the court or tribunal to the extent permitted by law and shall not affect other provisions.

8.   Waivers. No waiver of any obligation, condition, representation or warranty shall be effective unless in a writing signed by the Party against whom the waiver is sought to be enforced.
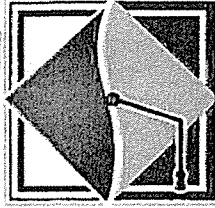
Date: 30 - Apr   , 2018

"AUHSD"   "ROLLS-ROYCE"
Anaheim Union High School District   Rolls-Royce High Temperature Composite Inc.

_____   _____

By: <u>Dr. Jaron Fried</u>   By: <u>S. RICHARDS</u>

Its: <u> Assistant Superintendent </u>   Its: <u>   </u>

                                               GM @ HTC

Learning With Purpose

ANAHEIM
UNION
HIGH
SCHOOL
DISTRICT

College and Career Ready

2018 AIME Summer Internship Agreement

Internship Provider:
During this internship, I agree to:

1. Provide meaningful non-paid work experience for summer interns, approximately 15-20 hours per week for each intern, between the dates of June 4th and July 13th, 2018, excluding Fridays as interns are required to attend mandatory educational workshops. Interns are also required to attend two mandatory fieldtrips- June 21, 2018 and July 12, 2018. Interns will be unavailable on these dates.
2. Provide adequate supervision and work conditions that will not endanger the health, safety, welfare, or morals of summer interns
3. Help students demonstrate desirable work habits and develop career readiness skills
4. Communicate expectations to summer interns as well as Summer Internship Coordinators
5. Sign time sheets for summer interns to verify hours completed
6. Consider participation in video-taping and photography of student interns by AUHSD staff and/or subcontractors for intern program promotional purposes
7. Communicate any concerns to the AUHSD Summer Internship Coordinators
8. Complete a pre- and post-survey to assist in improving internship program
9. Consider writing letters of recommendation for your intern(s)
10. Consider attending closing celebration to be held on Friday, July 13th (2:00-4:00pm at the AUHSD Performing Arts Center at Kennedy High School: 8281 Walker St, La Palma, CA 90623)

Rolls -Royce HTC
Internship Provider – Firm Name

5730 Katella Ave, Cypress
Address

657 765 4144
Phone Number

S. Rich   30 -Apr -2018
Authorized Signature   Date

S.RICHARDS GM @ HTC
Print Name and Title

Three-Year Expulsion Plan

Between The

Anaheim Union High School District
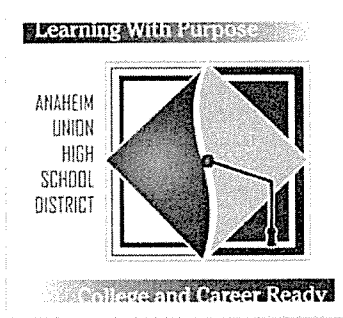
And The

Orange County Department of Education

For The

Implementation of Education Code 48916.1

[Providing Educational Services to Expelled Students]

2018 – 2021

Learning With Purpose

ANAHEIM
UNION
HIGH
SCHOOL
DISTRICT

College and Career Ready

PLAN FOR PROVIDING EDUCATIONAL SERVICES TO ALL EXPELLED STUDENTS IN ORANGE COUNTY 2018-2021

General Provisions

As required by Education Code section 48926, the Orange County Superintendent of Schools has developed an expulsion plan in conjunction with the Superintendents of the school districts in Orange County. The plan provides for educational services to all expelled students in the county for school years 2018-19, 2019-20 and 2020-21. The current plan has been adopted by the governing board of each school district in Orange County and the Orange County Board of Education. A student whose behavior has resulted in an expulsion is provided a rehabilitation plan which ensures placement in an educational program. All educational alternatives provided by Orange County school districts are not available to all expelled students. The type of offense, location of offense, grade level and nature of the student's individualized needs all have the potential to affect the educational alternatives available to the student during the period of expulsion. Students expelled for any of the offenses listed in subdivision (a) or (c) of Section 48915 of the California Education Code shall not be permitted to enroll in any district-operated program during the period of expulsion unless it is a community day school (E.C. section 48915.2).

All expelled students shall be referred to an educational placement that is 1) appropriately prepared to accommodate students who exhibit discipline problems; 2) not situated at a comprehensive middle, junior, or senior high school, or at any elementary school, and 3) not housed at the school site attended by the student at the time of the offense (E.C. section 48915). In addition to the requirements stated above, such factors as district size, district level alternatives, county level alternatives, local control accountability plans and district philosophy can influence the decisions by a district board of education regarding what educational alternatives are appropriate for the students who are expelled.

Educational Alternatives for Expelled Students

The governing board of each school district will determine which educational alternatives are appropriate and available pursuant to Education Code section 48916.1. Educational alternatives throughout Orange County for students recommended for expulsion include, but are not limited to the following options:

1. Expulsion, suspended order, with placement on the same school campus [E.C. section 48917 (a)].

2. Expulsion, suspended order, with placement on a different school campus within the district [E.C. section 48917 (a)].

3. Expulsion with referral to a district community day school program, if available [E.C. section 48660].

4. Expulsion with subsequent transfer to another district.

5. Expulsion with referral to the Orange County Department of Education, Division of Alternative, Community and Correctional Education Schools and Services (ACCESS) [E.C. section 1981].

A specific referral to a district community day school or county community school is made by the school district with recommendations from the district discipline review board, School Attendance Review Board (SARB), or by another established district referral process as required by statute.

The school district of residence maintains the responsibility for developing a rehabilitation plan for expelled students and referring students to an appropriate educational setting. Expelled students who complete their rehabilitation plan obligations are reviewed by the district for possible return to district of residence programs.

Expelled students who fail to meet the terms and conditions of the district rehabilitation plan for readmission may continue to be referred to an appropriate educational setting within another district alternative program, district community day school program, or the Orange County Department of Education ACCESS program.

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Charter School Requirements and Expulsion

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Charter schools develop their own policies and procedures regarding student expulsion and student dismissal. They are not required to follow Education Code section 48900 et seq. as the basis of their discipline or expulsion policy, although by regulation petitioners must demonstrate familiarity with these provisions. Charter schools have the option to adopt their chartering district's policy and procedures in regard to expulsion.

A student who is expelled from a charter school may return to the school district of residence. As set forth in Education Code section 47605 (d)(3), if a pupil subject to compulsory full-time education pursuant to Education Code section 48200 is expelled or leaves a charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. Once the school district has documentation of the expulsion order, the provisions of Education Code sections 48915.1 and 48915.2 to determine whether or not the pupil may enroll in a district school or must be referred to a county community school or district community day school (EC section 48915.2).

Expelled Students Who Commit Subsequent Violation(s)

The placement of expelled students who commit subsequent expellable violations will be placed in one of the following options:

- If the student commits a subsequent violation of Education Code section 48900 and following, the student may be referred to another district alternative program or to the Orange County Department of Education.

- If the expelled student commits another violation of the Education Code while enrolled in the Orange County Department of Education ACCESS program, the student will be placed at another community school site within the Administrative Unit (AU) or transferred to another AU operated by the Orange County Department of Education, in accordance with Orange County Department of Education Policy and Procedures.

Expelled Students Who Fail District Community Day School

An expelled student who fails his/her placement in a district community day school program may be placed in one of the following options:

- Other existing district educational alternatives.

- Orange County Department of Education, ACCESS program or a program operated by the Orange County Department of Education Division of Special Education Services.

Special Education Students

Students eligible under the Individuals with Disabilities Act (IDEA) may be referred to the Orange County Department of Education pursuant to the Individualized Education Program (IEP) process outlined in Education Code section 48915.5 and Orange County Department of Education procedures. Students eligible under Section

504 of the Rehabilitation Act of 1973 may also be referred to the Orange County Department of Education program in accordance with Section 504 procedures. School districts must take into consideration the contents of the student's IEP when making placement recommendations. Any change in placement requires the school district to convene an IEP meeting. The IEP team identifies a special education program and related services appropriate for the student. Placement options may include district, special education local plan area (SELPA), or county-operated programs.

- If the district refers the expelled student to the Orange County Department of Education, the district shall convene an IEP meeting prior to the referral to jointly identify an appropriate special education program and related services. A representative from the Orange County Department of Education shall participate in the IEP meeting. The district or Orange County Department of Education, as identified in the SELPA Plan, will provide special education services in accordance with the student's IEP.

- When the IEP cannot be implemented within the Orange County Department of Education, the district of residence is responsible for providing a Free and Appropriate Public Education (FAPE) within the continuum of program options identified in its SELPA plan.

- The Orange County Department of Education also provides an interim alternative educational setting while school districts search for permanent placements for students eligible under the IDEA (not excluding county options). [34 C.F.R. section 300.530(g)]

Orange County Department of Education Options

Orange County Department of Education Options

The Orange County Department of Education is committed to providing a spectrum of educational options for students expelled from Orange County school districts. Educational options are provided through the Division of Alternative Education, known as Alternative, Community, and Correctional Education Schools and Services (ACCESS), a Western Association of Schools and Colleges-accredited (WASC) program, and the Division of Special Education Services. The Orange County Department of Education's mission is to ensure that all students are equipped with the competencies they need to thrive in the 21st Century. In addition, ACCESS's mission is to care for, teach, and inspire all students to discover their potential, develop their character, and maximize their learning so they may become successful contributors to society.

The policy of each individual school district affects how the Orange County Department of Education will meet the needs of that particular school district. Some districts use the Orange County Department of Education programs as educational options for those students expelled under Education Code section 48900. The Orange County Department of Education also works with Orange County school districts to provide information and data in support of local control accountability plan goals and priorities, including but not limited to pupil engagement, school climate and pupil outcomes.

The Orange County Department of Education Division of Special Education Services provides special education programs and services to individuals with exceptional needs requiring intensive educational services. Referrals to the Division of Special Education Services shall be made in accordance with current procedures.

The ACCESS program provides options for expelled youth at over 45 sites contained within 6 Administrative Units located throughout the county. Regional options may include:

- Classroom instruction serving grades 9-12, delivered daily for 240-270 minutes aligned with the State Frameworks/Standards.

- Classroom instruction serving grades 6-8, delivered daily for 240-270 minutes aligned with the State Frameworks/Standards.

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- Contracted learning/independent study programs for students who elect, with parent/teacher approval, not to participate in daily classroom instructional programs. These contracted learning/independent study programs require students to complete a minimum of 20 hours per week of educational product.

- Parent directed home instruction independent study programs through the Community Home Education Program (CHEP) serving students in transitional kindergarten (TK) through grade 8 and Pacific Coast High School, a University of California (UC) approved and National Collegiate Athletic Association-accredited program serving students in grades 9-12.

Referral Process to the Orange County Department of Education
Alternative Community Correctional Education Schools and Services (ACCESS)

ACCESS Administrators regularly meet with school district representatives and agency partners to collaborate and coordinate placement of expelled students. Regional meetings of the Child Welfare and Attendance Administrators as well as district Student Attendance Review Board members provide an avenue for district and Orange County Department of Education representatives to discuss potential placement challenges, explore regional options and address the needs of expelled students.

Referrals to the Orange County Department of Education ACCESS program may be made directly to the ACCESS Administrative Units listed below. Referrals of students eligible under the IDEA shall be made through the IEP process and in accordance with ACCESS Special Education Procedures.

An Individual Learning Plan (ILP) will be developed for expelled students referred to ACCESS. Part of this plan includes a goal of assisting the student with meeting the requirements stated in the district rehabilitation plan to facilitate returning the student to the school district of residence at completion of the district expulsion. A Supplemental Referral Form and a Return to District Form were developed with the support of District Student Services Administrator's feedback in order to improve communication. Districts will use the "Supplemental Referral Form" to highlight unique needs of student, interventions in place, and rehabilitation plan for student. When returning to the district of residence, ACCESS will use the Return to District form to communicate student progress on the district rehabilitation plan as well as share important contact information in the case that questions may arise.

ACCESS Administrative Units (AU)

Administrative Units	Address	Phone	Contact Person
AU 101-North	505 N. Euclid Street Suite 500 Anaheim, CA 92801	(714) 245-6795 Fax: (714) 781-5891	Ken Ko

Administrative Units (AU)	Address	Phone	Contact Person
AU 103 Southeast	621 W. 1st Street Tustin, CA 92780	(714) 245-6680 (714) 731-7269 fax	Chris Alfieri
AU 103-Southeast South County Enrollment Office	23436 Madero Suite 100B Mission Viejo, CA 92691	(949) 425-2170 (949) 707-0569 fax	Chris Alfieri
AU 104 Garden Grove	12822 Garden Grove Blvd. Suite D Garden Grove, CA 92843	(714) 245-6450 (714) 796-8817 fax	Talisa Sullivan
AU 108 Pacific Coast High School	14262 Franklin Ave. Suite 100 Tustin, CA 92780	(714) 245-6500 (714) 508-0215 fax	Machele Kilgore

AU 109 CHEP	11095 Knott Ave. Suite L Cypress, CA 90630	(714) 327-1000 (714) 327-1030 fax	Jane Doney
AU 114 Harbor Learning Center / Fountain Valley	15872 S. Harbor Blvd. Building C Fountain Valley, CA 92708	(714) 245-6440 (714) 418-1914 fax	Vern Burton

* Institutions/Court Schools (Placement through the Juvenile Justice Department)

ACCESS Support Services

Special Education And Student Services	1715 E. Wilshire Ave. Suite 708 Santa Ana, CA 92705	(714) 547-7931 (714) 796-8811 fax	Lynn Garrett
Title I	1735 E. Wilshire Ave. Suites 801 & 802 Santa Ana, CA 92705	(714) 836-0301 (714) 836-1920 fax	Lisa Lanier
Assessment Center	1715 E. Wilshire Ave. Suite 706 Santa Ana, CA 92705	(714) 835-2776 (714) 835-3861 fax	Jane Doney
Attendance and Records	1669 E. Wilshire Ave. Suite 601 Santa Ana, CA 92705	(714) 547-9972 (714) 547-2344 fax	Sharon Lakin
Educational Programs and Services	1715 E. Wilshire Ave. Suite 702 Santa Ana, CA 92705	(714) 647-2593 (714) 543-8962 fax	Katy Ramezani
Curriculum and Instructional Support Services	1735 E. Wilshire Ave. Suite 806 Santa Ana, CA 92705	(714) 558-3380 (714) 558-8245 fax	Rick Martin

Summary of Gaps in Education Services to Expelled Students and Strategies for Filling Those Gaps

Previously identified gaps have been examined and considerable improvement has been made through a collaborative process between the 27 Orange County School Districts and the Orange County Department of Education. The 27 School Districts in Orange County and the Orange County Department of Education have committed themselves to an ongoing process to resolve the remaining identified gaps.

Service Gap 1: Expelled Students in Grades K-5

Students in grades K-5 who are expelled do not have as many educational options available as do expelled youth in grades 6-12. In some instances, it has been difficult to place elementary school students who are expelled, especially at the K-4 level. The number of community day schools at the elementary school grade level is very limited.

Progress from 2015
A common practice for students expelled in grades K-5 is for the school district to suspend the expulsion order and refer the student to another school within the district. School districts also may collaborate with each other

to facilitate enrollment of an expelled elementary school student into a school in a different school district, when appropriate. School districts continue to have available the option of referring expelled students to Skyview Elementary and Middle School, an Orange County Department of Education ACCESS program serving grades K-8. Skyview is a community elementary/middle school program designed to meet the needs of at-risk children and offers community support programs for both the students and their families.

The low number of elementary students in grades K-5 who need alternative placements due to expulsions continue to make it unfeasible to sustain multiple school sites throughout the county.

Ongoing Strategies for Addressing This Gap
Students in grades K-5 who are expelled, may be served through the following school district or Orange County Department of Education options:

- Transfers within the home district which may include district community day school.

- Skyview Elementary and Middle School, located in the city of Orange, is operated by the OCDE ACCESS program and serves students in grades K-8. The location of the school site in proximity to the district of residence may pose a challenge to student attendance.

- Students in grade 5, on a case by case basis, may be referred to other ACCESS school sites depending upon class composition at the time of referral.

The Orange County Department of Education continues to review the ongoing need for an elementary level regionalized community school program to serve elementary-aged students who may be expelled from their school district. Over the past five years, the number of expulsions for Orange County students in grades K-6, as reported to DataQuest, are as follows:

Year	K-3	4-6
2012-13	0	16
2013-14	1	21
2014-15	0	7
2015-16	0	7
2016-17	0	10

Orange County school districts continue to support one another and offer alternative placement options whenever possible, taking students who were expelled for non-mandatory expellable offenses especially in larger districts with community day school options or special classrooms on their sites. School districts are also expanding interventions through a Multi-Tiered System of Support framework with evidence based programs such as Positive Behavior Intervention and Supports, Restorative Practice, and Mindfulness Practice and Social and Emotional Learning resulting in reduction of expulsions at the elementary grade level.

Service Gap 2: Limited Special Education Placements in ACCESS

The Orange County Department of Education is committed to expanded program options for students with exceptional needs that have been expelled from school district programs. As identified through communications with SELPA and District-Special Education Directors, programs for emotionally disturbed and dual diagnosis (Emotionally Disturbed and Developmentally Delayed) students have been developed in some school districts as well as the OCDE Special Schools program. In addition, ACCESS continues to evaluate its Special Education services to provide a continuum of placement options. When a student's unique needs cannot be accommodated through existing OCDE program alternatives, the district of residence will continue to facilitate placement to meet the unique needs of individual students through district and non-public agency/school placements.

Progress from 2015
The ACCESS program restructured its special education division to include a Director of Special Education as well as several Special Education Administrative Liaisons to facilitate participation in district IEP team meetings when a referral for an expelled student is made. In addition, ACCESS has continued to increase its special

education staff including a focus to address the increased mental health issues for students with special needs. ACCESS is able to provide more intensive counseling services provided by licensed mental health professionals who have been trained in Trauma Informed Care and Restorative Practice. Group therapy programs have also been developed to address issues that impact a student's social functioning with in the classroom and community, such as social skills, anger management and various coping skill strategies.

All ACCESS Special Education and Safe Schools clinicians have been provided training in Trauma Focused Therapy. OCDE has also expanded it professional development for special education staff, for example specific training has been provided in the Remedial Reading program, both on line and in hard copy form. The on-going challenge continues to be the difficulty in establishing a regionalized program that can be operated and maintained based on an unpredictable number of student referrals. OCDE Special Schools currently has a dual diagnosis classroom at the Harbor Learning Center site. OCDE had also attempted a SDC program for emotional disturbed students in the past but was not successful due to too few students being enrolled to maintain the program.

Ongoing Strategies for Addressing This Gap

Orange County School Districts have continued to expand efforts to provide services to students within their attendance area reducing the need for placements in ACCESS. The Orange County School Districts and OCDE will provide ongoing monitoring of the need for additional Special Education services for expelled students. The ACCESS program is prepared to respond to increased demands as conditions warrant in the future.

Programs for Emotionally Disturbed Students:
- Continued expansion of programs for emotionally disturbed students is contingent upon location of school sites that can accommodate such programs and sufficient enrollment to maintain such programs. Additional training in various behavior management programs for both general education and special education teachers can support the increased needs of students being enrolled with social/emotional and behavioral needs.

Programs to Expand Continued Services for Special Education Students:
- Expanding program options for special education students continue to be evaluated through OCDE, Orange County SELPA Directors and Orange County School Districts.

Service Gap 3: Rehabilitation Failures

Students sometimes do not meet the provisions of the expulsion rehabilitation plan and fall behind in their academic studies. In these cases, they are at high risk of not completing their necessary credits and are at a higher risk of dropping out of school.

Progress from 2015

Based on a recent survey of Orange County School Districts, concerns about students failing to satisfy school district rehabilitation plans during the expulsion period were expressed in combination with general concerns with student transition as they reenter the district. Over the past three years, OCDE has continued discussions with the Orange County School Districts to identify systematic approaches to facilitate the regular transfer of the rehabilitation plan upon referral of an expelled student, as well as identify community resources available to support students in meeting their district rehabilitation plan requirements. There continues to be a need to identify the availability of intervention services for students to meet the specific requirements of their rehabilitation plans especially when involving mental health services.

A challenge continues to be communication between the districts and ACCESS in ensuring that the district's rehabilitation plan is completed by the student. Regional Administrative Units help to promote communication between the districts and the county community schools, and ACCESS principals and assistant principals attend county Student Services meetings to facilitate ongoing communication. In addition, the ACCESS Student Attendance Review Board (SARB) process has been coordinated more efficiently and ACCESS utilizes one of its staff members in truancy court to make sure students attend school and are connected to community

resources. In hopes to close this service gap further, Orange County School Districts and ACCESS have implemented the use of a supplemental referral form when students are referred to an ACCESS program. This form includes specific information about a student's needs as well as progress and follow ups needed on ones' rehabilitation plan. When returning to the district, ACCESS staff will use the Student Transition form to communicate information on student's completion of the rehabilitation plan.

Ongoing Strategies for Addressing this Gap

Districts will be asked to provide ACCESS a copy of the rehabilitation plan when referring an expelled student. ACCESS staff will review the rehabilitation plan with the student and, as appropriate, the student's parents, and will assist the student in completing his/her plan requirements. School staff will continue to monitor student achievement toward rehabilitation plan requirements. For students struggling to meet rehabilitation plan requirements, the student consultation team process could be considered to provide additional support. Continued communication and collaboration with school district personnel will continue to be a priority. Enhanced communication promotes student success and early intervention when students are not meeting the terms of the rehabilitation plan. In addition, communication is vital between the districts and ACCESS regarding the status of students who are returning to the district.

OCDE will continue to explore with districts how to utilize and expand existing collaborations to ensure student success with completion of the rehabilitation plan. This includes the use of community non-profits and private programs to assist in carrying out individual student rehabilitation plans.

Service Gap 4: Mental Health Services

Orange County School Districts are seeing an increased need for mental health services and a shortage of affordable and accessible options for students.

Progress from 2015

Districts have been able to exercise greater control of their funding to support mental health services under the Local Control Funding Formula and other legislative changes such as Assembly Bill 114, which repealed AB 3632 and allocated funding directly to the school districts. New hire includes additional school counselors, school social workers and licensed Marriage and Family Therapists. Furthermore, many districts have added administrative positions overseeing mental health services and needs of students. Through the adoption of Local Control Accountability Plans, districts have identified long term goals related to hiring additional school counselors, school social workers, nurses and other support personnel to address pupil engagement, school climate and parent involvement, which allows for enhancement of district resources to address mental health issues.

Ongoing Strategies for Addressing this Gap

The Orange County Department of Education will continue to work to promote school and community partnerships and professional development to address the mental health needs of students. The development of Local Control Accountability Plans gives greater attention to the mental health needs of students and the county office will assist districts as they strive to find ways to address the social emotional needs of their students and support the "whole child." This is one of OCDE's strategic initiatives articulated in its 2014 -2019 Strategic Plan. OCDE is also heading the California SUMS (Scale Up Multi-Tiered System of Support) initiative, providing technical assistance to many Orange County School Districts in the areas of Academic, Behavioral, and Social and Emotional support. OCDE continues to share-out local resources through network meetings and list serves. The ACCESS program will continue to work with districts to identify and assist expelled students who have mental health issues. The Orange County SELPAs, school districts and OCDE continue to assess any gaps resulting from changes in the funding structures to ensure the availability of appropriate mental health services for both general education and special education students expelled from school.

Service Gap 5: College Course Preparation Access for County Community Students

Within the ACCESS program there is option for students to utilize GradPoint, an online course option with "a-g" approved satisfying the subject requirements for admission into the University of California and California State University systems. This addition has resolved the difficulty for some students returning to their district of residence following their expulsion period in regard to completing the required courses prior to graduation.

Ongoing Strategies for Addressing this Gap
ACCESS has implemented an online program that provides "a-g" approved courses as well as credit recovery options and electives, including career technical education. This program began in January 2015 and expanded the options available to expelled students seeking to satisfy the "a-g" requirements or other college-preparatory courses. ACCESS continues to provide professional development to teachers to effectively utilize the new on-line program. In addition, Pacific Coast High School offers a full range of college-preparatory courses satisfying the "a-g" requirements.

COUNTYWIDE BEHAVIOR INTERVENTIONS AND BEST PRACTICES TO PREVENT SUSPENSIONS AND EXPULSIONS

Orange County schools seek to minimize the number of expulsions by establishing prevention and early intervention practices. School districts pursue a variety of strategies in an effort to educate students and establish a safe and caring climate to prevent student misconduct. When warranted, disciplinary measures are implemented consistent with district policies and procedures to ensure fair and consistent disciplinary measures. These efforts will continue to prevent any disproportionate representation of minority students recommended for expulsion.

Expulsions occur when student and campus safety is threatened or when other means of correction have not been successful. Districts engage in a number of preventative and proactive strategies including but not limited to the following:

- Adult Mentoring of Students
- After School Programs
- After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.

- Alternate Suspension Classrooms (ATS)
- Annual Notice of Parent Rights and Responsibilities
- Anti-bullying Programs
- Any of the alternatives described in Section 48900.6 related to community service.

- Athletic Drug Testing
- Automated Telephone Notifications
- Behavior Skills Group
- Brief Intervention Counseling (Substance Abuse Counseling)
- Character Counts
- Check-in, check-out
- Come Walk In My Shoes (abilities awareness)
- Community Partnerships
- Conferences between school personnel, the pupil's parent or guardian, and the pupil.
- Conflict Mediators/Conflict Resolution Services
- Crisis Response Network (CRN)

- Enrollment in programs for teaching prosocial behavior or anger management.
- Every 15 Minute Program
- Friday Night Live
- Gang Resistance Intervention Partnership (GRIP)
- Grad Night Activities
- Homework Clubs
- In-school Suspensions
- Juvenile Alcohol and Drug Education (JADE), PRYDE Program, Outreach Concern, Straight Talk, Western Youth Services and Other Community Counseling Partnerships
- Kindness Assemblies
- Link Crew
- Mindfulness practice
- Multi-Tiered System of Support Framework
- Online Classes and Credit Recovery Opportunities
- Parent Meetings and Information Nights
- Peace Week (Anti-bullying week)
- Peer Assistance League (PAL)
- Peer Court
- Police Cadet Programs
- Positive Behavior Intervention and Supports
- Random Acts of Kindness
- Red Ribbon Week
- Referrals for comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).
- Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.
- Restorative Practices
- Safety Task Force
- Saturday School
- School Attendance Review Board (SARB)
- School Attendance Review Team (SART)
- School Signs and Notices
- Social Emotional Learning Curriculum
- Student Behavior Contracts
- Student Clubs and Organizations
- Student Safety Plans
- Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.
- Text-A-Tip
- TUPE/DATE activities
- Tutoring
- Universal Design for Learning
- Violence Prevention Curricula
- Violence Prevention Education Services
- WEB (Where Everybody Belongs)

PLAN FOR PROVIDING EDUCATIONAL SERVICES TO ALL EXPELLED STUDENTS IN THE ANAHEIM UNION HIGH SCHOOL DISTRICT

General Provisions

As required by Education Code 48926, the Orange County Superintendent of Schools has developed an expulsion plan in conjunction with the Superintendents of the school districts in Orange County. The plan provides for educational services to all expelled students in the county for school years 2018-19, 2019-20 and 2020-21. A student whose behavior has resulted in an expulsion is provided a rehabilitation plan which ensures placement in an educational program and establishes the criteria for return to the Anaheim Union High School District. All educational alternatives provided by Orange County school districts are not available to all expelled students. The type of offense, location of offense, grade level and nature of the student's individualized needs; all have the potential to affect the educational alternatives available to the student during the period of expulsion. Students expelled for any of the offenses listed in subdivision (a) or (c) of Section 48915 of the California Education Code shall not be permitted to enroll in any district-operated program during the period of expulsion unless it is a community day school (E.C. 48915.2).

As indicated in the Orange County Expulsion plan, the options available to Anaheim Union High School District after an expulsion decision include, but are not limited to the following:

1. Expulsion, suspended order, with placement on the same school campus [E.C. 48917 (a)].

2. Expulsion, suspended order, with placement on a different school campus within the district [E.C.48917 (a)].

3. Expulsion with referral to a district alternative suspension/expulsion classroom, if available (E.C. 48660).

4. Expulsion with subsequent transfer to another district.

5. Expulsion with referral to the Orange County Department of Education, Alternative, Community and Correctional Education Schools and Services (ACCESS) (E.C. 1981).

Actual referral to a district alternative suspension/expulsion classroom or county community school is made by the Anaheim Union High School District governing board with recommendations from the district administrative hearing panel, School Attendance Review Board (SARB), or by another established district referral process as required by statute.

District activities relating to the prevention of expulsions are outlined in the following chart:

Anaheim Union High School District Prevention Activities

Title of Activity	Description of Activity	Grade Level
School-wide Behavior Expectations Assemblies/Classroom Visits	Explanation of school rules and policies to students	7-12
MTSS (Multi-Tiered Systems of Support)	MTSS is an integrated, comprehensive framework that focuses differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success	7-12
Educational Monitoring Team (EMT)	Academic/Behavior/Emotional Support Team that works with the student/families/parents to provide support & interventions to address the needs of the student.	7-12
Mental Health Implementation and Improvement Leadership Team (MHILLT)	Leadership Team focused on identifying the needs, developing programs and services for student behavior problems/mental illness/crisis response and threat assessments.	7-12
Advisement	Daily Mentoring Program focused on school culture and climate and providing additional supports for students. (Knowing your students by name and need)	7-12
Project Alert	Universal classroom program (Drug Education & Resistance Skill Building)	7-8
Stanford Tobacco Prevention Tool Kit	Classroom Program Tobacco and Vaping Addiction Prevention Curriculum	9
Positive Behavioral Support (PBIS)	Districtwide behavior management program	7-12
Parent Notification and Rights	Start of the year communication regarding policies	7-12
Parent Workshops	Parent nights and classes focused on parenting skills, awareness of mental illness, civic engagement, parent enrolment in school and transition into college and career.	K-6
Restorative Practices	Restorative approach to resolving conflict and preventing harm	7-12
Capturing Kids Hearts	Training for members of a school's educational community and to teach effective skills that help participants: Develop self-managing classrooms and decrease discipline issues through innovative techniques such as a social contract.	7-12
Saturday Academy	Providing added curricular activities to allow for re-engagement into school. Provides positive classes that reinforce expected behaviors and give students a change to recover loss hours of instruction. Reduces that sense of "hopelessness" for students	7-12
OC Ropes Course	Leadership/Teamwork Camp	7-12

Mental Health/Suicide Prevention Units in Health Curriculum	Student Units imbedded within the Health Curriculum that raises awareness on mental health and where to find help. Teaches self-advocacy and problem solving and coping skills.	7 & 9th
Project Path	Community Service Program (CSP) Project Path: Psycho-Educational Classroom Presentations to staff/ students and parents on drug use and the impact on kids	7-12
School Social Workers, LCSW	Offer individual and group counseling, parent workshops, training for staff, crisis response, and connect families to community resources	7-12
Weekly Cessation Program offered by the Anaheim Regional Medical Center	Cessation services for students caught with tobacco/vape/paraphernalia/alcohol/drugs	7-12
Alternative to Suspension-Pathways Program	Intervention program for students who are beginning to use or experiment with alcohol and other drugs	7-12
MPOWRD	Youth led leadership group focused on addictive behaviors (support group of kids) including persistent behavior problems, as well as drug/alcohol abuse.	7-12
Support Groups	Small group counseling lead by the Licensed Clinical School Social Workers. 1. Healthy Relationships Group 2. Girls Group (Self-Esteem/Bullying) 3. Boys Group (Self-Esteem Bullying) 4. Anger Management Group	7-12
Mindfulness	Mind Kind Training to address toxic stress that leads to behavior problems. Teaches students coping skills, reflective thinking, and social-emotional well-being.	7-12
LGBTQI Awareness/Gay-Straight Alliance	School club that focuses on the needs and providing a safe space for these students. The OC Center also provides training/prof. dev. For staff on site to support these students.	7-12
Typical or Troubled	Presentation and awareness for teachers on what is normal adolescent behavior versus abnormal behavior and steps teachers take to addressing these behaviors in the classroom before they escalate.	7-12
Presentations on Mental Health vs. Mental Illness	Teacher/Staff/Parent presentations	7-12

ANAHEIM UNION HIGH SCHOOL DISTRICT
EDUCATION PROGRAM
OPTIONS

SUSPENDED EXPULSION

Placement on Same
School Campus

OR →

EXPULSION

Referred to
District Alternative Program

OR ↓

OR ↓

SUSPENDED EXPULSION

Placement on Different
School *Campus*
And/Or
Different District

EXPULSION

Referred to County-operated
Alternative Community
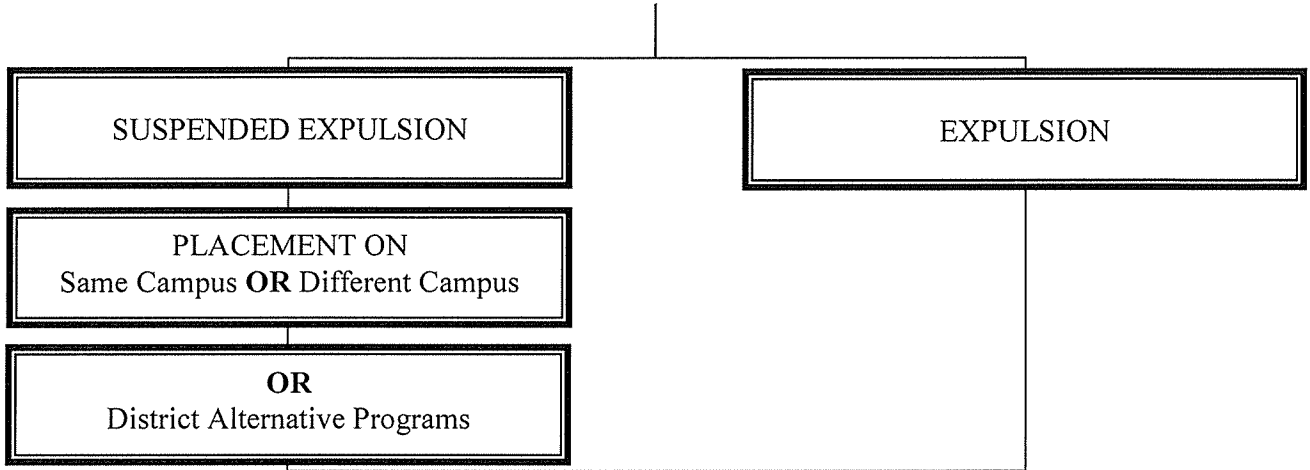Correctional Education Schools
and Services
(ACCESS)

OR ↓

SUSPENDED EXPULSION

Referred to
District Alternative Programs

POSSIBLE REHABILITATION PLAN

REFERRED STUDENT

SUSPENDED EXPULSION	EXPULSION

PLACEMENT ON
Same Campus **OR** Different Campus

OR
District Alternative Programs

- **Individual Family Counseling**
  - o   Orange County Mental Health
  - o   Community Agencies
- **Participation in School-Based Programs**
  - o   PAL/FNL/Conflict Resolution
- **Community Service**

- **Career Preparation**
  - o   ROP/Part-Time
- **Academic Enrichment Tutoring**
  - o   Campus Availability
- **Alternative/Recreation/Diversion Program**
  - o   Straight Talk, Project SAY, CSP

REFERRED STUDENT

EXPULSION

COUNTY ALTERNATIVE
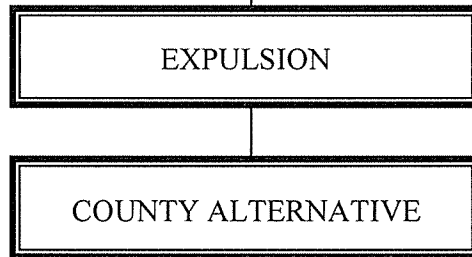
- **Individual/Family Counseling**
  - o   Orange County Mental Health
  - o   Wester Youth Services
- **Alternative/Recreation/Diversion Program**
  - o   AYSO/CSP/Boys' & Girls' Club
- **Community Service Hours**
  - o   City Referrals/Graffiti Abatement/Community Centers- Partnership with Challenged Students
- **Career Preparation**
  - o   ROP/Part-Time
- **Conflict Resolution**

  - o   Campus Availability
- **Academic Enrichment Tutoring**
  - o   Campus Availability

| West's Annotated California Codes |
| Education Code (Refs & Annos) |
| Title 2. Elementary and Secondary Education (Refs & Annos) |
| Division 4. Instruction and Services (Refs & Annos) |
| Part 27. Pupils (Refs & Annos) |
| Chapter 6. Pupil Rights and Responsibilities (Refs & Annos) |
| Article 1. Suspension or Expulsion (Refs & Annos) |

West's Ann.Cal.Educ.Code § 48926

§ 48926. County plans for provision of educational services to expelled pupils

Currentness

Each county superintendent of schools in counties that operate community schools pursuant to Section 1980, in conjunction with superintendents of the school districts within the county, shall develop a plan for providing education services to all expelled pupils in that county. The plan shall be adopted by the governing board of each school district within the county and by the county board of education.

The plan shall enumerate existing educational alternatives for expelled pupils, identify gaps in educational services to expelled pupils, and strategies for filling those service gaps. The plan shall also identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

Each county superintendent of schools, in conjunction with the superintendents of the school districts, shall submit to the Superintendent of Public Instruction the county plan for providing educational services to all expelled pupils in the county no later than June 30, 1997, and shall submit a triennial update to the plan to the Superintendent of Public Instruction, including the outcome data pursuant to Section 48916.1, on June 30th thereafter.

Credits
(Added by Stats.1995, c. 974 (A.B.922), § 8, operative July 1, 1996.)

West's Ann. Cal. Educ. Code § 48926, CA EDUC § 48926
Current with all 2017 Reg.Sess. laws.

End of Document

West's Annotated California Codes
  Education Code (Refs & Annos)
    Title 2. Elementary and Secondary Education (Refs & Annos)
      Division 4. Instruction and Services (Refs & Annos)
        Part 27. Pupils (Refs & Annos)
          Chapter 6. Pupil Rights and Responsibilities (Refs & Annos)
            Article 1. Suspension or Expulsion (Refs & Annos)

West's Ann.Cal.Educ.Code § 48916.1

§ 48916.1. Educational program requirements for expelled students

Effective: January 1, 2006
Currentness

(a) At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion. Except for pupils expelled pursuant to subdivision (d) of Section 48915, the governing board of a school district is required to implement the provisions of this section only to the extent funds are appropriated for this purpose in the annual Budget Act or other legislation, or both.

(b) Notwithstanding any other provision of law, any educational program provided pursuant to subdivision (a) may be operated by the school district, the county superintendent of schools, or a consortium of districts or in joint agreement with the county superintendent of schools.

(c) Any educational program provided pursuant to subdivision (b) may not be situated within or on the grounds of the school from which the pupil was expelled.

(d) If the pupil who is subject to the expulsion order was expelled from any of kindergarten or grades 1 to 6, inclusive, the educational program provided pursuant to subdivision (b) may not be combined or merged with educational programs offered to pupils in any of grades 7 to 12, inclusive. The district or county program is the only program required to be provided to expelled pupils as determined by the governing board of the school district. This subdivision, as it relates to the separation of pupils by grade levels, does not apply to community day schools offering instruction in any of kindergarten and grades 1 to 8, inclusive, and established in accordance with Section 48660.

(e)(1) Each school district shall maintain the following data:

(A) The number of pupils recommended for expulsion.

(B) The grounds for each recommended expulsion.

(C) Whether the pupil was subsequently expelled.

(D) Whether the expulsion order was suspended.

(E) The type of referral made after the expulsion.

(F) The disposition of the pupil after the end of the period of expulsion.

(2) The Superintendent may require a school district to report this data as part of the coordinated compliance review. If a school district does not report outcome data as required by this subdivision, the Superintendent may not apportion any further money to the school district pursuant to Section 48664 until the school district is in compliance with this subdivision. Before withholding the apportionment of funds to a school district pursuant to this subdivision, the Superintendent shall give written notice to the governing board of the school district that the school district has failed to report the data required by paragraph (1) and that the school district has 30 calendar days from the date of the written notice of noncompliance to report the requested data and thereby avoid the withholding of the apportionment of funds.

(f) If the county superintendent of schools is unable for any reason to serve the expelled pupils of a school district within the county, the governing board of that school district may enter into an agreement with a county superintendent of schools in another county to provide education services for the district's expelled pupils.

Credits
(Added by Stats.1995, c. 974 (A.B.922), § 6, operative July 1, 1996. Amended by Stats.1996, c. 937 (A.B.2834), § 5, eff. Sept. 26, 1996; Stats.1999, c. 646 (A.B.1600), § 26; Stats.2005, c. 69 (A.B.110), § 3.)

West's Ann. Cal. Educ. Code § 48916.1, CA EDUC § 48916.1
Current with all 2017 Reg.Sess. laws.

West's Annotated California Codes
Education Code (Refs & Annos)
Title 2. Elementary and Secondary Education (Refs & Annos)
Division 4. Instruction and Services (Refs & Annos)
Part 27. Pupils (Refs & Annos)
Chapter 6. Pupil Rights and Responsibilities (Refs & Annos)
Article 1. Suspension or Expulsion (Refs & Annos)

West's Ann.Cal.Educ.Code § 48916.5

§ 48916.5. Expulsion relating to controlled substances or alcohol; enrollment in drug rehabilitation program

Currentness

The governing board may require a pupil who is expelled from school for reasons relating to controlled substances, as defined in Sections 11054 to 11058, inclusive, of the Health and Safety Code, or alcohol, prior to returning to school to enroll in a county-supported drug rehabilitation program. No pupil shall be required to enroll in a rehabilitation program pursuant to this section without the consent of his or her parent or guardian.

Credits
(Added by Stats.1988, c. 50, § 1.)

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West's Ann. Cal. Educ. Code § 48916.5, CA EDUC § 48916.5
Current with all 2017 Reg.Sess. laws.

West's Annotated California Codes
  Education Code (Refs & Annos)
    Title 2. Elementary and Secondary Education (Refs & Annos)
      Division 4. Instruction and Services (Refs & Annos)
        Part 27. Pupils (Refs & Annos)
          Chapter 6. Pupil Rights and Responsibilities (Refs & Annos)
            Article 1. Suspension or Expulsion (Refs & Annos)

West's Ann.Cal.Educ.Code § 48917

§ 48917. Suspension of order to expel; rehabilitation program; expungement of records; filing of appeal

Currentness

(a) The governing board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the governing board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

(b) The governing board shall apply the criteria for suspending the enforcement of the expulsion order equally to all pupils, including individuals with exceptional needs as defined in Section 56026.

(c) During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status.

(d) The governing board may revoke the suspension of an expulsion order under this section if the pupil commits any of the acts enumerated in Section 48900 or violates any of the district's rules and regulations governing pupil conduct. When the governing board revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order.

(e) Upon satisfactory completion of the rehabilitation assignment of a pupil, the governing board shall reinstate the pupil in a school of the district and may also order the expungement of any or all records of the expulsion proceedings.

(f) A decision of the governing board to suspend an expulsion order does not affect the time period and requirements for the filing of an appeal of the expulsion order with the county board of education required under Section 48919. Any appeal shall be filed within 30 days of the original vote of the governing board.

Credits
(Added by Stats.1983, c. 498, § 91, eff. July 28, 1983. Amended by Stats.1990, c. 1234 (A.B.3880), § 4; Stats.1995, c. 95 (A.B.620), § 1.)

Notes of Decisions (1)

West's Ann. Cal. Educ. Code § 48917, CA EDUC § 48917
Current with all 2017 Reg.Sess. laws.

West's Annotated California Codes
  Education Code (Refs & Annos)
    Title 2. Elementary and Secondary Education (Refs & Annos)
      Division 4. Instruction and Services (Refs & Annos)
        Part 27. Pupils (Refs & Annos)
          Chapter 6. Pupil Rights and Responsibilities (Refs & Annos)
            Article 1. Suspension or Expulsion (Refs & Annos)

West's Ann.Cal.Educ.Code § 48918

§ 48918. Rules governing expulsion procedures; hearings;
notice; decision in absence of request for postponement

Effective: January 1, 2015
Currentness

The governing board of each school district shall establish rules and regulations governing procedures for the expulsion of pupils. These procedures shall include, but are not necessarily limited to, all of the following:

(a)(1) The pupil shall be entitled to a hearing to determine whether the pupil should be expelled. An expulsion hearing shall be held within 30 schooldays after the date the principal or the superintendent of schools determines that the pupil has committed any of the acts enumerated in Section 48900, unless the pupil requests, in writing, that the hearing be postponed. The adopted rules and regulations shall specify that the pupil is entitled to at least one postponement of an expulsion hearing, for a period of not more than 30 calendar days. Any additional postponement may be granted at the discretion of the governing board of the school district.

(2) Within 10 schooldays after the conclusion of the hearing, the governing board of the school district shall decide whether to expel the pupil, unless the pupil requests in writing that the decision be postponed. If the hearing is held by a hearing officer or an administrative panel, or if the governing board of the school district does not meet on a weekly basis, the governing board of the school district shall decide whether to expel the pupil within 40 schooldays after the date of the pupil's removal from his or her school of attendance for the incident for which the recommendation for expulsion is made by the principal or the superintendent of schools, unless the pupil requests in writing that the decision be postponed.

(3) If compliance by the governing board of the school district with the time requirements for the conducting of an expulsion hearing under this subdivision is impracticable during the regular school year, the superintendent of schools or the superintendent's designee may, for good cause, extend the time period for the holding of the expulsion hearing for an additional five schooldays. If compliance by the governing board of the school district with the time requirements for the conducting of an expulsion hearing under this subdivision is impractical due to a summer recess of governing board meetings of more than two weeks, the days during the recess period shall not be counted as schooldays in meeting the time requirements. The days not counted as schooldays in meeting the time requirements for an expulsion hearing because of a summer recess of governing board meetings shall not exceed 20 schooldays, as defined in subdivision (c) of Section 48925, and unless the pupil requests in writing that the expulsion hearing be postponed, the hearing shall

be held not later than 20 calendar days before the first day of school for the school year. Reasons for the extension of the time for the hearing shall be included as a part of the record at the time the expulsion hearing is conducted. Upon the commencement of the hearing, all matters shall be pursued and conducted with reasonable diligence and shall be concluded without any unnecessary delay.

(b) Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days before the date of the hearing. The notice shall include all of the following:

(1) The date and place of the hearing.

(2) A statement of the specific facts and charges upon which the proposed expulsion is based.

(3) A copy of the disciplinary rules of the school district that relate to the alleged violation.

(4) A notice of the parent, guardian, or pupil's obligation pursuant to subdivision (b) of Section 48915.1.

(5) Notice of the opportunity for the pupil or the pupil's parent or guardian to appear in person or to be represented by legal counsel or by a nonattorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf, including witnesses. In a hearing in which a pupil is alleged to have committed or attempted to commit a sexual assault as specified in subdivision (n) of Section 48900 or to have committed a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall be given five days' notice before being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during his or her testimony. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential. This subdivision shall not preclude the person presiding over an expulsion hearing from removing a support person whom the presiding person finds is disrupting the hearing. If one or both of the support persons is also a witness, the provisions of Section 868.5 of the Penal Code shall be followed for the hearing. This section does not require a pupil or the pupil's parent or guardian to be represented by legal counsel or by a nonattorney adviser at the hearing.

(A) For purposes of this section, "legal counsel" means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

(B) For purposes of this section, "nonattorney adviser" means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case, and has been selected by the pupil or pupil's parent or guardian to provide assistance at the hearing.

(c)(1) Notwithstanding Section 35145, the governing board of the school district shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public, unless the pupil requests, in writing, at least five days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the governing board of the school district may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.

(2) If the governing board of the school district or the hearing officer or administrative panel appointed under subdivision (d) to conduct the hearing admits any other person to a closed deliberation session, the parent or guardian of the pupil, the pupil, and the counsel of the pupil also shall be allowed to attend the closed deliberations.

(3) If the hearing is to be conducted at a public meeting, and there is a charge of committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or to commit a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

(d) Instead of conducting an expulsion hearing itself, the governing board of the school district may contract with the county hearing officer, or with the Office of Administrative Hearings pursuant to Chapter 14 (commencing with Section 27720) of Part 3 of Division 2 of Title 3 of the Government Code and Section 35207 of this code, for a hearing officer to conduct the hearing. The governing board of the school district may also appoint an impartial administrative panel of three or more certificated persons, none of whom is a member of the governing board of the school district or employed on the staff of the school in which the pupil is enrolled. The hearing shall be conducted in accordance with all of the procedures established under this section.

(e) Within three schooldays after the hearing, the hearing officer or administrative panel shall determine whether to recommend the expulsion of the pupil to the governing board of the school district. If the hearing officer or administrative panel decides not to recommend expulsion, the expulsion proceedings shall be terminated and the pupil immediately shall be reinstated and permitted to return to the classroom instructional program from which the expulsion referral was made, unless the parent, guardian, or responsible adult of the pupil requests another school placement in writing. Before the placement decision is made by the parent, guardian, or responsible adult, the superintendent of schools or the superintendent's designee shall consult with school district personnel, including the pupil's teachers, and the parent, guardian, or responsible adult regarding any other school placement options for the pupil in addition to the option to return to his or her classroom instructional program from which the expulsion referral was made. If the hearing officer or administrative panel finds that the pupil committed any of the acts specified in subdivision (c) of Section 48915, but does not recommend expulsion, the pupil shall be immediately reinstated and may be referred to his or her prior school or another comprehensive school, or, pursuant to the procedures set forth in Section 48432.5, a continuation school of the school district. The decision not to recommend expulsion shall be final.

(f)(1) If the hearing officer or administrative panel recommends expulsion, findings of fact in support of the recommendation shall be prepared and submitted to the governing board of the school district. All findings of fact and recommendations shall be based solely on the evidence adduced at the hearing. If the governing board of the school district accepts the recommendation calling for expulsion, acceptance shall be based either upon a review of the findings of fact and recommendations submitted by the hearing officer or panel or upon the results of any supplementary hearing conducted pursuant to this section that the governing board of the school district may order.

(2) The decision of the governing board of the school district to expel a pupil shall be based upon substantial evidence relevant to the charges adduced at the expulsion hearing or hearings. Except as provided in this section, no evidence to expel shall be based solely upon hearsay evidence. The governing board of the school district or the hearing officer or administrative panel may, upon a finding that good cause exists, determine that the disclosure of either the identity of a witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of

psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the governing board of the school district or the hearing officer or administrative panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

(g) A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.

(h)(1) Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the governing board of the school district to expel shall be supported by substantial evidence showing that the pupil committed any of the acts enumerated in Section 48900.

(2) In hearings that include an allegation of committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or to commit a sexual battery as defined in subdivision (n) of Section 48900, evidence of specific instances, of a complaining witness' prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before the person conducting the hearing makes the determination on whether extraordinary circumstances exist requiring that specific instances of a complaining witness' prior sexual conduct be heard, the complaining witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

(i)(1) Before the hearing has commenced, the governing board of the school district may issue subpoenas at the request of either the superintendent of schools or the superintendent's designee or the pupil, for the personal appearance of percipient witnesses at the hearing. After the hearing has commenced, the governing board of the school district or the hearing officer or administrative panel may, upon request of either the county superintendent of schools or the superintendent's designee or the pupil, issue subpoenas. All subpoenas shall be issued in accordance with Sections 1985, 1985.1, and 1985.2 of the Code of Civil Procedure. Enforcement of subpoenas shall be done in accordance with Section 11455.20 of the Government Code.

(2) Any objection raised by the superintendent of schools or the superintendent's designee or the pupil to the issuance of subpoenas may be considered by the governing board of the school district in closed session, or in open session, if so requested by the pupil before the meeting. Any decision by the governing board of the school district in response to an objection to the issuance of subpoenas shall be final and binding.

(3) If the governing board of the school district, hearing officer, or administrative panel determines, in accordance with subdivision (f), that a percipient witness would be subject to an unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as provided for in subdivision (f).

(4) Service of process shall be extended to all parts of the state and shall be served in accordance with Section 1987 of the Code of Civil Procedure. All witnesses appearing pursuant to subpoena, other than the parties or officers or employees

of the state or any political subdivision of the state, shall receive fees, and all witnesses appearing pursuant to subpoena, except the parties, shall receive mileage in the same amount and under the same circumstances as prescribed for witnesses in civil actions in a superior court. Fees and mileage shall be paid by the party at whose request the witness is subpoenaed.

(j) Whether an expulsion hearing is conducted by the governing board of the school district or before a hearing officer or administrative panel, final action to expel a pupil shall be taken only by the governing board of the school district in a public session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the superintendent of schools or his or her designee to the pupil or the pupil's parent or guardian and shall be accompanied by all of the following:

(1) Notice of the right to appeal the expulsion to the county board of education.

(2) Notice of the education alternative placement to be provided to the pupil during the time of expulsion.

(3) Notice of the obligation of the parent, guardian, or pupil under subdivision (b) of Section 48915.1, upon the pupil's enrollment in a new school district, to inform that school district of the pupil's expulsion.

(k)(1) The governing board of the school district shall maintain a record of each expulsion, including the cause for the expulsion. Records of expulsions shall be nonprivileged, disclosable public records.

(2) The expulsion order and the causes for the expulsion shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

Credits
(Added by Stats.1983, c. 498, § 91, eff. July 28, 1983. Amended by Stats.1984, c. 482, § 13.5, eff. July 17, 1984; Stats.1984, c. 622, § 1; Stats.1988, c. 641, § 1; Stats.1990, c. 1231 (A.B.3794), § 2; Stats.1994, c. 146 (A.B.3601), § 32; Stats.1995, c. 937 (A.B.618), § 1; Stats.1995, c. 972, (S.B.966), § 13; Stats.1995, c. 974 (A.B.922), § 7.5, operative July 1, 1996; Stats.1996, c. 915 (A.B.692), § 5; Stats.1998, c. 489 (S.B.1427), § 1; Stats.1999, c. 332 (A.B.588), § 1; Stats.2003, c. 552 (A.B.300), § 23; Stats.2014, c. 837 (S.B.1111), § 5, eff. Jan. 1, 2015.)

Editors' Notes

VALIDITY

For validity of this section, see Rim of the World Unified School Dist. v. Superior Court (App. 4 Dist. 2002) 129 Cal.Rptr.2d 11, 104 Cal.App.4th 1393, modified on denial of rehearing, review denied.

Notes of Decisions (29

West's Ann. Cal. Educ. Code § 48918, CA EDUC § 48918
Current with all 2017 Reg.Sess. laws.

ANAHEIM UNION HIGH SCHOOL DISTRICT
501 Crescent Way – P.O. Box 3520
Anaheim, CA 92803-3520

EDUCATIONAL CONSULTING AGREEMENT AMENDMENT

THIS AGREEMENT AMENDMENT is made and entered into this (Board Approval Date):

7th	day of	June	2018

in reference to the Consulting Agreement by and between

Mourad Kordab

Independent Contractor, hereinafter referred to as "Consultant" and the Anaheim Union High

School District, hereinafter referred to as "District" dated and Board approved:

January 18, 2018

and amends said Consulting Agreement as follows:

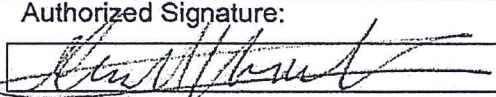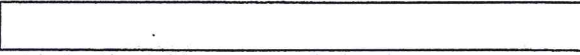The Board of Trustees is requested to amend the consulting agreement with Mourad Kordab. The original agreement was at a cost not to exceed $15,000, for services provided January 19, 2018, through May 31, 2018, to assist in the establishment of the Offensive Security Society chapter, as well as train and mentor a team of students, and supervise teachers to run the chapter.

The program has been extended to run through the end of July, resulting in an amendment to the consulting agreement.

An additional $6,000 is requested to provide services, as well as an amendment to the dates of service. The new amount is not to exceed $21,000. Services will be provided January 19, 2018, through July 31, 2018.

All other terms and conditions of the original agreement will remain in force.

IN WITNESS WHEREOF, the parties hereto have caused this AGREEMENT to be executed:

CONSULTANT:	DISTRICT:
Typed Name of consultant (same as page 1):	
Mourad Kordab	**Anaheim Union High School District**
Typed Name/Title of Authorized Signatory:	Typed Name of Assistant Superintendent:
Mourad Kordab	Dr. Jaron Fried
Authorized Signature:	Signature of Assistant Superintendent:
(signature)	
Street Address:	Street Address:
163 S. Westchester Dr. Apt. #13	**501 Crescent Way, P.O. Box 3520**
City, State, Zip Code	City, State, Zip Code
Anaheim, CA, 92804	**Anaheim, CA 92803-3520**
Date:	Date:
May 29th 2018	

Mark Appropriately:

Independent/Sole Proprietor:	X
Corporation:	
Partnership:	
Other/Specify:	

Social Security Number*	or	Federal Identification Number*

*Or, initial here:

	I have completed a new IRS Form **W-9** that will be submitted directly to AUHSD Accounting.

Telephone Number:	E-mail Address:
714-457-3479	mouradkordab@gmail.com

If a company/corporation is being approved, the signature must be that of a responsible person. Typed company/corporation/individual's name must be identical to that on page 1.

PRINCIPAL/DISTRICT ADMINISTRATOR:

Signature of Principal or District Administrator (sign prior to submitting to District indicating review and approval):

Signature :	*(signature)*	Date :	5/25/18

Instructional Materials Submitted for Adoption
Thursday, June 7, 2018
May 9, 2018-June 7, 2018

Curriculum	Basic/ Suppl.	Course Name (Number)	Grade	Title	Publisher
Dual Enrollment	Basic	Introduction to Criminal Justice (#2801)	11-12	*Law Enforcement and Criminal Justice*	Cengage Learning
Dual Enrollment	Basic	Introduction to Sociology (#2772)	10-12	*Introduction to Sociology*	OpenStax
English	Basic	AP English Language and Composition (#1553)	10-12	*The Language of Composition: Reading, Writing, Rhetoric*	Bedford/St. Martin's
English	Suppl.	English 12: Reading and Writing Your Way to a Healthier World (#1684)	12	*A Civil Action*	Random House Publishing Group
English	Suppl.	English 12: Reading and Writing Your Way to a Healthier World (#1684)	12	*The Air We Breathe*	Norton, W.W. & Company, Inc.
English	Suppl.	English 12: Reading and Writing Your Way to a Healthier World (#1684)	12	*The Jungle*	Dover
English	Suppl.	English I (#1505) English II (#1520) English III (#1535) English IV (#1550)	9-12	*The Hate U Give*	Harper Collins Publishers
English	Suppl.	English I (#1505) English II (#1520) English III (#1535) English IV (#1550)	9-12	*The Perks of Being a Wallflower*	MTV Books
Science	Suppl.	Biology IB/SL (#5301)	11-12	*IB Biology Study Guide: 2014 Edition: Oxford IB Diploma Program*	Oxford University Press

Instructional Materials Submitted for Display
Thursday, June 7, 2018
June 8, 2018-June 14, 2018

Curriculum	Basic/ Suppl.	Course Name (Number)	Grade	Title	Publisher
Dual Enrollment	Basic	Court Reporting-Advanced Vocabulary Development (#2049)	11-12	*Advancing Vocabulary Skills (4th Edition)*	Townsend Press Inc.
Dual Enrollment	Basic	Court Reporting-Basic Vocabulary Development (#2048)	11-12	*Improving Vocabulary Skills (4th Edition)*	Townsend Press Inc.
ELD	Suppl.	Summer Language Academy	8-10	*From North to South*	Lee and Low Books
ELD	Suppl.	Summer Language Academy	8-10	*Hairs/Pelitos*	Dragonfly Books New York
ELD	Suppl.	Summer Language Academy	8-10	*Here I Am*	Capstone
ELD	Suppl.	Summer Language Academy	8-10	*It's Okay to Be Different*	Little Brown and Company
ELD	Suppl.	Summer Language Academy	8-10	*Lost and Found Cat*	Random House
ELD	Suppl.	Summer Language Academy	8-10	*Mama the Alien*	Lee and Low Books
ELD	Suppl.	Summer Language Academy	8-10	*My Chinatown*	Harper Collins

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ELD	Suppl.	Summer Language Academy	8-10	*My Name is Jorge on Both Sides of the River*	Highlights
ELD	Suppl.	Summer Language Academy	8-10	*My Name is Sangoel*	Eerdmans Books
ELD	Suppl.	Summer Language Academy	8-10	*Piecing Me Together*	Bloomsbury
ELD	Suppl.	Summer Language Academy	8-10	*The Name Jar*	Dragonfly Books New York
English	Suppl.	English 2 (#1520)	10-12	*Winesburg, Ohio*	Random House