

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

NOTICE OF REGULAR MEETING

Date: June 3, 2016

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

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

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

Thursday, the 9th day of June 2016

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

Study Session—4:30 p.m.

Regular Meeting—6:00 p.m.



Michael B. Matsuda
Superintendent

ANAHEIM UNION HIGH SCHOOL DISTRICT

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

BOARD OF TRUSTEES

Agenda

Thursday, June 9, 2016

Study Session—4:30 p.m.

Regular Meeting—6:00 p.m.

Some items on the agenda of the Board of Trustees' meeting include exhibits of supportive and/or background information. These items may be inspected in the superintendent's office of the Anaheim Union High School District, at 501 N. Crescent Way in Anaheim, California. The office is open from 7:45 a.m. to 4:30 p.m., Monday through Friday, and is closed for most of the federal and local holidays. These materials are also posted with the meeting agenda on the

District website, www.auhsd.us, at the same time that they are distributed to the Board of Trustees. *In compliance with the Americans with Disabilities Act, individuals with a disability who require modification or accommodation in order to participate in this meeting should contact the executive assistant to the superintendent at (714) 999-3503 by noon on Monday, June 6, 2016.*

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 District facilities will be provided.

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

Board of Trustees President Annemarie Randle-Trejo 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 Randle-Trejo 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**

EDUCATIONAL SERVICES

7.1 **Presentation, Local Control and Accountability Plan (LCAP) and Annual Update** **INFORMATION ITEM**

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 2016-17 LCAP, and were also provided information regarding the annual update. The annual update details the actual LCAP expenditures that were projected for the 2015-16 year.

Current Consideration:

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

Budget Implication:

There is no impact to the budget.

Staff Recommendation:

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

[EXHIBITS A and B]

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

Background Information:

California Education Code Section 52060 requires the governing board of each school district to adopt the Local Control and Accountability Plan (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 2016-17 LCAP, and were also provided information regarding the annual update. The annual update details the actual LCAP expenditures that were projected for the 2015-16 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 6, 2016, through June 16, 2016, from 7:45 a.m. to 4:15 p.m. The purpose of the public hearing is to allow the public an additional opportunity to speak on the District's LCAP and annual update.

Budget Implication:

There is no impact to the budget.

Staff Recommendation:

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

7.3 **Presentation, Educator Effectiveness Block Grant Plan** **INFORMATION ITEM**

Background Information:

The 2015 Budget Act included one-time money called the "Educator Effectiveness Block Grant." The Educator Effectiveness funds are specifically to be used for professional development, coaching, and support services, as outlined in Section 58 of Assembly Bill (AB) 104, Chapter 13, statutes of 2015 and amended by Section 8 of Senate Bill (SB) 103, Chapter 324, statutes of 2015. The 2015-16 calculated funding rate is approximately \$1,466 per certificated full-time equivalent as reported in the California Longitudinal Pupil Achievement Data System (CALPADS) for the 2014-15 fiscal year. The funding is to be spent over a three-year period, starting with the 2015-16 year and ending with the 2017-18 year. As a condition for receiving Educator Effectiveness funds, the District must develop and adopt a plan during the 2015-16 year. Additionally, a detailed expenditure report must be submitted to the California Department of Education on or before July 1, 2018. The plan must be explained in a public meeting of the governing board and adopted at a subsequent Board meeting.

Current Consideration:

Dr. Susan Stocks, director, Special Programs, will present the Educator Effectiveness Block Grant Plan to the Board of Trustees.

Budget Implication:

The District is receiving approximately \$2.1 million to be spent over a three-year period for specific professional development activities. (Educator Effectiveness Funds)

Staff Recommendation:

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

7.4 **Public Hearing, Educator Effectiveness Block Grant Plan** **INFORMATION ITEM**

Background Information:

As a condition for receiving Educator Effectiveness funds, the District must develop and adopt a plan during the 2015-16 year. Additionally, a detailed expenditure report must be submitted to the California Department of Education on or before July 1, 2018.

Current Consideration:

Notice of the public hearing was posted in three public places in our District, ten days prior to this public hearing. The purpose of the public hearing is to allow the public an additional opportunity to speak on the District's Educator Effectiveness Block Grant Plan.

Budget Implication:

The District is receiving approximately \$2.1 million to be spent over a three-year period for specific professional development activities. (Educator Effectiveness Funds)

Staff Recommendation:

Although this is an information item only, requiring no formal action by the Board of Trustees, it is recommended that the Board formally open a public hearing to provide the public with an opportunity to speak on the Educator Effectiveness Block Grant Plan.

BUSINESS SERVICES

7.5 **Public Hearing, 2016-17 Proposed Budget**

INFORMATION ITEM

Background Information:

The Board of Trustees is requested to open a public hearing on the 2016-17 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, 2016, 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:

Dianne Poore, assistant superintendent, Business Services, and staff will present the budget.

The final budget (all funds) will be presented to the Board for adoption on June 16, 2016. The Board is required to hold this public hearing before such adoption.

Budget Implication:

There is no impact to the budget.

Staff Recommendation:

Although this is an information item only, requiring no formal action by the Board of Trustees, it is recommended that the Board open a public hearing to provide the public an opportunity to speak on the 2016-17 proposed budget.

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 **Instructional Materials Submitted for Adoption**

The Instructional Materials Review Committee has recommended the selected books for world languages and social 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 C]**

8.2 **Instructional Materials Submitted for Display**

The Instructional Materials Review Committee has recommended the selected materials for courses in world languages and social science. 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 9, 2016, through June 16, 2016.

Staff Recommendation:

It is recommended that the Board of Trustees approve the selected materials. **[EXHIBIT D]**

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 16, 2016, at 6:00 p.m.

Thursday, July 14

Thursday, August 11

Thursday, September 8

Thursday, October 13

Thursday, November 10

Thursday, December 8

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 6, 2016.

GOAL:	Goal 1: All students will demonstrate college and career readiness.
Identified Need:	<p>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.</p> <p>1.2. Further support students' 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>1.7. Increase the number/percentage of students (District-wide) who complete A-G requirements, because currently only 38.9% (2013-14) of the District's students complete A-G requirements.</p> <p>1.8. There is a need to increase the number/percentage of English Learners (EL) who complete A-G requirements, because currently 6.1% (2013-14) of EL students complete A-G requirements.</p> <p>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 redesignated English Learners (EL).</p> <p>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.</p> <p>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.</p> <p>1.12. Refine the placement and monitoring practices for English Learners (EL), including Newcomer EL and Long-Term English Learners (LTEL), and also update the District's EL curriculum, because placement and monitoring practices are not consistent at all District schools, and the District's EL curriculum is outdated.</p> <p>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.</p> <p>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.</p> <p>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.</p>
Goal Applies to:	<p>Schools: All District Schools</p> <p>Applicable Pupil Subgroups: Ethnic subgroups with at least 30 pupils (data snapshot from 2014-15): 65.7% Hispanic—20,821 pupils, 0.5% Native American—162 pupils, 12.3% Asian—3,895 pupils, 2.4% African American—778 pupils, 0.5% Pacific Islander—182 pupils, 11.5% White—3,646 pupils, 2.7% two or more races and not Hispanic—878 pupils. Subgroups specified in Education Code 52052: 74.0% Socioeconomically Disadvantaged (SED, aka Low Income Pupils)—23,432 pupils, 21.0% English Learners (EL)—6,658 pupils, 10.95% Students with Disabilities (SWD)—3,425 pupils, 0.47% Foster Youth (FY)—147 pupils.</p> <p>Abridged Easy Reference Version includes all goals, actions and proposed expenditures for 2016-17, 2017-18, and 2018-19. It does not include the annual update, and/or actual expenditures that occurred in 2015-16.</p>

AUHSD 2016-17 Local Control and Accountability Plan (LCAP) Abridged Easy Reference Version

LCAP Year 1 through 3: 2016-17, 2017-18, and 2018-19

Priority 1: Basic

- 1) Increase to 100% the number of teachers who are appropriately assigned and fully-credentialed in all subject areas that they are teaching.
- 2) Increase to 100% the number of teachers who are appropriately assigned and fully-credentialed and/or fully-authorized for the pupils that they are instructing.
- 3) Provide sufficient access to standards-aligned instructional materials for all pupils, and maintain 100% compliance with Williams' instructional materials requirements.

Priority 2: Implementation of State Standards

- 1) Implement all current academic content and performance standards adopted by the State Board of Education, as measured by pupil achievement results that are included in metrics listed under "Priority 4: Pupil Achievement."
- 2) The District's schools will increase the number of Capstone Projects, which utilize Performance Task Assessments. (Establish baseline data in 2016-17.)

- 3) Improve and/or expand programs and services that enable English Learners (EL) to access Common Core State Standards (CCSS) and English Language Development (ELD) standards to gain academic content knowledge and English language proficiency, as measured by pupil achievement results that are included in metrics listed under "Priority 4: Pupil Achievement."

Priority 4: Pupil Achievement

- 1) As a District, we will increase California Assessment of Student Performance and Progress (CAASPP) achievement test results at least 1% annually from 44% meeting or exceeding the standard in 2014-15 in English Language Arts to 45% in 2015-16. (meeting-30%, and exceeding-14%)
- 2) As a District, we will increase California Assessment of Student Performance and Progress (CAASPP) achievement test results at least 1% annually from 28% meeting or exceeding the standard in 2014-15 in mathematics to 29% in 2015-16. (meeting-16%, and exceeding-12%)
- 3) As a District, we will increase the District-wide A-G completion rate by 1% annually, from 38.9% to 39.9%. (Most current A-G completion rate is from 2013-14.)
- 4) As a District, we will increase the A-G completion rate for Low Income Pupils by 1% annually, from 33.9% to 34.9%. (Most current A-G completion rate for this subgroup is from 2013-14.)
- 5) As a District, we will increase the A-G completion rate for English Learners (EL) by .5% annually, from 6.1% to 7.1%. (Most current A-G completion rate for this subgroup is from 2013-14.)
- 6) As a District, we will increase the District-wide graduation rate by 1% annually, from 87.3% in 2014-15 to 88.3% in 2015-16. (Most current grad rate is from 2014-15.)
- 7) As a District, we will increase the graduation rate for English Learners by 1% annually, from 71.5% in 2014-15 to 72.5% in 2015-16.
- 8) As a District, we will increase the graduation rate for Students With Disabilities (SWD) by 1% annually, from 62.4% in 2014-15 to 63.4% in 2015-16.
- 9) As a District, we will increase Advanced Placement (AP) participation rates by .5% annually, from 18.7% in 2014-15 to 19.2% in 2015-16. (Most current AP participation rate is from 2014-15.)
- 10) As a District, we will increase Advanced Placement (AP) Exam pass rate, with a score of 3 or higher, by .5% annually, from 53.0% to 53.5% in 2015-16. (Most current AP pass rate is from 2014-15.)
- 11) As a District, we will increase Early Assessment Program (EAP) ELA results by 1% annually, from 23% to 24%. "Ready for College" in 2015-16.
- 12) As a District, we will improve Early Assessment Program (EAP) Mathematics results by 1% annually, from 12% in 2014-15 to 13% "Ready for College" in 2015-16.
- 13) As a District, we will increase the percentage of ELs making annual progress in learning English by 2.6% over two years, from 59.4% in 2013-14 to 62% in 2015-16, as defined by Annual Measurable Achievement Objective (AMAO) 1. (Most current CELDT data is from 2014-15.)
- 14) As a District, we will increase the percentage of ELs who are enrolled less than 5 years and who score "English Proficient" on the California English Language Development Test (CELDT) by 1.6% over two years, from 28.4% in 2013-14 to 30% in 2015-16, as defined by AMAO 2.
- 15) The District will increase the percentage of ELs reclassifying/re-designating to Fluent English Proficient, from 8% to 9%.
- 16) As a District, we will increase the percentage of ELs who are enrolled 5 years or more and who score "English Proficient" on the CELDT by 2.1% over two years, from 50.7% in 2013-14 to 52.8% in 2015-16, as defined by AMAO 2.

Priority 7 and 8: Course Access and Other Pupil Outcomes

- 1) As a District, we will provide increased opportunities for students to participate in broad 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, and

Expected
Annual
Measurable
Outcomes:

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<p>analyze pupil outcomes related to enrollment in broader courses of study. (Continue to establish baseline data in 2016-17.)</p> <p>2) As a District, we will improve and/or expand programs and services developed and provided to unduplicated pupils. (Continue to establish baseline data in 2016-17.)</p> <p>3) As a District, we will improve and/or expand programs and services developed and provided to Students With Disabilities (SWD). (Continue to establish baseline data in 2016-17.)</p>	<p>Scope of Service</p> <p>All Schools</p>	<p>Actions/Services</p> <p>1.1. The District will continue to recruit (as needed), retain, and support highly qualified teachers, support staff, and administrators, who provide first, best instruction and/or 21st century learning experiences to all students.</p> <ul style="list-style-type: none"> Continue to retain highly effective teachers and staff by maintaining salary schedules that are competitive with neighboring school districts. <ul style="list-style-type: none"> Through the District's negotiations process, all staff received approximately a three percent raise, and a 10% increase to stipends in 2015-16: Approximately \$8.5 million annually (Local Control Funding Formula [LCFF]). Lower class sizes by reducing class-size averages by 2.5% or the equivalent of 1 student per class. Add .5 FTE additional teacher to all schools in 2016-17: Approximately \$1 million annually (LCFF). Continue to support 1 FTE additional teacher per site added in 2015-16: \$1.85 million annually (LCFF). Continue to support 18 full-time equivalent (FTE) Lesson Design Specialists with a focus on students with disabilities and English Learners: \$2.16 million annually (Title I, Title II, and LCFF). Continue to support 5.5 FTE curriculum specialists with a focus on students with disabilities and English Learners and/or instructional coaches: \$695,000 annually for salaries and benefits (Title I, II, III, and LCFF). Continue to support 19 FTE tech coaches added in 2015-16: approximately \$625,000 annually for 1 release period per tech coach (site funds). Add math coach(es) in 2016-17 if funding becomes available. (Coaching model and costs are still being determined. Minimally, one teacher on half-time release: \$60,000 for salaries and benefits [Title II].) Continue to refine and implement District Professional Learning Plan (aka District Professional Development Plan) to increase staff's capacity/understanding of college and career readiness skills and how to fully implement all state adopted standards, including ELD standards: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds). <ul style="list-style-type: none"> 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: cost are included in District Professional Learning Plan. Provide professional learning/training that addresses cultural 	<p>Scope of Service</p> <p>All Schools</p>	<p>Pupils to be served within identified scope of service</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Budgeted Expenditures</p> <p>Estimated Costs:</p> <ul style="list-style-type: none"> Through the District's negotiations process, all staff received approximately a three percent raise, and a 10% increase to stipends in 2015-16: Approximately \$8.5 million annually (LCFF). Add .5 FTE additional teacher to all schools in 2016-17: Approximately \$1 million annually (LCFF). Continue to support 1 FTE additional teacher per site added in 2015-16: \$1.85 million annually (LCFF). Continue to support 18 FTE Lesson Design Specialists: \$2.16 million annually for salaries and benefits (Title I, Title II, and LCFF). Continue to support 5.5 FTE curriculum specialists and/or instructional coaches: \$695,000 annually for salaries and benefits (Title I, II, III, and LCFF). Continue to support 19 FTE tech coaches added in 2015-16: base funded except for 1 release period for tech coach duties, which is approximately \$625,000 annually for salaries and benefits (site funds). Add math coach(es) in 2016-17 if funding becomes available. (Coaching model and costs are still being determined. Minimally, one teacher on half-time release: \$60,000 for salaries and benefits [Title I].) District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds). Professional learning monitoring system: GoSignMeUp registration
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AUHSD 2016-17 Local Control and Accountability Plan (LCAP) Abridged Easy Reference Version

<p>proficiency/competency, including cross-cultural interactions, cultural differences, and culturally responsive curriculum and instruction:</p> <ul style="list-style-type: none"> ○ costs are included in District Professional Learning Plan. ○ Provide professional learning/training on instructional strategies to better support the needs of Newcomers and Long-Term English Learners (L TEL). • Develop and implement professional learning monitoring system to track professional learning participation and costs: <ul style="list-style-type: none"> ○ Implement GoSignMeUp registration software: \$8,500 annually, starting in 2016-17 (Title II). • Provide for on-going professional learning for bilingual support staff, including translators, instructional assistants, community liaisons, testing assistants. (Part of District Professional Learning Plan already referenced.) 	<p>software: \$8,500 annually, starting in 2016-17 (Title II).</p>
<p>1.2. 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.</p> <ul style="list-style-type: none"> • 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, Educator Effectiveness Funds–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, Educator Effectiveness Funds–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, and 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. <ul style="list-style-type: none"> ○ Total professional learning/training costs and/or cost of District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds–duplicated amount from Action 1.1.). ○ Continue to support 18 FTE Lesson Design Specialists with a focus on students with disabilities and English Learners: \$2.16 million annually (Title I, Title II, and LCFF–duplicated amount from Action 1.1.). ○ Continue to support 5.5 FTE curriculum specialists and/or instructional coaches with a focus on students with disabilities and 	<p>All Schools</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p>___ Low Income Pupils</p> <p>___ English Learners</p> <p>___ Foster Youth</p> <p>___ Redesignated Fluent English Proficient</p> <p>___ Other Subgroups: _____</p>
<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Total professional development/professional learning costs and/or cost of District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds–duplicated amount from Action 1.1.). - Continue to support 18 FTE Lesson Design Specialists: \$2.16 million annually for salaries and benefits (Title I, Title II, and LCFF–duplicated amount from Action 1.1.). - Continue to support 5.5 FTE curriculum specialists and/or instructional coaches: \$695,000 annually for salaries and benefits (Title I, II, III, and LCFF, Educator Effectiveness Funds–duplicated amount from Action 1.1.). - Add math coach(es) in 2016-17 if funding becomes available. (Coaching model and costs are still being determined. Minimally, one teacher on half-time release: \$60,000 for salaries and benefits [Title I].) (Duplicated from Action 1.1) 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Total professional development/professional learning costs and/or cost of District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds–duplicated amount from Action 1.1.). - Continue to support 18 FTE Lesson Design Specialists: \$2.16 million annually for salaries and benefits (Title I, Title II, and LCFF–duplicated amount from Action 1.1.). - Continue to support 5.5 FTE curriculum specialists and/or instructional coaches: \$695,000 annually for salaries and benefits (Title I, II, III, and LCFF, Educator Effectiveness Funds–duplicated amount from Action 1.1.). - Add math coach(es) in 2016-17 if funding becomes available. (Coaching model and costs are still being determined. Minimally, one teacher on half-time release: \$60,000 for salaries and benefits [Title I].) (Duplicated from Action 1.1)

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<p>English Learners: \$695,000 annually (Title I, II, III, and LCFF—duplicated amount from Action 1.1.).</p> <ul style="list-style-type: none"> o Add math coach(es) in 2016-17 if funding becomes available. (Coaching model and costs are still being determined. Minimally, one teacher on half-time release: \$60,000 for salaries and benefits [Title I].) (Duplicated from Action 1.1) • Implementation of Next Generation Science Standards (NGSS) in grades 7 and 9 in 2016-17, and in all science courses in 2017-18. Costs are included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.). • 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. • 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, Educator Effectiveness Funds—duplicated amount from Action 1.1.). 	<p>All Schools</p> <p>1.3. In order to meet the learning needs of all students, 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.</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> o Adopt/Purchase World Languages, Dual Languages and EL instructional materials/textbooks, to be phased in over three years, beginning with introductory-level courses: \$500,000 in 2016-17, \$500,000 in 2017-18, and \$500,000 in 2018-19. o Continue to purchase consumable math textbooks in 2016-17, 2017-18, and 2018-19: \$350,000 annually (Lottery). o Purchase instructional materials for partial adoptions and/or to replace worn out instructional materials: \$500,000million annually (Lottery). o Adopt NGSS instructional materials in appropriate year: \$2 million in 2017-18, and additional \$2 million in 2018-19 (Lottery, One-Time Funds). • Continue to support each site library/media center by implementing a universal resource system that increases the literary resources for students and staff. <ul style="list-style-type: none"> o Adopt a modern, cloud-based library operating software system that can be accessed during all hours of the day (i.e. Atrium Book
<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Adopt/Purchase World Languages, Dual Languages and EL instructional materials/textbooks, to be phased in over three years, beginning with introductory-level courses: \$500,000 in 2016-17, \$500,000 in 2017-18, and \$500,000 in 2018-19. - Continue to purchase consumable math textbooks in 2016-17, 2017-18, and 2018-19: \$350,000 annually (Lottery). - Purchase of instructional materials for partial adoptions and/or to replace worn out instructional materials: \$500,000 annually (Lottery). - Adopt NGSS instructional materials in appropriate year: \$2 million in 2017-18, and additional \$2 million in 2018-19 (Lottery, One-Time Funds). - Adopt a modern, cloud-based library operating software system that can be accessed during all hours of the day (i.e. Atrium Book System): \$48,000 annually (LCFF, Title I). - Increase the variety of online resource database subscriptions (i.e. Britannica, Britannica ImageQuest, Epsco AP 	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>

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<p>System): \$48,000 annually (LCFF, Title I).</p> <ul style="list-style-type: none"> o Increase the variety of online resource database subscriptions (i.e. Britannica, Britannica ImageQuest, Epsco AP Source): \$65,000 annually (LCFF, Title I). o Continue to partner with our local public libraries to provide students and staff seamless access to online public resources (i.e. A [Library] Card for Every Student [ACES] program): No cost. o Purchase technology to support 21st century instructional materials. <ul style="list-style-type: none"> o Continue to enhance technology infrastructure to support 21st century learning, which includes increasing technology connectivity capacity (wireless access points, switches, and cabling): \$600,000 (77%-E-Rate, 23%-LCFF). o Develop policies and procedures for technology implementations that support 21st century learning. <ul style="list-style-type: none"> - Add 1 FTE Educational Services, Technology Integration Coordinator (or Program Administrator 2) in 2017-18: \$175,000 if funding becomes available (LCFF). 		<p>Source): \$65,000 annually (LCFF, Title I).</p> <ul style="list-style-type: none"> - Enhance technology infrastructure: \$600,000 (77%-E-Rate, 23%-LCFF). - Add 1 FTE Educational Services, Technology Integration Coordinator (or Program Administrator 2) in 2017-18: \$175,000 for salary and benefits, if funding becomes available (LCFF).
<p>1.4 Students and staff have access to a broad range of sustainable technological resources to match students' individual learning needs.</p> <ul style="list-style-type: none"> o Continue to purchase and implement technological resources, including technological infrastructure, devices, programs, and professional learning. <ul style="list-style-type: none"> 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). o Enhance technology infrastructure: \$600,000 in 2016-17 (77%-E-Rate, 23%-LCFF—duplicated amount from Action 1.3.). o Support the implementation and use of technology as part of an instructional model. <ul style="list-style-type: none"> - Continue to support 19 FTE tech coaches: approximately \$625,000 annually for 1 release period per tech coach (site funds—duplicated amount from Action 1.1.). - Continue to support 6 FTE site technicians added in 2015-16 to maintain expanded technological resources: \$504,000 (LCFF). - Add 1 FTE Network Manager to manage district network infrastructure in 2016-17: \$140,000 (LCFF—if funding becomes available). o Increase technology to support access to curriculum for SWD, EL, McKinney-Vento, and Foster Youth students as funding becomes available. 	<p>All Schools</p> <p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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) - Enhance technology infrastructure: \$600,000 in 2016-17 (77%-E-Rate, 23%-LCFF—duplicated amount from Action 1.3.). - Continue to support 19 tech coaches: base funded except for 1 release period for tech coach duties, which is approximately \$625,000 annually for salaries and benefits (site funds—duplicated amount from Action 1.1.). - Continue to support 6 FTE site technicians added in 2015-16 to maintain expanded technological resources: \$504,000. (LCFF). - Add 1 FTE Network Manager to manage district network infrastructure in 2016-17: \$140,000 (LCFF—if funding becomes available).
<p>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.</p> <ul style="list-style-type: none"> o Professional Learning Community teams will inform instructional practice by sharing and discussing student work examples through guided protocols. 	<p>All Schools</p> <p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).

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<p>Proficient ___ Other Subgroups: _____</p>	<p>Proficient ___ Other Subgroups: _____</p>	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ Costs included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, LCFF, Educator Effectiveness Funds—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. <ul style="list-style-type: none"> ○ Continue to support District-level assessment and evaluation team, consisting of 1 FTE Director of Assessment and Evaluation and 1 FTE Assessment Technician: \$288,000 (LCFF). ○ Continue to support 1 FTE Research/Data Analyst (Program Administrator) added in 2015-16: \$113,000 (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.): \$40,500 in 2016-17 (Title I). • Continue training and refinement of Individual Education Plans (IEP) 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. 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Supplementary support for CTE pathways: \$635,000 annually (Perkins). - Additional resources and professional learning/training to support broader courses of study: \$50,000 annually (LCFF). - Intramural sports for grades 7-8: \$89,000 (LCFF). - Transportation for McKinney-Vento, and Foster Youth students: \$40,000 (Title I, LCFF).
<p>Proficient ___ Other Subgroups: _____</p>	<p>All Schools</p> <p><input checked="" type="checkbox"/> ALL OR: ___ Low Income Pupils ___ English Learners ___ Foster Youth ___ Redesignated Fluent English Proficient ___ Other Subgroups: _____</p>	<p>1.6. Each school will implement scheduling structures and adjust course offerings as needed to ensure that students have the opportunity to participate in broad courses of study.</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> - Maintain supplementary support for CTE pathways: \$635,000 annually (Perkins). ○ District provides additional resources and professional learning/training to support broader courses of study: \$50,000 annually (LCFF). • Develop a Special Education Models Task Force to address the continuum of classes and services for SWDs (District Professional Learning Plan). • Continue to support Newcomer EL Task Force to address wrap-around services needed to best support Newcomer EL students. 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Supplementary support for CTE pathways: \$635,000 annually (Perkins). - Additional resources and professional learning/training to support broader courses of study: \$50,000 annually (LCFF). - Intramural sports for grades 7-8: \$89,000 (LCFF). - Transportation for McKinney-Vento, and Foster Youth students: \$40,000 (Title I, LCFF).

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<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Intramural sports for grades 7-8: \$89,000 (LCFF). Transportation for McKinney-Vento, and Foster Youth students: \$40,000 (Title I, LCFF). 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> AP professional learning/training for teachers in 2016-17: approximately \$25,000 annually (site Title I, site Title II, and site LCFF). District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds--duplicated amount from Action 1.1.). Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually for salaries and benefits (LCFF). Continue to support 4 FTE counselors added in 2015-16--Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5), and Lexington JHS (.5) added in 2015-16: \$474,000 annually for salaries and benefits (LCFF). Add 10 FTE counselors in 2016-17 and in 2017-18, and in 2018-19 (add up to 5 FTE each year): \$1.24 million if funding becomes available (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). Continue to support Summer Leadership Academy added in 2015-16: \$28,000 (LCFF). Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million annually for salaries and benefits (LCFF, Title I). 2015 AVID summer training: \$75,500 (LCFF, GEAR UP, Title III). AVID Tutors: \$230,000 annually (Title I, LCFF).
<p>1.7. District and schools will continue to refine the vertical alignment of all courses, including A-G courses, courses that precede A-G courses, and Honors and Advanced Placement (AP) courses.</p> <ul style="list-style-type: none"> Provide additional A-G, Honors, and AP course offerings, and increase the number of sections for existing courses as needed. <ul style="list-style-type: none"> AP professional learning/training for teachers in 2016-17: Approximately \$25,000 annually (site Title I, site Title II, and site LCFF). Provide teachers with the training and resources to better vertically-align A-G courses, including AP and Honors courses. <ul style="list-style-type: none"> 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, Educator Effectiveness Funds--duplicated amount from Action 1.1.). Schools provide each student with an individualized six-year, student academic plan that is college and career aligned. <ul style="list-style-type: none"> Add counselors to decrease student to counselor ratio. <ul style="list-style-type: none"> Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually (LCFF). Continue to support 4 FTE counselors added in 2015-16--Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5), and Lexington JHS (.5) added in 2015-16: \$474,000 annually (LCFF). Add one counselor per high school site for new site college and career centers. <ul style="list-style-type: none"> Add 10 FTE counselors in 2016-17, 2017-18, and in 2018-19 (add up to 5 FTE each year): \$1.24 million annually if funding becomes available (LCFF). Provide A-G enrichment opportunities: <ul style="list-style-type: none"> 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). Continue to support Summer Leadership Academy added in 2015-16: \$28,000 (LCFF). Continue training in Universal Design for Learning and in co-teaching models to increase access to A-G classes for SWD, EL, McKinney-Vento, and Foster Youth students. (Costs included in District Professional Learning Plan referenced in 1.2.) Provide multi-tiered systems of support (MTSS), aka Response to 	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	

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<p>Intervention and Instruction (Rti²), support to students who are struggling in A-G courses.</p> <ul style="list-style-type: none"> o Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million annually (LCFF, Title I). o 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. o Expand programs, such as the Advancement Via Individual Determination (AVID), and People United to Enrich the Neighborhood Through Education (PUENTE) programs: cost to be determined (site funds). o 2016 AVID summer training: \$75,500 (LCFF, GEAR UP, Title III). o AVID Tutors: \$230,000 annually (Title I, LCFF-site funds). o PUENTE counselor and ancillary costs: \$180,000 annually (LCFF). 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.). - Continue to support the current number of ELD teachers and EL support positions/paraprofessionals at school sites: \$2.58 million annually for salaries and benefits (LCFF). - Continue to support EL Services staffing needs, such as language testing assistants, translators, and bilingual instructional assistants: \$1.44 million annually for salaries and benefits (LCFF and Title III).
<p>1.8. Improve instructional model for English Learners (EL) to increase access to, and completion of, A-G courses.</p> <ul style="list-style-type: none"> o Continue to provide professional learning/training for teachers, counselors, administrators, instructional assistants, and other paraprofessionals to better support an improved EL instructional model. o 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 Educator Effectiveness Funds—duplicated amount from Action 1.1.). o 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.) o Continue to support the language needs of EL students with disabilities through the IEP process, by providing linguistically appropriate goals and objectives: No cost. o Continue to support Newcomer EL Task Force to address wrap-around services needed to best support Newcomer EL students. o Support EL students' progression through English learner program to successful reclassification, and provide monitoring tools and data to school sites. o Continue to support the current number of ELD teachers and EL support positions/paraprofessionals at school sites: approximately \$2.58 million annually (LCFF). o Continue to support District EL Services Department staffing needs, such as language testing assistants, translators, and bilingual instructional assistants: \$1.44 million (LCFF and Title III). 	<p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Continue to support current bilingual authorized teachers at Sycamore Junior High School and at Anaheim High School (5 FTE); approximately
<p>1.9. Expand college and career enrichment programs to promote biliteracy.</p> <ul style="list-style-type: none"> o Expand World Languages and Dual Language Academy programs. o Recruit and hire additional World Languages and bilingual authorized teachers (as teaching positions become available). 	<p>Dual Language Academies only at</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Continue to support current bilingual authorized teachers at Sycamore Junior High School and at Anaheim High School (5 FTE); approximately

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<ul style="list-style-type: none"> - Continue to support current bilingual authorized teachers at Sycamore Junior High School and at Anaheim High School (5 FTE); approximately \$551,000 annually (LCFF). - Continue to support teachers working on bilingual authorization: \$5,000 for release time to complete field work (Title III). - Recognize students' attainment of biliteracy through pathway awards in 8th and 12th grade: \$7,500 annually (Title III). o Support stipend that was negotiated for teachers with bilingual authorization. Approximately 30 teachers have their bilingual authorization. \$68,000 (LCFF). o Increase World Languages and Dual Language Academy course offerings. Provide for appropriate instructional materials for students and professional learning for teachers: cost to be determined (site funds). o Explore the addition of Arabic and Vietnamese World Language courses and the expansion of Mandarin. • Expand high school peer-to-peer academic tutoring programs: no cost to nominal cost (site funds). • 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). 	<p>Anaheim HS, Sycamore JHS</p> <p>College and Career Enrichment Programs at All Schools</p>	<p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: _____</p> <ul style="list-style-type: none"> - \$551,000 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 (LCFF). - AVID Excel program, curriculum and resources: \$30,000 (Title III).
<p>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.</p> <ul style="list-style-type: none"> • 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. o Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million (LCFF, Title I—duplicated amount from Action 1.7.). o 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, Educator Effectiveness Funds—duplicated amount from Action 1.2.). o Continue to support District-level assessment and evaluation team, consisting of 1 FTE Director of Assessment and Evaluation, and 1 FTE Assessment Technician: \$288,000 (Title I and LCFF). o Continue to support 1 FTE Research/Data Analyst (Program Administrator) added in 2015-16: \$113,000 (LCFF). • Provide updated versions of psychoeducational test batteries and protocols in order to provide appropriate identification and placement of SWDs in 2016-17: \$40,000 (Special Education Funds). • Formally and regularly assess the educational strengths and needs of each EL, McKinney-Vento, and Foster Youth students. (Duplicated 	<p>All Schools</p> <p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million annually (LCFF, Title I—duplicated amount from Action 1.7.). - Training cost included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.2.). - Continue to support 1 FTE Coordinator of Assessment and Evaluation, and 1 FTE Assessment Technician: \$288,000 annually for salaries and benefits (Title I and LCFF). - Continue to support 1 FTE Research/Data Analyst added in 2015-16: \$113,000 (LCFF). - Provide updated versions of psychoeducational test batteries and protocols in order to provide appropriate identification and placement of SWDs in 2016-17: \$40,000 (Special Education Funds).

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<p>item from Action 1.5.)</p> <ul style="list-style-type: none"> Promptly and regularly assess whether McKinney-Vento and Foster Youth students are eligible to graduate under Education Code 51225.1. This entitles McKinney-Vento and Foster Youth students who transfer between districts or schools in their 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. 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. 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> All salaries and benefits that support EL, Low Income Pupils and Foster Youth which are not part of the base fund: \$13.7 million annually for salaries and benefits (Title I, Title III, and LCFF). APEX Learning credit recovery program: \$180,000 annually for salaries and benefits (Title I and LCFF). Teacher supplemental hourly pay to support APEX after-school program: \$102,000 annually for salaries and benefits (LCFF). Summer ELA and math academic skill building program: \$350,000 annually (Title I and LCFF—duplicated amount from Action 1.8). District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).
<p>1.11. Each school has implemented services/programs, and/or a multi-tiered system of supports (MTSS), which provides additional opportunities to support all students with the completion of A-G requirements, and high school graduation requirements.</p> <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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). 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). Teacher supplemental hourly pay to support APEX after-school program: \$102,000 annually (LCFF). 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). 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. 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, Educator Effectiveness Funds—duplicated amount from Action 1.1.). 	<p>ALL</p> <p>OR:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient <p>Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Purchase/create monitoring system to effectively assess/monitor the language development and academic success of EL students, including
<p>1.12. District and schools will refine placement and monitoring system for English Learners (EL), including Newcomers and Long-Term English Learners (L-TEL), and also will revise/refine the District's EL curriculum.</p> <ul style="list-style-type: none"> Purchase/create monitoring system to effectively assess/monitor the language development and academic success of EL students. 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Purchase/create monitoring system to effectively assess/monitor the language development and academic success of EL students, including

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<p>including newly reclassified EL students: \$50,000 (Title I).</p> <ul style="list-style-type: none"> • Support creation of a Welcome Center for Newcomer EL students and their parents/guardians in 2016-17: Approximately \$15,000 (Title I). • 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. • Provide adequate curriculum and teaching strategies for EL, including Newcomers EL and LTEL students not enrolled in ELD courses. <ul style="list-style-type: none"> ○ Continue to support the current number of ELD teachers and EL support positions at school sites: \$2.58 million annually (LCFF–duplicated amount from Action 1.8). ○ Professional Learning costs for EL staff included in District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds–duplicated amount from Action 1.1.). • 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). <ul style="list-style-type: none"> ○ Continue to support positions that provide services to ELs, including EL Support Services staffing needs: \$1.44 million (LCFF, and Title III–duplicated amount from Action 1.8). ○ Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million (LCFF, Title I–duplicated amount from Action 1.7.). ○ Continue to provide embedded LDS support to address instructional needs of EL students. ○ 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). ○ Reduce class-sizes for specialized academic instructional settings: cost to be determined for 2016-17, and if funding becomes available. ○ Provide training for instructional assistants and teachers on best practices: cost included in District Professional Learning Plan referenced in Action 1.1. ○ Provide additional primary language supplemental instructional materials to students/teachers: \$10,000 annually (Title III). ○ Provide extended learning and/or enrichment opportunities to EL students. <p>Continue to support intensive language support program for Newcomer EL students piloted in 2015-16 (Summer Language Academy): \$50,000 (Title III).</p>	<p>newly reclassified EL students: \$50,000 (Title I).</p> <ul style="list-style-type: none"> – Creation of a Welcome Center for Newcomer EL students and their parents/guardians in 2016-17: Approximately \$15,000 (Title I). – Continue to support the current number of ELD teachers and EL support positions at school sites: \$2.58 million annually (LCFF–duplicated amount from Action 1.8). – Professional Learning costs for EL staff included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds–duplicated amount from Action 1.1.). – EL Services staff: \$1.44 million annually (LCFF, and Title III–duplicated amount from Action 1.8). – Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million annually (LCFF, Title I–duplicated amount from Action 1.7.). – Hire/restore additional instructional assistants to provide primary language support in content areas: \$150,000 (Title III, site LCFF, site Title I). – Reduce class-sizes for specialized academic instructional settings: cost to be determined for 2016-17, and if funding becomes available. – Provide primary language resources to students/teachers: \$10,000 annually (Title III). – Provide intensive language support program for Newcomer EL students piloted in 2015-16 (Summer Language Academy): \$50,000 (Title III).
<p>___ Foster Youth ___ Redesignated Fluent English Proficient ___ Other Subgroups: _____</p>	
<p>1.13. Improve services for Students With Disabilities (SWD) and expand SWD access to the core curriculum.</p> <ul style="list-style-type: none"> • Refine assessment and identification processes for SWD <ul style="list-style-type: none"> ○ Continue to support 2 FTE psychologists Added in 2015-16 in order for there to be a minimum of 1 dedicated psychologist at each 	<p>___ ALL OR: ___ Low Income Pupils ___ English Learners</p>
<p>Estimated Costs:</p> <ul style="list-style-type: none"> – Continue to support 2 FTE psychologists: \$278,000 annually (Medi-Cal and LCFF). – Provide updated versions of 	

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<p>school site: \$278,000 annually (Medi-Cal and LCFF).</p> <ul style="list-style-type: none"> Provide updated versions of psychoeducational test batteries and protocols in order to provide appropriate identification and placement of SWDs: \$40,000 (Special Education Funds—duplicated amount from Action 1.10). 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). Continue to support current positions that provide services to SWDs: \$56.24 million annually (Special Education State and Federal Funding, Mental Health State and Federal Funding, and LCFF). Add 1 FTE Curriculum Specialist in 2016-17 to provide curriculum development, and modifications and accommodations training: \$120,000 annually if funding becomes available (LCFF). 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, Educator Effectiveness Funds—duplicated amount from Action 1.1). Increase support to address the literacy and language needs of SWD in both general education and special education classrooms. <ul style="list-style-type: none"> Reduce class-sizes for specialized academic instructional settings: cost to be determined, and if funding becomes available. Continue to support 20 FTE additional instructional assistants added in 2015-16 to provide academic support to SWD in content areas: \$1.55 million annually (LCFF). Add 1 FTE speech-language pathologist in 2016-17 to provide support with SWD literacy and language needs: \$125,000 if funding becomes available (LCFF). Add 1 FTE Assistive Technology Specialist in 2016-17 to provide assistive technology support and services as designated in students' IEPs: \$134,000 (Special Education Funds). Increase technology to support access to curriculum with SWDs as funds become available. (Duplicated from Action 1.4.) 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. (Duplicated from Action 1.10.) <p>1.14. Each high school will utilize APEX Learning courses, summer courses, eLearning courses, two Independent Learning Centers (ILCs), and other credit-recovery options to reduce dropout rates and to retain students at their home schools.</p> <ul style="list-style-type: none"> Maintain current non-traditional instructional options, including APEX 	<p><u> </u> Foster Youth <u> </u> Redesignated Fluent English Proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students With Disabilities</u></p>	<p>psychoeducational test batteries and protocols in order to provide appropriate identification and placement of SWDs: \$40,000 (Special Education Funds—duplicated amount from Action 1.10).</p> <ul style="list-style-type: none"> Continue to support positions that provide services to SWDs: \$56.24 million annually for salaries and benefits (Special Education State and Federal Funding, Mental Health State and Federal Funding, and LCFF). Add 1 FTE Curriculum Specialist in 2016-17: \$120,000 annually for salary and benefits if funding becomes available (LCFF). District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1). Reduce class-sizes for specialized academic instructional settings: cost to be determined in 2016-17, and if funding becomes available. Continue to support 20 FTE additional instructional assistants added in 2015-16 to provide academic support to SWD in content areas: \$1.55 million annually for salaries and benefits (LCFF). Add 1 FTE speech-language pathologist in 2016-17 to provide support with SWD literacy and language needs: \$125,000 for salary and benefits if funding becomes available (LCFF). Add 1 FTE Assistive Technology Specialist in 2016-17 to provide assistive technology support and services as designated in students' IEPs: \$134,000 (Special Education Funds).
<p>All High Schools</p>	<p><input checked="" type="checkbox"/> ALL OR: <u> </u> Low Income Pupils <u> </u> English Learners</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> APEX Learning licenses for expanded program: \$167,000 annually (LCFF). Learning Management software for eLearning: \$150,000 annually (LCFF).

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<p>Learning courses, summer courses, eLearning courses, and other credit-recovery options across the District.</p> <ul style="list-style-type: none"> o APEX Learning licenses for expanded program: \$167,000 annually (LCFF). o Learning Management software for eLearning: \$150,000 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). o Investigate other credit recovery options for students who need accommodated or modified curriculum. <ul style="list-style-type: none"> – Pilot credit recovery program for 9th- and 10th-grade McKinney-Vento and Foster Youth students, second semester 2016-17: \$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). • Continue to support Independent Learning Centers (ILC) at two schools. o Maintain ILC costs for 2 schools (Anaheim High School, and Western High School), 3 FTE Teachers and 1 FTE Counselor (x 2 sites): \$1.44 million annually (LCFF). 	<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: _____</p>	<ul style="list-style-type: none"> – Summer ELA and math academic skill building program: \$350,000 annually (Title I and LCFF). – Pilot credit recovery program for 9th- and 10th-grade McKinney-Vento and Foster Youth students, second semester 2016-17: \$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). – ILC costs for 2 schools (Anaheim High School, and Western High School), 3 FTE Teachers and 1 FTE Counselor (x 2 sites): \$1.44 million annually for salaries and benefits (LCFF).
<p>1.15. Create post-secondary transition opportunities that support students' matriculation to post-secondary programs and build college and career readiness skills.</p> <ul style="list-style-type: none"> • Strengthen and/or expand community partnerships to provide robust post-secondary transition opportunities for students. <ul style="list-style-type: none"> o Nurture existing community partnerships with Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), Tiger Woods Learning Center (TWLC), 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. o Expand mentoring and volunteering opportunities that are civic minded and support students completing the community-based service learning graduation requirement. o Increase work experience and internship opportunities. o Continue to provide District and site college and career fairs: <ul style="list-style-type: none"> – 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. o Increase opportunities for dual enrollment with community colleges and universities. 	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> – 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: \$268,000 annually (Special Education Funds). – Continue to support 1 FTE College and Career Community Partnership Coordinator: \$124,000 annually for salary and benefits (LCFF).

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<ul style="list-style-type: none">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).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.)o Continue to support 2 vocational counselors that provide transition support, training, and assessments to Special Education teachers and SWDs: \$268,000 annually (Special Education Funds).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.<ul style="list-style-type: none">- Increase awareness and opportunities for AB540 and DACA students.- 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.o Continue to establish and/or nurture mentorship opportunities for students with community partners.<ul style="list-style-type: none">- Continue to support 1 FTE College and Career Community Partnership Coordinator: \$124,000 annually (LCFF).		
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GOAL:	<p align="center">Goal 2: Provide meaningful educational involvement opportunities for all parents to advocate for all students.</p>		Related State and/or Local Priorities: 1_ 2_ 3 <input checked="" type="checkbox"/> 4_ 5_ 6_ 7_ 8_
Identified Need:	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>		
Goal Applies to:	Schools: All District Schools	Applicable Pupil Subgroups: Ethnic subgroups with at least 30 pupils (data snapshot from 2014-15): 65.7% Hispanic—20,821 pupils, 0.5% Native American—162 pupils, 12.3% Asian—3,895 pupils, 2.4% African American—778 pupils, 0.5% Pacific Islander—182 pupils, 11.5% White—3,646 pupils, 2.7% two or more races and not Hispanic—878 pupils. Subgroups specified in Education Code 52052: 74.0% Socioeconomically Disadvantaged (SED, aka Low Income Pupils)—23,432 pupils, 21.0% English Learners (EL)—6,658 pupils, 10.95% Students with Disabilities (SWD)—3,425 pupils, 0.47% Foster Youth (FY)—147 pupils.	
Expected Annual Measurable Outcomes:	<p align="center">LCAP 1 through 3: 2016-17, 2017-18, and 2018-19</p> <p>Priority 3: Parental Involvement</p> <ol style="list-style-type: none"> 1) Increase the number of parents completing parent learning walks by 1%, from 1% (315) in 2014-15 to 2% (630) in 2015-16. 2) Monitor school-to-parent and District-to-parent communication through Blackboard Connect, parent surveys, and other web-based correspondence. (Continue to establish baseline data in 2016-17.) Disaggregate parent communication data by subgroups, such as EL, RFEP, Low Income Pupils, and Foster Youth. 3) Each school will increase parent attendance at school functions and/or parent participation in programs for unduplicated pupils. (Continue to establish baseline data in 2016-17.) 4) Each school will increase parent participation in programs for Students With Disabilities (SWD). Current data for SWD parents states via survey results that the percent positive parent involvement for SWD is 99.4%. 5) Increase efforts to seek parent input in District decisions, and also to increase efforts to engage parents in the decision-making process at individual school sites. (Continue to establish baseline data in 2016-17.) 		
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.	Actions/Services	Scope of Service All Schools	Pupils to be served within identified scope of service <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners
<ul style="list-style-type: none"> The District and schools will continue to implement and refine parent involvement activities that increase parental understanding of the pedagogy used to prepare 	Budgeted Expenditures Estimated Costs: – Parent learning walks: \$5,000 annually (Site LCFF Funding). – Programs for parents that are designed to increase		

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<p>students for college and career.</p> <ul style="list-style-type: none"> o Continue to provide training to parents on how to proactively monitor student progress. o Continue to provide Parent Learning Walks: \$5,000 (Site LCFF Funding). o 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. • 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: costs to be determined (LCFF). • 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: costs to be determined (LCFF). 	<p style="text-align: center;">Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>awareness of post-secondary options, including the importance of meeting A-G requirements: costs to be determined (LCFF).</p> <ul style="list-style-type: none"> - Programs that provide real-world learning experiences for students, which are showcased to parents and community partners, such as capstone projects: costs to be determined (LCFF).
<p>2.2. Provide additional qualified personnel to schools to support the needs of Newcomer English Learners (EL), Long-Term English Learners (LTEL), Redesignated Fluent English Proficient (RFEP) students, and/or Initially Fluent English Proficient (IFEP) students.</p> <ul style="list-style-type: none"> • Provide language appropriate community liaison coverage at all school sites. <ul style="list-style-type: none"> o Maintain all current School Community Liaisons/Bilingual School Community Liaisons: \$762,000 annually (LCFF, Title I, and Title III), and increase the number of School Community Liaisons/Bilingual School Community Liaisons to one per school site in 2016-17. o Continue to support 3 FTE 8-hour School Community Liaisons/Bilingual School Community Liaisons added in 2015-16: \$155,000 annually (LCFF, Title I, and Title III). o Continue to support 1 FTE full-time Vietnamese Bilingual School Community Liaison added in 2015-16: \$52,000 (Title III). • Support creation of a Welcome Center for Newcomer EL students and their parents/guardians. • 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: \$118,000 (LCFF). o Add/restore 1 FTE (8-hour) Vietnamese translator/interpreter in 2016-17: \$60,000 if funding becomes available (LCFF-2016-17). 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). 	<p style="text-align: center;">All Schools</p>	<p>OR:</p> <p><input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: _____</p>
<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Maintain all current School Community Liaisons/Bilingual School Community Liaisons: \$762,000 annually for salaries and benefits (LCFF, Title I, and Title III). - Continue to support 3 FTE School Community Liaisons/Bilingual School Community Liaisons: \$155,000 annually (LCFF, Title I, and Title III). - Continue to support 1 FTE full-time Vietnamese Bilingual School Community Liaison: \$52,000 (Title III or LCFF). - 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: \$118,000 (LCFF). - Add/restore 1 FTE (8-hour) Vietnamese translator/interpreter in 2016-17: \$60,000 if funding becomes available (LCFF-2016-17). - Workshops for parents of undocumented students regarding services and resources available to them: \$2,000 (Title I McKinney-Vento). 	<p>awareness of post-secondary options, including the importance of meeting A-G requirements: costs to be determined (LCFF).</p> <ul style="list-style-type: none"> - Programs that provide real-world learning experiences for students, which are showcased to parents and community partners, such as capstone projects: costs to be determined (LCFF). 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Maintain all current School Community Liaisons/Bilingual School Community Liaisons: \$762,000 annually for salaries and benefits (LCFF, Title I, and Title III). - Continue to support 3 FTE School Community Liaisons/Bilingual School Community Liaisons: \$155,000 annually (LCFF, Title I, and Title III). - Continue to support 1 FTE full-time Vietnamese Bilingual School Community Liaison: \$52,000 (Title III or LCFF). - 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: \$118,000 (LCFF). - Add/restore 1 FTE (8-hour) Vietnamese translator/interpreter in 2016-17: \$60,000 if funding becomes available (LCFF-2016-17). - Workshops for parents of undocumented students regarding services and resources available to them: \$2,000 (Title I McKinney-Vento).

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<p>2.3. Expand and/or improve parent involvement services for Students With Disabilities (SWD).</p> <ul style="list-style-type: none"> • Provide communication to parents regarding Community Advisory Committee (CAC) meetings that provide special education information and training for parents. • 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. • 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. (No cost) • Continue to make sure that parents feel they have participated in their students' IEP process. (No cost) 	<p>All Schools</p>	<p>___ ALL</p> <p>OR:</p> <p>___ Low Income Pupils</p> <p>___ English Learners</p> <p>___ Foster Youth</p> <p>___ Redesignated Fluent English Proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: <u>Students With Disabilities</u></p>	<p>\$2,000 (Title I McKinney-Vento).</p> <p>Estimated Costs:</p> <p>– No Cost to the District.</p>
<p>2.4. Increase parental attendance/involvement, and personal connection to school sites by establishing or refining parent resources that are available at all school sites.</p> <ul style="list-style-type: none"> • 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 (AEBG). • Provide a parent resource center at all school sites. <ul style="list-style-type: none"> ○ Maintain all current School Community Liaisons/Bilingual School Community Liaisons: \$762,000 annually (LCFF, Title I, and Title III–duplicated amount from Action 2.2.). ○ Continue to support 3 FTE 8-hour School Community Liaisons/Bilingual School Community Liaisons added in 2015-16: \$155,000 annually (LCFF, Title I, and Title III–duplicated amount from Action 2.2.). ○ Continue to support 1 FTE part-time Vietnamese Bilingual School Community Liaison added in 2015-16: \$52,000 (Title II–duplicated amount from Action 2.2.). ○ Add 1 FTE (full-time) Vietnamese Bilingual Instructional Assistant: \$35,000 (LCFF, Title III). ○ Add 1 FTE (full-time) Korean Bilingual Instructional Assistant: \$35,000 (LCFF, Title III). • Involve parents in ways that build their confidence, such as through parent education activities and parent leadership opportunities. <ul style="list-style-type: none"> ○ Support creation of Welcome Center at district office for newcomer students and families. ○ Continue to support programs, such as: Disciplina Positiva, Parent Institute for Quality Education (PIQE), California Association for Bilingual Students (CABE) "Project 2 Aspire," 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). ○ 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 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p>___ Low Income Pupils</p> <p>___ English Learners</p> <p>___ Foster Youth</p> <p>___ Redesignated Fluent English Proficient</p> <p>___ Other Subgroups: _____</p>	<p>Estimated Costs:</p> <p>– Maintain all current School Community Liaisons/Bilingual School Community Liaisons: \$762,000 annually for salaries and benefits (LCFF, Title I, and Title III–duplicated amount from Action 2.2.).</p> <p>– Continue to support 3 FTE 8-hour School Community Liaisons/Bilingual School Community Liaisons: \$155,000 annually for salaries and benefits (LCFF, Title I, and Title III–duplicated amount from Action 2.2.).</p> <p>– Continue to support 1 FTE part-time Vietnamese Bilingual School Community Liaison: \$52,000 (Title III or LCFF–duplicated amount from Action 2.2.).</p> <p>– Add 1 FTE (full-time) Vietnamese Bilingual Instructional Assistant: \$35,000 (LCFF, Title III).</p> <p>– Add 1 FTE (full-time) Korean Bilingual Instructional Assistant: \$35,000 (LCFF, Title III).</p> <p>– Disciplina Positiva, Parent Institute for Quality Education (PIQE), Parent Leadership</p>

<p>committees.</p> <ul style="list-style-type: none"> o District staff will develop, expand, and/or improve parent involvement resources, such as the development and implementation of the District Parent Leadership Academy. <ul style="list-style-type: none"> - Develop/implement parent involvement teams at all schools. - Expand opportunities for parents to participate and facilitate Parent Learning Walks at all schools. - Pilot parent social-emotional workshops in 2016-17 to increase student resiliency: \$3,000 (Title I McKinney-Vento) <ul style="list-style-type: none"> ▪ Reduce the stigma and raise awareness of mental-health issues. ▪ Provide resources and parenting tools needed to address students' mental-health needs. • Develop and implement a system to electronically track parent involvement contacts: cost to be determined (LCFF and Title I). <ul style="list-style-type: none"> o Implement a visitor management system not to exceed \$1,500 per school site annually. o Implement GoSignMeUp registration software at \$10,500 in 2015-16 and \$8,500 per year thereafter. (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. 		<p>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).</p> <ul style="list-style-type: none"> - System to electronically track parent involvement contacts: cost to be determined (LCFF and Title I). - Pilot parent social-emotional workshops in 2016-17 to increase student resiliency: \$3,000 (Title I McKinney-Vento). - Implement a visitor management system not to exceed \$1,500 per school site annually. - Implement Go Sign Me Up registration software at \$10,500 in 2015-16 and \$8,500 per year thereafter. (Title II-duplicated amount from Action 1.1.)
<p>2.5. Expand methods of meaningful two-way communication between schools, District, and families.</p> <ul style="list-style-type: none"> • 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. • Continue to expand use of parent access to Haiku learning management system at \$144,000 per year. (LCFF) • 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. • Provide additional translators/interpreters to communicate with parents using a variety of methods. <ul style="list-style-type: none"> o Continue to support 2 FTE 8-hour Spanish translators/interpreters added in 2015-16: \$118,000 (LCFF-duplicated amount from Action 2.2.). o Add/restore 1 FTE (8-hour) Vietnamese translator/interpreter in 2016-17: \$60,000 if funding becomes available (LCFF-duplicated amount from Action 2.2.). • Provide trainings for parents on effectively utilizing parent communication platforms, such as continuing to provide training on use of the Aeries Parent Portal: costs to be determined (site funds). • Provide resources to maintain Websites with up-to-date District and school 	<p>All Schools</p> <p>X ALL</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other _____ <input type="checkbox"/> Subgroups: _____ 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Continue to expand use of parent access to Haiku learning management system at \$144,000 per year. (LCFF) - Continue to support 2 FTE 8-hour Spanish translators/interpreters added in 2015-16: \$118,000 (LCFF-duplicated amount from Action 2.2.). - Add/restore 1 FTE (8-hour) Vietnamese translator/interpreter in 2016-17: \$60,000 if funding becomes available (LCFF-duplicated amount from Action 2.2.). - Continue to implement TeleParent/Blackboard Connect: \$78,000 annually (LCFF and Title I).

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<p>information: costs to be determined (site funds).</p> <ul style="list-style-type: none"> • Continue to utilize mass communication systems, such as TeleParent/Blackboard Connect, ZippSlip Zippgram to provide responsive mass-communication to parents and community. <ul style="list-style-type: none"> ○ Continue to implement TeleParent/Blackboard Connect: \$78,000 annually (LCFF and Title I). ○ Continue to implement ZippSlip Zippgram: \$32,000 annually (LCFF). 		<ul style="list-style-type: none"> - Continue to implement ZippSlip Zippgram: \$32,000 annually (LCFF).
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GOAL:	<p style="text-align: right; margin: 0;">Related State and/or Local Priorities: 1 <u>X</u> 2 <u> </u> 3 <u> </u> 4 <u> </u> 5 <u>X</u> 6 <u>X</u> 7 <u> </u> 8 <u> </u></p> <h3 style="text-align: center; margin: 10px 0;">Goal 3: Provide and nurture a safe and positive school culture.</h3> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>3.6. Upgrade facilities' aesthetic appeal and address maintenance needs, because appealing, well maintained facilities promote a sense of safety and provide a healthy environment for all students.</p> <p>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.</p>
Identified Need:	<p>Schools: All District Schools</p> <p>Applicable Pupil Subgroups: Ethnic subgroups with at least 30 pupils (data snapshot from 2014-15): 65.7% Hispanic–20,821 pupils, 0.5% Native American–162 pupils, 12.3% Asian–3,895 pupils, 2.4% African American–778 pupils, 0.5% Pacific Islander–182 pupils, 11.5% White–3,646 pupils, 2.7% two or more races and not Hispanic–878 pupils. Subgroups specified in Education Code 52052: 74.0% Socioeconomically Disadvantaged (SED, aka Low Income Pupils)–23,432 pupils, 21.0% English Learners (EL)–6,658 pupils, 10.95% Students with Disabilities (SWD)–3,425 pupils, 0.47% Foster Youth (FY)–147 pupils.</p>
Goal Applies to:	<p style="text-align: center;">LCAP 1 through 3: 2016-17, 2017-18, and 2018-19</p>
Expected Annual Measurable Outcomes:	<p>Priority 1: Basic</p> <p>1) School facilities are maintained and in good repair, as evidenced by Facilities Inspection Tool (FIT) results.</p> <p>Priority 5: Pupil Engagement</p> <p>1) As a District, we will decrease the District-wide high school cohort drop-out rate by .3%, from 7.3% in 2014-15 to 7.0% in 2015-16.</p> <p>2) As a District, we will decrease the District-wide middle school/junior high school drop-out rate by .05%, from 18% in 2014-15 to 13% in 2015-16.</p> <p>3) As a District, we will increase the District-wide attendance rate by .5%, from 95.6% in 2014-15 to 96.1% in 2015-16.</p> <p>4) As a District, we will decrease the District-wide chronic absenteeism rate by .5%, from 7.7% in 2014-15 to 7.2% in 2015-16. (The chronic absenteeism rate is locally defined as missing 10% or more days of the school year.)</p> <p>5) As a District, we will increase the District-wide cohort graduation rate 1% annually, from 87.3% in 2014-15 to 88.3% in 2015-16.</p> <p>6) As a District, we will increase the cohort graduation rate for Low Income Pupils (LIP) 1% annually, from 85.4% in 2014-15 to 86.4% in 2015-16.</p> <p>7) As a District, we will increase the cohort graduation rate for English Learners (EL) 1% annually, from 76.0% in 2014-15 to 77.0% in 2015-16.</p> <p>8) As a District, we will increase the cohort graduation rate for Students With Disabilities (SWD) 1% annually, from 65.1% in 2014-15 to 66.1% in 2015-16.</p> <p>Priority 6: School Climate</p> <p>1) As a District, we will reduce the District-wide suspension rate by 1%, from 5.4% in 2014-15 to 4.4% in 2015-16. (Most current suspension rate is from 2014-15.)</p> <p>2) As a District, we will continue to maintain a District-wide expulsion rate of less than 1%. (The 2013-14 District-wide expulsion rate is 0.16%, and the 2014-15 District-wide expulsion rate is 0%.)</p> <p>3) As a District, we will improve survey results regarding school climate and campus safety. (Continue to establish baseline data in 2016-17.)</p>

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4) As a District, we will improve Healthy Kid Survey results. (Continue to establish baseline data in 2016-17.)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1. Create a systemic plan for identifying and providing wrap-around support for students with significant truancy issues.</p> <ul style="list-style-type: none"> Develop a district-wide systemic attendance monitoring system that will lead to reduced dropouts and increased numbers of students who graduate from high school. Increase outreach for students with significant truancy issues: position and cost to be determined in 2016-17 if funding becomes available (LCFF). Provide school resources, programs, and support services to monitor and improve student attendance District-wide. <ul style="list-style-type: none"> Add transportation services for students, in need, who live more than 2.5 miles from school: cost to be determined in 2016-17 if funding becomes available (LCFF). Continue to support 1 FTE Attendance Program Administrator to support improved attendance results: \$165,000 (LCFF), and continue to support Saturday Academy program: \$145,000 (LCFF), which is off-set by increased revenue from recuperated attendance. <ul style="list-style-type: none"> Position supports all students and pays special attention to Low Income Pupils, English Learners, Foster Youth, and McKinney-Vento students. 	<p>All Schools</p>	<p>___ALL</p> <p>OR:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient <input checked="" type="checkbox"/> Other Subgroups: <u>McKinney-Vento Students with Disabilities</u> 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Increase outreach for students with significant truancy issues: position and cost to be determined in 2016-17 if funding becomes available (LCFF). Transportation services for students, in need, who live more than 2.5 miles from school: cost to be determined in 2016-17 if funding becomes available (LCFF). Continue to support 1 FTE Attendance Program Administrator added in 2015-16: \$165,000 annually for salary and benefits (LCFF). Saturday Academy program: \$145,000 annually (LCFF).
<p>3.2. Every school will implement multi-tiered academic and behavioral support systems, aka multi-tiered systems of support (MTSS), which includes increased support of mental health school resources and services, which are designed to reduce inappropriate behavior, student suspensions, and improve student learning.</p> <ul style="list-style-type: none"> Implement MTSS, which includes increased mental health resources to meet the social and emotional needs of students. <ul style="list-style-type: none"> Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually (LCFF—duplicated amount from Action 1.7.). Continue to support 4 FTE counselors—Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5), and Lexington JHS (.5) added in 2015-16: \$474,000 (LCFF—duplicated amount from Action 1.7.). Continue to support 2 FTE Licensed Social Workers with Pupil Personnel Services (PPS) credentials added in 2015-16: \$268,000 if funding becomes available (LCFF). Add 1 FTE social worker in 2016-17 to support ILC students' mental health needs: \$134,000 if funding becomes available (United Way Funds). Continue to support 3 FTE health technicians in 2015-16: \$185,000 annually (LCFF). Continue to develop alternatives to suspension, including "Restorative Practices." 	<p>All Schools</p>	<p>___ALL</p> <p>OR:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students With Disabilities, and McKinney-Vento</u> 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually (LCFF—duplicated amount from Action 1.7.). Continue to support 4 FTE counselors—Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5), and Lexington JHS (.5) added in 2015-16: \$474,000 annually for salaries and benefits (LCFF—duplicated amount from Action 1.7.). Continue to support 2 FTE licensed Social Workers with PPS credentials added in 2015-16: \$268,000 for salaries and benefits if funding becomes available (LCFF). Add 1 FTE social worker in 2016-17 to support ILC students: \$134,000

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- Continue to support 4.5 FTE assistant principals added in 2014-15: \$618,000 annually (LCFF).
- Continue to support 2 FTE assistant principals added in 2015-16: \$278,000 (LCFF).
- Add additional 1 FTE assistant principal in 2016-17: \$139,000 (LCFF).
- 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.
 - Continue to support 18 FTE MTSS Specialists added in 2014-15: \$1.85 million (LCFF, Title I—duplicated amount from Action 1.7.).
 - Add 2 nurses (RNs) in 2016-17: \$274,000 (LCFF- if funding becomes available).
- Explore new ways to provide 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)"
 - 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.)
 - Decrease the percentage of transfers for McKinney-Vento and Foster Youth students to continuation and other alternative schools.
 - 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)
- 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, Educator Effectiveness Funds—duplicated amount from Action 1.1.).
 - In-house PBIS and ProACT trainers will refine implementation of PBIS and improve crisis management services.
 - In-house Boys Town trainers will refine proactive interventions that target students in restrictive educational environments.
 - "Capturing Kids Hearts" and civic learning training will be provided during the 2016-17 year. (Costs included in District Professional Learning Plan.)
 - Provide training on Behavior Support Plans to Special Education teachers in order to increase positive behavior for

- \$134,000 for salary and benefits if funding becomes available (LCFF).
- Continue to support FTE health technicians in 2015-16: \$185,000 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).
- Add additional 1 FTE assistant principal in 2016-17: \$139,000 (LCFF).
- Continue to support 1 FTE Teacher on Special Assignment added in 2015-16 to implement Alternatives to Suspension program: \$93,000 (LCFF).
- Add 2 nurses (RNs) in 2016-17: \$274,000 (LCFF- if funding becomes available).
- Continue to support 18 FTE MTSS Specialists added in 2014-15: \$1.85 million annually for salaries and benefits (LCFF, Title I—duplicated amount from Action 1.7.).
- Professional learning/training to implement MTSS: cost included in District Professional Learning Plan \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).

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<p>SWDs (District Professional Learning Plan).</p> <ul style="list-style-type: none"> Continue to support the internship training institution, were graduate-level interns provide mental-health services to the District's students (all subgroups); No cost Provide training to teachers and support staff on the social and emotional needs of lesbian, gay, bisexual, transgender, queer/questioning sexual identity (LGBTQ); Cost included in District Professional Learning Plan. 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Add .5 FTE additional teacher to all schools in 2016-17; Approximately \$1 million annually (LCFF—Duplicated amount from Action 1.1.). Aeries Analytics program: \$16,000 annually (LCFF). Continue to support 1 FTE Behavior Intervention Specialist added in 2014-15: \$134,000 annually for salaries and benefits (LCFF).
<p>3.3. Each school has access to tools and a defined process for identifying the causation of student disciplinary incidents, and guidance for the implementation of appropriate interventions.</p> <ul style="list-style-type: none"> District and school sites will develop, implement, and monitor a proactive system that guides appropriate student disciplinary interventions. <ul style="list-style-type: none"> Lower class sizes by reducing class-size averages by 2.5% or the equivalent of 1 student per class. Add .5 FTE additional teacher to all schools in 2016-17: Approximately \$1 million annually (LCFF—Duplicated amount from Action 1.1.) 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. <ul style="list-style-type: none"> Aeries Analytics program: \$16,000 annually (LCFF). 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: \$134,000 annually (LCFF). Establish District Discipline Committee to look into specific issues such as junior high school suspensions and alternatives to suspension. Continue to cultivate and nourish a culture of pride at all schools. 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million annually for salaries and benefits (LCFF, Title I—duplicated amount from Action 1.7.). Add 1 FTE social worker in 2016-17: \$134,000 for salary and benefits if funding becomes available (LCFF—duplicated amount from Action 3.2.). Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually for salaries and benefits (LCFF—duplicated amount from Action 1.7.).
<p>3.4. Each school will implement targeted academic and social-emotional/behavioral interventions to close the opportunity gap among student subgroups.</p> <ul style="list-style-type: none"> Develop and monitor targeted academic and social-emotional/behavioral interventions and support services to meet the diverse needs of student subgroups. <ul style="list-style-type: none"> Continue to support 18 FTE MTSS Specialists, who coordinate interventions and support services at each site: \$2.16 million annually for salaries and benefits (LCFF, Title I—duplicated amount from Action 1.7.). Add 1 FTE social worker in 2016-17 to support ILC students' mental health needs: \$134,000 if funding becomes available (LCFF—duplicated amount from Action 3.2.). Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually (LCFF—duplicated amount from Action 1.7.). Continue to support 4 FTE counselors added in 2015-16—Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5), 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million annually for salaries and benefits (LCFF, Title I—duplicated amount from Action 1.7.). Add 1 FTE social worker in 2016-17: \$134,000 for salary and benefits if funding becomes available (LCFF—duplicated amount from Action 3.2.). Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually for salaries and benefits (LCFF—duplicated amount from Action 1.7.).

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<p>and Lexington JHS (.5) added in 2015-16: \$474,000 (LCFF—duplicated amount from Action 1.7.).</p> <ul style="list-style-type: none"> Continue to support academic interventions, including but not limited to AVID, after-school tutoring, and the EMT process. <ul style="list-style-type: none"> AVID tutoring and after school tutoring: Approximately \$175,000 annually (site Title I, site LCFF). 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) Increase school library hours, based upon the needs of students at each school: (site funds, as funding becomes available). 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, Educator Effectiveness Funds—duplicated amount from Action 1.1.). 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. Continue to support the internship training institution, were graduate-level interns provide mental-health services to the District's students (all subgroups): No cost. 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). 		<ul style="list-style-type: none"> Continue to support 4 FTE counselors added in 2015-16: \$474,000 annually for salaries and benefits (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, Educator Effectiveness Funds—duplicated amount from Action 1.1.).
<p>3.5. Increase the number of counselors at schools to effectively monitor student progress and implement support services recommended by American School Counselor Association (ASCA) National Standards Mindsets and Behaviors for Student Success.</p> <ul style="list-style-type: none"> Adopt national counseling standards, provide appropriate professional learning, and monitor implementation. Reduce student/guidance counselor ratio by adding additional counselors in order to increase counseling services provided to students. <ul style="list-style-type: none"> Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually (LCFF—duplicated amount from Action 1.7.). Continue to support 4 FTE counselors—Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5) and Lexington JHS (.5) in 2015-16: \$474,000 annually (LCFF—duplicated amount from Action 1.7.). Require a six-year academic plan for all students. Require a comprehensive transition plan for all 7th- and 9th-grade students (ex. new student orientations, campus tours, and Link 	<p>All Schools</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Continue to support 4 FTE counselors added in 2015-16: \$474,000 annually for salaries and benefits (LCFF—duplicated amount from Action 1.7.). Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually for salaries and benefits (LCFF—duplicated amount from Action 1.7.).

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<p>Crew): cost to be determined (site LCFF)</p> <ul style="list-style-type: none"> • Ensure that upon full implementation of LCFF, McKinney-Vento, Foster Youth, and EL students receive educational counseling from an academic counselor. • 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. • 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. 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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 District Performing Arts Facility at Kennedy High School: \$100,000 (LCFF—if funding becomes available). - Provide training to Audio-Visual Technicians (AV Techs) on use on upgraded facilities: \$15,000 (LCFF, Educator Effectiveness Funds). - Improve science classrooms at schools as needed, to make sure that all science classrooms have appropriate lab facilities. (Cost TBD as funds become available.) - Provide an appropriate number of custodial staff and athletic facilities workers to correspond with current facilities' needs. <ul style="list-style-type: none"> o Continue to support 3 FTE custodians added in 2015-16: \$211,000 annually (LCFF). o Restore custodial positions to be consistent with state recommended staffing, based upon physical plan square footage and number of employees: Cost TBD (LCFF—if funding becomes available). 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). o Continue to support 4 FTE athletic field workers added in 2015-16: \$309,000 annually (LCFF). o Continue to support 1 FTE grounds technician added in 2015-16: \$74,000 annually (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).
<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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 District Performing Arts Facility at Kennedy High School: \$100,000 (LCFF—if funding becomes available). - Provide training to Audio-Visual Technicians (AV Techs) on use on upgraded facilities: \$15,000 (LCFF, Educator Effectiveness Funds). - Continue to support 3 FTE custodians: \$211,000 annually for salaries and benefits (LCFF). - Restore custodial positions to be consistent with state recommended staffing, based upon physical plan square footage and number of employees: Cost TBD (LCFF—if funding becomes available). - Provide training to custodial and heating, ventilating, and air conditioning (HVAC) staff on current custodial and HVAC 	<p>All Schools</p> <p>X ALL</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: _____ 	

<ul style="list-style-type: none"> • Provide appropriate staffing to maintain technology and technology infrastructure: <ul style="list-style-type: none"> ◦ Continue to support 6 FTE site technicians added in 2015-16 to maintain technological resources: \$504,000 (LCFF–duplicated amount from Action 1.4.). ◦ Add 1 FTE Network Manager in 2016-17 to manage district network infrastructure: \$140,000 (LCFF–if funding becomes available). • 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). 		<p>procedures: \$15,000 (LCFF–if funding becomes available).</p> <ul style="list-style-type: none"> - Continue to support FTE athletic field workers: \$309,000 annually for salaries and benefits (LCFF). - 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). - Continue to support 6 FTE site technicians added in 2015-16 to maintain technological resources: \$504,000 (LCFF–duplicated amount from Action 1.4.). - Add 1 FTE Network Manager in 2016-17 to manage district network infrastructure: \$140,000 (LCFF–if funding becomes available). - Security cameras/surveillance/ alarm systems: \$ 3.4 million over three years (Measure H Bond).
<p>3.7. Increase academic support and extracurricular engagement opportunities for Foster Youth and McKinney-Vento students by providing additional support.</p> <ul style="list-style-type: none"> • 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) • Add 2 FTE Licensed Social Workers with Pupil Personnel Services (PPS) credentials 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, Educator Effectiveness Funds–duplicated amount from Action 1.1.). • Increase outreach services for Foster Youth and McKinney-Vento students. <ul style="list-style-type: none"> ◦ Add additional Child Welfare and Attendance outreach position in 2016-17: \$69,000 if funding becomes available (LCFF). 	<p>All Schools</p> <p>___ ALL</p> <p>OR:</p> <ul style="list-style-type: none"> ___ Low Income Pupils ___ English Learners <input checked="" type="checkbox"/> Foster Youth ___ Redesignated Fluent English Proficient <input checked="" type="checkbox"/> Other Subgroups: <u>McKinney-Vento</u> 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Instructional materials for Foster Youth and McKinney-Vento students: \$10,000 annually (LCFF). - Add 2 FTE Licensed Social Workers with Pupil Personnel Services (PPS) credentials 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, Educator Effectiveness Funds–duplicated amount from Action

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<ul style="list-style-type: none"> ○ Continue to support 1 FTE Bilingual School Community Liaison added in 2014-15: \$50,000 annually (LCFF). ○ Add additional Bilingual School Community Liaison in 2016-17: \$50,000 if funding becomes available (LCFF). ○ Add additional Office Assistant, Bilingual in 2016-17: \$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). 	<p>1.1).</p> <ul style="list-style-type: none"> - Add additional Child Welfare and Attendance outreach position in 2016-17: \$69,000 if funding becomes available (LCFF). - Continue to support 1 FTE Bilingual School Community Liaison added in 2014-15: \$50,000 annually for salary and benefits (LCFF). - Add additional Bilingual School Community Liaison in 2016-17: \$50,000 if funding becomes available (LCFF). - Add additional Office Assistant, Bilingual in 2016-17: \$40,000 if funding becomes available (LCFF).
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§ 15497.5. Local Control and Accountability Plan (LCAP) and Annual Update

Introduction:

LEA: Anaheim Union High School District LCAP Year: 2016-17

Contact Information—Name: Manuel Colon Title: Chief Academic Officer

Email: colon_m@auhsd.us Phone Number: 714-999-3575

Local Control and Accountability Plan (LCAP) and Annual Update

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

Involvement Process	Impact on LCAP
<p>The Local Control Accountability Plan (LCAP) involvement process began with the implementation of the 2015-16 LCAP in July 2015. Goals and actions from the 2015-16 LCAP were incorporated into the District's 2015-16 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 2015-16 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 2015-16 LCAP year one at the school-level, and it also helped to gather feedback regarding goals and actions in the LCAP that might need to be adjusted, when developing the 2016-17 LCAP.</p> <p>September 2015 through December 2015, the District conducted its annual SPSA Peer Review process, in which the District School Liaison Team (DSLTL) visited each school and peer reviewed each school's SPSA. The DSLTL, comprised of the Superintendent, Assistant Superintendent of Educational Services, Chief Academic Officer, directors, 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 SPSAs from corresponding feeder-patterns. Schools took the recommendations from DSLTL and school-level panel members, and then revised their SPSAs prior to Board approval, which occurred on January 21, 2016.</p> <p>The process of developing the 2016-17 LCAP began in January 2016. The first stakeholder engagement meeting occurred on January 26, 2016, in which the LCAP Annual Update 2015-16 was reviewed with participants, as well as revisiting 2015-16 LCAP goals and actions.</p> <p>Four more stakeholder engagement meetings occurred between the months of</p>	<p>As a result of the extensive stakeholder engagement process, which included many conversations with parents, teachers, students, classified staff, administrators, and community stakeholders, responses from focus groups were evaluated and used to help guide proposed changes to goals and/or action steps from the previous year's LCAP. Through this process the District's LCAP goals did not change, and they are listed below.</p> <p>2016-17LCAP Goals</p> <p>Goal 1: All students will demonstrate college and career readiness.</p> <p>Goal 2: Provide meaningful educational involvement opportunities for all parents to advocate for all students.</p> <p>Goal 3: Provide and nurture a safe and positive school culture.</p> <p>The District's 2016-17 LCAP contains 27 actions that were refined through the LCAP stakeholder engagement process, in which LCAP actions were reviewed, and in many cases additional sub-actions were added to most of the 27 LCAP actions. Updated LCAP actions are listed in "Section 2: Goals, Actions, Expenditures, and Progress Indicators" of this LCAP</p>

<p>February through April. Two of the meetings were conducted in focus groups, and the other two meetings were included the entire group of stakeholders. Nearly 200 stakeholders from the following groups participated: assistant superintendents, directors, coordinators, principals, assistant principals, counselors, curriculum specialists, teachers, classified staff, students, parents, and community members. All five stakeholder engagement meetings had high-levels of participation, and nearly 200 participated in the final stakeholder engagement meeting that was held on April 13, 2016.</p> <p>Four steering committee meetings were also held to explain the LCAP process, plan for 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, and community members, which included representatives from four local bargaining units.</p> <p>Eight focus groups, structured around the eight state priorities, were created to help guide the work completed in the first two of the remaining four stakeholder engagement meetings. Each focus group concentrated on actions that were addressed in the state priority assigned to each respective focus group, and focus group members worked to refine existing LCAP actions.</p> <p>Throughout the process, data was shared with all stakeholder groups, and focus groups, to help determine gaps in services. Focus groups were also asked to review metrics to annually gauge the improvement of services and/or educational outcomes. The data that was presented included: achievement data for all students; achievement data for low-income, English learners, Foster Youth, and Students With Disabilities subgroups; school attendance rates; dropout rates; graduation rates; suspension rates; and A-G completion rates.</p> <p>LCAP survey data, senior survey data, and eighth grade survey data from the prior year (2014-15) was also reviewed at the stakeholder engagement meeting February 23, 2016, (held as focus groups) as part of the process to help determine gaps in services, school community needs, and to capture the student voice with regards to school community needs. The needs assessment was completed at the second stakeholder engagement meeting on March 9, 2016, which was also held as focus groups.</p> <p>Updated LCAP goals and/or actions were presented at the following stakeholder engagement meeting to the group at large on March 23, 2016, which included a gallery</p>	<p>template.</p> <p>Through the stakeholder engagement process, needs, metrics, goals, and actions from the 2015-16 LCAP were reviewed, and then relevant data, proposed priorities and action steps were analyzed by stakeholder groups. The LCAP steering committee debriefed all stakeholder engagement meetings, and helped to further refine LCAP actions.</p> <p>To begin the revision process stakeholders were asked to determine /analyze gaps in services and identify needs that have not been addressed in the 2015-16 LCAP. They were also asked to record needs not met in 2015-16 LCAP on a planning tool, and then use the responses from the planning tool to help craft a needs assessment and additional actions that could be added to the 2016-17 LCAP.</p> <p>The stakeholder engagement process also included consensus building, which resulted in the revision of existing LCAP actions, and the development of additional sub-actions that are included in the 2016-17 LCAP.</p> <p>The LCAP was presented to the Board of Trustees at a public hearing, which was held on June 9, 2016. Public comments indicated approval of the District's stakeholder engagement process. The Board of Trustees formally adopted the LCAP at a public Board meeting, which was held on June 16, 2016.</p>
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<p>walk to rank the importance of each of the proposed actions. This information was use to further refine the 2016-17LCAP. A draft of the 2016-17LCAP was presented at the final stakeholder engagement meeting to the group at large on April 13, 2016, in which consensus was reached for each LCAP action.</p> <p>Proposed LCAP actions were also presented to the District-level English learner Advisory Committee (DELAC) on March 29, 2016, and the DELAC was asked to provide feedback regarding the proposed LCAP actions meeting the needs of their students. The 2016-17 LCAP was also reviewed with the Los Amigos Education Committee (LAEC) on April 29, 2016, and again on May 13, 2016. Los Amigos is a local community-based advocacy group, which is affiliated with the League of United Latin American Citizens (LULAC). LAEC consists of several local college professors, retired professors, and teachers and other community member with a connection to the public education system. They asked great questions and helped us vet the LCAP and the District's LCAP surveys. Additionally, several members of the Superintendent's Parent Advisory Committee (SPAC) participated in the stakeholder engagement process, and two SPAC members were on the LCAP Steering Committee.</p> <p>It is also important to mention that the Educational Services Division and the Business Services Division collaborated extensively throughout the LCAP process, as the District's needs exceed the resources that are currently available. As part of the stakeholder engagement process, participants prioritized the District's needs to help determine which services would be most important in terms of improving educational outcomes for our students.</p> <p>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. Further refinement of the 2016-17LCAP plan resulted from this process. Additionally, LCAP surveys were placed on the District's website. There were approximately 14,424 responses to the surveys (collected in spring of 2016), which will be used as the District's LCAP is refined during the 2016-17 year.</p>	
<p>Annual Update: At the first stakeholder engagement meeting, held on February 26, 2015, 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. Most of the expenditures were consistent with 2016-17LCAP actions and the projected amounts assigned to each action listed under each of the three goals.</p>	<p>Annual Update: 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.</p>

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil 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 the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schools/sites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schools/sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schools/sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the

additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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 Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schools/sites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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 schools/sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?

<p>GOAL:</p>	<p>Goal 1: All students will demonstrate college and career readiness.</p> <p>Related State and/or Local Priorities: <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> X COE only: 9 ___ 10 ___</p> <p>Local: Specify _____</p> <p>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.</p> <p>1.2. Further support students' 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>1.7. Increase the number/percentage of students (District-wide) who complete A-G requirements, because currently only 38.9% (2013-14) of the District's students complete A-G requirements.</p> <p>1.8. There is a need to increase the number/percentage of English Learners (EL) who complete A-G requirements, because currently 6.1% (2013-14) of EL students complete A-G requirements.</p> <p>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 redesignated English Learners (EL).</p> <p>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.</p> <p>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.</p> <p>1.12. Refine the placement and monitoring practices for English Learners (EL), including Newcomer EL and Long-Term English Learners (L TEL), and also update the District's EL curriculum, because placement and monitoring practices are not consistent at all District schools, and the District's EL curriculum is outdated.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>Goal Applies to:</p>	<p>Schools: All District Schools</p> <p>Applicable Pupil Subgroups: Ethnic subgroups with at least 30 pupils (data snapshot from 2014-15): 65.7% Hispanic-20,821 pupils, 0.5% Native American-162 pupils, 12.3% Asian-3,895 pupils, 2.4% African American-778 pupils, 0.5% Pacific Islander-182 pupils, 11.5% White-3,646 pupils, 2.7% two or more races and not Hispanic-878 pupils. Subgroups specified in Education Code 52052: 74.0% Socioeconomically Disadvantaged (SED, aka Low Income Pupils)-23,432 pupils, 21.0% English Learners (EL)-6,658 pupils, 10.95% Students with Disabilities (SWD)-3,425 pupils, 0.47% Foster Youth (FY)-147 pupils.</p>

Goal 1, LCAP Year 1: 2016-17

Priority 1: Basic

- 1) Increase to 100% the number of teachers who are appropriately assigned and fully-credentialed in all subject areas that they are teaching.
- 2) Increase to 100% the number of teachers who are appropriately assigned and fully-credentialed and/or fully-authorized for the pupils that they are instructing.
- 3) Provide sufficient access to standards-aligned instructional materials for all pupils, and maintain 100% compliance with Williams' instructional materials requirements.

Priority 2: Implementation of State Standards

- 1) Implement all current academic content and performance standards adopted by the State Board of Education, as measured by pupil achievement results that are included in metrics listed under "Priority 4: Pupil Achievement."
- 2) The District's schools will increase the number of Capstone Projects, which utilize Performance Task Assessments. (Establish baseline data in 2016-17.)
- 3) Improve and/or expand programs and services that enable English Learners (EL) to access Common Core State Standards (CCSS) and English Language Development (ELD) standards to gain academic content knowledge and English language proficiency, as measured by pupil achievement results that are included in metrics listed under "Priority 4: Pupil Achievement."

Priority 4: Pupil Achievement

- 1) As a District, we will increase California Assessment of Student Performance and Progress (CAASPP) achievement test results at least 1% annually from 44% meeting or exceeding the standard in 2014-15 in English Language Arts to 45% in 2015-16. (meeting-30%, and exceeding-14%)
- 2) As a District, we will increase California Assessment of Student Performance and Progress (CAASPP) achievement test results at least 1% annually from 28% meeting or exceeding the standard in 2014-15 in mathematics to 29% in 2015-16. (meeting-16%, and exceeding-12%)
- 3) As a District, we will increase the District-wide A-G completion rate by 1% annually, from 38.9% to 39.9%. (Most current A-G completion rate is from 2013-14.)
- 4) As a District, we will increase the A-G completion rate for Low Income Pupils by 1% annually, from 33.9% to 34.9%. (Most current A-G completion rate for this subgroup is from 2013-14.)
- 5) As a District, we will increase the A-G completion rate for English Learners (EL) by .5% annually, from 6.1% to 7.1%. (Most current A-G completion rate for this subgroup is from 2013-14.)
- 6) As a District, we will increase the District-wide graduation rate by 1% annually, from 87.3% in 2014-15 to 88.3% in 2015-16. (Most current grad rate is from 2014-15.)
- 7) As a District, we will increase the graduation rate for English Learners by 1% annually, from 71.5% in 2014-15 to 72.5% in 2015-16.
- 8) As a District, we will increase the graduation rate for Students With Disabilities (SWD) by 1% annually, from 62.4% in 2014-15 to 63.4% in 2015-16.
- 9) As a District, we will increase Advanced Placement (AP) participation rates by .5% annually, from 18.7% in 2014-15 to 19.2% in 2015-16. (Most current AP participation rate is from 2014-15.)
- 10) As a District, we will increase Advanced Placement (AP) Exam pass rate, with a score of 3 or higher, by .5% annually, from 53.0% to 53.5% in 2015-16. (Most current AP pass rate is from 2014-15.)
- 11) As a District, we will increase Early Assessment Program (EAP) ELA results by 1% annually, from 23% to 24%, "Ready for College" in 2015-16.
- 12) As a District, we will improve Early Assessment Program (EAP) Mathematics results by 1% annually, from 12% in 2014-15 to 13% "Ready for College" in 2015-16.
- 13) As a District, we will increase the percentage of ELs making annual progress in learning English by 2.6% over two years, from 59.4% in 2013-14 to 62% in 2015-16, as defined by Annual Measurable Achievement Objective (AMAO) 1. (Most current CELDT data is from 2014-15.)
- 14) As a District, we will increase the percentage of ELs who are enrolled less than 5 years and who score "English Proficient" on the California English Language Development Test (CELDT) by 1.6% over two years, from 28.4% in 2013-14 to 30% in 2015-16, as defined by AMAO 2.
- 15) The District will increase the percentage of ELs reclassifying/re-designating to Fluent English Proficient, from 8% to 9%
- 16) As a District, we will increase the percentage of ELs who are enrolled 5 years or more and who score "English Proficient" on the CELDT by 2.1% over two years, from 50.7% in 2013-14 to 52.8% in 2015-16, as defined by AMAO 2.

Priority 7 and 8: Course Access and Other Pupil Outcomes

- 1) As a District, we will provide increased opportunities for students to participate in broad 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, and analyze pupil outcomes related to enrollment in broader courses of study. (Continue to establish baseline data in 2016-17.)

Expected Annual Measurable Outcomes:

<p>2) As a District, we will improve and/or expand programs and services developed and provided to unduplicated pupils. (Continue to establish baseline data in 2016-17.)</p> <p>3) As a District, we will improve and/or expand programs and services developed and provided to Students With Disabilities (SWD). (Continue to establish baseline data in 2016-17.)</p>	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1.1. The District will continue to recruit (as needed), retain, and support highly qualified teachers, support staff, and administrators, who provide first, best instruction and/or 21st century learning experiences to all students.</p> <ul style="list-style-type: none"> • Continue to retain highly effective teachers and staff by maintaining salary schedules that are competitive with neighboring school districts. <ul style="list-style-type: none"> ○ Through the District's negotiations process, all staff received approximately a three percent raise, and a 10% increase to stipends in 2015-16: Approximately \$8.5 million annually (LCFF). ○ Lower class sizes by reducing class-size averages by 2.5% or the equivalent of 1 student per class. Add .5 FTE additional teacher to all schools in 2016-17: Approximately \$1 million annually (LCFF). • Continue to support 1 FTE additional teacher per site added in 2015-16: \$1.85 million annually (LCFF). • Continue to support 18 full-time equivalent (FTE) Lesson Design Specialists with a focus on students with disabilities and English Learners: \$2.16 million annually (Title I, Title II, and LCFF). • Continue to support 5.5 FTE curriculum specialists with a focus on students with disabilities and English Learners and/or instructional coaches: \$695,000 annually for salaries and benefits (Title I, II, III, and LCFF). • Continue to support 19 FTE tech coaches added in 2015-16: approximately \$625,000 annually for 1 release period per tech coach (site funds). • Add math coach(es) in 2016-17 if funding becomes available. (Coaching model and costs are still being determined. Minimally, one teacher on half-time release: \$60,000 for salaries and benefits [Title II]) • Continue to refine and implement District Professional Learning Plan (aka District Professional Development Plan) to increase staff's capacity/understanding of college and career readiness skills and how to fully implement all state adopted standards, including ELD standards: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds). <ul style="list-style-type: none"> ○ 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: cost are included in 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Through the District's negotiations process, all staff received approximately a three percent raise, and a 10% increase to stipends in 2015-16: Approximately \$8.5 million annually (LCFF). - Add .5 FTE additional teacher to all schools in 2016-17: Approximately \$1 million annually (LCFF). - Continue to support 1 FTE additional teacher per site added in 2015-16: \$1.85 million annually (LCFF). - Continue to support 18 FTE Lesson Design Specialists: \$2.16 million annually for salaries and benefits (Title I, Title II, and LCFF). - Continue to support 5.5 FTE curriculum specialists and/or instructional coaches: \$695,000 annually for salaries and benefits (Title I, II, III, and LCFF). - Continue to support 19 FTE tech coaches added in 2015-16: base funded except for 1 release period for tech coach duties, which is approximately \$625,000 annually for salaries and benefits (site funds). - Add math coach(es) in 2016-17 if funding becomes available. (Coaching model and costs are still being determined. Minimally, one teacher on half-time release: \$60,000 for salaries and benefits [Title II]) - District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds). - Professional learning monitoring system: GoSignMeUp registration software: \$8,500 annually, starting in 	

<p>District Professional Learning Plan.</p> <ul style="list-style-type: none"> o Provide professional learning/training that addresses cultural proficiency/competency, including cross-cultural interactions, cultural differences, and culturally responsive curriculum and instruction: costs are included in District Professional Learning Plan. o Provide professional learning/training on instructional strategies to better support the needs of Newcomers and Long-Term English Learners (LTEL). • Develop and implement professional learning monitoring system to track professional learning participation and costs: <ul style="list-style-type: none"> o Implement GoSignMeUp registration software: \$8,500 annually, starting in 2016-17 (Title II). • Provide for on-going professional learning for bilingual support staff, including translators, instructional assistants, community liaisons, testing assistants. (Part of District Professional Learning Plan already referenced.) 		<p>2016-17 (Title II).</p>
<p>1.2. 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.</p> <ul style="list-style-type: none"> • 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, Educator Effectiveness Funds—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, Educator Effectiveness Funds—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, and 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. <ul style="list-style-type: none"> o Total professional learning/training costs and/or cost of District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.). o Continue to support 18 FTE Lesson Design Specialists with a focus on students with disabilities and English Learners: \$2.16 	<p>All Schools</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Total professional development/professional learning costs and/or cost of District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.). - Continue to support 18 FTE Lesson Design Specialists: \$2.16 million annually for salaries and benefits (Title I, Title II, and LCFF—duplicated amount from Action 1.1.). - Continue to support 5.5 FTE curriculum specialists and/or instructional coaches: \$695,000 annually for salaries and benefits (Title I, II, III, and LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.). - Add math coach(es) in 2016-17 if funding becomes available. (Coaching model and costs are still being determined. Minimally, one teacher on half-time release: \$60,000 for salaries and benefits [Title I].)

<p>million annually (Title I, Title II, and LCFF—duplicated amount from Action 1.1.).</p> <ul style="list-style-type: none"> o Continue to support 5.5 FTE curriculum specialists and/or instructional coaches with a focus on students with disabilities and English Learners: \$695,000 annually (Title I, II, III, and LCFF—duplicated amount from Action 1.1.). o Add math coach(es) in 2016-17 if funding becomes available. (Coaching model and costs are still being determined. Minimally, one teacher on half-time release: \$60,000 for salaries and benefits [Title II].) • Continue implementation of Next Generation Science Standards (NGSS) in grades 7 and 9 in 2016-17, and in all science courses in 2017-18. Costs are included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.). • Through the library/media center, continue to 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. • 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, Educator Effectiveness Funds—duplicated amount from Action 1.1.). 			
<p>Estimated Costs:</p> <ul style="list-style-type: none"> – Adopt/Purchase World Languages, Dual Languages and EL instructional materials/textbooks, to be phased in over three years, beginning with introductory-level courses: \$500,000 in 2016-17, \$500,000 in 2017-18, and \$500,000 in 2018-19. – Continue to purchase consumable math textbooks in 2016-17, 2017-18, and 2018-19: \$350,000 annually (Lottery). – Purchase of instructional materials for partial adoptions and/or to replace worn out instructional materials: \$500,000 annually (Lottery). – Adopt a modern, cloud-based library operating software system that can be accessed during all hours of the day (i.e. Atrium Book System): \$48,000 annually (LCFF, Title I). – Increase the variety of online 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> – Adopt/Purchase World Languages, Dual Languages and EL instructional materials/textbooks, to be phased in over three years, beginning with introductory-level courses: \$500,000 in 2016-17, \$500,000 in 2017-18, and \$500,000 in 2018-19. – Continue to purchase consumable math textbooks in 2016-17, 2017-18, and 2018-19: \$350,000 annually (Lottery). – Purchase of instructional materials for partial adoptions and/or to replace worn out instructional materials: \$500,000 annually (Lottery). – Adopt a modern, cloud-based library operating software system that can be accessed during all hours of the day (i.e. Atrium Book System): \$48,000 annually (LCFF, Title I). – Increase the variety of online 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> – Adopt/Purchase World Languages, Dual Languages and EL instructional materials/textbooks, to be phased in over three years, beginning with introductory-level courses: \$500,000 in 2016-17, \$500,000 in 2017-18, and \$500,000 in 2018-19. – Continue to purchase consumable math textbooks in 2016-17, 2017-18, and 2018-19: \$350,000 annually (Lottery). – Purchase instructional materials for partial adoptions and/or to replace worn out instructional materials: \$500,000 annually (Lottery). – Adopt NGSS instructional materials in appropriate year: \$2 million 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> – Adopt/Purchase World Languages, Dual Languages and EL instructional materials/textbooks, to be phased in over three years, beginning with introductory-level courses: \$500,000 in 2016-17, \$500,000 in 2017-18, and \$500,000 in 2018-19. – Continue to purchase consumable math textbooks in 2016-17, 2017-18, and 2018-19: \$350,000 annually (Lottery). – Purchase instructional materials for partial adoptions and/or to replace worn out instructional materials: \$500,000 annually (Lottery). – Adopt NGSS instructional materials in appropriate year: \$2 million
<p>Estimated Costs:</p> <ul style="list-style-type: none"> – Adopt/Purchase World Languages, Dual Languages and EL instructional materials/textbooks, to be phased in over three years, beginning with introductory-level courses: \$500,000 in 2016-17, \$500,000 in 2017-18, and \$500,000 in 2018-19. – Continue to purchase consumable math textbooks in 2016-17, 2017-18, and 2018-19: \$350,000 annually (Lottery). – Purchase of instructional materials for partial adoptions and/or to replace worn out instructional materials: \$500,000 annually (Lottery). – Adopt a modern, cloud-based library operating software system that can be accessed during all hours of the day (i.e. Atrium Book System): \$48,000 annually (LCFF, Title I). – Increase the variety of online 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> – Adopt/Purchase World Languages, Dual Languages and EL instructional materials/textbooks, to be phased in over three years, beginning with introductory-level courses: \$500,000 in 2016-17, \$500,000 in 2017-18, and \$500,000 in 2018-19. – Continue to purchase consumable math textbooks in 2016-17, 2017-18, and 2018-19: \$350,000 annually (Lottery). – Purchase of instructional materials for partial adoptions and/or to replace worn out instructional materials: \$500,000 annually (Lottery). – Adopt NGSS instructional materials in appropriate year: \$2 million 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> – Adopt/Purchase World Languages, Dual Languages and EL instructional materials/textbooks, to be phased in over three years, beginning with introductory-level courses: \$500,000 in 2016-17, \$500,000 in 2017-18, and \$500,000 in 2018-19. – Continue to purchase consumable math textbooks in 2016-17, 2017-18, and 2018-19: \$350,000 annually (Lottery). – Purchase instructional materials for partial adoptions and/or to replace worn out instructional materials: \$500,000 annually (Lottery). – Adopt NGSS instructional materials in appropriate year: \$2 million 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> – Adopt/Purchase World Languages, Dual Languages and EL instructional materials/textbooks, to be phased in over three years, beginning with introductory-level courses: \$500,000 in 2016-17, \$500,000 in 2017-18, and \$500,000 in 2018-19. – Continue to purchase consumable math textbooks in 2016-17, 2017-18, and 2018-19: \$350,000 annually (Lottery). – Purchase instructional materials for partial adoptions and/or to replace worn out instructional materials: \$500,000 annually (Lottery). – Adopt NGSS instructional materials in appropriate year: \$2 million

<p>in 2017-18, and additional \$2 million in 2018-19 (Lottery, One-Time Funds).</p> <ul style="list-style-type: none"> Continue to support each site library/media center by implementing a universal resource system that increases the literary resources for students and staff. <ul style="list-style-type: none"> Adopt a modern, cloud-based library operating software system that can be accessed during all hours of the day (i.e. Atrium Book System): \$48,000 annually (LCFF, Title I). Increase the variety of online resource database subscriptions (i.e. Britannica, Britannica ImageQuest, Epsco AP Source): \$65,000 annually (LCFF, Title I). Continue to partner with our local public libraries to provide students and staff seamless access to online public resources (i.e. A [Library] Card for Every Student [ACES] program): No cost Purchase technology to support 21st century instructional materials. <ul style="list-style-type: none"> Continue to enhance technology infrastructure to support 21st century learning, which includes increasing technology connectivity capacity (wireless access points, switches, and cabling): \$600,000 (77%-E-Rate, 23%-LCFF). Develop policies and procedures for technology implementations that support 21st century learning. 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> 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). Enhance technology infrastructure: \$600,000 in 2016-17 (77%-E-Rate, 23%-LCFF—duplicated amount from Action 1.3.). Continue to support 19 tech coaches: base funded except for 1 release period for tech coach duties, which is approximately \$625,000 annually for salaries and benefits (site funds—duplicated amount from Action 1.1.). Continue to support 6 FTE site technicians added in 2015-16 to maintain expanded technological resources: \$504,000. (LCFF). Add 1 FTE Network Manager to manage district network infrastructure in 2016-17: \$140,000 (LCFF—if funding becomes available).
<p>1.4 Students and staff have access to a broad range of sustainable technological resources to match students' individual learning needs.</p> <ul style="list-style-type: none"> Continue to purchase and implement technological resources, including technological infrastructure, devices, programs, and professional learning. <ul style="list-style-type: none"> 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). Enhance technology infrastructure: \$600,000 in 2016-17 (77%-E-Rate, 23%-LCFF—duplicated amount from Action 1.3.). Support the implementation and use of technology as part of an instructional model. <ul style="list-style-type: none"> Continue to support 19 FTE tech coaches: approximately \$625,000 annually for 1 release period per tech coach (site funds—duplicated amount from Action 1.1.). Continue to support 6 FTE site technicians added in 2015-16 to maintain expanded technological resources: \$504,000 (LCFF). Add 1 FTE Network Manager to manage district network infrastructure in 2016-17: \$140,000 (LCFF—if funding becomes available). Increase technology to support access to curriculum for SWD, EL, McKinney-Vento, and Foster Youth students as funding becomes available. 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> 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). Enhance technology infrastructure: \$600,000 in 2016-17 (77%-E-Rate, 23%-LCFF—duplicated amount from Action 1.3.). Continue to support 19 tech coaches: base funded except for 1 release period for tech coach duties, which is approximately \$625,000 annually for salaries and benefits (site funds—duplicated amount from Action 1.1.). Continue to support 6 FTE site technicians added in 2015-16 to maintain expanded technological resources: \$504,000. (LCFF). Add 1 FTE Network Manager to manage district network infrastructure in 2016-17: \$140,000 (LCFF—if funding becomes available).

<p>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.</p> <ul style="list-style-type: none"> Professional Learning Community 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. <ul style="list-style-type: none"> Costs included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—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. <ul style="list-style-type: none"> Continue to support District-level assessment and evaluation team, consisting of 1 FTE Director of Assessment and Evaluation and 1 FTE Assessment Technician: \$288,000 (LCFF). Continue to support 1 FTE Research/Data Analyst (Program Administrator) added in 2015-16: \$113,000 (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.): \$40,500 in 2016-17 (Title I). Continue training and refinement of Individual Education Plans (IEP) 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. 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Illuminate Data and Assessment program: \$130,000 annually (Title I). District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF—duplicated amount from Action 1.1.).
<p>1.6. Each school will implement scheduling structures and adjust course offerings as needed to ensure that students have the opportunity to participate in broad courses of study.</p> <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Maintain supplementary support for CTE pathways: \$635,000 annually (Perkins). District provides additional resources and professional learning/training to support broader courses of study: \$50,000 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Supplementary support for CTE pathways: \$635,000 annually (Perkins). Additional resources and professional learning/training to support broader courses of study: \$50,000 annually (LCFF). Intramural sports for grades 7-8: \$89,000 annually (LCFF). Transportation for McKinney-Vento, and Foster Youth students: \$40,000 annually (Title I, LCFF).

<p>annually (LCFF).</p> <ul style="list-style-type: none"> Develop a Special Education Models Task Force to address the continuum of classes and services for SWDs (District Professional Learning Plan). Continue to support Newcomer EL Task Force to address wrap-around services needed to best support Newcomer EL students. 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: <ul style="list-style-type: none"> Intramural sports for grades 7-8: \$89,000 (LCFF). Transportation for McKinney-Vento, and Foster Youth students: \$40,000 (Title I, LCFF). 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> AP professional learning/training for teachers in 2016-17: approximately \$25,000 annually (site Title I, site Title II, and site LCFF). District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.). Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually for salaries and benefits (LCFF). Continue to support 4 FTE counselors added in 2015-16—Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5), and Lexington JHS (.5) added in 2015-16: \$474,000 annually for salaries and benefits (LCFF). Add 10 FTE counselors in 2016-17 and in 2017-18, and in 2018-19 (add up to 5 FTE each year): \$1.24 million if funding becomes available (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). Continue to support Summer Leadership Academy added in 2015-16: \$28,000 (LCFF). Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million annually for salaries and
<p>1.7. District and schools will continue to refine the vertical alignment of all courses, including A-G courses, courses that precede A-G courses, and Honors and Advanced Placement (AP) courses.</p> <ul style="list-style-type: none"> Provide additional A-G, Honors, and AP course offerings, and increase the number of sections for existing courses as needed. <ul style="list-style-type: none"> AP professional learning/training for teachers in 2016-17: Approximately \$25,000 annually (site Title I, site Title II, and site LCFF). Provide teachers with the training and resources to better vertically-align A-G courses, including AP and Honors courses. <ul style="list-style-type: none"> 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, Educator Effectiveness Funds—duplicated amount from Action 1.1.). Schools provide each student with an individualized six-year, student academic plan that is college and career aligned. <ul style="list-style-type: none"> Add counselors to decrease student to counselor ratio. <ul style="list-style-type: none"> Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually (LCFF). Continue to support 4 FTE counselors added in 2015-16—Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5), and Lexington JHS (.5) added in 2015-16: \$474,000 annually (LCFF). Add one counselor per high school site for new site college and career centers. <ul style="list-style-type: none"> Add 10 FTE counselors in 2016-17, 2017-18, and in 2018-19 (add up to 5 FTE each year): \$1.24 million annually if funding becomes available (LCFF). Provide A-G enrichment opportunities: <ul style="list-style-type: none"> 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). Continue to support Summer Leadership Academy added in 			

<p>2015-16: \$28,000 (LCFF).</p> <ul style="list-style-type: none"> Continue training in Universal Design for Learning and in co-teaching models to increase access to A-G classes for SWD, EL, McKinney-Vento, and Foster Youth students. (Costs included in District Professional Learning Plan referenced in 1.2.) Provide multi-tiered systems of support (MTSS), aka Response to Intervention and Instruction (RtI²), support to students who are struggling in A-G courses. <ul style="list-style-type: none"> Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million annually (LCFF, Title I). 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. Expand programs, such as the Advancement Via Individual Determination (AVID), and People United to Enrich the Neighborhood Through Education (PUENTE) programs: cost to be determined (site funds). <ul style="list-style-type: none"> 2016 AVID summer training: \$75,500 (LCFF, GEAR UP, Title III). AVID Tutors: \$230,000 annually (Title I, LCFF-site funds). PUENTE counselor and ancillary costs: \$180,000 annually (LCFF). 	<p>benefits (LCFF, Title I).</p> <ul style="list-style-type: none"> 2015 AVID summer training: \$75,500 (LCFF, GEAR UP, Title III). AVID Tutors: \$230,000 annually (Title I, LCFF). PUENTE counselor and ancillary costs: \$180,000 annually for salary, benefits, and ancillary costs (LCFF).
<p>1.8. Improve instructional model for English Learners (EL) to increase access to, and completion of, A-G courses.</p> <ul style="list-style-type: none"> Continue to provide professional learning/training for teachers, counselors, administrators, instructional assistants, and other paraprofessionals to better support an improved EL instructional model. <ul style="list-style-type: none"> 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 Educator Effectiveness Funds-duplicated amount from Action 1.1.). 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.) 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. Support EL students' progression through English learner program to successful reclassification, and provide monitoring tools and data to school sites. <ul style="list-style-type: none"> Continue to support the current number of ELD teachers and EL 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds-duplicated amount from Action 1.1.). Continue to support the current number of ELD teachers and EL support positions/paraprofessionals at school sites: \$2.58 million annually for salaries and benefits (LCFF). Continue to support EL Services staffing needs, such as language testing assistants, translators, and bilingual instructional assistants: \$1.44 million annually for salaries and benefits (LCFF and Title III).
<p>All Schools</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>

<p>support positions/paraprofessionals at school sites: approximately \$2.58 million annually (LCFF).</p> <ul style="list-style-type: none"> Continue to support District EL Services Department staffing needs, such as language testing assistants, translators, and bilingual instructional assistants: \$1.44 million (LCFF and Title III). 			<p>___ ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient ___ Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Continue to support current bilingual authorized teachers at Sycamore Junior High School and at Anaheim High School (5 FTE): approximately \$551,000 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 (LCFF). AVID Excel program, curriculum and resources: \$30,000 annually (Title III).
<p>1.9. Expand college and career enrichment programs to promote biliteracy.</p> <ul style="list-style-type: none"> Expand World Languages and Dual Language Academy programs. <ul style="list-style-type: none"> Recruit and hire additional World Languages and bilingual authorized teachers (as teaching positions become available). <ul style="list-style-type: none"> Continue to support current bilingual authorized teachers at Sycamore Junior High School and at Anaheim High School (5 FTE): approximately \$551,000 annually (LCFF). Continue to support teachers working on bilingual authorization: \$5,000 for release time to complete field work (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. Provide for appropriate instructional materials for students and professional learning for teachers: cost to be determined (site funds). Explore the addition of Arabic and Vietnamese World Language courses and the expansion of Mandarin. Expand high school peer-to-peer academic tutoring programs: cost to be determined (site funds). 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). 	<p>Dual Language Academies only at Anaheim HS, Sycamore JHS College and Career Enrichment Programs at All Schools</p>		<p><input checked="" type="checkbox"/> ALL OR: ___ Low Income Pupils ___ English Learners ___ Foster Youth ___ Redesignated Fluent English Proficient ___ Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million annually (LCFF, Title I— duplicated amount from Action 1.7.). Training cost included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.2.). Continue to support 1 FTE Coordinator of Assessment and Evaluation, and 1 FTE Assessment
<p>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.</p> <ul style="list-style-type: none"> 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 support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million (LCFF, Title I—duplicated amount from Action 1.7.). Continue to provide assessment training, and how to strategically determine student placement and guide student 	<p>All Schools</p>		<p><input checked="" type="checkbox"/> ALL OR: ___ Low Income Pupils ___ English Learners ___ Foster Youth ___ Redesignated Fluent English Proficient ___ Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million annually (LCFF, Title I— duplicated amount from Action 1.7.). Training cost included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.2.). Continue to support 1 FTE Coordinator of Assessment and Evaluation, and 1 FTE Assessment

<p>support. Cost included in District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.2.).</p> <ul style="list-style-type: none"> o Continue to support District-level assessment and evaluation team, consisting of 1 FTE Director of Assessment and Evaluation, and 1 FTE Assessment Technician: \$288,000 (Title I and LCFF). o Continue to support 1 FTE Research/Data Analyst (Program Administrator) added in 2015-16: \$113,000 (LCFF). o Provide updated versions of psychoeducational test batteries and protocols in order to provide appropriate identification and placement of SWDs in 2016-17: \$40,000 (Special Education Funds). o Formally and regularly assess the educational strengths and needs of each EL, McKinney-Vento, and Foster Youth students. (Duplicated item from 1.5) o 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. o 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. 		<p>Technician: \$288,000 annually for salaries and benefits (Title I and LCFF).</p> <ul style="list-style-type: none"> - Continue to support 1 FTE Research/Data Analyst added in 2015-16: \$113,000 (LCFF). - Provide updated versions of psychoeducational test batteries and protocols in order to provide appropriate identification and placement of SWDs in 2016-17: \$40,000 (Special Education Funds).
<p>1.11. Each school has implemented services/programs, and/or a multi-tiered system of supports (MTSS), which provides additional opportunities to support all students with the completion of A-G requirements, and high school graduation requirements.</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> 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). 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). o Teacher supplemental hourly pay to support APEX after-school program: \$102,000 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 	<p>___ ALL</p> <p>OR:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient ___ Other Subgroups: _____ 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - All salaries and benefits that support EL, Low Income Pupils and Foster Youth which are not part of the base fund: \$13.7 million annually for salaries and benefits (Title I, Title III, and LCFF). - APEX Learning credit recovery program: \$180,000 annually for salaries and benefits (Title I and LCFF). - Teacher supplemental hourly pay to support APEX after-school program: \$102,000 annually for salaries and benefits (LCFF). - Summer ELA and math academic skill building program: \$350,000 annually (Title I and LCFF—duplicated amount from Action 1.8). - District Professional Learning Plan:

<p>and LCFF—duplicated amount from Action 1.8).</p> <ul style="list-style-type: none"> 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. 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, Educator Effectiveness Funds—duplicated amount from Action 1.1.). 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Purchase/create monitoring system to effectively assess/monitor the language development and academic success of EL students, including newly reclassified EL students: Cost \$50,000 (Title I). Creation of a Welcome Center for Newcomer EL students and their parents/guardians in 2016-17: Approximately \$15,000 (Title I). Continue to support the current number of ELD teachers and EL support positions at school sites: \$2.58 million annually (LCFF—duplicated amount from Action 1.8.). Professional Learning costs for EL staff included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.). EL Services staff: \$1.44 million annually (LCFF, and Title III—duplicated amount from Action 1.8.). Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million annually (LCFF, Title I—duplicated amount from Action 1.7.). Hire/restore additional instructional assistants to provide primary language support in content areas: \$150,000 (Title III, site LCFF, site Title I). Reduce class-sizes for specialized
<p>1.12. District and schools will refine placement and monitoring system for English Learners (EL), including Newcomers and Long-Term English Learners (LTEL), and also will revise/refine the District's EL curriculum.</p> <ul style="list-style-type: none"> 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). Support creation of a Welcome Center for Newcomer EL students and their parents/guardians in 2016-17: Approximately \$15,000 (Title I). 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. Provide adequate curriculum and teaching strategies for EL, including Newcomers EL and LTEL students not enrolled in ELD courses. <ul style="list-style-type: none"> Continue to support the current number of ELD teachers and EL support positions at school sites: \$2.58 million annually (LCFF—duplicated amount from Action 1.8.). Professional Learning costs for EL staff included in District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.). 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). <ul style="list-style-type: none"> Continue to support positions that provide services to ELs, including EL Support Services staffing needs: \$1.44 million (LCFF, and Title III—duplicated amount from Action 1.8.). Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million (LCFF, Title I—duplicated amount from Action 1.7.). Continue to provide embedded LDS support to address instructional needs of EL students. 	<p>OR: <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>— ALL</p>

<ul style="list-style-type: none"> 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). o Reduce class-sizes for specialized academic instructional settings: cost to be determined for 2016-17, and if funding becomes available. o Provide training for instructional assistants and teachers on best practices: cost included in District Professional Learning Plan referenced in Action 1.1. o Provide additional primary language supplemental instructional materials to students/teachers: \$10,000 annually (Title III). o Continue to provide extended learning and/or enrichment opportunities to EL students. <ul style="list-style-type: none"> - Continue to support intensive language support program for Newcomer EL students piloted in 2015-16 (Summer Language Academy): \$50,000 (Title III). 	<p style="text-align: center;">All Schools</p>	<p>academic instructional settings: cost to be determined for 2016-17, and if funding becomes available.</p> <ul style="list-style-type: none"> - Provide primary language resources to students/teachers: \$10,000 annually (Title III). - Continue to support intensive language support program for Newcomer EL students piloted in 2015-16 (Summer Language Academy): \$50,000 (Title III).
<p>1.13. Improve services for Students With Disabilities (SWD) and expand SWD access to the core curriculum.</p> <ul style="list-style-type: none"> • Refine assessment and identification processes for SWD. <ul style="list-style-type: none"> o Continue to support 2 FTE psychologists 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) o Provide updated versions of psychoeducational test batteries and protocols in order to provide appropriate identification and placement of SWDs: \$40,000 (Special Education Funds—duplicated amount from Action 1.10.) • 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). <ul style="list-style-type: none"> o Continue to support current positions that provide services to SWDs: \$56.24 million annually (Special Education State and Federal Funding, Mental Health State and Federal Funding, and LCFF). o Add 1 FTE Curriculum Specialist in 2016-17 to provide curriculum development, and modifications and accommodations training: \$120,000 annually if funding becomes available (LCFF). 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, Educator Effectiveness Funds—duplicated amount from Action 1.1.). • Increase support to address the literacy and language needs of 	<p style="text-align: center;">All Schools</p>	<ul style="list-style-type: none"> o Continue to support 2 FTE psychologists: \$278,000 annually (Medi-Cal and LCFF) o Provide updated versions of psychoeducational test batteries and protocols in order to provide appropriate identification and placement of SWDs: \$40,000 (Special Education Funds—duplicated amount from Action 1.10). - Continue to support positions that provide services to SWDs: \$56.24 million annually for salaries and benefits (Special Education State and Federal Funding, Mental Health State and Federal Funding, and LCFF). - Add 1 FTE Curriculum Specialist in 2016-17: \$120,000 annually for salary and benefits if funding becomes available (LCFF). - District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.). - Reduce class-sizes for specialized academic instructional settings: cost to be determined in 2016-17, and if funding becomes available. - Continue to support 20 FTE additional instructional assistants added in
<p style="text-align: center;">All Schools</p>	<p style="text-align: center;">All Schools</p>	<p style="text-align: center;">All Schools</p>

<p>SWD in both general education and special education classrooms.</p> <ul style="list-style-type: none"> o Reduce class-sizes for specialized academic instructional settings: cost to be determined, and if funding becomes available. o Continue to support 20 FTE additional instructional assistants added in 2015-16 to provide academic support to SWD in content areas: \$1.55 million annually (LCFF). o Add 1 FTE speech-language pathologist in 2016-17 to provide support with SWD literacy and language needs: \$125,000 if funding becomes available (LCFF). o Add 1 FTE Assistive Technology Specialist in 2016-17 to provide assistive technology support and services as designated in students' IEPs: \$134,000 (Special Education Funds) o Increase technology to support access to curriculum with SWDs as funds become available. (Duplicated from Action 1.4.) <ul style="list-style-type: none"> • 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. (Duplicated from Action 1.10.) 		<p>2015-16 to provide academic support to SWD in content areas: \$1.55 million annually for salaries and benefits (LCFF).</p> <ul style="list-style-type: none"> - Add 1 FTE speech-language pathologist in 2016-17 to provide support with SWD literacy and language needs: \$125,000 for salary and benefits if funding becomes available (LCFF). - Add 1 FTE Assistive Technology Specialist in 2016-17 to provide assistive technology support and services as designated in students' IEPs: \$134,000 (Special Education Funds).
<p>1.14. Each high school will utilize APEX Learning courses, summer courses, eLearning courses, two Independent Learning Centers (ILCs), and other credit-recovery options to reduce dropout rates and to retain students at their home schools.</p> <ul style="list-style-type: none"> • Maintain current non-traditional instructional options, including APEX Learning courses, summer courses, eLearning courses, and other credit-recovery options across the District. <ul style="list-style-type: none"> o APEX Learning licenses for expanded program: \$167,000 annually (LCFF). o Learning Management software for eLearning: \$150,000 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). o Investigate other credit recovery options for students who need accommodated or modified curriculum. <ul style="list-style-type: none"> o Pilot credit recovery program for 9th - and 10th-grade McKinney-Vento and Foster Youth students, second semester 2016-17: \$5,000 (Title I McKinney-Vento) o Continue to support summer institute for EL students that was piloted in 2015-16: \$53,000 (Title III funds). • Continue to support Independent Learning Centers (ILC) at two schools. <ul style="list-style-type: none"> o Maintain ILC costs for 2 schools (Anaheim High School, and Western High School), 3 FTE Teachers and 1 FTE Counselor (x 2 sites): \$1.44 million annually (LCFF). 	<p>All High Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - APEX Learning licenses for expanded program: \$167,000 annually (LCFF). - Learning Management software for eLearning: \$150,000 annually (LCFF). - Summer ELA and math academic skill building program: \$350,000 annually (Title I and LCFF). - Pilot credit recovery program for 9th- and 10th-grade McKinney-Vento and Foster Youth students, second semester 2016-17: \$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). - ILC costs for 2 schools (Anaheim High School, and Western High School), 3 FTE Teachers and 1 FTE Counselor (x 2 sites): \$1.44 million annually for salaries and benefits (LCFF).
	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	

<p>1.15. Create post-secondary transition opportunities that support students' matriculation to post-secondary programs and build college and career readiness skills.</p> <ul style="list-style-type: none"> • Strengthen and/or expand community partnerships to provide robust post-secondary transition opportunities for students. <ul style="list-style-type: none"> ○ Nurture existing community partnerships with Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), Tiger Woods Learning Center (TWLC), and Chapman University, California State University, Fullerton (CSUF), University of California, Irvine (UCI), and North Orange County Community College District (NOCCCD). ○ Continue to refine Anaheim Collaborative as a means to effectively co-create post-secondary transition opportunities. ○ Expand mentoring and volunteering opportunities that are civic minded and support students completing the community-based service learning graduation requirement. ○ Increase work experience and internship opportunities. ○ Continue to provide District and site college and career fairs: <ul style="list-style-type: none"> – District College and Career Fair: \$25,000 (AUHSD Foundation, United Way Funds). – Site college/career fairs: \$10,000 (site funds). ○ Increase access to Career Technical Education (CTE) through District and Regional Occupational Program (ROP) classes. ○ Increase opportunities for dual enrollment with community colleges and universities. ○ Increase 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). ○ 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.) ○ Continue to support 2 vocational counselors that provide transition support, training, and assessments to Special Education teachers and SWDs: \$268,000 annually (Special Education Funds). ○ Develop partnerships with local colleges and universities to assist undocumented students in navigating the AB540 and Deferred Action for Childhood Arrivals (DACA) application process. <ul style="list-style-type: none"> – Increase awareness and opportunities for AB540 and DACA students. – Provide training and resources for school counselors to increase awareness and understanding of AB540 and DACA, so that they may inform and assist undocumented students who are ready to attend college/university. 	<p style="text-align: center;">All High Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p> <p>Estimated Costs:</p> <ul style="list-style-type: none"> – 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: \$268,000 annually (Special Education Funds). – Continue to support 1 FTE College and Career Community Partnership Coordinator: \$124,000 annually for salary and benefits (LCFF).
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		<ul style="list-style-type: none"> o Continue to establish and/or nurture mentorship opportunities for students with community partners. 	
		<ul style="list-style-type: none"> Continue to support 1 FTE College and Career Community Partnership Coordinator. \$124,000 annually (LCFF). 	

Goal 1, LCAP Year 2: 2017-18

		<p>Priority 1: Basic</p> <ol style="list-style-type: none"> 1) Increase to 100% the number of teachers who are appropriately assigned and fully-credentialed in all subject areas that they are teaching. 2) Increase to 100% the number of teachers who are appropriately assigned and fully-credentialed and/or fully-authorized for the pupils that they are instructing. 3) Provide sufficient access to standards-aligned instructional materials for all pupils, and maintain 100% compliance with Williams' instructional materials requirements. <p>Priority 2: Implementation of State Standards</p> <ol style="list-style-type: none"> 1) Implement all current academic content and performance standards adopted by the State Board of Education, as measured by pupil achievement results that are included in metrics listed under "Priority 4: Pupil Achievement." 2) The District's schools will increase the number of Capstone Projects, which utilize Performance Task Assessments. (Establish baseline data in 2016-17.) 3) Improve and/or expand programs and services that enable English Learners (EL) to access Common Core State Standards (CCSS) and English Language Development (ELD) standards to gain academic content knowledge and English language proficiency, as measured by pupil achievement results that are included in metrics listed under "Priority 4: Pupil Achievement." <p>Priority 4: Pupil Achievement</p> <ol style="list-style-type: none"> 1) As a District, we will increase California Assessment of Student Performance and Progress (CAASPP) achievement test results at least 1% annually from 44% meeting or exceeding the standard in 2014-15 in English Language Arts to 45% in 2015-16. (meeting-30%, and exceeding-14%) 2) As a District, we will increase California Assessment of Student Performance and Progress (CAASPP) achievement test results at least 1% annually from 28% meeting or exceeding the standard in 2014-15 in mathematics to 29% in 2015-16. (meeting-16%, and exceeding-12%) 3) As a District, we will increase the District-wide A-G completion rate by 1% annually, from 38.9% to 39.9%. (Most current A-G completion rate is from 2013-14.) 4) As a District, we will increase the A-G completion rate for Low Income Pupils by 1% annually, from 33.9% to 34.9%. (Most current A-G completion rate for this subgroup is from 2013-14.) 5) As a District, we will increase the A-G completion rate for English Learners (EL) by .5% annually, from 6.1% to 7.1%. (Most current A-G completion rate for this subgroup is from 2013-14.) 6) As a District, we will increase the District-wide graduation rate by 1% annually, from 87.3% in 2014-15 to 88.3% in 2015-16. (Most current grad rate is from 2014-15.) 7) As a District, we will increase the graduation rate for English Learners by 1% annually, from 71.5% in 2014-15 to 72.5% in 2015-16. 8) As a District, we will increase the graduation rate for Students With Disabilities (SWD) by 1% annually, from 62.4% in 2014-15 to 63.4% in 2015-16. 9) As a District, we will increase Advanced Placement (AP) participation rates by .5% annually, from 18.7% in 2014-15 to 19.2% in 2015-16. (Most current AP participation rate is from 2014-15.) 10) As a District, we will increase Advanced Placement (AP) Exam pass rate, with a score of 3 or higher, by .5% annually, from 53.0% to 53.5% in 2015-16. (Most current AP pass rate is from 2014-15.) 11) As a District, we will increase Early Assessment Program (EAP) ELA results by 1% annually, from 23% to 24%. "Ready for College" in 2015-16. 12) As a District, we will improve Early Assessment Program (EAP) Mathematics results by 1% annually, from 12% in 2014-15 to 13% "Ready for College" in 2015-16. 13) As a District, we will increase the percentage of ELs making annual progress in learning English by 2.6% over two years, from 59.4% in 2013-14 to 62% in 2015-16, as defined by Annual Measurable Achievement Objective (AMAO) 1. (Most current CELDT data is from 2014-15.) 14) As a District, we will increase the percentage of ELs who are enrolled less than 5 years and who score "English Proficient" on the California English Language Development Test (CELDT) by 1.6% over two years, from 28.4% in 2013-14 to 30% in 2015-16, as defined by AMAO 2. 15) The District will increase the percentage of ELs reclassifying/re-designating to Fluent English Proficient, from 8% to 9%. 16) As a District, we will increase the percentage of ELs who are enrolled 5 years or more and who score "English Proficient" on the CELDT by 2.1% over two 	<p>Expected Annual Measurable Outcomes:</p>
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<p>years, from 50.7% in 2013-14 to 52.8% in 2015-16, as defined by AMAO 2.</p> <p>Priority 7 and 8: Course Access and Other Pupil Outcomes</p> <ol style="list-style-type: none"> 1) As a District, we will provide increased opportunities for students to participate in broad 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, and analyze pupil outcomes related to enrollment in broader courses of study. (Continue to establish baseline data in 2016-17.) 2) As a District, we will improve and/or expand programs and services developed and provided to unduplicated pupils. (Continue to establish baseline data in 2016-17.) 3) As a District, we will improve and/or expand programs and services developed and provided to Students With Disabilities (SWD). (Continue to establish baseline data in 2016-17.) 	<p>Actions/Services</p> <p>1.1. The District will continue to recruit (as needed), retain, and support highly qualified teachers, support staff, and administrators, who provide first, best instruction and/or 21st century learning experiences to all students.</p> <ul style="list-style-type: none"> • Continue to retain highly effective teachers and staff by maintaining salary schedules that are competitive with neighboring school districts. <ul style="list-style-type: none"> ○ Through the District's negotiations process, all staff received approximately a three percent raise, and a 10% increase to stipends in 2015-16: Approximately \$8.5 million annually (Local Control Funding Formula [LCFF]). • Continue to support lower class sizes—reducing class-size averages by 2.5% or the equivalent of 1 student per class. Continue to support .5 FTE additional teacher added to all schools in 2016-17: Approximately \$1 million annually (LCFF). • Continue to support 1 FTE additional teacher per site added in 2015-16: \$1.85 million annually (LCFF). • Continue to support 18 full-time equivalent (FTE) Lesson Design Specialists with a focus on students with disabilities and English Learners: \$2.16 million annually (Title I, Title II, and LCFF). • Continue to support 5.5 FTE curriculum specialists with a focus on students with disabilities and English Learners and/or instructional coaches: \$695,000 annually for salaries and benefits (Title I, II, III, and LCFF). • Continue to support 19 FTE tech coaches added in 2015-16: approximately \$625,000 annually for 1 release period per tech coach (site funds). • Continue to support math coach(es) added in 2016-17 pending funding outcomes. (Minimally, one teacher on half-time release: \$60,000 for salaries and benefits [Title I].) • Continue to refine and implement District Professional Learning Plan (aka District Professional Development Plan) to increase staff's capacity/understanding of college and career readiness skills and how to fully implement all state adopted standards, including ELD standards: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds). 	<p>Scope of Service</p> <p>All Schools</p>	<p>Pupils to be served within identified scope of service</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Budgeted Expenditures</p> <p>Estimated Costs:</p> <ul style="list-style-type: none"> - Through the District's negotiations process, all staff received approximately a three percent raise, and a 10% increase to stipends in 2015-16: Approximately \$8.5 million annually (LCFF). - Continue to support .5 FTE additional teacher added to all schools in 2016-17: Approximately \$1 million annually (LCFF). - Continue to support 1 FTE additional teacher per site added in 2015-16: \$1.85 million annually (LCFF). - Continue to support 18 FTE Lesson Design Specialists: \$2.16 million annually for salaries and benefits (Title I, Title II, and LCFF). - Continue to support 5.5 FTE curriculum specialists and/or instructional coaches: \$695,000 annually for salaries and benefits (Title I, II, III, and LCFF). - Continue to support 19 FTE tech coaches added in 2015-16: base funded except for 1 release period for tech coach duties, which is approximately \$625,000 annually for salaries and benefits (site funds). - Continue to support math coach(es) added in 2016-17 pending funding outcomes. (Minimally, one teacher on half-time release: \$60,000 for salaries and benefits [Title I].) - District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds).
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<ul style="list-style-type: none"> o 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: cost are included in District Professional Learning Plan. o Provide professional learning/training that addresses cultural proficiency/competency, including cross-cultural interactions, cultural differences, and culturally responsive curriculum and instruction: costs are included in District Professional Learning Plan. o Provide professional learning/training on instructional strategies to better support the needs of Newcomers and Long-Term English Learners (L TEL). o Continue to implement professional learning monitoring system to track professional learning participation and costs: <ul style="list-style-type: none"> o GoSignMeUp registration software: \$8,500 annually, starting in 2016-17 (Title II). o Provide for on-going professional learning for bilingual support staff, including translators, instructional assistants, community liaisons, testing assistants. (Part of District Professional Learning Plan already referenced.) 		<p>Title III, LCFF, Educator Effectiveness Funds).</p> <p>– Professional learning monitoring system: GoSignMeUp registration software: \$8,500 annually (Title II).</p>
<p>1.2. 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.</p> <ul style="list-style-type: none"> • Continue to 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, Educator Effectiveness Funds–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, Educator Effectiveness Funds–duplicated amount from Action 1.1.). • Continue to 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, and 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. <ul style="list-style-type: none"> o Total professional learning/training costs and/or cost of District Professional Learning Plan: \$750,000 annually (Title I, Title II, 	<p>All Schools</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> – Total professional development/professional learning costs and/or cost of District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds–duplicated amount from Action 1.1.). – Continue to support 18 FTE Lesson Design Specialists: \$2.16 million annually for salaries and benefits (Title I, Title II, and LCFF–duplicated amount from Action 1.1.). – Continue to support 5.5 FTE curriculum specialists and/or instructional coaches: \$695,000 annually for salaries and benefits (Title I, II, III, and LCFF, Educator Effectiveness Funds–duplicated amount from Action 1.1.). – Continue to support coach(es) added in 2016-17 pending funding outcomes. (Coaching model and costs are still being determined. Minimally, one teacher on half-time release: \$60,000 for salaries and

benefits [Title I.] (Duplicated from Action 1.1.)

<p>Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.)</p> <ul style="list-style-type: none"> o Continue to support 18 FTE Lesson Design Specialists with a focus on students with disabilities and English Learners: \$2.16 million annually (Title I, Title II, and LCFF—duplicated amount from Action 1.1.) o Continue to support 5.5 FTE curriculum specialists and/or instructional coaches with a focus on students with disabilities and English Learners: \$695,000 annually (Title I, II, III, and LCFF—duplicated amount from Action 1.1.) o Continue to support math coach(es) added in 2016-17 pending funding outcomes. (Minimally, one teacher on half-time release: \$60,000 for salaries and benefits [Title I.] (Duplicated from Action 1.1.) o Continue implementation of Next Generation Science Standards (NGSS) in grades 7 and 9 in 2016-17, and in all science courses in 2017-18. Costs are included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.) o Through the library/media center, continue to 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. o Continue to 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, Educator Effectiveness Funds—duplicated amount from Action 1.1.) 	<p>All Schools</p>	<p>1.3. In order to meet the learning needs of all students, 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.</p> <ul style="list-style-type: none"> o 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. <ul style="list-style-type: none"> o Adopt/Purchase World Languages, Dual Languages and EL instructional materials/textbooks, to be phased in over three years, beginning with introductory-level courses: \$500,000 in 2017-18, and \$500,000 in 2018-19. o Continue to purchase consumable math textbooks in 2017-18, and 2018-19: \$350,000 annually (Lottery). o Purchase instructional materials for partial adoptions and/or to
<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Adopt/Purchase World Languages, Dual Languages and EL instructional materials/textbooks, to be phased in over three years, beginning with introductory-level courses: \$500,000 in 2017-18, and \$500,000 in 2018-19. - Continue to purchase consumable math textbooks in 2017-18, and 2018-19: \$350,000 annually (Lottery). - Purchase of instructional materials for partial adoptions and/or to replace worn out instructional materials: \$500,000 annually (Lottery). - Adopt NGSS instructional materials in appropriate year: \$2 million in 2017-18, and additional \$2 million in 2018-19 (Lottery, One-Time Funds). - Adopt a modern, cloud-based library 	<p>X ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>benefits [Title I.] (Duplicated from Action 1.1.)</p>

<p>replace worn out instructional materials: \$500,000million annually (Lottery).</p> <ul style="list-style-type: none"> o Adopt NGSS instructional materials in appropriate year: \$2 million in 2017-18, and additional \$2 million in 2018-19 (Lottery, One-Time Funds). • Continue to support each site library/media center by implementing a universal resource system that increases the literary resources for students and staff. <ul style="list-style-type: none"> o Continue to implement modern, cloud-based library operating software system that can be accessed during all hours of the day (i.e. Atrium Book System): \$48,000 annually (LCFF, Title I). o Continue to increase the variety of online resource database subscriptions (i.e. Britannica, Britannica ImageQuest, Epsco AP Source): \$65,000 annually (LCFF, Title I). • Continue to partner with our local public libraries to provide students and staff seamless access to online public resources (i.e. A [Library] Card for Every Student [ACES] program): No cost • Purchase technology to support 21st century instructional materials. <ul style="list-style-type: none"> o Continue to enhance technology infrastructure to support 21st century learning, which includes increasing technology connectivity capacity (wireless access points, switches, and cabling): \$600,000 (77%-E-Rate, 23%-LCFF). o Continue to develop policies and procedures for technology implementations that support 21st century learning. <ul style="list-style-type: none"> – Add 1 FTE Educational Services, Technology Integration Coordinator (or Program Administrator 2) in 2017-18: \$175,000 if funding becomes available (LCFF). 	<p>operating software system that can be accessed during all hours of the day (i.e. Atrium Book System): \$48,000 annually (LCFF, Title I).</p> <ul style="list-style-type: none"> – Increase the variety of online resource database subscriptions (i.e. Britannica, Britannica ImageQuest, Epsco AP Source): \$65,000 annually (LCFF, Title I). – Enhance technology infrastructure: \$600,000 (77%-E-Rate, 23%-LCFF). – Add 1 FTE Educational Services, Technology Integration Coordinator (or Program Administrator 2) in 2017-18: \$175,000 for salary and benefits, if funding becomes available (LCFF). 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> – 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). – Enhance technology infrastructure: \$600,000 in 2017-18 (77%-E-Rate, 23%-LCFF—duplicated amount from Action 1.3.). – Continue to support 19 tech coaches: base funded except for 1 release period for tech coach duties, which is approximately \$625,000 annually for salaries and benefits (site funds—duplicated amount from Action 1.1.). – Continue to support 6 FTE site technicians added in 2015-16 to maintain expanded technological resources: \$504,000. (LCFF).
<p>1.4 Students and staff have access to a broad range of sustainable technological resources to match students' individual learning needs.</p> <ul style="list-style-type: none"> • Continue to purchase and implement technological resources, including technological infrastructure, devices, programs, and professional learning. <ul style="list-style-type: none"> 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). o Enhance technology infrastructure: \$600,000 in 2016-17 (77%-E-Rate, 23%-LCFF—duplicated amount from Action 1.3.). o Support the implementation and use of technology as part of an instructional model. <ul style="list-style-type: none"> – Continue to support 19 FTE tech coaches: approximately \$625,000 annually for 1 release period per tech coach (site funds—duplicated amount from Action 1.1.). – Continue to support 6 FTE site technicians added in 2015-16 to maintain expanded technological resources: \$504,000 (LCFF). – Continue to support 1 FTE Network Manager to manage district network infrastructure added in 2016-17 pending 	<p>All Schools</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> – 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). – Enhance technology infrastructure: \$600,000 in 2017-18 (77%-E-Rate, 23%-LCFF—duplicated amount from Action 1.3.). – Continue to support 19 tech coaches: base funded except for 1 release period for tech coach duties, which is approximately \$625,000 annually for salaries and benefits (site funds—duplicated amount from Action 1.1.). – Continue to support 6 FTE site technicians added in 2015-16 to maintain expanded technological resources: \$504,000. (LCFF).

<p>funding outcomes: \$140,000 (LCFF).</p> <ul style="list-style-type: none"> Increase technology to support access to curriculum for SWD, EL, McKinney-Vento, and Foster Youth students as funding becomes available. 	<p>All Schools</p>	<p>Continue to support 1 FTE Network Manager to manage district network infrastructure in 2016-17 pending funding outcomes: \$140,000 (LCFF).</p>
<p>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.</p> <ul style="list-style-type: none"> Professional Learning Community teams will continue to 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. <ul style="list-style-type: none"> Costs included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds-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. <ul style="list-style-type: none"> Continue to support District-level assessment and evaluation team, consisting of 1 FTE Director of Assessment and Evaluation and 1 FTE Assessment Technician: \$288,000 (LCFF) Continue to support 1 FTE Research/Data Analyst (Program Administrator) added in 2015-16: \$113,000 (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.): \$40,500 in 2016-17 (Title I) Continue training and refinement of Individual Education Plans (IEP) 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. 	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds-duplicated amount from Action 1.1.). Continue to support 1 FTE Director of Assessment and Evaluation and 1 FTE Assessment Technician: \$288,000 (LCFF) Continue to support 1 FTE Research/Data Analyst (Program Administrator) \$113,000 (LCFF) Continue to partner with Hanover Research consultant \$40,500 (Title I)
<p>1.6. Each school will implement scheduling structures and adjust course offerings as needed to ensure that students have the opportunity to participate in broad courses of study.</p> <ul style="list-style-type: none"> Continue to 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. <ul style="list-style-type: none"> 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. 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Supplementary support for CTE pathways: \$635,000 annually (Perkins). Additional resources and professional learning/training to support broader courses of study: \$50,000 annually (LCFF). Intramural sports for grades 7-8: \$89,000 annually (LCFF). Transportation for McKinney-Vento, and Foster Youth students:

<p>– Maintain supplementary support for CTE pathways: \$635,000 annually (Perkins)</p> <ul style="list-style-type: none"> o District provides additional resources and professional learning/training to support broader courses of study: \$50,000 annually (LCFF). <p>• Develop a Special Education Models Task Force to address the continuum of classes and services for SWDs (District Professional Learning Plan).</p> <ul style="list-style-type: none"> • Continue to support Newcomer EL Task Force to address wrap-around services needed to best support Newcomer EL students. • 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: <ul style="list-style-type: none"> o Intramural sports for grades 7-8: \$89,000 (LCFF). o Transportation for McKinney-Vento, and Foster Youth students: \$40,000 (Title I, LCFF). 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> – AP professional learning/training for teachers in 2017-18: approximately \$25,000 annually (site Title I, site Title II, and site LCFF). – District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.). – Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually for salaries and benefits (LCFF). – Continue to support 4 FTE counselors added in 2015-16—Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (-5), and Lexington JHS (-5) added in 2015-16: \$474,000 annually for salaries and benefits (LCFF). – Add 10 FTE counselors in 2017-18, and in 2018-19, if no counselors were added in 2016-17 (add up to 5 FTE each year): \$1.24 million pending funding outcomes (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).
<p>1.7. District and schools will continue to refine the vertical alignment of all courses, including A-G courses, courses that precede A-G courses, and Honors and Advanced Placement (AP) courses.</p> <ul style="list-style-type: none"> • Continue to provide additional A-G, Honors, and AP course offerings, and increase the number of sections for existing courses as needed. <ul style="list-style-type: none"> o AP professional learning/training for teachers in 2017-18: Approximately \$25,000 annually (site Title I, site Title II, and site LCFF). • Continue to provide teachers with the training and resources to better vertically-align A-G courses, including AP and Honors courses. <ul style="list-style-type: none"> 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, Educator Effectiveness Funds—duplicated amount from Action 1.1.). • Schools continue to provide each student with an individualized six-year, student academic plan that is college and career aligned. <ul style="list-style-type: none"> o Add counselors to decrease student to counselor ratio. <ul style="list-style-type: none"> – Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually (LCFF) – Continue to support 4 FTE counselors added in 2015-16—Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (-5), and Lexington JHS (-5) added in 2015-16: \$474,000 annually (LCFF). o Add one counselor per high school site for new site college and career centers. <ul style="list-style-type: none"> – Add 10 FTE counselors in 2017-18, and in 2018-19, if no additional counselors were added in 2016-17, (add up to 5 FTE each year): \$1.24 million annually pending funding 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> – AP professional learning/training for teachers in 2017-18: approximately \$25,000 annually (site Title I, site Title II, and site LCFF). – District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.). – Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually for salaries and benefits (LCFF). – Continue to support 4 FTE counselors added in 2015-16—Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (-5), and Lexington JHS (-5) added in 2015-16: \$474,000 annually for salaries and benefits (LCFF). – Add 10 FTE counselors in 2017-18, and in 2018-19, if no counselors were added in 2016-17 (add up to 5 FTE each year): \$1.24 million pending funding outcomes (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).

<p>outcomes (LCFF).</p> <ul style="list-style-type: none"> • Provide A-G enrichment opportunities: <ul style="list-style-type: none"> ○ 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). ○ Continue to support Summer Leadership Academy added in 2015-16: \$28,000 (LCFF) • Continue training in Universal Design for Learning and in co-teaching models to increase access to A-G classes for SWD, EL, McKinney-Vento, and Foster Youth students. (Costs included in District Professional Learning Plan referenced in 1.2.) • Continue to provide multi-tiered systems of support (MTSS), aka Response to Intervention and Instruction (RtI²), support to students who are struggling in A-G courses. <ul style="list-style-type: none"> ○ Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million annually (LCFF, Title I). • 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. • Continue to expand programs, such as the Advancement Via Individual Determination (AVID), and People United to Enrich the Neighborhood Through Education (PUENTE) programs: cost to be determined (site funds). <ul style="list-style-type: none"> ○ 2016 AVID summer training: \$75,500 (LCFF, GEAR UP, Title II). ○ AVID Tutors: \$230,000 annually (Title I, LCFF-site funds). ○ PUENTE counselor and ancillary costs: \$180,000 annually (LCFF). 		<ul style="list-style-type: none"> - Continue to support Summer Leadership Academy added in 2015-16: \$28,000 (LCFF). - Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million annually for salaries and benefits (LCFF, Title I). - 2015 AVID summer training: \$75,500 (LCFF, GEAR UP, Title II). - AVID Tutors: \$230,000 annually (Title I, LCFF). - PUENTE counselor and ancillary costs: \$180,000 annually for salary, benefits, and ancillary costs (LCFF).
<p>1.8. Improve instructional model for English Learners (EL) to increase access to, and completion of, A-G courses.</p> <ul style="list-style-type: none"> • Continue to provide professional learning/training for teachers, counselors, administrators, instructional assistants, and other paraprofessionals to better support an improved EL instructional model. <ul style="list-style-type: none"> ○ 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 Educator Effectiveness Funds-duplicated amount from Action 1.1.). • 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.) • Continue to support the language needs of EL students with disabilities through the IEP process, by providing linguistically 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds-duplicated amount from Action 1.1.). - Continue to support the current number of ELD teachers and EL support positions/paraprofessionals at school sites: \$2.58 million annually for salaries and benefits (LCFF). - Continue to support EL Services staffing needs, such as language testing assistants, translators, and bilingual instructional assistants:
	<p>___ ALL</p> <p>OR:</p> <ul style="list-style-type: none"> ___ Low Income Pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth ___ Redesignated Fluent English Proficient ___ Other Subgroups: _____ 	

<p>appropriate goals and objectives: No cost.</p> <ul style="list-style-type: none"> Continue to support Newcomer EL Task Force to address wrap-around services needed to best support Newcomer EL students. Support EL students' progression through English learner program to successful reclassification, and provide monitoring tools and data to school sites. <ul style="list-style-type: none"> Continue to support the current number of ELD teachers and EL support positions/paraprofessionals at school sites: approximately \$2.58 million annually (LCFF). Continue to support District EL Services Department staffing needs, such as language testing assistants, translators, and bilingual instructional assistants: \$1.44 million (LCFF and Title III). 		<p>\$1.44 million annually for salaries and benefits (LCFF and Title III).</p>
<p>1.9. Expand college and career enrichment programs to promote biliteracy.</p> <ul style="list-style-type: none"> Continue to expand World Languages and Dual Language Academy programs. <ul style="list-style-type: none"> Recruit and hire additional World Languages and bilingual authorized teachers (as teaching positions become available). <ul style="list-style-type: none"> Continue to support current bilingual authorized teachers at Sycamore Junior High School and at Anaheim High School (5 FTE); approximately \$551,000 annually (LCFF). Continue to support teachers working on bilingual authorization: \$5,000 for release time to complete field work (Title III). Recognize students' attainment of biliteracy through pathway awards in 8th and 12th grade: \$7,500 annually. (Title III) Continue to support stipend that was negotiated for teachers with bilingual authorization: Approximately 30 teachers have their bilingual authorization: \$68,000 (LCFF). Continue to increase World Languages and Dual Language Academy course offerings. Provide for appropriate instructional materials for students and professional learning for teachers: cost to be determined (site funds). Continue to explore the addition of Arabic and Vietnamese World Language courses and the expansion of Mandarin. Continue to expand high school peer-to-peer academic tutoring programs: cost to be determined (site funds). Continue to 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). 	<p>Dual Language Academies only at Anaheim High School, and Sycamore Junior High School</p> <p>College and Career Enrichment Programs at all Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Continue to support current bilingual authorized teachers at Sycamore Junior High School and at Anaheim High School (5 FTE): approximately \$551,000 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). Continue to support stipend that was negotiated for teachers with bilingual authorization: \$68,000 (LCFF). AVID Excel program, curriculum and resources: \$30,000 annually (Title III).
<p>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.</p> <ul style="list-style-type: none"> Continue to support data-management systems that make student achievement indicators more accessible to school sites. Continue to refine a District-wide, comprehensive assessment 	<p>ALL</p> <p>OR:</p> <ul style="list-style-type: none"> Low Income Pupils English Learners Foster Youth Redesignated Fluent English Proficient Other Subgroups: _____ 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million annually (LCFF, Title I— duplicated amount from Action 1.7.). Training cost included in District

<p>system, which utilizes performance task assessments, project based learning (including capstone-like projects), and summative assessments.</p> <ul style="list-style-type: none"> o Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million (LCFF, Title I—duplicated amount from Action 1.7.). o 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, Educator Effectiveness Funds—duplicated amount from Action 1.2.). o Continue to support District-level assessment and evaluation team, consisting of 1 FTE Director of Assessment and Evaluation, and 1 FTE Assessment Technician: \$288,000 (Title I and LCFF). o Continue to support 1 FTE Research/Data Analyst (Program Administrator) added in 2015-16: \$113,000 (LCFF) • Continue to formally and regularly assess the educational strengths and needs of each EL, McKinney-Vento, and Foster Youth students. (Duplicated item from 1.5) • Continue to 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. • Continue to 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. 	<p>___ Redesignated Fluent English Proficient ___ Other Subgroups: _____</p>	<p>Professional learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.2.).</p> <ul style="list-style-type: none"> - Continue to support 1 FTE Coordinator of Assessment and Evaluation, and 1 FTE Assessment Technician: \$288,000 annually for salaries and benefits (Title I and LCFF). - Continue to support 1 FTE Research/Data Analyst added in 2015-16: \$113,000 (LCFF).
<p>1.11. Each school has implemented services/programs, and/or a multi-tiered system of supports (MTSS), which provides additional opportunities to support all students with the completion of A-G requirements, and high school graduation requirements.</p> <ul style="list-style-type: none"> • Continue to 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. <ul style="list-style-type: none"> 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). 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). o Teacher supplemental hourly pay to support APEX after-school program: \$102,000 annually (LCFF). 	<p>___ ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient ___ Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - All salaries and benefits that support EL, Low Income Pupils and Foster Youth which are not part of the base fund: \$13.7 million annually for salaries and benefits (Title I, Title III, and LCFF). - APEX Learning credit recovery program: \$180,000 annually for salaries and benefits (Title I and LCFF). - Teacher supplemental hourly pay to support APEX after-school program: \$102,000 annually for salaries and benefits (LCFF). - Summer ELA and math academic skill building program: \$350,000

<p>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).</p> <p>• Continue to ensure that EL, McKinney-Vento, and Foster Youth students receive appropriate mental-health and behavioral services, including school social-worker counseling, school-based mental-health services and in-school therapeutic services, regardless of whether he or she qualifies for special education.</p> <p>• Continue to 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, Educator Effectiveness Funds—duplicated amount from Action 1.1.).</p>	<p>All Schools</p>	<p>1.12. District and schools will refine placement and monitoring system for English Learners (EL), including Newcomers and Long-Term English Learners (L TEL), and also will revise/refine the District's EL curriculum.</p> <ul style="list-style-type: none"> • Continue to support monitoring system to effectively assess/monitor the language development and academic success of EL students, including newly reclassified EL students: \$50,000 (Title I). • Continue to support Welcome Center for Newcomer EL students and their parents/guardians in 2016-17: Approximately \$15,000 (Title I). • Continue to 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. • Continue to provide adequate curriculum and teaching strategies for EL, including Newcomers EL and LTEL students not enrolled in ELD courses. <ul style="list-style-type: none"> o Continue to support the current number of ELD teachers and EL support positions at school sites: \$2.58 million annually (LCFF—duplicated amount from Action 1.8.). o Professional Learning costs for EL staff included in District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.). • Continue to 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). <ul style="list-style-type: none"> o Continue to support positions that provide services to ELs, including EL Support Services staffing needs: \$1.44 million (LCFF, and Title III—duplicated amount from Action 1.8.).
<p>annually (Title I and LCFF—duplicated amount from Action 1.8).</p> <p>– District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).</p>	<p>— ALL</p> <p>OR:</p> <p>— Low Income Pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p>— Foster Youth</p> <p>— Redesignated Fluent English Proficient</p> <p>— Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> – Continue to support monitoring system to effectively assess/monitor the language development and academic success of EL students, including newly reclassified EL students: Cost \$50,000 (Title I). – Continue to support Welcome Center for Newcomer EL students and their parents/guardians in 2016-17: Approximately \$15,000 (Title I). – Continue to support the current number of ELD teachers and EL support positions at school sites: \$2.58 million annually (LCFF—duplicated amount from Action 1.8.). – Professional Learning costs for EL staff included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.). – EL Services staff: \$1.44 million annually (LCFF, and Title III—duplicated amount from Action 1.8.). – Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million annually (LCFF, Title I—duplicated amount from Action 1.7.). – Continue to hire/restore additional instructional assistants to provide primary language support in content

<ul style="list-style-type: none"> o Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million (LCFF, Title I—duplicated amount from Action 1.7.). o Continue to provide embedded LDS support to address instructional needs of EL students. o Continue to hire/restore additional instructional assistants (Vietnamese, Korean, Arabic, Mandarin, and Spanish) to provide primary language support in content areas as funding becomes available: \$150,000 (Title III, site LCFF, site Title I). o Continue to provide training for instructional assistants and teachers on best practices: cost included in District Professional Learning Plan referenced in Action 1.1. o Continue to provide additional primary language supplemental instructional materials to students/teachers: \$10,000 annually (Title III). o Continue to provide extended learning and/or enrichment opportunities to EL students. <ul style="list-style-type: none"> - Continue to support intensive language support program for Newcomer EL students piloted in 2015-16 (Summer Language Academy): \$50,000 (Title III). 		<p>areas: \$150,000 (Title III, site LCFF, site Title I).</p> <ul style="list-style-type: none"> - Provide primary language resources to students/teachers: \$10,000 annually (Title III). - Continue to support intensive language support program for Newcomer EL students piloted in 2015-16 (Summer Language Academy): \$50,000 (Title III).
<p>1.13. Improve services for Students With Disabilities (SWD) and expand SWD access to the core curriculum.</p> <ul style="list-style-type: none"> • Refine assessment and identification processes for SWD. <ul style="list-style-type: none"> o Continue to support 2 FTE psychologists 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) • 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). <ul style="list-style-type: none"> o Continue to support current positions that provide services to SWDs: \$56.24 million annually (Special Education State and Federal Funding, Mental Health State and Federal Funding, and LCFF). o Continue to support 1 FTE Curriculum Specialist added in 2016-17 to provide curriculum development, and modifications and accommodations training: \$120,000 annually if funding becomes available (LCFF). o Continue to 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, Educator Effectiveness Funds—duplicated amount from Action 1.1.). • Increase support to address the literacy and language needs of SWD in both general education and special education classrooms. 	<p>All Schools</p> <p>OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students With Disabilities</u></p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Continue to support 2 FTE psychologists: \$278,000 annually (Medi-Cal and LCFF) - Continue to support positions that provide services to SWDs: \$56.24 million annually for salaries and benefits (Special Education State and Federal Funding, Mental Health State and Federal Funding, and LCFF). - Continue to support 1 FTE Curriculum Specialist added in 2016-17: \$120,000 annually for salary and benefits if funding becomes available (LCFF). - District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—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: \$1.55 million annually for salaries and benefits (LCFF). - Continue to support 1 FTE speech-language pathologist added in 2016-

<ul style="list-style-type: none"> o Continue to support 20 FTE additional instructional assistants added in 2015-16 to provide academic support to SWD in content areas: \$1.55 million annually (LCFF). o Continue to support 1 FTE speech-language pathologist added in 2016-17 to provide support with SWD literacy and language needs: \$125,000 if funding becomes available (LCFF). 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: \$134,000 (Special Education Funds) o Increase technology to support access to curriculum with SWDs as funds become available. (Duplicated from Action 1.4.) o Continue to 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. (Duplicated from Action 1.10.) 		<p>17 to provide support with SWD literacy and language needs: \$125,000 for salary and benefits if funding becomes available (LCFF).</p> <ul style="list-style-type: none"> - Continue to support 1 FTE Assistive Technology Specialist added in 2016-17 to provide assistive technology support and services as designated in students' IEPs: \$134,000 (Special Education Funds).
<p>1.14. Each high school will utilize APEX Learning courses, summer courses, eLearning courses, two Independent Learning Centers (ILCs), and other credit-recovery options to reduce dropout rates and to retain students at their home schools.</p> <ul style="list-style-type: none"> o 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 Learning Management software for eLearning: \$150,000 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). o Continue to investigate other credit recovery options for students who need accommodated or modified curriculum. <ul style="list-style-type: none"> - Continue to support credit recovery program for 9th- and 10th-grade McKinney-Vento and Foster Youth students, piloted second semester 2016-17: \$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). o Continue to support Independent Learning Centers (ILC) at two schools. <ul style="list-style-type: none"> o Maintain ILC costs for 2 schools (Anaheim High School, and Western High School), 3 FTE Teachers and 1 FTE Counselor (x 2 sites): \$1.44 million annually (LCFF). 	<p>All High Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - APEX Learning licenses for expanded program: \$167,000 annually (LCFF). - Learning Management software for eLearning: \$150,000 annually (LCFF). - Summer ELA and math academic skill building program: \$350,000 annually (Title I and LCFF). - Continue to support credit recovery program for 9th- and 10th-grade McKinney-Vento and Foster Youth students, piloted second semester 2016-17: \$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). - ILC costs for 2 schools (Anaheim High School, and Western High School), 3 FTE Teachers and 1 FTE Counselor (x 2 sites): \$1.44 million annually for salaries and benefits (LCFF).
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: _____ 		

<p>1.15. Create post-secondary transition opportunities that support students' matriculation to post-secondary programs and build college and career readiness skills.</p> <ul style="list-style-type: none"> • Strengthen and/or expand community partnerships to provide robust post-secondary transition opportunities for students. <ul style="list-style-type: none"> ○ Continue to nurture existing community partnerships with Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), Tiger Woods Learning Center (TWLC), and Chapman University, California State University, Fullerton (CSUF), University of California, Irvine (UCI), and North Orange County Community College District (NOCCCD). ○ Continue to refine Anaheim Collaborative as a means to effectively co-create post-secondary transition opportunities. ○ Expand mentoring and volunteering opportunities that are civic minded and support students completing the community-based service learning graduation requirement. ○ Increase work experience and internship opportunities. ○ Continue to provide District and site college and career fairs: <ul style="list-style-type: none"> – District College and Career Fair: \$25,000 (AUHSD Foundation, United Way Funds). – Site college/career fairs: \$10,000 (site funds). ○ Increase access to Career Technical Education (CTE) through District and Regional Occupational Program (ROP) classes. ○ Increase opportunities for dual enrollment with community colleges and universities. ○ Increase 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). ○ 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.) ○ Continue to support 2 vocational counselors that provide transition support, training, and assessments to Special Education teachers and SWDs: \$268,000 annually (Special Education Funds). ○ Develop partnerships with local colleges and universities to assist undocumented students in navigating the AB540 and Deferred Action for Childhood Arrivals (DACA) application process. <ul style="list-style-type: none"> – Increase awareness and opportunities for AB540 and DACA students. – 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. ○ Continue to establish and/or nurture mentorship opportunities 	<p>All High Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> – 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: \$268,000 annually (Special Education Funds). – Continue to support 1 FTE College and Career Community Partnership Coordinator: \$124,000 annually for salary and benefits (LCFF).
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for students with community partners.
- Continue to support 1 FTE College and Career Community Partnership Coordinator: \$124,000 annually (LCFF).

Goal 1, LCAP Year 3: 2018-19

Priority 1: Basic

- 1) Increase to 100% the number of teachers who are appropriately assigned and fully-credentialed in all subject areas that they are teaching.
- 2) Increase to 100% the number of teachers who are appropriately assigned and fully-credentialed and/or fully-authorized for the pupils that they are instructing.
- 3) Provide sufficient access to standards-aligned instructional materials for all pupils, and maintain 100% compliance with Williams' instructional materials requirements.

Priority 2: Implementation of State Standards

- 1) Implement all current academic content and performance standards adopted by the State Board of Education, as measured by pupil achievement results that are included in metrics listed under "Priority 4: Pupil Achievement."
- 2) The District's schools will increase the number of Capstone Projects, which utilize Performance Task Assessments. (Establish baseline data in 2016-17.)
- 3) Improve and/or expand programs and services that enable English Learners (EL) to access Common Core State Standards (CCSS) and English Language Development (ELD) standards to gain academic content knowledge and English language proficiency, as measured by pupil achievement results that are included in metrics listed under "Priority 4: Pupil Achievement."

Priority 4: Pupil Achievement

- 1) As a District, we will increase California Assessment of Student Performance and Progress (CAASPP) achievement test results at least 1% annually from 44% meeting or exceeding the standard in 2014-15 in English Language Arts to 45% in 2015-16. (meeting-30%, and exceeding-14%)
- 2) As a District, we will increase California Assessment of Student Performance and Progress (CAASPP) achievement test results at least 1% annually from 28% meeting or exceeding the standard in 2014-15 in mathematics to 29% in 2015-16. (meeting-16%, and exceeding-12%)
- 3) As a District, we will increase the District-wide A-G completion rate by 1% annually, from 38.9% to 39.9%. (Most current A-G completion rate is from 2013-14.)
- 4) As a District, we will increase the A-G completion rate for Low Income Pupils by 1% annually, from 33.9% to 34.9%. (Most current A-G completion rate for this subgroup is from 2013-14.)
- 5) As a District, we will increase the A-G completion rate for English Learners (EL) by .5% annually, from 6.1% to 7.1%. (Most current A-G completion rate for this subgroup is from 2013-14.)
- 6) As a District, we will increase the District-wide graduation rate by 1% annually, from 87.3% in 2014-15 to 88.3% in 2015-16. (Most current grad rate is from 2014-15.)
- 7) As a District, we will increase the graduation rate for English Learners by 1% annually, from 71.5% in 2014-15 to 72.5% in 2015-16.
- 8) As a District, we will increase the graduation rate for Students With Disabilities (SWD) by 1% annually, from 62.4% in 2014-15 to 63.4% in 2015-16.
- 9) As a District, we will increase Advanced Placement (AP) participation rates by .5% annually, from 18.7% in 2014-15 to 19.2% in 2015-16. (Most current AP participation rate is from 2014-15.)
- 10) As a District, we will increase Advanced Placement (AP) Exam pass rate, with a score of 3 or higher, by .5% annually, from 53.0% to 53.5% in 2015-16. (Most current AP pass rate is from 2014-15.)
- 11) As a District, we will increase Early Assessment Program (EAP) ELA results by 1% annually, from 23% to 24%, "Ready for College" in 2015-16.
- 12) As a District, we will improve Early Assessment Program (EAP) Mathematics results by 1% annually, from 12% in 2014-15 to 13% "Ready for College" in 2015-16.
- 13) As a District, we will increase the percentage of ELs making annual progress in learning English by 2.6% over two years, from 59.4% in 2013-14 to 62% in 2015-16, as defined by Annual Measurable Achievement Objective (AMAO) 1. (Most current CELDT data is from 2014-15.)
- 14) As a District, we will increase the percentage of ELs who are enrolled less than 5 years and who score "English Proficient" on the California English Language Development Test (CELDT) by 1.6% over two years, from 28.4% in 2013-14 to 30% in 2015-16, as defined by AMAO 2.
- 15) The District will increase the percentage of ELs reclassifying/re-designating to Fluent English Proficient, from 8% to 9%
- 16) As a District, we will increase the percentage of ELs who are enrolled 5 years or more and who score "English Proficient" on the CELDT by 2.1% over two

Expected Annual Measurable Outcomes:

<p>years, from 50.7% in 2013-14 to 52.8% in 2015-16, as defined by AMAO 2.</p> <p>Priority 7 and 8: Course Access and Other Pupil Outcomes</p> <p>1) As a District, we will provide increased opportunities for students to participate in broad 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, and analyze pupil outcomes related to enrollment in broader courses of study. (Continue to establish baseline data in 2016-17.)</p> <p>2) As a District, we will improve and/or expand programs and services developed and provided to unduplicated pupils. (Continue to establish baseline data in 2016-17.)</p> <p>3) As a District, we will improve and/or expand programs and services developed and provided to Students With Disabilities (SWD). (Continue to establish baseline data in 2016-17.)</p>	<p>Actions/Services</p> <p>1.1. The District will continue to recruit (as needed), retain, and support highly qualified teachers, support staff, and administrators, who provide first, best instruction and/or 21st century learning experiences to all students.</p> <ul style="list-style-type: none"> • Continue to retain highly effective teachers and staff by maintaining salary schedules that are competitive with neighboring school districts. <ul style="list-style-type: none"> ○ Through the District's negotiations process, all staff received approximately a three percent raise, and a 10% increase to stipends in 2015-16: Approximately \$8.5 million annually (Local Control Funding Formula [LCFF]). • Continue to support lower class sizes—reduction of class-size averages by 2.5% or the equivalent of 1 student per class. Continue to support .5 FTE additional teacher added to all schools in 2016-17: Approximately \$1 million annually (LCFF). • Continue to support 1 FTE additional teacher per site added in 2015-16: \$1.85 million annually (LCFF). • Continue to support 18 full-time equivalent (FTE) Lesson Design Specialists with a focus on students with disabilities and English Learners: \$2.16 million annually (Title I, Title II, and LCFF). • Continue to support 5.5 FTE curriculum specialists with a focus on students with disabilities and English Learners and/or instructional coaches: \$695,000 annually for salaries and benefits (Title I, II, III, and LCFF). • Continue to support 19 FTE tech coaches added in 2015-16: approximately \$625,000 annually for 1 release period per tech coach (site funds). • Continue to support math coach(es) added in 2016-17 pending funding outcomes. (Minimally, one teacher on half-time release: \$60,000 for salaries and benefits [Title I].) • Continue to refine and implement District Professional Learning Plan (aka District Professional Development Plan) to increase staff's capacity/understanding of college and career readiness skills and how to fully implement all state adopted standards, including ELD standards: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds). 	<p>Scope of Service</p> <p>All Schools</p>	<p>Pupils to be served within identified scope of service</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Budgeted Expenditures</p> <p>Estimated Costs:</p> <ul style="list-style-type: none"> - Through the District's negotiations process, all staff received approximately a three percent raise, and a 10% increase to stipends in 2015-16: Approximately \$8.5 million annually (LCFF). - Continue to support .5 FTE additional teacher added to all schools in 2016-17: Approximately \$1 million annually (LCFF). - Continue to support 1 FTE additional teacher per site added in 2015-16: \$1.85 million annually (LCFF). - Continue to support 18 FTE Lesson Design Specialists: \$2.16 million annually for salaries and benefits (Title I, Title II, and LCFF). - Continue to support 5.5 FTE curriculum specialists and/or instructional coaches: \$695,000 annually for salaries and benefits (Title I, II, III, and LCFF). - Continue to support 19 FTE tech coaches added in 2015-16: base funded except for 1 release period for tech coach duties, which is approximately \$625,000 annually for salaries and benefits (site funds). - Continue to support math coach(es) added in 2016-17 pending funding outcomes. (Minimally, one teacher on half-time release: \$60,000 for salaries and benefits [Title I].) - District Professional Learning Plan: \$750,000 annually (Title I, Title II,
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<p>○ 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: cost are included in District Professional Learning Plan.</p> <p>○ Provide professional learning/training that addresses cultural proficiency/competency, including cross-cultural interactions, cultural differences, and culturally responsive curriculum and instruction: costs are included in District Professional Learning Plan.</p> <p>○ Provide professional learning/training on instructional strategies to better support the needs of Newcomers and Long-Term English Learners (LTEL).</p> <p>● Continue to implement professional learning monitoring system to track professional learning participation and costs:</p> <ul style="list-style-type: none"> ○ GoSignMeUp registration software: \$8,500 annually (Title II). <p>● Provide for on-going professional learning for bilingual support staff, including translators, instructional assistants, community liaisons, testing assistants. (Part of District Professional Learning Plan already referenced.)</p>	<p>Title III, LCFF, Educator Effectiveness Funds).</p> <p>– Professional learning monitoring system: GoSignMeUp registration software: \$8,500 annually (Title II).</p>
<p>1.2. 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.</p> <ul style="list-style-type: none"> ● 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, Educator Effectiveness Funds—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, Educator Effectiveness Funds—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, and 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. ○ Total professional learning/training costs and/or cost of District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount 	<p>All Schools</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p> <p>Estimated Costs:</p> <ul style="list-style-type: none"> – Total professional development/professional learning costs and/or cost of District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.). – Continue to support 18 FTE Lesson Design Specialists: \$2.16 million annually for salaries and benefits (Title I, Title II, and LCFF—duplicated amount from Action 1.1.). – Continue to support 5.5 FTE curriculum specialists and/or instructional coaches: \$695,000 annually for salaries and benefits (Title I, II, III, and LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.). – Continue to support math coach(es) added in 2016-17 pending funding outcomes. (Minimally, one teacher on half-time release: \$60,000 for salaries and benefits [Title I].) (Duplicated from Action 1.1.)

<p>from Action 1.1.).</p> <ul style="list-style-type: none"> o Continue to support 18 FTE Lesson Design Specialists with a focus on students with disabilities and English Learners: \$2.16 million annually (Title I, Title II, and LCFF--duplicated amount from Action 1.1.). o Continue to support 5.5 FTE curriculum specialists and/or instructional coaches with a focus on students with disabilities and English Learners: \$695,000 annually (Title I, II, III, and LCFF--duplicated amount from Action 1.1.). o Continue to support math coach(es) added in 2016-17 pending funding outcomes. (Minimally, one teacher on half-time release: \$60,000 for salaries and benefits [Title I].) (Duplicated from Action 1.1.) • Continue implementation of Next Generation Science Standards (NGSS) in grades 7 and 9 in 2016-17, and in all science courses in 2017-18. Costs are included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds--duplicated amount from Action 1.1.). • Through the library/media center, continue to 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. • Continue to 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, Educator Effectiveness Funds--duplicated amount from Action 1.1.). 	<p>All Schools</p>	<p>1.3. In order to meet the learning needs of all students, 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.</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> o Adopt/Purchase World Languages, Dual Languages and EL instructional materials/textbooks, to be phased in over three years, beginning with introductory-level courses: \$500,000 in 2018-19. o Continue to purchase consumable math textbooks in 2016-17, 2017-18, and 2018-19: \$350,000 annually (Lottery). o Purchase instructional materials for partial adoptions and/or to replace worn out instructional materials: \$500,000million annually
<div style="border: 1px dashed black; height: 150px; width: 100%;"></div>	<p>X ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Adopt/Purchase World Languages, Dual Languages and EL instructional materials/textbooks, to be phased in over three years, beginning with introductory-level courses: \$500,000 in 2018-19. - Continue to purchase consumable math textbooks in 2018-19: \$350,000 annually (Lottery). - Purchase of instructional materials for partial adoptions and/or to replace worn out instructional materials: \$500,000 annually (Lottery). - Adopt NGSS instructional materials in appropriate year: \$2 million in 2018-19 (Lottery, One-Time Funds). - Adopt a modern, cloud-based library operating software system that can be accessed during all hours of the

<p>(Lottery).</p> <ul style="list-style-type: none"> o Adopt NGSS instructional materials in appropriate year: \$2 million in 2017-18, and additional \$2 million in 2018-19 (Lottery, One-Time Funds). • Continue to support each site library/media center by implementing a universal resource system that increases the literary resources for students and staff. <ul style="list-style-type: none"> o Continue to support a modern, cloud-based library operating software system that can be accessed during all hours of the day (i.e. Atrium Book System): \$48,000 annually (LCFF, Title I). o Continue to increase the variety of online resource database subscriptions (i.e. Britannica, Britannica ImageQuest, Epsco AP Source): \$65,000 annually (LCFF, Title I). • Continue to partner with our local public libraries to provide students and staff seamless access to online public resources (i.e. A [Library] Card for Every Student [ACES] program): No cost • Purchase technology to support 21st century instructional materials. <ul style="list-style-type: none"> o Continue to enhance technology infrastructure to support 21st century learning, which includes increasing technology connectivity capacity (wireless access points, switches, and cabling): \$600,000 (77%-E-Rate, 23%-LCFF). o Continue to develop policies and procedures for technology implementations that support 21st century learning. <ul style="list-style-type: none"> - Continue to support 1 FTE Educational Services, Technology Integration Coordinator (or Program Administrator 2) added in 2017-18: \$175,000 if funding becomes available (LCFF). 	<p>All Schools</p>	<p>day (i.e. Atrium Book System): \$48,000 annually (LCFF, Title I). Increase the variety of online resource database subscriptions (i.e. Britannica, Britannica ImageQuest, Epsco AP Source): \$65,000 annually (LCFF, Title I). Enhance technology infrastructure: \$600,000 (77%-E-Rate, 23%-LCFF). Continue to support 1 FTE Educational Services, Technology Integration Coordinator (or Program Administrator 2) added in 2017-18: \$175,000 for salary and benefits, if funding becomes available (LCFF).</p>
<p>1.4 Students and staff have access to a broad range of sustainable technological resources to match students' individual learning needs.</p> <ul style="list-style-type: none"> • Continue to purchase and implement technological resources, including technological infrastructure, devices, programs, and professional learning. <ul style="list-style-type: none"> 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). o Enhance technology infrastructure: \$600,000 in 2016-17 (77%-E-Rate, 23%-LCFF—duplicated amount from Action 1.3.). o Support the implementation and use of technology as part of an instructional model. <ul style="list-style-type: none"> - Continue to support 19 FTE tech coaches: approximately \$625,000 annually for 1 release period per tech coach (site funds—duplicated amount from Action 1.1.). - Continue to support 6 FTE site technicians added in 2015-16 to maintain expanded technological resources: \$504,000 (LCFF). - Continue to support 1 FTE Network Manager to manage district network infrastructure added in 2016-17 pending 	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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). - Enhance technology infrastructure: \$600,000 in 2018-19 (77%-E-Rate, 23%-LCFF—duplicated amount from Action 1.3.). - Continue to support 19 tech coaches: base funded except for 1 release period for tech coach duties, which is approximately \$625,000 annually for salaries and benefits (site funds—duplicated amount from Action 1.1.). - Continue to support 6 FTE site technicians added in 2015-16 to maintain expanded technological resources: \$504,000. (LCFF).

<p>funding outcomes: \$140,000 (LCFF).</p> <ul style="list-style-type: none"> • Increase technology to support access to curriculum for SWD, EL, McKinney-Vento, and Foster Youth students as funding becomes available. 	<p>All Schools</p>	<ul style="list-style-type: none"> - Continue to support 1 FTE Network Manager to manage district network infrastructure added in 2016-17 pending funding outcomes: \$140,000 (LCFF). 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.). - Continue to support 1 FTE Director of Assessment and Evaluation and 1 FTE Assessment Technician: \$288,000 (LCFF) - Continue to support 1 FTE Research/Data Analyst (Program Administrator) \$113,000 (LCFF) - Continue to partner with Hanover Research consultant \$40,500 (Title I)
<p>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.</p> <ul style="list-style-type: none"> • Professional Learning Community 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. <ul style="list-style-type: none"> o Costs included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—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. <ul style="list-style-type: none"> o Continue to support District-level assessment and evaluation team, consisting of 1 FTE Director of Assessment and Evaluation and 1 FTE Assessment Technician: \$288,000 (LCFF) o Continue to support 1 FTE Research/Data Analyst (Program Administrator) added in 2015-16: \$113,000 (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.); \$40,500 in 2016-17 (Title I) • Continue training and refinement of Individual Education Plans (IEP) 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. <p>1.6. Each school will implement scheduling structures and adjust course offerings as needed to ensure that students have the opportunity to participate in broad courses of study.</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> o 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 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Supplementary support for CTE pathways: \$635,000 annually (Perkins). - Additional resources and professional learning/training to support broader courses of study: \$50,000 annually (LCFF). - Intramural sports for grades 7-8: \$89,000 annually (LCFF). - Transportation for McKinney-Vento, 	<p>OR:</p> <ul style="list-style-type: none"> ___ Low Income Pupils ___ English Learners ___ Foster Youth ___ Redesignated Fluent English Proficient ___ Other Subgroups: _____
<p>1.6. Each school will implement scheduling structures and adjust course offerings as needed to ensure that students have the opportunity to participate in broad courses of study.</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> o 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 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Supplementary support for CTE pathways: \$635,000 annually (Perkins). - Additional resources and professional learning/training to support broader courses of study: \$50,000 annually (LCFF). - Intramural sports for grades 7-8: \$89,000 annually (LCFF). - Transportation for McKinney-Vento, 	<p>OR:</p> <ul style="list-style-type: none"> ___ Low Income Pupils ___ English Learners ___ Foster Youth ___ Redesignated Fluent English Proficient ___ Other Subgroups: _____

<p>learning, and World Languages course offerings.</p> <ul style="list-style-type: none"> - Maintain supplementary support for CTE pathways: \$635,000 annually (Perkins) o District provides additional resources and professional learning/training to support broader courses of study: \$50,000 annually (LCFF). • Develop a Special Education Models Task Force to address the continuum of classes and services for SWDs (District Professional Learning Plan). • Continue to support Newcomer EL Task Force to address wrap-around services needed to best support Newcomer EL students. • 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: <ul style="list-style-type: none"> o Intramural sports for grades 7-8: \$89,000 (LCFF). o Transportation for McKinney-Vento, and Foster Youth students: \$40,000 (Title I, LCFF). <p>1.7. District and schools will continue to refine the vertical alignment of all courses, including A-G courses, courses that precede A-G courses, and Honors and Advanced Placement (AP) courses.</p> <ul style="list-style-type: none"> • Continue to provide additional A-G, Honors, and AP course offerings, and increase the number of sections for existing courses as needed. <ul style="list-style-type: none"> o AP professional learning/training for teachers in 2018-19: Approximately \$25,000 annually (site Title I, site Title II, and site LCFF). • Continue to provide teachers with the training and resources to better vertically-align A-G courses, including AP and Honors courses. <ul style="list-style-type: none"> 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, Educator Effectiveness Funds–duplicated amount from Action 1.1.). • Schools continue to provide each student with an individualized six-year, student academic plan that is college and career aligned. <ul style="list-style-type: none"> o Add counselors to decrease student to counselor ratio. <ul style="list-style-type: none"> - Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually (LCFF) - Continue to support 4 FTE counselors added in 2015-16–Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (5), and Lexington JHS (.5) added in 2015-16: \$474,000 annually (LCFF). o Add one counselor per high school site for new site college and career centers. <ul style="list-style-type: none"> - Add balance of 10 FTE counselors proposed to be added in 2016-17, 2017-18, and in 2018-19 (add up to 5 FTE each 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - AP professional learning/training for teachers in 2018-19: approximately \$25,000 annually (site Title I, site Title II, and site LCFF). - District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds–duplicated amount from Action 1.1.). - Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually for salaries and benefits (LCFF). - Continue to support 4 FTE counselors added in 2015-16–Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5), and Lexington JHS (.5) added in 2015-16: \$474,000 annually for salaries and benefits (LCFF). - Add balance of 10 FTE counselors proposed to be added in 2016-17 and in 2017-18, and in 2018-19: \$1.24 million pending funding outcomes (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: 	<p>and Foster Youth students: \$40,000 annually (Title I, LCFF).</p>
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<p>year): \$1.24 million annually pending funding outcomes (LCFF).</p> <ul style="list-style-type: none"> • Provide A-G enrichment opportunities: <ul style="list-style-type: none"> ◦ 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). ◦ Continue to support Summer Leadership Academy added in 2015-16: \$28,000 (LCFF) • Continue training in Universal Design for Learning and in co-teaching models to increase access to A-G classes for SWD, EL, McKinney-Vento, and Foster Youth students. (Costs included in District Professional Learning Plan referenced in 1.2.) • Provide multi-tiered systems of support (MTSS), aka Response to Intervention and Instruction (RtI²), support to students who are struggling in A-G courses. <ul style="list-style-type: none"> ◦ Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million annually (LCFF, Title I). • 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. • Continue to expand programs, such as the Advancement Via Individual Determination (AVID), and People United to Enrich the Neighborhood Through Education (PUENTE) programs: cost to be determined (site funds). <ul style="list-style-type: none"> ◦ 2016 AVID summer training: \$75,500 (LCFF, GEAR UP, Title II). ◦ AVID Tutors: \$230,000 annually (Title I, LCFF-site funds). ◦ PUENTE counselor and ancillary costs: \$180,000 annually (LCFF). 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> – District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.). – Continue to support the current number of ELD teachers and EL support positions/paraprofessionals at school sites: \$2.58 million annually for salaries and benefits (LCFF). – Continue to support EL Services staffing needs, such as language testing assistants, translators, and bilingual instructional assistants:
<p>1.8. Improve instructional model for English Learners (EL) to increase access to, and completion of, A-G courses.</p> <ul style="list-style-type: none"> • Continue to provide professional learning/training for teachers, counselors, administrators, instructional assistants, and other paraprofessionals to better support an improved EL instructional model. <ul style="list-style-type: none"> ◦ 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 Educator Effectiveness Funds—duplicated amount from Action 1.1.). • 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.) • Continue to support the language needs of EL students with 	<p>All Schools</p> <p>___ ALL</p> <p>OR:</p> <ul style="list-style-type: none"> ___ Low Income Pupils ___ English Learners <input checked="" type="checkbox"/> Foster Youth ___ Redesignated Fluent English Proficient ___ Other Subgroups: _____

<p>disabilities through the IEP process, by providing linguistically appropriate goals and objectives: No cost.</p> <ul style="list-style-type: none"> Continue to support Newcomer EL Task Force to address wrap-around services needed to best support Newcomer EL students. Support EL students' progression through English learner program to successful reclassification, and provide monitoring tools and data to school sites. <ul style="list-style-type: none"> Continue to support the current number of ELD teachers and EL support positions/paraprofessionals at school sites: approximately \$2.58 million annually (LCFF). Continue to support District EL Services Department staffing needs, such as language testing assistants, translators, and bilingual instructional assistants: \$1.44 million (LCFF and Title III). 		<p>\$1.44 million annually for salaries and benefits (LCFF and Title III).</p>
<p>1.9. Expand college and career enrichment programs to promote biliteracy.</p> <ul style="list-style-type: none"> Continue to expand World Languages and Dual Language Academy programs. <ul style="list-style-type: none"> Recruit and hire additional World Languages and bilingual authorized teachers (as teaching positions become available). <ul style="list-style-type: none"> Continue to support current bilingual authorized teachers at Sycamore Junior High School and at Anaheim High School (5 FTE): approximately \$551,000 annually (LCFF). Continue to support teachers working on bilingual authorization: \$5,000 for release time to complete field work (Title III). Recognize students' attainment of biliteracy through pathway awards in 8th and 12th grade: \$7,500 annually. (Title III) Continue to support stipend that was negotiated for teachers with bilingual authorization. Approximately 30 teachers have their bilingual authorization: \$68,000 (LCFF). Continue to increase World Languages and Dual Language Academy course offerings. Provide for appropriate instructional materials for students and professional learning for teachers: cost to be determined (site funds). Continue to explore the addition of Arabic and Vietnamese World Language courses and the expansion of Mandarin. Continue to expand high school peer-to-peer academic tutoring programs: cost to be determined (site funds). Continue to 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). 	<p>___ ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient ___ Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Continue to support current bilingual authorized teachers at Sycamore Junior High School and at Anaheim High School (5 FTE): approximately \$551,000 annually for salaries and benefits (LCFF). Continue to support teachers working on bilingual authorization: \$5,000 annually for release time (Title III). Continue to recognize students' attainment of biliteracy through pathway awards in 8th and 12th grade: \$7,500 annually (Title III). Continue to support stipend that was negotiated for teachers with bilingual authorization: \$68,000 (LCFF). AVID Excel program, curriculum and resources: \$30,000 annually (Title III).
<p>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.</p> <ul style="list-style-type: none"> Continue to support data-management systems that make student achievement indicators more accessible to school sites. 	<p><input checked="" type="checkbox"/> ALL OR: ___ Low Income Pupils ___ English Learners ___ Foster Youth</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million annually (LCFF, Title I – duplicated amount from Action 1.7.).

<ul style="list-style-type: none"> • Continue to refine a District-wide, comprehensive assessment system, which utilizes performance task assessments, project based learning (including capstone-like projects), and summative assessments. <ul style="list-style-type: none"> ◦ Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million (LCFF, Title I—duplicated amount from Action 1.7.). ◦ 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, Educator Effectiveness Funds—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: \$288,000 (Title I and LCFF). ◦ Continue to support 1 FTE Research/Data Analyst (Program Administrator) added in 2015-16: \$113,000 (LCFF) • Continue to formally and regularly assess the educational strengths and needs of each EL, McKinney-Vento, and Foster Youth students. (Duplicated item from 1.5) • Continue to 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. • Continue to 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. 	<p>___ Redesignated Fluent English Proficient ___ Other Subgroups: _____</p>	<ul style="list-style-type: none"> - Training cost included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.2.). - Continue to support 1 FTE Coordinator of Assessment and Evaluation, and 1 FTE Assessment Technician: \$288,000 annually for salaries and benefits (Title I and LCFF). - Continue to support 1 FTE Research/Data Analyst added in 2015-16: \$113,000 (LCFF).
<p>1.11. Each school has implemented services/programs, and/or a multi-tiered system of supports (MTSS), which provides additional opportunities to support all students with the completion of A-G requirements, and high school graduation requirements.</p> <ul style="list-style-type: none"> • Continue to 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. <ul style="list-style-type: none"> ◦ 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). ◦ 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). ◦ Teacher supplemental hourly pay to support APEX after-school program: \$102,000 annually (LCFF). ◦ Continue to support summer programs that focus on the 	<p>___ ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient ___ Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - All salaries and benefits that support EL, Low Income Pupils and Foster Youth which are not part of the base fund: \$13.7 million annually for salaries and benefits (Title I, Title III, and LCFF). - APEX Learning credit recovery program: \$180,000 annually for salaries and benefits (Title I and LCFF). - Teacher supplemental hourly pay to support APEX after-school program: \$102,000 annually for salaries and benefits (LCFF). - Summer ELA and math academic skill building program: \$350,000 annually (Title I and LCFF—duplicated

<p>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).</p> <ul style="list-style-type: none"> 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. Continue to 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, Educator Effectiveness Funds—duplicated amount from Action 1.1.). 		<p>amount from Action 1.8).</p> <ul style="list-style-type: none"> District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).
<p>1.12. District and schools will refine placement and monitoring system for English Learners (EL), including Newcomers and Long-Term English Learners (L-TEL), and also will revise/refine the District's EL curriculum.</p> <ul style="list-style-type: none"> 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). Support creation of a Welcome Center for Newcomer EL students and their parents/guardians in 2016-17: Approximately \$15,000 (Title I). 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. Provide adequate curriculum and teaching strategies for EL, including Newcomers EL and LTEL students not enrolled in ELD courses. <ul style="list-style-type: none"> Continue to support the current number of ELD teachers and EL support positions at school sites: \$2.58 million annually (LCFF—duplicated amount from Action 1.8.). Professional Learning costs for EL staff included in District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.). 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). <ul style="list-style-type: none"> Continue to support positions that provide services to ELs, including EL Support Services staffing needs: \$1.44 million (LCFF, and Title III—duplicated amount from Action 1.8.). Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million (LCFF, Title I—duplicated amount from Action 1.7.). 	<p>All Schools</p> <p>___ ALL</p> <p>OR:</p> <p>___ Low Income Pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p>___ Foster Youth</p> <p>___ Redesignated Fluent English Proficient</p> <p>___ Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> 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). Creation of a Welcome Center for Newcomer EL students and their parents/guardians in 2016-17: Approximately \$15,000 (Title I). Continue to support the current number of ELD teachers and EL support positions at school sites: \$2.58 million annually (LCFF—duplicated amount from Action 1.8.). Professional Learning costs for EL staff included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.). EL Services staff: \$1.44 million annually (LCFF, and Title III—duplicated amount from Action 1.8.). Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million annually (LCFF, Title I—duplicated amount from Action 1.7.). Continue to hire/restore additional instructional assistants to provide primary language support in content areas: \$150,000 (Title III, site LCFF,

<ul style="list-style-type: none"> ○ Continue to provide embedded LDS support to address instructional needs of EL students. ○ Continue to 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). ○ Provide training for instructional assistants and teachers on best practices: cost included in District Professional Learning Plan referenced in Action 1.1. ○ Provide additional primary language supplemental instructional materials to students/teachers: \$10,000 annually (Title III). ○ Continue to provide extended learning and/or enrichment opportunities to EL students. <ul style="list-style-type: none"> – Continue to support intensive language support program for Newcomer EL students piloted in 2015-16 (Summer Language Academy): \$50,000 (Title III). 		<p>site Title I).</p> <ul style="list-style-type: none"> – Provide primary language resources to students/teachers: \$10,000 annually (Title III). – Continue to support intensive language support program for Newcomer EL students piloted in 2015-16 (Summer Language Academy): \$50,000 (Title III).
<p>1.13. Improve services for Students With Disabilities (SWD) and expand SWD access to the core curriculum.</p> <ul style="list-style-type: none"> ● Refine assessment and identification processes for SWD. <ul style="list-style-type: none"> ○ Continue to support 2 FTE psychologists 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) ● 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). <ul style="list-style-type: none"> ○ Continue to support current positions that provide services to SWDs: \$56.24 million annually (Special Education State and Federal Funding, Mental Health State and Federal Funding, and LCFF). ○ Continue to support 1 FTE Curriculum Specialist added in 2016-17 to provide curriculum development, and modifications and accommodations training: \$120,000 annually if funding becomes available (LCFF). ○ Continue to 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, Educator Effectiveness Funds—duplicated amount from Action 1.1.). ● Increase support to address the literacy and language needs of SWD in both general education and special education classrooms. <ul style="list-style-type: none"> ○ Continue to support 20 FTE additional instructional assistants added in 2015-16 to provide academic support to SWD in content areas: \$1.55 million annually (LCFF). ○ Continue to support 1 FTE speech-language pathologist added in 2016-17 to provide support with SWD literacy and language 	<p>All Schools</p> <p>___ ALL OR: ___ Low Income Pupils ___ English Learners ___ Foster Youth ___ Redesignated Fluent English Proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students With Disabilities</u></p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> – Continue to support 2 FTE psychologists: \$278,000 annually (Medi-Cal and LCFF) – Continue to support positions that provide services to SWDs: \$56.24 million annually for salaries and benefits (Special Education State and Federal Funding, Mental Health State and Federal Funding, and LCFF). – Continue to support 1 FTE Curriculum Specialist added in 2016-17: \$120,000 annually for salary and benefits if funding becomes available (LCFF). – District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—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: \$1.55 million annually for salaries and benefits (LCFF). – Continue to support 1 FTE speech-language pathologist added in 2016-17 to provide support with SWD literacy and language needs: \$125,000 for salary and benefits if funding becomes available (LCFF).

<p>needs: \$125,000 if funding becomes available (LCFF).</p> <ul style="list-style-type: none"> 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: \$134,000 (Special Education Funds) o Increase technology to support access to curriculum with SWDs as funds become available. (Duplicated from Action 1.4.) • Continue to 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. (Duplicated from Action 1.10.) 		<ul style="list-style-type: none"> - Continue to support 1 FTE Assistive Technology Specialist added in 2016-17 to provide assistive technology support and services as designated in students' IEPs: \$134,000 (Special Education Funds).
<p>1.14. Each high school will utilize APEX Learning courses, summer courses, eLearning courses, two Independent Learning Centers (ILCs), and other credit-recovery options to reduce dropout rates and to retain students at their home schools.</p> <ul style="list-style-type: none"> • 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 Learning Management software for eLearning: \$150,000 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). o Investigate other credit recovery options for students who need accommodated or modified curriculum. <ul style="list-style-type: none"> - Continue to support credit recovery program for 9th - and 10th-grade McKinney-Vento and Foster Youth students: \$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). • Continue to support Independent Learning Centers (ILC) at two schools. <ul style="list-style-type: none"> o Maintain ILC costs for 2 schools (Anaheim High School, and Western High School), 3 FTE Teachers and 1 FTE Counselor (x 2 sites): \$1.44 million annually (LCFF). 	<p>All High Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - APEX Learning licenses for expanded program: \$167,000 annually (LCFF). - Learning Management software for eLearning: \$150,000 annually (LCFF). - Summer ELA and math academic skill building program: \$350,000 annually (Title I and LCFF). - Continue to support credit recovery program for 9th - and 10th-grade McKinney-Vento and Foster Youth students: \$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). - ILC costs for 2 schools (Anaheim High School, and Western High School), 3 FTE Teachers and 1 FTE Counselor (x 2 sites): \$1.44 million annually for salaries and benefits (LCFF).
<p>1.15. Create post-secondary transition opportunities that support students' matriculation to post-secondary programs and build college and career readiness skills.</p> <ul style="list-style-type: none"> • Strengthen and/or expand community partnerships to provide robust post-secondary transition opportunities for students. <ul style="list-style-type: none"> o Continue to urture existing community partnerships with Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), Tiger Woods Learning Center (TWLC), 	<p>All High Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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).

- and Chapman University, California State University, Fullerton (CSUF), University of California, Irvine (UCI), and North Orange County Community College District (NOCCCD).
 Continue to refine Anaheim Collaborative as a means to effectively co-create post-secondary transition opportunities.
 Expand mentoring and volunteering opportunities that are civic minded and support students completing the community-based service learning graduation requirement.
 Increase work experience and internship opportunities.
 Continue to provide District and site college and career fairs:
 - District College and Career Fair: \$25,000 (AUHSD Foundation, United Way Funds).
 - Site college/career fairs: \$10,000 (site funds).
 Increase access to Career Technical Education (CTE) through District and Regional Occupational Program (ROP) classes.
 Increase opportunities for dual enrollment with community colleges and universities.
 Increase 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).
 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.)
 Continue to support 2 vocational counselors that provide transition support, training, and assessments to Special Education teachers and SWDs: \$268,000 annually (Special Education Funds).
 Develop partnerships with local colleges and universities to assist undocumented students in navigating the AB540 and Deferred Action for Childhood Arrivals (DACA) application process.
 - Increase awareness and opportunities for AB540 and DACA students.
 - 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.
 Continue to establish and/or nurture mentorship opportunities for students with community partners.
 - Continue to support 1 FTE College and Career Community Partnership Coordinator: \$124,000 annually (LCFF).

Other Subgroups: _____

- Continue to support 2 vocational counselors that provide transition support, training, and assessments to Special Education teachers and SWDs: \$268,000 annually (Special Education Funds).
- Continue to support 1 FTE College and Career Community Partnership Coordinator: \$124,000 annually for salary and benefits (LCFF).

<p>GOAL:</p>	<p>Related State and/or Local Priorities: 1_ 2_ 3 <input checked="" type="checkbox"/> 4_ 5_ 6_ 7_ 8_ COE only: 9_ 10_</p> <p>Local : Specify _____</p>	
<p>Identified Need:</p>	<p>Goal 2: Provide meaningful educational involvement opportunities for all parents to advocate for all students.</p> <p>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.</p> <p>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 (RFEF) students, because current staffing for EL and RFEF students does not support sufficient meaningful two-way communication among EL parents.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
<p>Goal Applies to:</p>	<p>Schools: All District Schools</p>	<p>Applicable Pupil Subgroups: Ethnic subgroups with at least 30 pupils (data snapshot from 2014-15): 65.7% Hispanic-20,821 pupils, 0.5% Native American-162 pupils, 12.3% Asian-3,895 pupils, 2.4% African American-778 pupils, 0.5% Pacific Islander-182 pupils, 11.5% White-3,646 pupils, 2.7% two or more races and not Hispanic-878 pupils. Subgroups specified in Education Code 52052: 74.0% Socioeconomically Disadvantaged (SED, aka Low Income Pupils)-23,432 pupils, 21.0% English Learners (EL)-6,658 pupils, 10.95% Students with Disabilities (SWD)-3,425 pupils, 0.47% Foster Youth (FY)-147 pupils.</p>
<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 3: Parental Involvement</p> <p>1) Increase the number of parents completing parent learning walks by 1%, from 1% (315) in 2014-15 to 2% (630) in 2015-16.</p> <p>2) Monitor school-to-parent and District-to-parent communication through Blackboard Connect, parent surveys, and other web-based correspondence. (Continue to establish baseline data in 2016-17.) Disaggregate parent communication data by subgroups, such as EL, RFEF, Low Income Pupils, and Foster Youth.</p> <p>3) Each school will increase parent attendance at school functions and/or parent participation in programs for unduplicated pupils. (Continue to establish baseline data in 2016-17.)</p> <p>4) Each school will increase parent participation in programs for Students With Disabilities (SWD). Current data for SWD parents states via survey results that the percent positive parent involvement for SWD is 99.4%.</p> <p>5) Increase efforts to seek parent input in District decisions, and also to increase efforts to engage parents in the decision-making process at individual school sites. (Continue to establish baseline data in 2016-17.)</p>	
<p>2.1. Improve and/or expand current support structures for parents that strengthen the connection between skills developed in school, and the skills needed to successfully compete in post-secondary educational programs and in the workforce.</p> <ul style="list-style-type: none"> 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. 	<p>Actions/Services</p>	<p>Scope of Service All Schools</p> <p>Pupils to be served within identified scope of service <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English</p>
		<p>Budgeted Expenditures 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</p>

<ul style="list-style-type: none"> o Continue to provide training to parents on how to proactively monitor student progress. o Continue to provide Parent Learning Walks: \$5,000 (Site LCFF Funding). o 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. • 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: costs to be determined (LCFF). • 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: costs to be determined (LCFF). 	<p>Proficient ___ Other Subgroups: _____</p>	<p>the importance of meeting A-G requirements: costs to be determined (LCFF).</p> <ul style="list-style-type: none"> - Programs that provide real-world learning experiences for students, which are showcased to parents and community partners, such as capstone projects: costs to be determined (LCFF).
<p>2.2. Provide additional qualified personnel to schools to support the needs of Newcomer English Learners (EL), Long-Term English Learners (LTEL), Redesignated Fluent English Proficient (RFEF) students, and/or Initially Fluent English Proficient (IFEP) students.</p> <ul style="list-style-type: none"> • Provide language appropriate community liaison coverage at all school sites. <ul style="list-style-type: none"> o Maintain all current School Community Liaisons/Bilingual School Community Liaisons: \$762,000 annually (LCFF, Title I, and Title III), and increase the number of School Community Liaisons/Bilingual School Community Liaisons to one per school site in 2016-17. o Continue to support 3 FTE 8-hour School Community Liaisons/Bilingual School Community Liaisons added in 2015-16: \$155,000 annually (LCFF, Title I, and Title III). o Continue to support 1 FTE full-time Vietnamese Bilingual School Community Liaison added in 2015-16: \$52,000 (Title III). • Support creation of a Welcome Center for Newcomer EL students and their parents/guardians. • Provide additional training and resources to parents of Newcomer EL, LTEL, RFEF, 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. <ul style="list-style-type: none"> o Continue to support 2 FTE 8-hour Spanish translators/interpreters added in 2015-16: \$118,000 (LCFF). o Add/restore 1 FTE (8-hour) Vietnamese translator/interpreter in 2016-17: \$60,000 if funding becomes available (LCFF-2016-17). • 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 	<p>All Schools</p> <p>___ ALL OR: ___ Low Income Pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient ___ Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Maintain all current School Community Liaisons/Bilingual School Community Liaisons: \$762,000 annually for salaries and benefits (LCFF, Title I, and Title III) - Continue to support 3 FTE School Community Liaisons/Bilingual School Community Liaisons: \$155,000 annually (LCFF, Title I, and Title III). - Continue to support 1 FTE full-time Vietnamese Bilingual School Community Liaison: \$52,000 (Title III or LCFF). - 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: \$118,000 (LCFF). - Add/restore 1 FTE (8-hour) Vietnamese translator/ interpreter in 2016-17: \$60,000 if funding becomes available (LCFF-2016-17). - Workshops for parents of undocumented students regarding services and resources available to them: \$2,000 (Title I McKinney-Vento).

<p>Newcomer EL students.</p> <ul style="list-style-type: none"> • Provide workshops for parents of undocumented students regarding services and resources available to them: \$2,000 (Title I McKinney-Vento). 	<p>All Schools</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: <u>Students With Disabilities</u></p>	<p>Estimated Costs:</p> <p><input type="checkbox"/> No Cost to the District.</p>
<p>2.3. Expand and/or improve parent involvement services for Students With Disabilities (SWD).</p> <ul style="list-style-type: none"> • Provide communication to parents regarding Community Advisory Committee (CAC) meetings that provide special education information and training for parents. • 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. • 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. (No cost) • Continue to make sure that parents feel they have participated in their students' IEP process. (No cost) 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <p><input type="checkbox"/> Maintain all current School Community Liaisons/Bilingual School Community Liaisons: \$762,000 annually for salaries and benefits (LCFF, Title I, and Title III—duplicated amount from Action 2.2.).</p> <p><input type="checkbox"/> Continue to support 3 FTE 8-hour School Community Liaisons/Bilingual School Community Liaisons: \$155,000 annually for salaries and benefits (LCFF, Title I, and Title III—duplicated amount from Action 2.2.).</p> <p><input type="checkbox"/> Continue to support 1 FTE part-time Vietnamese Bilingual School Community Liaison: \$52,000 (Title III or LCFF—duplicated amount from Action 2.2.).</p> <p><input type="checkbox"/> Add 1 FTE (full-time) Vietnamese Bilingual Instructional Assistant: \$35,000 (LCFF, Title III).</p> <p><input type="checkbox"/> Add 1 FTE (full-time) Korean Bilingual Instructional Assistant: \$35,000 (LCFF, Title III).</p> <p><input type="checkbox"/> Disciplina Positiva, Parent Institute for Quality Education (PIQE), Parent Leadership Academy, California Association for Bilingual Educators</p>
<p>2.4. Increase parental attendance/involvement, and personal connection to school sites by establishing or refining parent resources that are available at all school sites.</p> <ul style="list-style-type: none"> • 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 (AEBG). • Provide a parent resource center at all school sites. <ul style="list-style-type: none"> ◦ Maintain all current School Community Liaisons/Bilingual School Community Liaisons: \$762,000 annually (LCFF, Title I, and Title III—duplicated amount from Action 2.2.). ◦ Continue to support 3 FTE 8-hour School Community Liaisons/Bilingual School Community Liaisons added in 2015-16: \$155,000 annually (LCFF, Title I, and Title III—duplicated amount from Action 2.2.). ◦ Continue to support 1 FTE part-time Vietnamese Bilingual School Community Liaison added in 2015-16: \$52,000 (Title III—duplicated amount from Action 2.2.). ◦ Add 1 FTE (full-time) Vietnamese Bilingual Instructional Assistant: \$35,000 (LCFF, Title III) ◦ Add 1 FTE (full-time) Korean Bilingual Instructional Assistant: \$35,000 (LCFF, Title III) • Involve parents in ways that build their confidence, such as through parent education activities and parent leadership opportunities. <ul style="list-style-type: none"> ◦ Support creation of Welcome Center at district office for newcomer students and families. ◦ Continue to support programs, such as: Disciplina Positiva, Parent Institute for Quality Education (PIQE), California Association for Bilingual Students (CABE) "Project 2 Aspire," 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <p><input type="checkbox"/> Maintain all current School Community Liaisons/Bilingual School Community Liaisons: \$762,000 annually for salaries and benefits (LCFF, Title I, and Title III—duplicated amount from Action 2.2.).</p> <p><input type="checkbox"/> Continue to support 3 FTE 8-hour School Community Liaisons/Bilingual School Community Liaisons: \$155,000 annually for salaries and benefits (LCFF, Title I, and Title III—duplicated amount from Action 2.2.).</p> <p><input type="checkbox"/> Continue to support 1 FTE part-time Vietnamese Bilingual School Community Liaison: \$52,000 (Title III or LCFF—duplicated amount from Action 2.2.).</p> <p><input type="checkbox"/> Add 1 FTE (full-time) Vietnamese Bilingual Instructional Assistant: \$35,000 (LCFF, Title III).</p> <p><input type="checkbox"/> Add 1 FTE (full-time) Korean Bilingual Instructional Assistant: \$35,000 (LCFF, Title III).</p> <p><input type="checkbox"/> Disciplina Positiva, Parent Institute for Quality Education (PIQE), Parent Leadership Academy, California Association for Bilingual Educators</p>

<p>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).</p> <ul style="list-style-type: none"> 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. o District staff will develop, expand, and/or improve parent involvement resources, such as the development and implementation of the District Parent Leadership Academy. <ul style="list-style-type: none"> - Develop/implement parent involvement teams at all schools. - Expand opportunities for parents to participate and facilitate Parent Learning Walks at all schools. - Pilot parent social-emotional workshops in 2016-17 to increase student resiliency: \$3,000 (Title I McKinney-Vento) <ul style="list-style-type: none"> ▪ Reduce the stigma and raise awareness of mental-health issues. ▪ Provide resources and parenting tools needed to address students' mental-health needs. • Develop and implement a system to electronically track parent involvement contacts: cost to be determined (LCFF and Title I). <ul style="list-style-type: none"> o Implement a visitor management system not to exceed \$1,500 per school site annually. o Implement GoSignMeUp registration software at \$10,500 in 2015-16 and \$8,500 per year thereafter. (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. 	<p style="text-align: center;">All Schools</p>	<p>(CABE), and/or other parent education programs: approximately \$70,000 annually depending on site needs (site Title I and site LCFF).</p> <ul style="list-style-type: none"> - System to electronically track parent involvement contacts: cost to be determined (LCFF and Title I). - Pilot parent social-emotional workshops in 2016-17 to increase student resiliency: \$3,000 (Title I McKinney-Vento) - Implement a visitor management system not to exceed \$1,500 per school site annually. - Implement Go Sign Me Up registration software at \$10,500 in 2015-16 and \$8,500 per year thereafter. (Title II-duplicated amount from Action 1.1.).
<p>2.5. Expand methods of meaningful two-way communication between schools, District, and families.</p> <ul style="list-style-type: none"> • 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. • Continue to expand use of parent access to Haiku learning management system at \$144,000 per year. (LCFF) • 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. • Provide additional translators/interpreters to communicate with parents using a variety of methods. <ul style="list-style-type: none"> o Continue to support 2 FTE 8-hour Spanish translators/interpreters added in 2015-16: \$118,000 (LCFF-duplicated amount from Action 2.2.). o Add/restore 1 FTE (8-hour) Vietnamese translator/interpreter in 2016-17: \$60,000 if funding becomes available (LCFF-duplicated amount from Action 2.2.). 	<p style="text-align: center;">All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Continue to expand use of parent access to Haiku learning management system at \$144,000 per year. (LCFF) - Continue to support 2 FTE 8-hour Spanish translators/ interpreters added in 2015-16: \$118,000 (LCFF-duplicated amount from Action 2.2.). - Add/restore 1 FTE (8-hour) Vietnamese translator/interpreter in 2016-17: \$60,000 if funding becomes available (LCFF-duplicated amount from Action 2.2.). - Continue to Implement TeleParent/Blackboard Connect: \$78,000 annually (LCFF and Title I). - Continue to implement ZippSlip Zippgram: \$32,000 annually (LCFF).
	<p style="text-align: center;"><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	

– ZippSlip: \$32,000 annually (LCFF).

- amount from Action 2.2.).
- Provide trainings for parents on effectively utilizing parent communication platforms, such as continuing to provide training on use of the Aeries Parent Portal: costs to be determined (site funds).
- Provide resources to maintain Websites with up-to-date District and school information: costs to be determined (site funds).
- Continue to utilize mass communication systems, such as TeleParent/Blackboard Connect, ZippSlip Zippgram to provide responsive mass-communication to parents and community.
 - Continue to implement TeleParent/Blackboard Connect: \$78,000 annually (LCFF and Title I).
 - Continue to implement ZippSlip Zippgram: \$32,000 annually (LCFF).

Goal 2, LCAP Year 2: 2017-18

Priority 3: Parental Involvement

- 1) Increase the number of parents completing parent learning walks by 1%, from 1% (315) in 2014-15 to 2% (630) in 2015-16.
- 2) Monitor school-to-parent and District-to-parent communication through Blackboard Connect, parent surveys, and other web-based correspondence. (Continue to establish baseline data in 2016-17.) Disaggregate parent communication data by subgroups, such as EL, RFEP, Low Income Pupils, and Foster Youth.
- 3) Each school will increase parent attendance at school functions and/or parent participation in programs for unduplicated pupils. (Continue to establish baseline data in 2016-17.)
- 4) Each school will increase parent participation in programs for Students With Disabilities (SWD). Current data for SWD parents states via survey results that the percent positive parent involvement for SWD is 99.4%.
- 5) Increase efforts to seek parent input in District decisions, and also to increase efforts to engage parents in the decision-making process at individual school sites. (Continue to establish baseline data in 2016-17.)

Expected Annual Measurable Outcomes:

Actions/Services

- 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.
 - The District and schools will continue to implement programs for parents that are designed to increase awareness of post-secondary options, including the importance of meeting A-G requirements: costs to be determined (LCFF).

Scope of Service

All Schools

Pupils to be served within identified scope of service

ALL
OR:
 Low Income Pupils
 English Learners
 Foster Youth
 Redesignated Fluent English Proficient
 Other Subgroups: _____

Budgeted Expenditures

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: costs to be determined (LCFF).
 – Programs that provide real-world learning experiences for students, which are showcased to parents and community partners, such as capstone projects: costs to be determined (LCFF).

<ul style="list-style-type: none"> The District and schools will continue to 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; costs to be determined (LCFF). 	<p>All Schools</p>	<p>OR: <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Maintain all current School Community Liaisons/Bilingual School Community Liaisons: \$762,000 annually for salaries and benefits (LCFF, Title I, and Title III) Continue to support 3 FTE School Community Liaisons/Bilingual School Community Liaisons: \$155,000 annually (LCFF, Title I, and Title III). Continue to support 1 FTE full-time Vietnamese Bilingual School Community Liaison: \$52,000 (Title III or LCFF). Training and resources for EL support staff: \$250,000 annually (Title I, Title III, and LCFF). Continue to support 2 FTE 8-hour Spanish translators/ interpreters added in 2015-16: \$118,000 (LCFF). Continue to support added/restored 1 FTE (8-hour) Vietnamese translator/ interpreter in 2016-17: \$60,000 if funding becomes available (LCFF-2016-17). Continue to support workshops for parents of undocumented students regarding services and resources available to them: \$2,000 (Title I McKinney-Vento).
<p>2.2. Provide additional qualified personnel to schools to support the needs of Newcomer English Learners (EL), Long-Term English Learners (LTEL), Redesignated Fluent English Proficient (RFEF) students, and/or initially Fluent English Proficient (IFEFP) students.</p> <ul style="list-style-type: none"> Continue to provide language appropriate community liaison coverage at all school sites. <ul style="list-style-type: none"> Maintain all current School Community Liaisons/Bilingual School Community Liaisons: \$762,000 annually (LCFF, Title I, and Title III), and increase the number of School Community Liaisons/Bilingual School Community Liaisons to one per school site in 2016-17. Continue to support 3 FTE 8-hour School Community Liaisons/Bilingual School Community Liaisons added in 2015-16: \$155,000 annually (LCFF, Title I, and Title III). Continue to support 1 FTE full-time Vietnamese Bilingual School Community Liaison added in 2015-16: \$52,000 (Title III). Continue to support Welcome Center for Newcomer EL students and their parents/guardians. Continue to provide additional training and resources to parents of Newcomer EL, LTEL, RFEF, and IFEFP students: \$250,000 (Title I, Title III, and LCFF). Continue to language appropriate translators/interpreters as needed to ensure that parent communication, written and oral, is in the home language. <ul style="list-style-type: none"> Continue to support 2 FTE 8-hour Spanish translators/interpreters added in 2015-16: \$118,000 (LCFF). Continue to support added/restored 1 FTE (8-hour) Vietnamese translator/interpreter in 2016-17: \$60,000 if funding becomes available (LCFF-2016-17). Continue to add additional translators as needed using site-level LCFF funding Continue to provide parent involvement opportunities and workshops unique to the needs of parents/caregivers of McKinney-Vento, Foster Youth, and Newcomer EL students. Continue to provide workshops for parents of undocumented students regarding services and resources available to them: \$2,000 (Title I McKinney-Vento). 	<p>All Schools</p>	<p>OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> No Cost to the District.
<p>2.3. Expand and/or improve parent involvement services for Students With Disabilities (SWD).</p> <ul style="list-style-type: none"> Continue to provide communication to parents regarding Community Advisory Committee (CAC) meetings that provide special education information and training for parents. 	<p>All Schools</p>	<p>OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> No Cost to the District.

<ul style="list-style-type: none"> Continue to 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. 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. (No cost) Continue to make sure that parents feel they have participated in their students' IEP process. (No cost) 	<p>All Schools</p>	<p><input type="checkbox"/> Redesignated Fluent English Proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students With Disabilities</u></p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Maintain all current School Community Liaisons/Bilingual School Community Liaisons: \$762,000 annually for salaries and benefits (LCFF, Title I, and Title III—duplicated amount from Action 2.2.). Continue to support 3 FTE 8-hour School Community Liaisons/Bilingual School Community Liaisons: \$155,000 annually for salaries and benefits (LCFF, Title I, and Title III—duplicated amount from Action 2.2.). Continue to support 1 FTE part-time Vietnamese Bilingual School Community Liaison: \$52,000 (Title III or LCFF—duplicated amount from Action 2.2.). Continue to support 1 FTE (full-time) Vietnamese Bilingual Instructional Assistant added in 2016-17: \$35,000 (LCFF, Title III). Continue to support 1 FTE (full-time) Korean Bilingual Instructional Assistant added in 2016-17: \$35,000 (LCFF, Title III). Disciplina Positiva, Parent Institute for Quality Education (PIQE), 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). Pilot parent social-emotional workshops in 2016-17 to increase student resiliency: \$3,000 (Title I McKinney-Vento)
<p>2.4. Increase parental attendance/involvement, and personal connection to school sites by establishing or refining parent resources that are available at all school sites.</p> <ul style="list-style-type: none"> 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 (AEBG). Continue to provide a parent resource center at all school sites. <ul style="list-style-type: none"> Maintain all current School Community Liaisons/Bilingual School Community Liaisons: \$762,000 annually (LCFF, Title I, and Title III—duplicated amount from Action 2.2.). Continue to support 3 FTE 8-hour School Community Liaisons/Bilingual School Community Liaisons added in 2015-16: \$155,000 annually (LCFF, Title I, and Title III—duplicated amount from Action 2.2.). Continue to support 1 FTE part-time Vietnamese Bilingual School Community Liaison added in 2015-16: \$52,000 (Title III—duplicated amount from Action 2.2.). Continue to support 1 FTE (full-time) Vietnamese Bilingual Instructional Assistant added in 2016-17: \$35,000 (LCFF, Title III). Continue to support 1 FTE (full-time) Korean Bilingual Instructional Assistant added in 2016-17: \$35,000 (LCFF, Title III). Involve parents in ways that build their confidence, such as through parent education activities and parent leadership opportunities. <ul style="list-style-type: none"> Continue to support Welcome Center at district office for newcomer students and families. Continue to support programs, such as: Disciplina Positiva, Parent Institute for Quality Education (PIQE), California Association for Bilingual Students (CABE) "Project 2 Aspire," 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). 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 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Maintain all current School Community Liaisons/Bilingual School Community Liaisons: \$762,000 annually for salaries and benefits (LCFF, Title I, and Title III—duplicated amount from Action 2.2.). Continue to support 3 FTE 8-hour School Community Liaisons/Bilingual School Community Liaisons: \$155,000 annually for salaries and benefits (LCFF, Title I, and Title III—duplicated amount from Action 2.2.). Continue to support 1 FTE part-time Vietnamese Bilingual School Community Liaison: \$52,000 (Title III or LCFF—duplicated amount from Action 2.2.). Continue to support 1 FTE (full-time) Vietnamese Bilingual Instructional Assistant added in 2016-17: \$35,000 (LCFF, Title III). Continue to support 1 FTE (full-time) Korean Bilingual Instructional Assistant added in 2016-17: \$35,000 (LCFF, Title III). Disciplina Positiva, Parent Institute for Quality Education (PIQE), 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). Pilot parent social-emotional workshops in 2016-17 to increase student resiliency: \$3,000 (Title I McKinney-Vento)

<p>committees.</p> <ul style="list-style-type: none"> o District staff will continue to expand, and/or improve parent involvement resources, such as the development and implementation of the District Parent Leadership Academy. <ul style="list-style-type: none"> - Develop/implement parent involvement teams at all schools. - Expand opportunities for parents to participate and facilitate Parent Learning Walks at all schools. - Continue to implement parent social-emotional workshops piloted in 2016-17 to increase student resiliency: \$3,000 (Title I McKinney-Vento) <ul style="list-style-type: none"> ▪ Reduce the stigma and raise awareness of mental-health issues. ▪ Provide resources and parenting tools needed to address students' mental-health needs. • Develop and implement a system to electronically track parent involvement contacts: cost to be determined (LCFF and Title I). <ul style="list-style-type: none"> o Continue to support a visitor management system not to exceed \$1,500 per school site annually. o Continue to support GoSignMeUp registration software at \$10,500 in 2015-16 and \$8,500 per year thereafter. (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. 	<p>All Schools</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>
<p>2.5. Expand methods of meaningful two-way communication between schools, District, and families.</p> <ul style="list-style-type: none"> • 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. • Continue to expand use of parent access to Haiku learning management system at \$144,000 per year. (LCFF) • 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. • Provide additional translators/interpreters to communicate with parents using a variety of methods. <ul style="list-style-type: none"> o Continue to support 2 FTE 8-hour Spanish translators/interpreters added in 2015-16: \$118,000 (LCFF—duplicated amount from Action 2.2.). o Add/restore 1 FTE (8-hour) Vietnamese translator/interpreter in 2016-17: \$60,000 if funding becomes available (LCFF—duplicated amount from Action 2.2.). • Provide trainings for parents on effectively utilizing parent communication platforms, such as continuing to provide training on use of the Aeries Parent Portal: costs to be determined (site funds). • Provide resources to maintain Websites with up-to-date District and school information: costs to be determined (site funds). 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Continue to expand use of parent access to Haiku learning management system at \$144,000 per year. (LCFF) - Continue to support 2 FTE 8-hour Spanish translators/ interpreters added in 2015-16: \$118,000 (LCFF— duplicated amount from Action 2.2.). - Continue to support 1 FTE (8-hour) Vietnamese translator/interpreter added/restored in 2016-17: \$60,000 if funding becomes available (LCFF— duplicated amount from Action 2.2.). - Continue to Implement TeleParent/Blackboard Connect: \$78,000 annually (LCFF and Title I). - Continue to implement ZippSlip Zippgram: \$32,000 annually (LCFF).

- Continue to support visitor management system not to exceed \$1,500 per school site annually.

- Continue to support Go Sign Me Up registration software at \$10,500 in 2015-16 and \$8,500 per year thereafter. (Title II—duplicated amount from Action 1.1.)

<ul style="list-style-type: none"> Continue to utilize mass communication systems, such as TeleParent/Blackboard Connect, ZippSlip Zippgram to provide responsive mass-communication to parents and community. <ul style="list-style-type: none"> Continue to implement TeleParent/Blackboard Connect: \$78,000 annually (LCFF and Title I). Continue to implement ZippSlip Zippgram: \$32,000 annually (LCFF). 			
Goal 2, LCAP Year 3: 2018-19			
<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 3: Parental Involvement</p> <ol style="list-style-type: none"> Increase the number of parents completing parent learning walks by 1%, from 1% (315) in 2014-15 to 2% (630) in 2015-16. Monitor school-to-parent and District-to-parent communication through Blackboard Connect, parent surveys, and other web-based correspondence. (Continue to establish baseline data in 2016-17.) Disaggregate parent communication data by subgroups, such as EL, R/EP, Low Income Pupils, and Foster Youth. Each school will increase parent attendance at school functions and/or parent participation in programs for unduplicated pupils. (Continue to establish baseline data in 2016-17.) Each school will increase parent participation in programs for Students With Disabilities (SWD). Current data for SWD parents states via survey results that the percent positive parent involvement for SWD is 99.4%. Increase efforts to seek parent input in District decisions, and also to increase efforts to engage parents in the decision-making process at individual school sites. (Continue to establish baseline data in 2016-17.) 		
<p>Actions/Services</p> <p>2.1 Improve and/or expand current support structures for parents that strengthen the connection between skills developed in school, and the skills needed to successfully compete in post-secondary educational programs and in the workforce.</p> <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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. The District and schools will continue to implement programs for parents that are designed to increase awareness of post-secondary options, including the importance of meeting A-G requirements: costs to be determined (LCFF). 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: costs to be determined (LCFF). 	<p>Scope of Service</p> <p>All Schools</p>	<p>Pupils to be served within identified scope of service</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Budgeted Expenditures</p> <p>Estimated Costs:</p> <ul style="list-style-type: none"> 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: costs to be determined (LCFF). Programs that provide real-world learning experiences for students, which are showcased to parents and community partners, such as capstone projects: costs to be determined (LCFF).

<p>2.2. Provide additional qualified personnel to schools to support the needs of Newcomer English Learners (EL), Long-Term English Learners (LTEL), Redesignated Fluent English Proficient (RFEF) students, and/or Initially Fluent English Proficient (IFEFP) students.</p> <ul style="list-style-type: none"> Continue to provide language appropriate community liaison coverage at all school sites. <ul style="list-style-type: none"> Maintain all current School Community Liaisons/Bilingual School Community Liaisons: \$762,000 annually (LCFF, Title I, and Title III), and increase the number of School Community Liaisons/Bilingual School Community Liaisons to one per school site in 2016-17. Continue to support 3 FTE 8-hour School Community Liaisons/Bilingual School Community Liaisons added in 2015-16: \$155,000 annually (LCFF, Title I, and Title III). Continue to support 1 FTE full-time Vietnamese Bilingual School Community Liaison added in 2015-16: \$52,000 (Title II). Continue to support Welcome Center for Newcomer EL students and their parents/guardians. Continue to provide additional training and resources to parents of Newcomer EL, LTEL, RFEF, and IFEFP students: \$250,000 (Title I, Title III, and LCFF). Continue to provide language appropriate translators/interpreters as needed to ensure that parent communication, written and oral, is in the home language. <ul style="list-style-type: none"> Continue to support 2 FTE 8-hour Spanish translators/interpreters added in 2015-16: \$118,000 (LCFF). Add/restore 1 FTE (8-hour) Vietnamese translator/interpreter in 2016-17: \$60,000 if funding becomes available (LCFF-2016-17). Add additional translators as needed using site-level LCFF funding Continue to provide parent involvement opportunities and workshops unique to the needs of parents/caregivers of McKinney-Vento, Foster Youth, and Newcomer EL students. Continue to provide workshops for parents of undocumented students regarding services and resources available to them: \$2,000 (Title I McKinney-Vento). 	<p>All Schools</p>	<p>___ ALL OR: ___ Low Income Pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient ___ Other Subgroups: _____</p>	<p>Estimated Costs: <ul style="list-style-type: none"> Maintain all current School Community Liaisons/Bilingual School Community Liaisons: \$762,000 annually for salaries and benefits (LCFF, Title I, and Title III) Continue to support 3 FTE School Community Liaisons/Bilingual School Community Liaisons: \$155,000 annually (LCFF, Title I, and Title III). Continue to support 1 FTE full-time Vietnamese Bilingual School Community Liaison: \$52,000 (Title III or LCFF). Training and resources for EL support staff: \$250,000 annually (Title I, Title III, and LCFF). Continue to support 2 FTE 8-hour Spanish translators/interpreters added in 2015-16: \$118,000 (LCFF). Continue to support 1 FTE (8-hour) Vietnamese translator/interpreter added/restore in 2016-17: \$60,000 if funding becomes available (LCFF-2016-17). Workshops for parents of undocumented students regarding services and resources available to them: \$2,000 annually (Title I McKinney-Vento). </p>
<p>2.3 Expand and/or improve parent involvement services for Students With Disabilities (SWD).</p> <ul style="list-style-type: none"> Continue to provide communication to parents regarding Community Advisory Committee (CAC) meetings that provide special education information and training for parents. Continue to 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. 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. (No cost) <p>Continue to make sure that parents feel they have participated in their</p>	<p>All Schools</p>	<p>___ ALL OR: ___ Low Income Pupils ___ English Learners ___ Foster Youth ___ Redesignated Fluent English Proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students With Disabilities</u></p>	<p>Estimated Costs: <ul style="list-style-type: none"> No Cost to the District. </p>

<p>students' IEP process. (No cost)</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs: <ul style="list-style-type: none"> - Maintain all current School Community Liaisons/Bilingual School Community Liaisons: \$762,000 annually for salaries and benefits (LCFF, Title I, and Title III—duplicated amount from Action 2.2.). - Continue to support 3 FTE 8-hour School Community Liaisons/Bilingual School Community Liaisons: \$155,000 annually for salaries and benefits (LCFF, Title I, and Title III—duplicated amount from Action 2.2.). - Continue to support 1 FTE part-time Vietnamese Bilingual School Community Liaison: \$52,000 (Title III or LCFF—duplicated amount from Action 2.2.). - Continue to support 1 FTE (full-time) Vietnamese Bilingual Instructional Assistant added in 2016-17: \$35,000 (LCFF, Title III). - Continue to support 1 FTE (full-time) Korean Bilingual Instructional Assistant added in 2016-17: \$35,000 (LCFF, Title II). - Disciplina Positiva, Parent Institute for Quality Education (PIQE), 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). - Continue to support parent social-emotional workshops piloted in 2016-17 to increase student resiliency: \$3,000 (Title I McKinney-Vento) - Continue to support implement a visitor management system not to exceed \$1,500 per school site annually. - Continue to implement Go Sign Me </p>
<p>2.4 Increase parental attendance/involvement, and personal connection to school sites by establishing or refining parent resources that are available at all school sites.</p> <ul style="list-style-type: none"> • 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 (AEBG). • Continue to provide a parent resource center at all school sites. <ul style="list-style-type: none"> ○ Maintain all current School Community Liaisons/Bilingual School Community Liaisons: \$762,000 annually (LCFF, Title I, and Title III—duplicated amount from Action 2.2.). ○ Continue to support 3 FTE 8-hour School Community Liaisons/Bilingual School Community Liaisons added in 2015-16: \$155,000 annually (LCFF, Title I, and Title III—duplicated amount from Action 2.2.). ○ Continue to support 1 FTE part-time Vietnamese Bilingual School Community Liaison added in 2015-16: \$52,000 (Title III—duplicated amount from Action 2.2.). ○ Add 1 FTE (full-time) Vietnamese Bilingual Instructional Assistant: \$35,000 (LCFF, Title III). ○ Add 1 FTE (full-time) Korean Bilingual Instructional Assistant: \$35,000 (LCFF, Title II). • Continue to involve parents in ways that build their confidence, such as through parent education activities and parent leadership opportunities. <ul style="list-style-type: none"> ○ Continue to support Welcome Center at district office for newcomer students and families. ○ Continue to support programs, such as: Disciplina Positiva, Parent Institute for Quality Education (PIQE), California Association for Bilingual Students (CABE) "Project 2 Aspire," 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). ○ 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. ○ District staff will continue to expand, and/or improve parent involvement resources, such as the development and implementation of the District Parent Leadership Academy. <ul style="list-style-type: none"> - Continued implementation of parent involvement teams at all schools. - Expand opportunities for parents to participate and facilitate 			

<p>Parent Learning Walks at all schools.</p> <ul style="list-style-type: none"> - Parent social-emotional workshops in 2016-17 to increase student resiliency: \$3,000 (Title I McKinney-Vento) <ul style="list-style-type: none"> ▪ Reduce the stigma and raise awareness of mental-health issues. ▪ Provide resources and parenting tools needed to address students' mental-health needs. • Continue to implement a system to electronically track parent involvement contacts: cost to be determined (LCFF and Title I). <ul style="list-style-type: none"> ○ Visitor management system not to exceed \$1,500 per school site annually. ○ GoSignMeUp registration software at \$10,500 in 2015-16 and \$8,500 per year thereafter. (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. 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Continue to expand use of parent access to Haiku learning management system at \$144,000 per year. (LCFF) - Continue to support 2 FTE 8-hour Spanish translators/ interpreters added in 2015-16: \$118,000 (LCFF--duplicated amount from Action 2.2.). - Continue to support 1 FTE (8-hour Vietnamese translator/interpreter added/restored in 2016-17: \$60,000 if funding becomes available (LCFF--duplicated amount from Action 2.2.). - Continue to Implement TeleParent/Blackboard Connect: \$78,000 annually (LCFF and Title I). - Continue to implement ZippSlip Zippgram: \$32,000 annually (LCFF).
<p>2.5. Expand methods of meaningful two-way communication between schools, District, and families.</p> <ul style="list-style-type: none"> • Continue to 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. • Continue to expand use of parent access to Haiku learning management system at \$144,000 per year. (LCFF) • Continue to 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. • Continue to provide additional translators/interpreters to communicate with parents using a variety of methods. <ul style="list-style-type: none"> ○ Continue to support 2 FTE 8-hour Spanish translators/interpreters added in 2015-16: \$118,000 (LCFF--duplicated amount from Action 2.2.). ○ Add/restored 1 FTE (8-hour) Vietnamese translator/interpreter in 2016-17: \$60,000 if funding becomes available (LCFF--duplicated amount from Action 2.2.). • Continue to provide trainings for parents on effectively utilizing parent communication platforms, such as continuing to provide training on use of the Aeries Parent Portal: costs to be determined (site funds). • Continue to provide resources to maintain Websites with up-to-date District and school information: costs to be determined (site funds). • Continue to utilize mass communication systems, such as TeleParent/Blackboard Connect, ZippSlip Zippgram to provide responsive mass-communication to parents and community. <ul style="list-style-type: none"> ○ Continue to implement TeleParent/Blackboard Connect: \$78,000 annually (LCFF and Title I). ○ Continue to implement ZippSlip Zippgram: \$32,000 annually (LCFF). 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Continue to expand use of parent access to Haiku learning management system at \$144,000 per year. (LCFF) - Continue to support 2 FTE 8-hour Spanish translators/ interpreters added in 2015-16: \$118,000 (LCFF--duplicated amount from Action 2.2.). - Continue to support 1 FTE (8-hour Vietnamese translator/interpreter added/restored in 2016-17: \$60,000 if funding becomes available (LCFF--duplicated amount from Action 2.2.). - Continue to Implement TeleParent/Blackboard Connect: \$78,000 annually (LCFF and Title I). - Continue to implement ZippSlip Zippgram: \$32,000 annually (LCFF). 	<p>Up registration software at \$10,500 in 2015-16 and \$8,500 per year thereafter. (Title II--duplicated amount from Action 1.1.)</p>

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

Related State and/or Local Priorities:

1 X 2_3_4_5 X 6 X 7_8_9
COE only: 9__ 10__

Local : Specify

- 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 healthy environment for all students.
- 3.7.** Provide additional resources and structures for 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.

Schools: All District Schools

Goal Applies to: Ethnic subgroups with at least 30 pupils (data snapshot from 2-11-14): 64.8% Hispanic--20,661 pupils, 0.5% Native American--155 pupils, 16.5% Asian--5,259 pupils, 2.6% African American--832 pupils, 0.6% Pacific Islander--196 pupils, 12.3% White--3,915 pupils, 2.7% two or more races and not Hispanic--858 pupils.
Subgroups specified in Education Code 52052: 71.7% Socioeconomically Disadvantaged (SED, aka Low Income Pupils)--22,879 pupils, 21.5% English Learners (EL)--6,856 pupils, 10.6% Students with Disabilities (SWD)--3,311 pupils, 0.47% Foster Youth (FY)--147 pupils.

Goal 3, LCAP Year 1: 2016-17

Priority 1: Basic

- 1) School facilities are maintained and in good repair, as evidenced by Facilities Inspection Tool (FIT) results.

Priority 5: Pupil Engagement

- 1) As a District, we will decrease the District-wide high school cohort drop-out rate by .3%, from 7.3% in 2014-15 to 7.0% in 2015-16.
2) As a District, we will decrease the District-wide middle school/junior high school drop-out rate by .05%, from .18% in 2014-15 to .13% in 2015-16.
3) As a District, we will increase the District-wide attendance rate by .5%, from 95.6% in 2014-15 to 96.1% in 2015-16.
4) As a District, we will decrease the District-wide chronic absenteeism rate by .5%, from 7.7% in 2014-15 to 7.2% in 2015-16. (The chronic absenteeism rate is locally defined as missing 10% or more days of the school year.)
5) As a District, we will increase the District-wide cohort graduation rate 1% annually, from 87.3% in 2014-15 to 88.3% in 2015-16.
6) As a District, we will increase the cohort graduation rate for Low Income Pupils (LIP) 1% annually, from 85.4% in 2014-15 to 86.4% in 2015-16.
7) As a District, we will increase the cohort graduation rate for English Learners (EL) 1% annually, from 76.0% in 2014-15 to 77.0% in 2015-16.
8) As a District, we will increase the cohort graduation rate for Students With Disabilities (SWD) 1% annually, from 65.1% in 2014-15 to 66.1% in 2015-16.

Expected Annual Measurable Outcomes:

Priority 6: School Climate

- 1) As a District, we will reduce the District-wide suspension rate by 1%, from 5.4% in 2014-15 to 4.4% in 2015-16. Most current suspension rate is from 2014-15.)
2) As a District, we will continue to maintain a District-wide expulsion rate of less than 1%. (The 2013-14 District-wide expulsion rate is 0.16%, and the 2014-15 District-wide expulsion rate is 0%.)
3) As a District, we will improve survey results regarding school climate and campus safety. (Continue to establish baseline data in 2016-17.)

4) The District will improve Healthy Kid Survey results. (Establish baseline data in 2015-16.)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1. Create a systemic plan for identifying and providing wrap-around support for students with significant truancy issues.</p> <ul style="list-style-type: none"> Develop a district-wide systemic attendance monitoring system that will lead to reduced dropouts and increased numbers of students who graduate from high school. Increase outreach for students with significant truancy issues: position and cost to be determined in 2016-17 if funding becomes available (LCFF). Provide school resources, programs, and support services to monitor and improve student attendance District-wide. <ul style="list-style-type: none"> Add transportation services for students, in need, who live more than 2.5 miles from school: cost to be determined in 2016-17 if funding becomes available (LCFF). Continue to support 1 FTE Attendance Program Administrator to support improved attendance results: \$165,000 (LCFF), and continue to support Saturday Academy program: \$145,000 (LCFF), which is off-set by increased revenue from recuperated attendance. <ul style="list-style-type: none"> Position supports all students and pays special attention to Low Income Pupils, English Learners, Foster Youth, and McKinney-Vento students. 	<p>All Schools</p>	<p>__ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient <input checked="" type="checkbox"/> Other Subgroups: <u>McKinney-Vento, Students with Disabilities</u></p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Increase outreach for students with significant truancy issues: position and cost to be determined in 2016-17 if funding becomes available (LCFF). Transportation services for students, in need, who live more than 2.5 miles from school: cost to be determined in 2016-17 if funding becomes available (LCFF). Continue to support 1 FTE Attendance Program Administrator added in 2015-16: \$165,000 annually for salary and benefits (LCFF) Saturday Academy program: \$145,000 annually (LCFF).
<p>3.2. Every school will implement multi-tiered academic and behavioral support systems, aka multi-tiered systems of support (MTSS), which includes increased support of mental health school resources and services, which are designed to reduce inappropriate behavior, student suspensions, and improve student learning.</p> <ul style="list-style-type: none"> Implement MTSS, which includes increased mental health resources to meet the social and emotional needs of students. <ul style="list-style-type: none"> Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually (LCFF—duplicated amount from Action 1.7.). Continue to support 4 FTE counselors—Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5), and Lexington JHS (.5) added in 2015-16: \$474,000 (LCFF—duplicated amount from Action 1.7.). Continue to support 2 FTE Licensed Social Workers with Pupil Personnel Services (PPS) credentials added in 2015-16: \$268,000 if funding becomes available (LCFF). Add 1 FTE social worker in 2016-17 to support ILC students' mental health needs: \$134,000 if funding becomes available (United Way Funds). Continue to support 3 FTE health technicians in 2015-16: \$185,000 annually (LCFF). Continue to develop alternatives to suspension, including 	<p>All Schools</p>	<p>__ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students With Disabilities, and McKinney-Vento</u></p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually (LCFF—duplicated amount from Action 1.7.). Continue to support 4 FTE counselors—Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5), and Lexington JHS (.5) added in 2015-16: \$474,000 annually for salaries and benefits (LCFF—duplicated amount from Action 1.7.). Continue to support 2 FTE licensed Social Workers with PPS credentials added in 2015-16: \$268,000 for salaries and benefits if funding becomes available (LCFF). Add 1 FTE social worker in 2016-17 to support ILC students: \$134,000 for salary and benefits if funding becomes available (LCFF). Continue to support FTE health technicians in 2015-16: \$185,000

"Restorative Practices."

- Continue to support 4.5 FTE assistant principals added in 2014-15: \$618,000 annually (LCFF).
- Continue to support 2 FTE assistant principals added in 2015-16: \$278,000 (LCFF).
- Add additional 1 FTE assistant principal in 2016-17: \$139,000 (LCFF).
- 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.
 - Continue to support 18 FTE MTSS Specialists added in 2014-15: \$1.85 million (LCFF, Title I-duplicated amount from Action 1.7.).
 - Add 2 nurses (RNs) in 2016-17: \$274,000 (LCFF- if funding becomes available).
- Explore new ways to provide 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)"
- 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.)
 - Decrease the percentage of transfers for McKinney-Vento and Foster Youth students to continuation and other alternative schools.
- 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)
- 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, Educator Effectiveness Funds—duplicated amount from Action 1.1.).
 - In-house PBIS and ProACT trainers will refine implementation of PBIS and improve crisis management services;
 - In-house Boys Town trainers will refine proactive interventions that target students in restrictive educational environments.
 - "Capturing Kids Hearts" and civic learning training will be provided during the 2016-17 year. (Costs included in District Professional Learning Plan.)

- 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).
- Add additional 1 FTE assistant principal in 2016-17: \$139,000 (LCFF).
- Continue to support 1 FTE Teacher on Special Assignment added in 2015-16 to implement Alternatives to Suspension program: \$93,000 (LCFF).
- Add 2 nurses (RNs) in 2016-17: \$274,000 (LCFF- if funding becomes available).
- Continue to support 18 FTE MTSS Specialists added in 2014-15: \$1.85 million annually for salaries and benefits (LCFF, Title I-duplicated amount from Action 1.7.).
- Professional learning/training to implement MTSS: cost included in District Professional Learning Plan \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).

<ul style="list-style-type: none"> o Provide training on Behavior Support Plans to Special Education teachers in order to increase positive behavior for SWDs (District Professional Learning Plan) • Continue to support the internship training institution, were graduate-level interns provide mental-health services to the District's students (all subgroups): No cost • Provide training to teachers and support staff on the social and emotional needs of lesbian, gay, bisexual, transgender, queer/questioning sexual identity (LGBTQ): Cost included in District Professional Learning Plan. 	<p>All Schools</p>	<p><u>ALL</u></p> <p>OR:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students with Disabilities</u> 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Add .5 FTE additional teacher to all schools in 2016-17: Approximately \$1 million annually (LCFF-Duplicated amount from Action 1.1.). - Aeries Analytics program: \$16,000 annually (LCFF). - Continue to support 1 FTE Behavior Intervention Specialist added in 2014-15: \$134,000 annually for salaries and benefits (LCFF).
<p>3.3. Each school has access to tools and a defined process for identifying the causation of student disciplinary incidents, and guidance for the implementation of appropriate interventions.</p> <ul style="list-style-type: none"> • District and school sites will develop, implement, and monitor a proactive system that guides appropriate student disciplinary interventions. <ul style="list-style-type: none"> o Lower class sizes by reducing class-size averages by 2.5% or the equivalent of 1 student per class. Add .5 FTE additional teacher to all schools in 2016-17: Approximately \$1 million annually (LCFF-Duplicated amount from Action 1.1.) 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. <ul style="list-style-type: none"> - Aeries Analytics program: \$16,000 annually (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: \$134,000 annually (LCFF). o Establish District Discipline Committee to look into specific issues such as junior high school suspensions and alternatives to suspension. o Continue to cultivate and nourish a culture of pride at all schools. 	<p>All Schools</p>	<p><u>ALL</u></p> <p>OR:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education and McKinney-Vento</u> 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million annually for salaries and benefits (LCFF, Title I-duplicated amount from Action 1.7.). - Add 1 FTE social worker in 2016-17: \$134,000 for salary and benefits if funding becomes available (LCFF-duplicated amount from Action 3.2.). - Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually for salaries and benefits (LCFF-duplicated amount from Action 1.7.).
<p>3.4. Each school will implement targeted academic and social-emotional/behavioral interventions to close the opportunity gap among student subgroups.</p> <ul style="list-style-type: none"> • Develop and monitor targeted academic and social-emotional/behavioral interventions and support services to meet the diverse needs of student subgroups. <ul style="list-style-type: none"> o Continue to support 18 FTE MTSS Specialists, who coordinate interventions and support services at each site: \$2.16 million annually for salaries and benefits (LCFF, Title I-duplicated amount from Action 1.7.). o Add 1 FTE social worker in 2016-17 to support ILC students' mental health needs: \$134,000 if funding becomes available (LCFF-duplicated amount from Action 3.2.). o Continue to support 2 FTE counselors added in 2014-15: 	<p>All Schools</p>	<p><u>ALL</u></p> <p>OR:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education and McKinney-Vento</u> 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million annually for salaries and benefits (LCFF, Title I-duplicated amount from Action 1.7.). - Add 1 FTE social worker in 2016-17: \$134,000 for salary and benefits if funding becomes available (LCFF-duplicated amount from Action 3.2.). - Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually for salaries and benefits (LCFF-duplicated amount from Action 1.7.).

<p>\$268,000 annually (LCFF—duplicated amount from Action 1.7.).</p> <ul style="list-style-type: none"> o Continue to support 4 FTE counselors added in 2015-16—Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5), and Lexington JHS (.5) added in 2015-16: \$474,000 (LCFF—duplicated amount from Action 1.7.). o Continue to support academic interventions, including but not limited to AVID, after-school tutoring, and the EMT process: <ul style="list-style-type: none"> – AVID tutoring and after school tutoring: Approximately \$175,000 annually (site Title I, site LCFF). o Continue to support Saturday Academies for academic enrichment/attendance recovery: \$145,000 (LCFF), which is off-set by increased revenue from recuperated attendance. (Duplicated from 3.2) o Increase school library hours, based upon the needs of students at each school: (site funds, as funding becomes available). • 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, Educator Effectiveness Funds—duplicated amount from Action 1.1.). • 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. • Continue to support the internship training institution, were graduate-level interns provide mental-health services to the District's students (all subgroups): No cost <ul style="list-style-type: none"> 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) 	<p>– Continue to support 4 FTE counselors added in 2015-16: \$474,000 annually for salaries and benefits (LCFF—duplicated amount from Action 1.7.).</p> <p>– Saturday Academy program: \$145,000 annually (LCFF). Duplicated amount from Action 3.2.</p> <p>– AVID tutoring and after school tutoring: Approximately \$175,000 annually (site Title I, site LCFF).</p> <p>– District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF. Educator Effectiveness Funds—duplicated amount from Action 1.1.).</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> – Continue to support 4 FTE counselors added in 2015-16: \$474,000 annually for salaries and benefits (LCFF—duplicated amount from Action 1.7.). – Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually for salaries and benefits (LCFF—duplicated amount from Action 1.7.).
<p>3.5. Increase the number of counselors at schools to effectively monitor student progress and implement support services recommended by American School Counselor Association (ASCA) National Standards Mindsets and Behaviors for Student Success.</p> <ul style="list-style-type: none"> • Adopt national counseling standards, provide appropriate professional learning, and monitor implementation. • Reduce student/guidance counselor ratio by adding additional counselors in order to increase counseling services provided to students. <ul style="list-style-type: none"> o Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually (LCFF—duplicated amount from Action 1.7.). o Continue to support 4 FTE counselors—Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5) and Lexington JHS (.5) in 2015-16: \$474,000 annually (LCFF—duplicated amount from Action 1.7.). 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <ul style="list-style-type: none"> ___ Low Income Pupils ___ English Learners ___ Foster Youth ___ Redesignated Fluent English Proficient ___ Other Subgroups: _____

<ul style="list-style-type: none"> • Require a six-year academic plan for all students. • Require a comprehensive transition plan for all 7th - and 9th-grade students (ex. new student orientations, campus tours, and Link Crew); cost to be determined (site LCFF) • Ensure that upon full implementation of LCFF, McKinney-Vento, Foster Youth, and EL students receive educational counseling from an academic counselor. • 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. • 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. 		
<p>3.6. Upgrade facilities to improve educational learning environments.</p> <ul style="list-style-type: none"> • 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 District Performing Arts Facility at Kennedy High School: \$100,000 (LCFF—if funding becomes available). <ul style="list-style-type: none"> ○ Provide training to Audio-Visual Technicians (AV Techs) on use on upgraded facilities: \$15,000 (LCFF, Educator Effectiveness Funds). • Improve science classrooms at schools as needed, to make sure that all science classrooms have appropriate lab facilities. (Cost TBD as funds become available.) • Provide an appropriate number of custodial staff and athletic facilities workers to correspond with current facilities' needs. <ul style="list-style-type: none"> ○ Continue to support 3 FTE custodians added in 2015-16: \$211,000 annually (LCFF). ○ Restore custodial positions to be consistent with state recommended staffing, based upon physical plan square footage and number of employees: Cost TBD (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). ○ Continue to support 4 FTE athletic field workers added in 2015-16: \$309,000 annually (LCFF). ○ Continue to support 1 FTE grounds technician added in 2015-16: \$74,000 annually (LCFF). • Continue to support the regular replacement and growth of 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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 District Performing Arts Facility at Kennedy High School: \$100,000 (LCFF—if funding becomes available). - Provide training to Audio-Visual Technicians (AV Techs) on use on upgraded facilities: \$15,000 (LCFF, Educator Effectiveness Funds). - Continue to support 3 FTE custodians: \$211,000 annually for salaries and benefits (LCFF). - Restore custodial positions to be consistent with state recommended staffing, based upon physical plan square footage and number of employees: Cost TBD (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).
		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>

<p>infrastructure and student and staff technology annually as long as funding is available: \$4.9 million annually (LCFF--duplicated amount from Action 1.4).</p> <ul style="list-style-type: none"> • Provide appropriate staffing to maintain technology and technology infrastructure: <ul style="list-style-type: none"> ◦ Continue to support 6 FTE site technicians added in 2015-16 to maintain technological resources: \$504,000 (LCFF--duplicated amount from Action 1.4.). ◦ Add 1 FTE Network Manager in 2016-17 to manage district network infrastructure: \$140,000 (LCFF--if funding becomes available). • 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). 		<ul style="list-style-type: none"> - available). - Continue to support FTE athletic field workers: \$309,000 annually for salaries and benefits (LCFF). - 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). - Continue to support 6 FTE site technicians added in 2015-16 to maintain technological resources: \$504,000 (LCFF--duplicated amount from Action 1.4.). - Add 1 FTE Network Manager in 2016-17 to manage district network infrastructure: \$140,000 (LCFF--if funding becomes available). - Security cameras/surveillance/ alarm systems: \$ 3.4 million over three years (Measure H Bond).
<p>3.7. Increase academic support and extracurricular engagement opportunities for Foster Youth and McKinney-Vento students by providing additional support.</p> <ul style="list-style-type: none"> • 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) • Add 2 FTE Licensed Social Workers with Pupil Personnel Services (PPS) credentials 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, Educator Effectiveness Funds--duplicated amount from Action 1.1.). • Increase outreach services for Foster Youth and McKinney-Vento students. <ul style="list-style-type: none"> ◦ Add additional Child Welfare and Attendance outreach position in 2016-17: \$69,000 if funding becomes available (LCFF). ◦ Continue to support 1 FTE Bilingual School Community Liaison added in 2014-15: \$50,000 annually (LCFF). ◦ Add additional Bilingual School Community Liaison in 2016-17: 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Instructional materials for Foster Youth and McKinney-Vento students: \$10,000 annually (LCFF). - Add 2 FTE Licensed Social Workers with Pupil Personnel Services (PPS) credentials 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, Educator Effectiveness Funds--duplicated amount from Action 1.1.). - Add additional Child Welfare and Attendance outreach position in 2016-17: \$69,000 if funding becomes available (LCFF). - Continue to support 1 FTE Bilingual

<ul style="list-style-type: none"> • \$50,000 if funding becomes available (LCFF). <ul style="list-style-type: none"> ○ Add additional Office Assistant, Bilingual in 2016-17: \$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. <ul style="list-style-type: none"> ○ 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). • Develop mentoring programs for Foster Youth and McKinney-Vento students: cost to be determined (LCFF). 		<p>School Community Liaison added in 2014-15: \$50,000 annually for salary and benefits (LCFF).</p> <ul style="list-style-type: none"> - Add additional Bilingual School Community Liaison in 2016-17: \$50,000 if funding becomes available (LCFF). - Add additional Office Assistant, Bilingual in 2016-17: \$40,000 if funding becomes available (LCFF).
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Goal 3, LCAP Year 2: 2017-18		
<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 1: Basic 1) School facilities are maintained and in good repair, as evidenced by Facilities Inspection Tool (FIT) results.</p> <p>Priority 5: Pupil Engagement 1) As a District, we will decrease the District-wide high school cohort drop-out rate by .3%, from 7.3% in 2014-15 to 7.0% in 2015-16. 2) As a District, we will decrease the District-wide middle school/junior high school drop-out rate by .05%, from .18% in 2014-15 to .13% in 2015-16. 3) As a District, we will increase the District-wide attendance rate by .5%, from 95.6% in 2014-15 to 96.1% in 2015-16. 4) As a District, we will decrease the District-wide chronic absenteeism rate by .5%, from 7.7% in 2014-15 to 7.2% in 2015-16. (The chronic absenteeism rate is locally defined as missing 10% or more days of the school year.) 5) As a District, we will increase the District-wide cohort graduation rate 1% annually, from 87.3% in 2014-15 to 88.3% in 2015-16. 6) As a District, we will increase the cohort graduation rate for Low Income Pupils (LIP) 1% annually, from 85.4% in 2014-15 to 86.4% in 2015-16. 7) As a District, we will increase the cohort graduation rate for English Learners (EL) 1% annually, from 76.0% in 2014-15 to 77.0% in 2015-16. 8) As a District, we will increase the cohort graduation rate for Students With Disabilities (SWD) 1% annually, from 65.1% in 2014-15 to 66.1% in 2015-16.</p> <p>Priority 6: School Climate 1) As a District, we will reduce the District-wide suspension rate by 1%, from 5.4% in 2014-15 to 4.4% in 2015-16. Most current suspension rate is from 2014-15.) 2) As a District, we will continue to maintain a District-wide expulsion rate of less than 1%. (The 2013-14 District-wide expulsion rate is 0.16%, and the 2014-15 District-wide expulsion rate is 0%.) 3) As a District, we will improve survey results regarding school climate and campus safety. (Continue to establish baseline data in 2016-17.) 4) The District will improve Healthy Kid Survey results. (Continue to establish baseline data in 2016-17.)</p>	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1. Create a systemic plan for identifying and providing wrap-around support for students with significant truancy issues.</p> <ul style="list-style-type: none"> Continue to implement district-wide systemic attendance monitoring system that will lead to reduced dropouts and increased numbers of students who graduate from high school. Increase outreach for students with significant truancy issues: position and cost to be determined in 2016-17 if funding becomes available (LCFF). Provide school resources, programs, and support services to monitor and improve student attendance District-wide. <ul style="list-style-type: none"> Add transportation services for students, in need, who live more than 2.5 miles from school: cost to be determined in 2016-17 if funding becomes available (LCFF). Continue to support 1 FTE Attendance Program Administrator to support improved attendance results: \$165,000 (LCFF), and continue to support Saturday Academy program: \$145,000 (LCFF), which is off-set by increased revenue from recuperated attendance. <ul style="list-style-type: none"> Position supports all students and pays special attention to Low Income Pupils, English Learners, Foster Youth, and McKinney-Vento students. 	<p>All Schools</p>	<p>___ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient <input checked="" type="checkbox"/> Other Subgroups: <u>McKinney-Vento, Students with Disabilities</u></p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Increase outreach for students with significant truancy issues: position and cost to be determined in 2016-17 if funding becomes available (LCFF). Transportation services for students, in need, who live more than 2.5 miles from school: cost to be determined in 2016-17 if funding becomes available (LCFF). Continue to support 1 FTE Attendance Program Administrator added in 2015-16: \$165,000 annually for salary and benefits (LCFF) Saturday Academy program: \$145,000 annually (LCFF).
<p>3.2. Every school will implement multi-tiered academic and behavioral support systems, aka multi-tiered systems of support (MTSS), which includes increased support of mental health school resources and services, which are designed to reduce inappropriate behavior, student suspensions, and improve student learning.</p> <ul style="list-style-type: none"> Continue to implement MTSS, which includes increased mental health resources to meet the social and emotional needs of students. <ul style="list-style-type: none"> Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually (LCFF—duplicated amount from Action 1.7.). Continue to support 4 FTE counselors—Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5), and Lexington JHS (.5) added in 2015-16: \$474,000 (LCFF—duplicated amount from Action 1.7.). Continue to support 2 FTE Licensed Social Workers with Pupil Personnel Services (PPS) credentials added in 2015-16: \$268,000 if funding becomes available (LCFF). 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). Continue to support 3 FTE health technicians in 2015-16: \$185,000 annually (LCFF). Continue to develop alternatives to suspension, including "Restorative Practices." <ul style="list-style-type: none"> Continue to support 4.5 FTE assistant principals added in 2014- 	<p>All Schools</p>	<p>___ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students With Disabilities, and McKinney-Vento</u></p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually (LCFF—duplicated amount from Action 1.7.). Continue to support 4 FTE counselors—Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5), and Lexington JHS (.5) added in 2015-16: \$474,000 annually for salaries and benefits (LCFF—duplicated amount from Action 1.7.). Continue to support 2 FTE licensed Social Workers with PPS credentials added in 2015-16: \$268,000 for salaries and benefits if funding becomes available (LCFF). Continue to support 1 FTE social worker added in 2016-17 to support ILC students: \$134,000 for salary and benefits if funding becomes available (LCFF). Continue to support FTE health technicians in 2015-16: \$185,000 annually for salaries and benefits

- 15: \$618,000 annually (LCFF).
- 16: \$278,000 (LCFF).
- Continue to support 2 FTE assistant principals added in 2015-16 to support additional 1 FTE assistant principal added in 2016-17: \$139,000 (LCFF).
- 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.
 - Continue to support 18 FTE MTSS Specialists added in 2014-15: \$1.85 million (LCFF, Title I—duplicated amount from Action 1.7.).
 - Continue to support 2 nurses (RNs) added in 2016-17: \$274,000 (LCFF- if funding becomes available).
- Continue to explore new ways to provide 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)"
- Continue to 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.)
 - Decrease the percentage of transfers for McKinney-Vento and Foster Youth students to continuation and other alternative schools.
- Continue to 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)
- Continue to 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, Educator Effectiveness Funds—duplicated amount from Action 1.1.).
 - In-house PBIS and ProACT trainers will refine implementation of PBIS and improve crisis management services;
 - In-house Boys Town trainers will refine proactive interventions that target students in restrictive educational environments.
 - "Capturing Kids Hearts" and civic learning training will be provided during the 2016-17 year. (Costs included in District Professional Learning Plan.)

- (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 additional 1 FTE assistant principal added in 2016-17: \$139,000 (LCFF).
- Continue to support 1 FTE Teacher on Special Assignment added in 2015-16 to implement Alternatives to Suspension program: \$93,000 (LCFF).
- Continue to support 2 nurses (RNs) added in 2016-17: \$274,000 (LCFF- if funding becomes available).
- Continue to support 18 FTE MTSS Specialists added in 2014-15: \$1.85 million annually for salaries and benefits (LCFF, Title I—duplicated amount from Action 1.7.).
- Professional learning/training to implement MTSS: cost included in District Professional Learning Plan \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).

<ul style="list-style-type: none"> o Provide training on Behavior Support Plans to Special Education teachers in order to increase positive behavior for SWDs (District Professional Learning Plan) o Continue to support the internship training institution, were graduate-level interns provide mental-health services to the District's students (all subgroups): No cost o Continue to provide training to teachers and support staff on the social and emotional needs of lesbian, gay, bisexual, transgender, queer/questioning sexual identity (LGBTQ): Cost included in District Professional Learning Plan. 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Continue to support .5 FTE additional teacher added to all schools in 2016-17: Approximately \$1 million annually (LCFF--Duplicated amount from Action 1.1.). - Aeries Analytics program: \$16,000 annually (LCFF). - Continue to support 1 FTE Behavior Intervention Specialist added in 2014-15: \$134,000 annually for salaries and benefits (LCFF).
<p>3.3. Each school has access to tools and a defined process for identifying the causation of student disciplinary incidents, and guidance for the implementation of appropriate interventions.</p> <ul style="list-style-type: none"> o District and school sites will develop, implement, and monitor a proactive system that guides appropriate student disciplinary interventions. <ul style="list-style-type: none"> o Lower class sizes by reducing class-size averages by 2.5% or the equivalent of 1 student per class. Continue to support .5 FTE additional teacher added to all schools in 2016-17: Approximately \$1 million annually (LCFF--Duplicated amount from Action 1.1.) 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. <ul style="list-style-type: none"> - Aeries Analytics program: \$16,000 annually (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: \$134,000 annually (LCFF). o Continue to support District Discipline Committee, which looks into specific issues such as junior high school suspensions and alternatives to suspension. o Continue to cultivate and nourish a culture of pride at all schools. 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million annually for salaries and benefits (LCFF, Title I--duplicated amount from Action 1.7.). - Continue to support 1 FTE social worker added in 2016-17: \$134,000 for salary and benefits if funding becomes available (LCFF--duplicated amount from Action 3.2.). - Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually for salaries and benefits (LCFF--
<p>3.4. Each school will implement targeted academic and social-emotional/behavioral interventions to close the opportunity gap among student subgroups.</p> <ul style="list-style-type: none"> o Develop and monitor targeted academic and social-emotional/behavioral interventions and support services to meet the diverse needs of student subgroups. <ul style="list-style-type: none"> o Continue to support 18 FTE MTSS Specialists, who coordinate interventions and support services at each site: \$2.16 million annually for salaries and benefits (LCFF, Title I--duplicated amount from Action 1.7.). o Continue to support 1 FTE social worker added in 2016-17 to support ILC students' mental health needs: \$134,000 if funding becomes available (LCFF--duplicated amount from Action 3.2.). o Continue to support 2 FTE counselors added in 2014-15: 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million annually for salaries and benefits (LCFF, Title I--duplicated amount from Action 1.7.). - Continue to support 1 FTE social worker added in 2016-17: \$134,000 for salary and benefits if funding becomes available (LCFF--duplicated amount from Action 3.2.). - Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually for salaries and benefits (LCFF--

<p>\$268,000 annually (LCFF—duplicated amount from Action 1.7.).</p> <ul style="list-style-type: none"> o Continue to support 4 FTE counselors added in 2015-16—Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5), and Lexington JHS (.5) added in 2015-16: \$474,000 (LCFF—duplicated amount from Action 1.7.). o Continue to support academic interventions, including but not limited to AVID, after-school tutoring, and the EMT process. <ul style="list-style-type: none"> – AVID tutoring and after school tutoring: Approximately \$175,000 annually (site Title I, site LCFF). o Continue to support Saturday Academies for academic enrichment/attendance recovery: \$145,000 (LCFF), which is offset by increased revenue from recuperated attendance. (Duplicated from 3.2) o Increase school library hours, based upon the needs of students at each school: (site funds, as funding becomes available). • Continue to 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, Educator Effectiveness Funds—duplicated amount from Action 1.1.). • 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. • Continue to support the internship training institution, were graduate-level interns provide mental-health services to the District's students (all subgroups): No cost • Ensure that all students, including McKinney-Vento, Foster Youth, and EL students receive appropriate mental-health and behavioral services, including school social worker counseling, school-based mental-health services and in-school therapeutic services, regardless of whether he or she qualifies for special education. (Duplicated from 1.11). 	<p>All Schools</p>	<p>duplicated amount from Action 1.7.).</p> <ul style="list-style-type: none"> – Continue to support 4 FTE counselors added in 2015-16: \$474,000 annually for salaries and benefits (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). – District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).
<p>3.5 Increase the number of counselors at schools to effectively monitor student progress and implement support services recommended by American School Counselor Association (ASCA) National Standards Mindsets and Behaviors for Student Success.</p> <ul style="list-style-type: none"> • Adopt national counseling standards, provide appropriate professional learning, and monitor implementation. • Reduce student/guidance counselor ratio by adding additional counselors in order to increase counseling services provided to students. <ul style="list-style-type: none"> o Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually (LCFF—duplicated amount from Action 1.7.). o Continue to support 4 FTE counselors—Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5) and Lexington JHS (.5) in 2015-16: \$474,000 annually (LCFF—duplicated amount from Action 1.7.). 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> – Continue to support 4 FTE counselors added in 2015-16: \$474,000 annually for salaries and benefits (LCFF—duplicated amount from Action 1.7.). – Continue to support 2 FTE counselors for salaries and benefits (LCFF—duplicated amount from Action 1.7.).
	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <ul style="list-style-type: none"> ___ Low Income Pupils ___ English Learners ___ Foster Youth ___ Redesignated Fluent English Proficient ___ Other Subgroups: _____ 	

<ul style="list-style-type: none"> • Require a six-year academic plan for all students. • Require a comprehensive transition plan for all 7th - and 9th -grade students (ex. new student orientations, campus tours, and Link Crew): cost to be determined (site LCFF) • Ensure that upon full implementation of LCFF, McKinney-Vento, Foster Youth, and EL students receive educational counseling from an academic counselor. • 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. • 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. 	<p style="text-align: center;">All Schools</p>		
<p>3.6. Upgrade facilities to improve educational learning environments.</p> <ul style="list-style-type: none"> • 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 District Performing Arts Facility at Kennedy High School: \$100,000 (LCFF—if funding becomes available). <ul style="list-style-type: none"> ○ Provide training to Audio-Visual Technicians (AV Techs) on use on upgraded facilities: \$15,000 (LCFF, Educator Effectiveness Funds). • Improve science classrooms at schools as needed, to make sure that all science classrooms have appropriate lab facilities. (Cost TBD as funds become available.) • Provide an appropriate number of custodial staff and athletic facilities workers to correspond with current facilities' needs. <ul style="list-style-type: none"> ○ Continue to support 3 FTE custodians added in 2015-16: \$211,000 annually (LCFF). ○ Restore custodial positions to be consistent with state recommended staffing, based upon physical plan square footage and number of employees: Cost TBD (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). ○ Continue to support 4 FTE athletic field workers added in 2015-16: \$309,000 annually (LCFF). ○ Continue to support 1 FTE grounds technician added in 2015-16: \$74,000 annually (LCFF). • Continue to support the regular replacement and growth of 	<p style="text-align: center;">All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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 District Performing Arts Facility at Kennedy High School: \$100,000 (LCFF—if funding becomes available). - Provide training to Audio-Visual Technicians (AV Techs) on use on upgraded facilities: \$15,000 (LCFF, Educator Effectiveness Funds). - Continue to support 3 FTE custodians: \$211,000 annually for salaries and benefits (LCFF). - Restore custodial positions to be consistent with state recommended staffing, based upon physical plan square footage and number of employees: Cost TBD (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). 	<p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: _____

<p>infrastructure and student and staff technology annually as long as funding is available: \$4.9 million annually (LCFF—duplicated amount from Action 1.4).</p> <ul style="list-style-type: none"> • Provide appropriate staffing to maintain technology and technology infrastructure: <ul style="list-style-type: none"> ◦ Continue to support 6 FTE site technicians added in 2015-16 to maintain technological resources: \$504,000 (LCFF—duplicated amount from Action 1.4.). ◦ Continue to support 1 FTE Network Manager added in 2016-17 to manage district network infrastructure: \$140,000 (LCFF—if funding becomes available). • 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). 		<ul style="list-style-type: none"> - available). - Continue to support FTE athletic field workers: \$309,000 annually for salaries and benefits (LCFF). - 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). - Continue to support 6 FTE site technicians added in 2015-16 to maintain technological resources: \$504,000 (LCFF—duplicated amount from Action 1.4.). - Continue to support 1 FTE Network Manager added in 2016-17 to manage district network infrastructure: \$140,000 (LCFF—if funding becomes available). - Security cameras/surveillance/ alarm systems: \$ 3.4 million over three years (Measure H Bond).
<p>3.7 Increase academic support and extracurricular engagement opportunities for Foster Youth and McKinney-Vento students by providing additional support.</p> <ul style="list-style-type: none"> • Continue to increase course selection and course access for Foster Youth and McKinney-Vento students. • Continue to 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.). • Continue to 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, Educator Effectiveness Funds—duplicated amount from Action 1.1.). • Continue to increase outreach services for Foster Youth and McKinney-Vento students. <ul style="list-style-type: none"> ◦ Continue to support additional Child Welfare and Attendance outreach position added in 2016-17: \$69,000 if funding becomes available (LCFF). 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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, Educator Effectiveness Funds—duplicated amount from Action 1.1.). - Continue to support additional Child Welfare and Attendance outreach position added in 2016-17: \$69,000 if <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input checked="" type="checkbox"/> Other Subgroups: <u>McKinney-Vento</u>

<ul style="list-style-type: none"> o Continue to support 1 FTE Bilingual School Community Liaison added in 2014-15: \$50,000 annually (LCFF). o Continue to support additional Bilingual School Community Liaison added in 2016-17: \$50,000 if funding becomes available (LCFF). o Continue to support additional Office Assistant, Bilingual added in 2016-17: \$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). 		<p>funding becomes available (LCFF).</p> <ul style="list-style-type: none"> - Continue to support 1 FTE Bilingual School Community Liaison added in 2014-15: \$50,000 annually for salary and benefits (LCFF). - Continue to support additional Bilingual School Community Liaison added in 2016-17: \$50,000 if funding becomes available (LCFF). - Continue to support additional Office Assistant, Bilingual added in 2016-17: \$40,000 if funding becomes available (LCFF).
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Goal 3, LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 1: Basic 1) School facilities are maintained and in good repair, as evidenced by Facilities Inspection Tool (FIT) results.</p> <p>Priority 5: Pupil Engagement 1) As a District, we will decrease the District-wide high school cohort drop-out rate by .3%, from 7.3% in 2014-15 to 7.0% in 2015-16. 2) As a District, we will decrease the District-wide middle school/junior high school drop-out rate by .05%, from .18% in 2014-15 to .13% in 2015-16. 3) As a District, we will increase the District-wide attendance rate by .5%, from 95.6% in 2014-15 to 96.1% in 2015-16. 4) As a District, we will decrease the District-wide chronic absenteeism rate by .5%, from 7.7% in 2014-15 to 7.2% in 2015-16. (The chronic absenteeism rate is locally defined as missing 10% or more days of the school year.) 5) As a District, we will increase the District-wide cohort graduation rate 1% annually, from 87.3% in 2014-15 to 88.3% in 2015-16. 6) As a District, we will increase the cohort graduation rate for Low Income Pupils (LIP) 1% annually, from 85.4% in 2014-15 to 86.4% in 2015-16. 7) As a District, we will increase the cohort graduation rate for English Learners (EL) 1% annually, from 76.0% in 2014-15 to 77.0% in 2015-16. 8) As a District, we will increase the cohort graduation rate for Students With Disabilities (SWD) 1% annually, from 65.1% in 2014-15 to 66.1% in 2015-16.</p> <p>Priority 6: School Climate 1) As a District, we will reduce the District-wide suspension rate by 1%, from 5.4% in 2014-15 to 4.4% in 2015-16. Most current suspension rate is from 2014-15.) 2) As a District, we will continue to maintain a District-wide expulsion rate of less than 1%. (The 2013-14 District-wide expulsion rate is 0.16%, and the 2014-15 District-wide expulsion rate is 0%.)</p>
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<p>4) As a District, we will improve survey results regarding school climate and campus safety. (Continue to establish baseline data in 2016-17.)</p> <p>5) The District will improve Healthy Kid Survey results. (Continue to establish baseline data in 2016-17.)</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>
<p>3.1. Create a systemic plan for identifying and providing wrap-around support for students with significant truancy issues.</p> <ul style="list-style-type: none"> Continue to implement district-wide systemic attendance monitoring system that will lead to reduced dropouts and increased numbers of students who graduate from high school. Increase outreach for students with significant truancy issues: position and cost to be determined in 2016-17 if funding becomes available (LCFF). Provide school resources, programs, and support services to monitor and improve student attendance District-wide. <ul style="list-style-type: none"> Add transportation services for students, in need, who live more than 2.5 miles from school: cost to be determined in 2016-17 if funding becomes available (LCFF). Continue to support 1 FTE Attendance Program Administrator to support improved attendance results: \$165,000 (LCFF), and continue to support Saturday Academy program: \$145,000 (LCFF), which is off-set by increased revenue from recuperated attendance. <ul style="list-style-type: none"> Position supports all students and pays special attention to Low Income Pupils, English Learners, Foster Youth, and McKinney-Vento students. 	<p>All Schools</p>	<p><u>ALL</u></p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income Pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: <u>McKinney-Vento, Students with Disabilities</u></p>
<p>3.2. Every school will implement multi-tiered academic and behavioral support systems, aka multi-tiered systems of support (MTSS), which includes increased support of mental health school resources and services, which are designed to reduce inappropriate behavior, student suspensions, and improve student learning.</p> <ul style="list-style-type: none"> Continue to implement MTSS, which includes increased mental health resources to meet the social and emotional needs of students. <ul style="list-style-type: none"> Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually (LCFF–duplicated amount from Action 1.7.). Continue to support 4 FTE counselors–Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5), and Lexington JHS (.5) added in 2015-16: \$474,000 (LCFF–duplicated amount from Action 1.7.). Continue to support 2 FTE Licensed Social Workers with Pupil Personnel Services (PPS) credentials added in 2015-16: \$268,000 if funding becomes available (LCFF). 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). Continue to support 3 FTE health technicians in 2015-16: \$185,000 annually (LCFF). 	<p>All Schools</p>	<p><u>ALL</u></p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income Pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: <u>Students With Disabilities, and McKinney-Vento</u></p>
		<p>Budgeted Expenditures</p> <p>Estimated Costs:</p> <ul style="list-style-type: none"> Increase outreach for students with significant truancy issues: position and cost to be determined in 2016-17 if funding becomes available (LCFF). Transportation services for students, in need, who live more than 2.5 miles from school: cost to be determined in 2016-17 if funding becomes available (LCFF). Continue to support 1 FTE Attendance Program Administrator added in 2015-16: \$165,000 annually for salary and benefits (LCFF) Saturday Academy program: \$145,000 annually (LCFF).
		<p>Estimated Costs:</p> <ul style="list-style-type: none"> Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually (LCFF–duplicated amount from Action 1.7.). Continue to support 4 FTE counselors–Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5), and Lexington JHS (.5) added in 2015-16: \$474,000 annually for salaries and benefits (LCFF–duplicated amount from Action 1.7.). Continue to support 2 FTE licensed Social Workers with PPS credentials added in 2015-16: \$268,000 for salaries and benefits if funding becomes available (LCFF). Continue to support 1 FTE social worker added in 2016-17 to support ILC students: \$134,000 for salary and benefits if funding becomes available (LCFF).

- Continue to develop alternatives to suspension, including "Restorative Practices."
 - Continue to support 4.5 FTE assistant principals added in 2014-15: \$618,000 annually (LCFF).
 - Continue to support 2 FTE assistant principals added in 2015-16: \$278,000 (LCFF).
 - Continue to support additional 1 FTE assistant principal added in 2016-17: \$139,000 (LCFF).
 - 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.
 - Continue to support 18 FTE MTSS Specialists added in 2014-15: \$1.85 million (LCFF, Title I-duplicated amount from Action 1.7.).
 - Continue to support 2 nurses (RNs) added in 2016-17: \$274,000 (LCFF- if funding becomes available).
- Continue to explore new ways to provide 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)"
- Continue to 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.)
 - Decrease the percentage of transfers for McKinney-Vento and Foster Youth students to continuation and other alternative schools.
- Continue to 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)
- Continue to 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, Educator Effectiveness Funds-duplicated amount from Action 1.1.).
 - In-house PBIS and ProACT trainers will refine implementation of PBIS and improve crisis management services;
 - In-house Boys Town trainers will refine proactive interventions that target students in restrictive educational environments.

- Continue to support FTE health technicians in 2015-16: \$185,000 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 additional 1 FTE assistant principal added in 2016-17: \$139,000 (LCFF).
- Continue to support 1 FTE Teacher on Special Assignment added in 2015-16 to implement Alternatives to Suspension program: \$93,000 (LCFF).
- Continue to support 2 nurses (RNs) added in 2016-17: \$274,000 (LCFF- if funding becomes available).
- Continue to support 18 FTE MTSS Specialists added in 2014-15: \$1.85 million annually for salaries and benefits (LCFF, Title I-duplicated amount from Action 1.7.).
- Professional learning/training to implement MTSS: cost included in District Professional Learning Plan \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds-duplicated amount from Action 1.1.).

<ul style="list-style-type: none"> o "Capturing Kids Hearts" and civic learning training will be provided during the 2016-17 year. (Costs included in District Professional Learning Plan.) o Continue to provide training on Behavior Support Plans to Special Education teachers in order to increase positive behavior for SWDs (District Professional Learning Plan) o Continue to support the internship training institution, were graduate-level interns provide mental-health services to the District's students (all subgroups): No cost o Continue to provide training to teachers and support staff on the social and emotional needs of lesbian, gay, bisexual, transgender, queer/questioning sexual identity (LGBTQ): Cost included in District Professional Learning Plan. 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Continue to support .5 FTE additional teacher added to all schools in 2016-17: Approximately \$1 million annually (LCFF-Duplicated amount from Action 1.1.). - Aeries Analytics program: \$16,000 annually (LCFF). - Continue to support 1 FTE Behavior Intervention Specialist added in 2014-15: \$134,000 annually for salaries and benefits (LCFF).
<p>3.3. Each school has access to tools and a defined process for identifying the causation of student disciplinary incidents, and guidance for the implementation of appropriate interventions.</p> <ul style="list-style-type: none"> o District and school sites will develop, implement, and monitor a proactive system that guides appropriate student disciplinary interventions. o Lower class sizes by reducing class-size averages by 2.5% or the equivalent of 1 student per class. Continue to support .5 FTE additional teacher added to all schools in 2016-17: Approximately \$1 million annually (LCFF-Duplicated amount from Action 1.1.) 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. <ul style="list-style-type: none"> - Aeries Analytics program: \$16,000 annually (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: \$134,000 annually (LCFF). o Establish District Discipline Committee to look into specific issues such as junior high school suspensions and alternatives to suspension. o Continue to cultivate and nourish a culture of pride at all schools. 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million annually for salaries and benefits (LCFF, Title I-duplicated amount from Action 1.7.). - Continue to support 1 FTE social worker added in 2016-17: \$134,000 for salary and benefits if funding becomes available (LCFF-duplicated amount from Action 3.2.).
<p>3.4. Each school will implement targeted academic and social-emotional/behavioral interventions to close the opportunity gap among student subgroups.</p> <ul style="list-style-type: none"> o Develop and monitor targeted academic and social-emotional/behavioral interventions and support services to meet the diverse needs of student subgroups. o Continue to support 18 FTE MTSS Specialists, who coordinate interventions and support services at each site: \$2.16 million annually for salaries and benefits (LCFF, Title I-duplicated amount from Action 1.7.). o Continue to support 1 FTE social worker added in 2016-17 to 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million annually for salaries and benefits (LCFF, Title I-duplicated amount from Action 1.7.). - Continue to support 1 FTE social worker added in 2016-17: \$134,000 for salary and benefits if funding becomes available (LCFF-duplicated amount from Action 3.2.).

<p>support ILC students' mental health needs: \$134,000 if funding becomes available (LCFF–duplicated amount from Action 3.2).</p> <ul style="list-style-type: none"> o Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually o \$268,000 annually (LCFF–duplicated amount from Action 1.7.). o Continue to support 4 FTE counselors added in 2015-16–Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (5), and Lexington JHS (-5) added in 2015-16: \$474,000 (LCFF–duplicated amount from Action 1.7.). o Continue to support academic interventions, including but not limited to AVID, after-school tutoring, and the EMT process. <ul style="list-style-type: none"> – AVID tutoring and after school tutoring: Approximately \$175,000 annually (site Title I, site LCFF). o Continue to support Saturday Academies for academic enrichment/attendance recovery: \$145,000 (LCFF), which is offset by increased revenue from recuperated attendance. (Duplicated from 3.2) o Increase school library hours, based upon the needs of students at each school: (site funds, as funding becomes available). • Continue to 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, Educator Effectiveness Funds–duplicated amount from Action 1.1.). • 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. • Continue to support the internship training institution, where graduate-level interns provide mental-health services to the District's students (all subgroups): No cost • Ensure that all students, including McKinney-Vento, Foster Youth, and EL students receive appropriate mental-health and behavioral services, including school social worker counseling, school-based mental-health services and in-school therapeutic services, regardless of whether he or she qualifies for special education. (Duplicated from 1.11). 	<p style="text-align: center;">All Schools</p>	<ul style="list-style-type: none"> – Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually for salaries and benefits (LCFF–duplicated amount from Action 1.7.). – Continue to support 4 FTE counselors added in 2015-16: \$474,000 annually for salaries and benefits (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). – District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds–duplicated amount from Action 1.1.).
<p>3.5. Increase the number of counselors at schools to effectively monitor student progress and implement support services recommended by American School Counselor Association (ASCA) National Standards Mindsets and Behaviors for Student Success.</p> <ul style="list-style-type: none"> • Adopt national counseling standards, provide appropriate professional learning, and monitor implementation. • Reduce student/guidance counselor ratio by adding additional counselors in order to increase counseling services provided to students. <ul style="list-style-type: none"> o Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually (LCFF–duplicated amount from Action 1.7.). o Continue to support 4 FTE counselors–Katella HS (1), Cypress 	<p style="text-align: center;">All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> – Continue to support 4 FTE counselors added in 2015-16: \$474,000 annually for salaries and benefits (LCFF–duplicated amount from Action 1.7.). – Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually for salaries and benefits (LCFF–duplicated amount from Action 1.7.).

ALL
OR:
 Low Income Pupils
 English Learners
 Foster Youth
 Redesignated Fluent English Proficient
 Other Subgroups: _____

<p>HS (1), Anaheim HS (1), Oxford Academy (.5) and Lexington JHS (.5) in 2015-16: \$474,000 annually (LCFF–duplicated amount from Action 1.7.).</p> <ul style="list-style-type: none"> • Require a six-year academic plan for all students. • Require a comprehensive transition plan for all 7th- and 9th-grade students (ex. new student orientations, campus tours, and Link Crew): cost to be determined (site LCFF) • Ensure that upon full implementation of LCFF, McKinney-Vento, Foster Youth, and EL students receive educational counseling from an academic counselor. • 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. • 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. 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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 District Performing Arts Facility at Kennedy High School: \$100,000 (LCFF–if funding becomes available). - Provide training to Audio-Visual Technicians (AV Techs) on use on upgraded facilities: \$15,000 (LCFF, Educator Effectiveness Funds). - Continue to support 3 FTE custodians: \$211,000 annually for salaries and benefits (LCFF). - Restore custodial positions to be consistent with state recommended staffing, based upon physical plan square footage and number of employees: Cost TBD (LCFF–if funding becomes available). - Provide training to custodial and heating, ventilating, and air conditioning (HVAC) staff on current
<p>3.6. Upgrade facilities to improve educational learning environments.</p> <ul style="list-style-type: none"> • 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 District Performing Arts Facility at Kennedy High School: \$100,000 (LCFF–if funding becomes available). <ul style="list-style-type: none"> ○ Provide training to Audio-Visual Technicians (AV Techs) on use on upgraded facilities: \$15,000 (LCFF, Educator Effectiveness Funds). • Improve science classrooms at schools as needed, to make sure that all science classrooms have appropriate lab facilities. (Cost TBD as funds become available.) • Provide an appropriate number of custodial staff and athletic facilities workers to correspond with current facilities' needs. <ul style="list-style-type: none"> ○ Continue to support 3 FTE custodians added in 2015-16: \$211,000 annually (LCFF). ○ Restore custodial positions to be consistent with state recommended staffing, based upon physical plan square footage and number of employees: Cost TBD (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). ○ Continue to support 4 FTE athletic field workers added in 2015-16: \$309,000 annually (LCFF). ○ Continue to support 1 FTE grounds technician added in 2015- 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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 District Performing Arts Facility at Kennedy High School: \$100,000 (LCFF–if funding becomes available). - Provide training to Audio-Visual Technicians (AV Techs) on use on upgraded facilities: \$15,000 (LCFF, Educator Effectiveness Funds). - Continue to support 3 FTE custodians: \$211,000 annually for salaries and benefits (LCFF). - Restore custodial positions to be consistent with state recommended staffing, based upon physical plan square footage and number of employees: Cost TBD (LCFF–if funding becomes available). - Provide training to custodial and heating, ventilating, and air conditioning (HVAC) staff on current
<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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 District Performing Arts Facility at Kennedy High School: \$100,000 (LCFF–if funding becomes available). - Provide training to Audio-Visual Technicians (AV Techs) on use on upgraded facilities: \$15,000 (LCFF, Educator Effectiveness Funds). - Continue to support 3 FTE custodians: \$211,000 annually for salaries and benefits (LCFF). - Restore custodial positions to be consistent with state recommended staffing, based upon physical plan square footage and number of employees: Cost TBD (LCFF–if funding becomes available). - Provide training to custodial and heating, ventilating, and air conditioning (HVAC) staff on current 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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 District Performing Arts Facility at Kennedy High School: \$100,000 (LCFF–if funding becomes available). - Provide training to Audio-Visual Technicians (AV Techs) on use on upgraded facilities: \$15,000 (LCFF, Educator Effectiveness Funds). - Continue to support 3 FTE custodians: \$211,000 annually for salaries and benefits (LCFF). - Restore custodial positions to be consistent with state recommended staffing, based upon physical plan square footage and number of employees: Cost TBD (LCFF–if funding becomes available). - Provide training to custodial and heating, ventilating, and air conditioning (HVAC) staff on current 	<p>exec-nov14item02 Attachment 2 Page 84 of 121</p>

<p>16: \$74,000 annually (LCFF).</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Continue to support 6 FTE site technicians added in 2015-16 to maintain technological resources: \$504,000 (LCFF—duplicated amount from Action 1.4). Continue to support 1 FTE Network Manager added in 2016-17 to manage district network infrastructure: \$140,000 (LCFF—if funding becomes available). 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). 		<ul style="list-style-type: none"> custodial and HVAC procedures: \$15,000 (LCFF—if funding becomes available). Continue to support FTE athletic field workers: \$309,000 annually for salaries and benefits (LCFF). 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). Continue to support 6 FTE site technicians added in 2015-16 to maintain technological resources: \$504,000 (LCFF—duplicated amount from Action 1.4). Continue to support 1 FTE Network Manager added in 2016-17 to manage district network infrastructure: \$140,000 (LCFF—if funding becomes available). Security cameras/surveillance/ alarm systems: \$3.4 million over three years (Measure H Bond).
<p>3.7 Increase academic support and extracurricular engagement opportunities for Foster Youth and McKinney-Vento students by providing additional support.</p> <ul style="list-style-type: none"> Continue to increase course selection and course access for Foster Youth and McKinney-Vento students. Continue to 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.). Continue to 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, Educator Effectiveness Funds—duplicated amount from Action 1.1.). Continue to increase outreach services for Foster Youth and McKinney-Vento students. <ul style="list-style-type: none"> Continue to support additional Child Welfare and Attendance 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> 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, Educator Effectiveness Funds—duplicated amount from Action 1.1.). Continue to support additional Child

<p>outreach position added in 2016-17: \$69,000 if funding becomes available (LCFF).</p> <ul style="list-style-type: none"> o Continue to support 1 FTE Bilingual School Community Liaison added in 2014-15: \$50,000 annually (LCFF). o Continue to support additional Bilingual School Community Liaison added in 2016-17: \$50,000 if funding becomes available (LCFF). o Continue to support additional Office Assistant, Bilingual added in 2016-17: \$40,000 if funding becomes available (LCFF). <ul style="list-style-type: none"> • 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). 		<p>Welfare and Attendance outreach position added in 2016-17: \$69,000 if funding becomes available (LCFF).</p> <ul style="list-style-type: none"> - Continue to support 1 FTE Bilingual School Community Liaison added in 2014-15: \$50,000 annually for salary and benefits (LCFF). - Continue to support additional Bilingual School Community Liaison added in 2016-17: \$50,000 if funding becomes available (LCFF). - Continue to support additional Office Assistant, Bilingual added in 2016-17: \$40,000 if funding becomes available (LCFF).
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Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 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 Education Code 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 schools/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?

Anaheim Union High School District (AUHSD) Local Control Accountability Plan (LCAP) Annual Update 2015-16

<p>Original GOAL from prior year LCAP:</p>	<h2 style="text-align: center;">Goal 1: All students will demonstrate college and career readiness.</h2>		<p>Related State and/or Local Priorities: 1 X 2 X 3 4 X 5 6 7 X 8 X COE only: 9 10 Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: All District Schools Applicable Pupil Subgroups:</p>	<p>Ethnic subgroups with at least 30 pupils (data snapshot from 2014-15): 65.7% Hispanic-20,821 pupils, 0.5% Native American-162 pupils, 12.3% Asian-3,895 pupils, 2.4% African American-778 pupils, 0.5% Pacific Islander-182 pupils, 11.5% White-3,646 pupils, 2.7% two or more races and not Hispanic-878 pupils. Subgroups specified in Education Code 52052: 74.0% Socioeconomically Disadvantaged (SED, aka Low Income Pupils)-23,432 pupils, 21.0% English Learners (EL)-6,658 pupils, 10.95% Students with Disabilities (SWD)-3,425 pupils, 0.47% Foster Youth (FY)-147 pupils.</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 1: Basic 1) Increase to 100% the number of teachers who are appropriately assigned and fully-credentialed in all subject areas that they are teaching. 2) Increase to 100% the number of teachers who are appropriately assigned and fully-credentialed and/or fully-authorized for the pupils that they are instructing. 3) Provide sufficient access to standards-aligned instructional materials for all pupils, and maintain 100% compliance with Williams' instructional materials requirements. Priority 2: Implementation of State Standards 1) Implement all current academic content and performance standards adopted by the State Board of Education, as measured by pupil achievement results that are included in metrics listed under "Priority 4: Pupil Achievement." 2) The District's schools will increase the number of Performance Task Assessments (PTA) by 2% annually. (Establish baseline data in 2015-16.) 3) Improve and/or expand programs and services that enable English Learners (EL) to access Common Core State Standards (CCSS) and English Language Development (ELD) standards to gain academic content knowledge and English language proficiency, as measured by pupil achievement results that are included in metrics listed under "Priority 4: Pupil Achievement." Priority 4: Pupil Achievement 1) As a District, we will increase California Assessment of Student Performance and Progress (CAASPP) achievement test results at least 1% annually. 2) As a District, we will increase California Assessment of Student Performance and Progress (CAASPP) achievement test results at least 1% annually 3) As a District, we will increase the District-wide A-G completion rate</p>	<p style="text-align: center;">Actual Annual Measurable Outcomes:</p>	<p>Priority 1: Basic 1) For the 2015-16 year, more than 95% of teachers are appropriately assigned and fully-credentialed in all subject areas that they are teaching.. 2) For the 2015-16 year, more than 95% of teachers are appropriately assigned and fully-credentialed and/or fully-authorized for the pupils that they are instructing. 3) For the 2015-16 year, 100% compliance with Williams' instructional materials requirements was met. Priority 2: Implementation of State Standards 1) For the 2015-16 year, all current academic content and performance standards adopted by the State Board of Education were implemented. 2) For the 2015-16 year, the District redirected its focus from PTAs to Capstone Projects, which contain PTAs, and there has been at least a minimum of 2% District-wide increase in the number of Capstone Projects. 3) For the 2015-16 year, the District added a summer language academy English Learners (EL) and also started the EL curriculum revision process. Priority 4: Pupil Achievement 1) For the 2015-16 year, baseline data is available from 2014-15: 44% met or exceeded the standard in 2014-15 in English Language Arts. (30%met, and 14% exceeded) 2) For the 2015-16 year, baseline data is available from 2014-15: 28% met or exceeded the standard in 2014-15 in mathematics. (16% met, and 12% exceeded) 3) The most current A-G completion rate is from the 2013-14 year. The District-wide A-G completion rate increased 5.1%, from 28.8% in 2012-13 to 33.9% in 2013-14. 4) The most current A-G completion rate for the EL subgroup is from the 2013-14 year. The A-G completion rate for the EL Subgroup</p>

<p>by 1% annually, from 38.9% to 39.9%. (Most current A-G completion rate is from 2013-14.)</p> <p>4) As a District, we will increase the A-G completion rate for English Learners (EL) by .5% annually, from 6.1% to 7.1%. (Most current A-G completion rate for this subgroup is from 2013-14.)</p> <p>5) As a District, we will increase the District-wide graduation rate by 1% annually.</p> <p>6) As a District, we will increase the graduation rate for English Learners by 1% annually.</p> <p>7) As a District, we will increase the graduation rate for Students With Disabilities (SWD) by 1% annually, from 62.4% in 2014-15 to 63.4% in 2015-16.</p> <p>8) As a District, we will increase Advanced Placement (AP) participation rates by .5% annually.</p> <p>9) As a District, we will increase Advanced Placement (AP) Exam pass rate, with a score of 3 or higher, by .5% annually.</p> <p>10) As a District, we will increase Early Assessment Program (EAP) ELA results by 1% annually, from 23% to 24%, "Ready for College" in 2015-16.</p> <p>11) As a District, we will improve Early Assessment Program (EAP) Mathematics results by 1% annually, from 12% in 2014-15 to 13% "Ready for College" in 2015-16.</p> <p>12) As a District, we will increase the percentage of ELs making annual progress in learning English by 2.6% over two years, from 59.4% in 2013-14 to 62% in 2015-16, as defined by Annual Measurable Achievement Objective (AMAO) 1.</p> <p>13) As a District, we will increase the percentage of ELs who are enrolled less than 5 years and who score "English Proficient" on the California English Language Development Test (CELDT) by 1.6% over two years, from 28.4% in 2013-14 to 30% in 2015-16, as defined by AMAO 2.</p> <p>14) The District will increase the percentage of ELs reclassifying/redesignating to Fluent English Proficient, from 8% to 9%.</p> <p>15) As a District, we will increase the percentage of ELs who are enrolled 5 years or more and who score "English Proficient" on the CELDT by 2.1% over two years, from 50.7% in 2013-14 to 52.8% in 2015-16, as defined by AMAO 2.</p> <p>Priority 7 and 8: Course Access and Other Pupil Outcomes</p> <p>1) As a District, we will provide increased opportunities for students to participate in broad 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, and analyze pupil outcomes related to enrollment in broader courses of study.</p> <p>2) As a District, we will improve and/or expand programs and services developed and provided to unduplicated pupils.</p>	<p>increased 1.9%, from 4.2% in 2012-13 to 6.1% in 2013-14.</p> <p>The most current District-wide graduation rate is from the 2014-15 year. The District-wide graduation rate increased 2.5% from 84.8% in 2013-14 to 87.3% in 2014-15.</p> <p>The most current graduation rate for the EL Subgroup is from the 2014-15 year. The graduation rate for the EL Subgroup increased 5.2% from 70.8% in 2013-14 to 76.0% in 2014-15.</p> <p>The most current graduation rate for the SWD Subgroup is from the 2014-15 year. The graduation rate for the SWD Subgroup increased 4.3% from 62.4% in 2013-14 to 66.7% in 2014-15.</p> <p>The most current AP participation rate is from 2014-15, and the participation rate remained static at 18.7 %, from 2013-14 through 2014-15.</p> <p>The most current AP pass rate is 53.0% % from 2014-15. It is baseline data.</p> <p>The most current Early Assessment Program (EAP) ELA results are baseline data, in which 23% scored "Ready for College" in 2014-15.</p> <p>The most current Early Assessment Program (EAP) Mathematics results are baseline data, in which 12% scored "Ready for College" in 2014-15.</p> <p>ELs making annual progress in learning English increased from 59.4% in 2013-14 to 61.2% in 2014-15, as defined by Annual Measurable Achievement Objective (AMAO) 1. (Most current CELDT data is from 2014-15.)</p> <p>ELs who are enrolled less than 5 years and who score "English Proficient" on the California English Language Development Test (CELDT) increased from 28.4% in 2013-14 to 28.9% in 2014-15, as defined by AMAO 2.</p> <p>The District increased the percentage of ELs reclassifying/redesignating to Fluent English Proficient, from 8% to 9% in 2014-15.</p> <p>ELs who are enrolled 5 years or more and who score "English Proficient" on the CELDT by 2.1% over two years, increased from 50.7% in 2013-14 to 52.1% in 2014-15, as defined by AMAO 2.</p> <p>Priority 7 and 8: Course Access and Other Pupil Outcomes</p> <p>1) Provide increased opportunities for students to participate in broad 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—Continue to establish baseline data in 2016-17.</p> <p>2) Expand programs and services developed and provided to unduplicated pupils—Continue to establish baseline data in 2016-17.</p> <p>3) Improve and/or expand programs and services developed and provided to Students With Disabilities (SWD)—Continue to establish baseline data in 2016-17.</p>
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3) As a District, we will improve and/or expand programs and services developed and provided to Students With Disabilities (SWD).		LCAP Year: 2015-16	
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Expenditures	
<p>1.1. The District will continue to recruit (as needed), retain, support staff, and administrators, who provide first, best instruction and/or 21st century learning experiences to all students.</p> <ul style="list-style-type: none"> Continue to support 18 full-time equivalent (FTE) Lesson Design Specialists: \$2.1 million annually (Title I, Title II, and Local Control Funding Formula [LCFF]). Continue to support 5.5 FTE curriculum specialists and/or instructional coaches: \$675,000 annually for salaries and benefits (Title I, II, III, and LCFF). Continue to support 19 FTE tech coaches: approximately \$316,000 annually for 1 release period per tech coach (site funds). Lower class sizes by reducing teacher-to-pupil staffing ratios to pre-2007 staffing ratios: add 1 FTE additional teacher per site = \$1.8 million annually as funding becomes available (LCFF). Continue to refine and implement District Professional Learning Plan (aka District Professional Development Plan) to increase staff's capacity/understanding of college and career readiness skills and how to fully implement all state adopted standards: \$750,000 annually (Title I, Title II, Title III, LCFF). <ul style="list-style-type: none"> Develop a 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: cost are included in District Professional Learning Plan. Provide professional learning/training that addresses cultural proficiency/competency, including cross-cultural interactions, cultural 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Continue to support 18 FTE Lesson Design Specialists: \$2.1 million annually for salaries and benefits (Title I, Title II, and LCFF). Continue to support 5.5 FTE curriculum specialists and/or instructional coaches: \$675,000 annually for salaries and benefits (Title I, II, III, and LCFF). Continue to support 19 FTE tech coaches: base funded except for 1 release period for 1 release period per tech coach duties, which is approximately \$316,000 annually for salaries and benefits (site funds). Reduce teacher-to-pupil staffing ratios to pre-2007 staffing ratios: add 1 FTE additional teacher per site = \$1.8 million annually for salaries and benefits as funding becomes available (LCFF). District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF). Professional development survey: \$5,520 annually (Title II). 	<p>1.1. The District continued to recruit (as needed), retain, and support highly qualified teachers, support staff, and administrators, who provide first, best instruction and/or 21st century learning experiences to all students.</p> <ul style="list-style-type: none"> Continued to support 18 full-time equivalent (FTE) Lesson Design Specialists: \$2.1 million annually (Title I, Title II, and Local Control Funding Formula [LCFF]). Continued to support 5.5 FTE curriculum specialists and/or instructional coaches: \$675,000 annually for salaries and benefits (Title I, II, III, and LCFF). Continued to support 19 FTE tech coaches: approximately \$316,000 annually for 1 release period per tech coach (site funds). Lower class sizes by reducing teacher-to-pupil staffing ratios to pre-2007 staffing ratios: add 1 FTE additional teacher per site = \$1.8 million annually as funding becomes available (LCFF). Continued to refine and implement District Professional Learning Plan (aka District Professional Development Plan) to increase staff's capacity/understanding of college and career readiness skills and how to fully implement all state adopted standards: \$750,000 annually (Title I, Title II, Title III, LCFF). <ul style="list-style-type: none"> Continued to develop a 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: cost are included in District Professional Learning Plan. Continued to provide professional learning/training that addresses cultural proficiency/competency, including cross- 	<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> Continued to support 18 FTE Lesson Design Specialists: \$2.1 million annually for salaries and benefits (Title I, Title II, and LCFF). Continued to support 5.5 FTE curriculum specialists and/or instructional coaches: \$675,000 annually for salaries and benefits (Title I, II, III, and LCFF). Continued to support 19 FTE tech coaches: base funded except for 1 release period for 1 release period for tech coach duties, which is approximately \$316,000 annually for salaries and benefits (site funds). Reduced teacher-to-pupil staffing ratios to pre-2007 staffing ratios: added 1/2 FTE additional teacher per site = \$900,000 annually for salaries and benefits (LCFF). Implemented District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, and Educator Effectiveness One Time Funding). Professional learning monitoring system: GoSignMeUp software: \$10,500 in 20145-16 (Educator Effectiveness

<p>differences, and culturally responsive curriculum and instruction: costs are included in District Professional Learning Plan.</p> <ul style="list-style-type: none"> o Provide professional learning/training on instructional strategies to better support the needs of Long-Term English Learners (LTEL). • Develop and implement professional development survey: \$5,520 annually (Title II). 		<p>cultural interactions, cultural differences, and culturally responsive curriculum and instruction: costs are included in District Professional Learning Plan.</p> <ul style="list-style-type: none"> o Continued to provide professional learning/training on instructional strategies to better support the needs of Long-Term English Learners (LTEL). • Instead of developing and implementing professional development survey, the District purchased GoSigMelup professional development tracking software, with surveying capabilities. 	<p>Funds), and \$8,500 annually, starting in 2016-17 (Title II).</p>
<p>Scope of service: <u>X</u> ALL</p>	<p>All Schools</p>	<p>Scope of service: <u>X</u> ALL</p>	<p>All Schools</p>
<p>OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)</p> <p>1.2. Instructional design and delivery is aligned with all California State Standards, including Common Core State Standards (CCSS) and all other state adopted standards.</p> <ul style="list-style-type: none"> • Provide centralized training necessary for the implementation of all California State Standards, including CCSS 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. • 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–LCFF–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). Among the skills included are critical thinking, creativity, communication, and collaboration, which are often referred to as the “Four Cs.” 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> – Total professional development/professional learning costs and/or cost of District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF–duplicated amount from Action 1.1.). – Continue to support 18 FTE Lesson Design Specialists: \$2.1 million annually for salaries and benefits (Title I, Title II, and LCFF–duplicated amount from Action 1.1.). – Continue to support 5.5 FTE curriculum specialists and/or instructional coaches: \$675,000 annually for salaries and benefits (Title I, II, III, and LCFF–duplicated amount from Action 1.1.). 	<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> – Total professional development/professional learning costs and/or cost of District Professional Learning Plan: \$750,000 annually–duplicated amount from Action 1.1.). – Continued to support 18 FTE Lesson Design Specialists: \$2.1 million annually for salaries and benefits (Title I, Title II, and LCFF–duplicated amount from Action 1.1.). – Continued to support 5.5 FTE curriculum specialists and/or instructional coaches: \$675,000 annually for salaries and benefits (Title I, II, III, and LCFF–duplicated amount from Action 1.1.). 	

<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>All Schools</p>	<p>All Schools</p>	
<p>1.3. In order to meet the learning needs of all students, each school has sufficient instructional materials that are aligned with current California State Standards, including Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and all other state adopted standards and frameworks.</p> <ul style="list-style-type: none"> • Purchase and implement instructional materials that are aligned with current state adopted standards, including Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and all other state adopted standards and frameworks in accordance with current state adoption cycle. <ul style="list-style-type: none"> ○ Adopt English language arts (ELA) instructional materials in 2015-16: \$3.4 million–Houghton Mifflin Harcourt (HMH) textbooks; and \$3.3 million–Chromebooks (Lottery, One-Time Funds). Total cost of ELA adoption = \$6.7 million. ○ Continue to purchase consumable math textbooks in 2015-16, 2016-17, and 2017-18: \$350,000 annually (Lottery). ○ Purchase of instructional materials for partial adoptions and/or to replace worn out instructional materials: \$1 million annually (Lottery). ○ Enhance technology infrastructure: \$2.4 million (77%-E-Rate, 23%-LCFF). • Purchase technology to support 21st century instructional materials. <ul style="list-style-type: none"> ○ Enhance technology infrastructure to support 21st century learning, which includes increasing technology connectivity capacity (wireless access points, switches, and cabling): \$2.4 million (77%-E-Rate, 23%-LCFF). ○ Develop policies and procedures for 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Adopt English language arts (ELA) instructional materials in 2015-16: \$3.4 million–Houghton Mifflin Harcourt (HMH) textbooks; and \$3.3 million–Chromebooks (Lottery, One-Time Funds). Total cost of ELA adoption = \$6.7 million. - Continue to purchase consumable math textbooks in 2015-16, 2016-17, and 2017-18: \$350,000 annually (Lottery). - Purchase of instructional materials for partial adoptions and/or to replace worn out instructional materials: \$1 million annually (Lottery). - Enhance technology infrastructure: \$2.4 million (77%-E-Rate, 23%-LCFF). 	<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p> <p>1.3. In order to meet the learning needs of all students, each school has sufficient instructional materials that are aligned with current California State Standards, including Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and all other state adopted standards and frameworks.</p> <ul style="list-style-type: none"> • Purchased and implemented instructional materials that are aligned with current state adopted standards, including Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and all other state adopted standards and frameworks in accordance with current state adoption cycle. <ul style="list-style-type: none"> ○ Adopt English language arts (ELA) instructional materials in 2015-16: \$3.4 million–Houghton Mifflin Harcourt (HMH) textbooks; and \$3.3 million–Chromebooks (Lottery, One-Time Funds). Total cost of ELA adoption = \$6.7 million. ○ Continued to purchase consumable math textbooks in 2015-16, 2016-17, and 2017-18: \$350,000 annually (Lottery). ○ Purchased instructional materials for partial adoptions and/or to replace worn out instructional materials: \$1 million annually (Lottery). • Purchased technology to support 21st century instructional materials. <ul style="list-style-type: none"> ○ Enhanced technology infrastructure to support 21st century learning, which includes increasing technology connectivity capacity (wireless access points, switches, and cabling): \$2.4 million (77%-E-Rate, 23%-LCFF). ○ Developed policies and procedures for 	<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> - Adopted English language arts (ELA) instructional materials in 2015-16: \$3.4 million–Houghton Mifflin Harcourt (HMH) textbooks; and \$3.3 million–Chromebooks (Lottery, One-Time Funds). Total cost of ELA adoption = \$6.7 million. - Continued to purchase consumable math textbooks in 2015-16, 2016-17, and 2017-18: \$350,000 annually (Lottery). - Purchased instructional materials for partial adoptions and/or to replace worn out instructional materials: \$1 million annually (Lottery). - Enhanced technology infrastructure: \$2.4 million (77%-E-Rate, 23%-LCFF).

<p>technology implementations that support 21st century learning.</p>	<p>technology implementations that support 21st century learning.</p>	<p>technology implementations that support 21st century learning.</p>
<p>Scope of service: All Schools</p>	<p>Scope of service: All Schools</p>	<p>Scope of service: All Schools</p>
<p>X_ALL</p>	<p>X_ALL</p>	<p>X_ALL</p>
<p>OR:</p>	<p>OR:</p>	<p>OR:</p>
<p><u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u></p>	<p><u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u></p>	<p><u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u></p>
<p>1.4. Students and staff have access to a broad range of sustainable technological resources to match students' individual learning needs.</p> <ul style="list-style-type: none"> Purchase and implement technological resources, including technological infrastructure, devices, programs, and professional learning. <ul style="list-style-type: none"> Purchase of technology--HMH ELA adoption requires Chromebooks for all English language arts teachers to support HMH Collections curriculum: \$3.3 million (LCFF--duplicated amount from Action 1.3.). Purchase of technology to support the work of Innovation Team teachers: \$160,000 in 2015-16 (LCFF). Enhance technology infrastructure: \$2.4 million in 2015-16 (77%-E-Rate, 23%-LCFF--duplicated amount from Action 1.3.). Support the implementation and use of technology as part of an instructional model. <ul style="list-style-type: none"> Continue to support 19 FTE tech coaches: approximately \$316,000 annually for 1 release period per tech coach (site funds --duplicated amount from Action 1.1.). Add 6 FTE site technicians to maintain expanded technological resources: \$245,000 (3 FTE) in 2015-16; and \$245,000 (3 FTE) in 2016-17, if additional funding becomes available. Total cost = \$490,000 (LCFF). 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Purchase of technology--HMH ELA adoption requires Chromebooks for all English language arts teachers to support HMH Collections curriculum: \$3.3 million (LCFF--duplicated amount from Action 1.3.). Purchase of technology to support the work of Innovation Team teachers: \$160,000 in 2015-16 (LCFF). Enhance technology infrastructure: \$2.4 million in 2015-16 (77%-E-Rate, 23%-LCFF--duplicated amount from Action 1.3.). Continue to support 19 tech coaches: base funded except for 1 release period for tech coach duties, which is approximately \$316,000 annually for salaries and benefits (site funds--duplicated amount from Action 1.1.). Add 6 FTE site technicians to maintain expanded technological resources: \$245,000 (3 FTE) in 2015-16; and \$245,000 (3 FTE) in 2016-17, if additional funding becomes available. Total cost = \$490,000 (LCFF). 	<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> Purchased technology--HMH ELA adoption requires Chromebooks for all English language arts teachers to support HMH Collections curriculum: \$3.3 million (LCFF--duplicated amount from Action 1.3.). Purchased technology to support the work of Innovation Team teachers: \$160,000 in 2015-16 (LCFF). Enhanced technology infrastructure: \$2.4 million in 2015-16 (77%-E-Rate, 23%-LCFF--duplicated amount from Action 1.3.). Continued to support 19 tech coaches: base funded except for 1 release period for tech coach duties, which is approximately \$316,000 annually for salaries and benefits (site funds--duplicated amount from Action 1.1.). Added 6 FTE site technicians to maintain expanded technological resources: \$245,000 (3 FTE) in 2015-16; and \$245,000 (3 FTE) in 2016-17, if additional funding becomes available. Total cost = \$490,000 (LCFF).

<p>cost = \$490,000 (LCFF). - All 6 site technicians this year: Actual cost is \$523,000</p>		
<p>Scope of service: <u>X</u> ALL</p>	<p>All Schools</p>	
<p>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)</p>	<p>1.5. All teachers use formative, interim, and summative assessments to guide instruction, monitor student progress, and use appropriate interventions when needed.</p> <ul style="list-style-type: none"> • Updated current system of assessments to include tools that school sites can use to implement formative assessment practices, interim assessments, and performance task assessments. <ul style="list-style-type: none"> o Continue to support Illuminate Data and Assessment program: \$130,000 annually (Title I). • District Professional Learning Plan includes training on formative, interim, and summative assessments. <ul style="list-style-type: none"> o Costs included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF–duplicated amount from Action 1.1.). 	
<p>Estimated Actual Costs: - Continued to support Illuminate Data and Assessment program: \$130,000 annually (Title I). - Implemented District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, and Educator Effectiveness One Time Funding–duplicated amount from Action 1.1.).</p>	<p>1.5. All teachers use formative, interim, and summative assessments to guide instruction, monitor student progress, and use appropriate interventions when needed.</p> <ul style="list-style-type: none"> • Updated current system of assessments to include tools that school sites can use to implement formative assessment practices, interim assessments, and performance task assessments. <ul style="list-style-type: none"> o Continue to support Illuminate Data and Assessment program: \$130,000 annually (Title I). • District Professional Learning Plan included training on formative, interim, and summative assessments. <ul style="list-style-type: none"> o Costs included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF–duplicated amount from Action 1.1.). 	
<p>Scope of service: <u>X</u> ALL</p>	<p>All Schools</p>	
<p>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)</p>	<p>1.6. Each school will implement scheduling structures and adjust course offerings as needed to ensure that students have the opportunity to participate in broad courses of study.</p> <ul style="list-style-type: none"> • Refine school scheduling structures and/or 	
<p>Estimated Actual Costs: - Supplementary support for CTE pathways: \$570,000 to \$600,000 annually (Perkins).</p>	<p>1.6. Each school implemented scheduling structures adjusted course offerings as needed to ensure that students have the opportunity to participate in broad courses of study.</p>	

<p>provide scheduling options for students to access broader courses of study, such as access to Science, Technology, Engineering, Arts, and Mathematics (STEAM), Visual and Performing Arts (VAPA), Career Technical Education (CTE), and World Languages.</p> <ul style="list-style-type: none"> o Utilize a variety of resources including Regional Occupational Program (ROP), grants, and community partnerships to expand STEAM, VAPA, CTE, and World Languages course offerings. <ul style="list-style-type: none"> - Maintain supplementary support for CTE pathways: \$570,000 to \$600,000 annually (Perkins) o District provides additional resources and professional learning/training to support broader courses of study: \$50,000 annually (LCFF). 	<p>professional learning/training to support broader courses of study: \$50,000 annually (LCFF).</p>	<ul style="list-style-type: none"> • Refined school scheduling structures and/or provided 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. <ul style="list-style-type: none"> o Utilized a variety of resources including Regional Occupational Program (ROP), grants, and community partnerships to expand STEAM, VAPA, CTE, and World Languages course offerings. <ul style="list-style-type: none"> - Maintain supplementary support for CTE pathways: \$570,000 to \$600,000 annually (Perkins) o District provided additional resources and professional learning/training to support broader courses of study: \$50,000 annually (LCFF). 	<ul style="list-style-type: none"> - Additional resources and professional learning/training to support broader courses of study: \$50,000 annually (LCFF). <ul style="list-style-type: none"> - Schools received block funding for VAPA & athletics: \$206,000 spent to date
<p>Scope of service: <u>X</u> ALL</p> <p>OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient Other Subgroups: (Specify)</p> <p>1.7. District and schools will continue to refine the vertical alignment of A-G courses, courses that precede A-G courses, and Honors and Advanced Placement (AP) courses.</p> <ul style="list-style-type: none"> • Provide additional A-G, Honors, and AP course offerings, and increase the number of sections for existing courses as needed. <ul style="list-style-type: none"> o AP professional learning/training for teachers in 2015-16: Approximately \$18,000 annually (site Title I, site Title II, and site LCFF). • Provide teachers with the training and resources to better vertically-align A-G courses, including AP and Honors courses. <ul style="list-style-type: none"> 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, 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - AP professional learning/training for teachers in 2015-16: approximately \$18,000 annually (site Title I, site Title II, and site LCFF). - District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF-duplicated amount from Action 1.1.). - Continue to support 2 FTE counselors added in 2014-15: \$260,000 annually for salaries and benefits (LCFF). - Add 4 FTE counselors—Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford 	<p>Scope of service: <u>X</u> ALL</p> <p>OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient Other Subgroups: (Specify)</p> <p>1.7. District and schools continued to refine the vertical alignment of A-G courses, courses that precede A-G courses, and Honors and Advanced Placement (AP) courses.</p> <ul style="list-style-type: none"> • Provided additional A-G, Honors, and AP course offerings, and increase the number of sections for existing courses as needed. <ul style="list-style-type: none"> o AP professional learning/training for teachers in 2015-16: Approximately \$18,000 annually (site Title I, site Title II, and site LCFF). • Provided teachers with the training and resources to better vertically-align A-G courses, including AP and Honors courses. <ul style="list-style-type: none"> 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— 	<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> - Supported AP professional learning/training for teachers in 2015-16: approximately \$18,000 annually (site Title I, site Title II, and site LCFF). - Implemented District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF—duplicated amount from Action 1.1.). - Continued to support 2 FTE counselors added in 2014-15: \$270,000 annually for salaries and benefits (LCFF). - Added 4 FTE counselors—

<p>LCFF—duplicated amount from Action 1.1.).</p> <ul style="list-style-type: none"> Schools provide each student with an individualized six-year, student academic plan that is college and career aligned. <ul style="list-style-type: none"> Add counselors to decrease student to counselor ratio. <ul style="list-style-type: none"> Continue to support 2 FTE counselors added in 2014-15: \$260,000 annually (LCFF) Add 4 FTE counselors—Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5), and Lexington JHS (.5) in 2015-16: \$460,000 annually (LCFF). Provide A-G enrichment opportunities such as enrichment summer school: \$200,000 annually if funding becomes available (LCFF). Provide Response to Intervention (RtI), aka Response to Intervention and Instruction, support to students who are struggling in A-G courses. <ul style="list-style-type: none"> Continue to support 18 FTE RtI Specialists added in 2014-15: \$2.1 million annually (LCFF). Expand programs, such as the Advancement Via Individual Determination (AVID), and People United to Enrich the Neighborhood Through Education (PUENTE) programs: cost to be determined (site funds). <ul style="list-style-type: none"> 2015 AVID summer training: \$75,500 (LCFF, GEAR UP, Title III). AVID Tutors: \$230,000 annually (Title I, LCFF). PUENTE counselor and ancillary costs: \$175,000 annually (LCFF). 	<p>Academy (.5), and Lexington JHS (.5) in 2015-16: \$460,000 annually for salaries and benefits (LCFF).</p> <ul style="list-style-type: none"> Add 10 FTE counselors in 2016-17 and in 2017-18 (add 5 FTE each year): \$1.2 million if funding becomes available (LCFF). A-G enrichment opportunities such as enrichment summer school: \$200,000 if funding becomes available (LCFF). Continue to support 18 FTE RtI Specialists added in 2014-15: \$2.1 million annually for salaries and benefits (LCFF). 2015 AVID summer training: \$75,500 (LCFF, GEAR UP, Title III). AVID Tutors: \$230,000 annually (Title I, LCFF). PUENTE counselor and ancillary costs: \$175,000 annually for salary, benefits, and ancillary costs (LCFF). 	<ul style="list-style-type: none"> Schools provided each student with an individualized four-year, student academic plan that is college and career aligned, and schools are phasing-in six-year, student academic plans that are college and career aligned. <ul style="list-style-type: none"> Add counselors to decrease student to counselor ratio. <ul style="list-style-type: none"> Continued to support 2 FTE counselors added in 2014-15: \$260,000 annually (LCFF) Added 4 FTE counselors—Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5), and Lexington JHS (.5) in 2015-16: \$460,000 annually (LCFF). Provided A-G enrichment opportunities such as enrichment summer school: \$200,000 annually if funding becomes available (LCFF). Provided Response to Intervention (RtI), aka Response to Intervention and Instruction, support to students who are struggling in A-G courses. <ul style="list-style-type: none"> Continue to support 18 FTE RtI Specialists added in 2014-15: \$2.1 million annually (LCFF). Expanded programs, such as the Advancement Via Individual Determination (AVID), and People United to Enrich the Neighborhood Through Education (PUENTE) programs: cost to be determined (site funds). <ul style="list-style-type: none"> 2015 AVID summer training: \$75,500 (LCFF, GEAR UP, Title III). AVID Tutors: \$230,000 annually (Title I, LCFF). PUENTE counselor and ancillary costs: \$175,000 annually (LCFF). 	<p>Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5), and Lexington JHS (.5) in 2015-16: \$470,000 annually for salaries and benefits (LCFF).</p> <ul style="list-style-type: none"> A-G enrichment opportunities such as enrichment summer school: \$200,000 if funding becomes available (LCFF). Funding did not become available in July 2015. Continued to support 18 FTE RtI Specialists added in 2014-15: \$2.1 million annually for salaries and benefits (LCFF). Supported 2015 AVID summer training: \$75,500 (LCFF, GEAR UP, Title III). Supported AVID Tutors: \$230,000 annually (Title I, LCFF). Continued to support PUENTE counselor and ancillary costs: \$175,000 annually for salary, benefits, and ancillary costs (LCFF).
<p>Scope of service: <u>X</u> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify) _____</p>	<p>Scope of service: <u>X</u> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify) _____</p>	<p>Scope of service: All Schools</p> <p>OR: <input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify) _____</p>	

<p>1.8. Improve instructional model for English Learners (EL) to increase access to, and completion of, A-G courses.</p> <ul style="list-style-type: none"> Provide professional learning/training for teachers, counselors, administrators, instructional assistants, and other paraprofessionals to better support an improved EL instructional model. <ul style="list-style-type: none"> 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—duplicated amount from Action 1.1.). 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.) Support EL students' progression through English learner program to successful reclassification, and provide monitoring tools and data to school sites. <ul style="list-style-type: none"> Continue to support the current number of ELD teachers and EL support positions/paraprofessionals at school sites: \$2.5 million annually (LCFF). Continue to support District EL Services Department staffing needs, such as language testing assistants, translators, and bilingual instructional assistants: \$1.4 million (LCFF and Title III). 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF—duplicated amount from Action 1.1.). Continue to support the current number of ELD teachers and EL support positions/paraprofessionals at school sites: \$2.5 million annually for salaries and benefits (LCFF). Continue to support EL Services staffing needs, such as language testing assistants, translators, and bilingual instructional assistants: \$1.4 million annually for salaries and benefits (LCFF and Title III). 	<p>1.8. Improved instructional model for English Learners (EL) to increase access to, and completion of, A-G courses.</p> <ul style="list-style-type: none"> Provide professional learning/training for teachers, counselors, administrators, instructional assistants, and other paraprofessionals to better support an improved EL instructional model. <ul style="list-style-type: none"> 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—duplicated amount from Action 1.1.). 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.) Supported EL students' progression through English learner program to successful reclassification, and provide monitoring tools and data to school sites. <ul style="list-style-type: none"> Continued to support the current number of ELD teachers and EL support positions/paraprofessionals at school sites: \$2.5 million annually (LCFF). Continued to support District EL Services Department staffing needs, such as language testing assistants, translators, and bilingual instructional assistants: \$1.4 million (LCFF and Title III). 	<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> Implemented District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF—duplicated amount from Action 1.1.). Continued to support the current number of ELD teachers and EL support positions/paraprofessionals at school sites: \$2.5 million annually for salaries and benefits (LCFF). Continued to support EL Services staffing needs, such as language testing assistants, translators, and bilingual instructional assistants: \$1.4 million annually for salaries and benefits (LCFF and Title III).
<p>Scope of service:</p> <p>ALL</p> <p>OR:</p> <p>Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p>Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p>Other Subgroups:(Specify)</p> <p>1.9. Expand college and career enrichment programs to promote biliteracy.</p> <ul style="list-style-type: none"> Expand World Languages and Dual Language Academy programs. 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Continue to support current bilingual authorized teachers at Sycamore Junior High School and at Anaheim High 	<p>Scope of service:</p> <p>All Schools</p> <p>OR:</p> <p>Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p>Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p>Other Subgroups:(Specify)</p> <p>1.9. Expand college and career enrichment programs to promote biliteracy.</p> <ul style="list-style-type: none"> Expand World Languages and Dual Language Academy programs. (Dual Language Academy 	<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> Continued to support current bilingual authorized teachers at Sycamore Junior High School and at

<ul style="list-style-type: none"> o Recruit and hire additional World Languages and bilingual authorized teachers (as teaching positions become available). <ul style="list-style-type: none"> ▪ Continue to support current bilingual authorized teachers at Sycamore Junior High School and at Anaheim High School (5 FTE): approximately \$535,000 annually (LCFF). ▪ Continue to support teachers working on bilingual authorization: \$5,000 for release time to complete field work. (Title III). o Provide a stipend for teachers assigned to a bilingual setting: cost to be determined. o Increase World Languages and Dual Language Academy course offerings: cost to be determined (site funds). • 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: \$17,000 annually for program, curriculum and resources (Title III). 	<p>School (5 FTE): approximately \$535,000 annually for salaries and benefits (LCFF).</p> <ul style="list-style-type: none"> - Continue to support teachers working on bilingual authorization: \$5,000 annually for release time (Title III). <p>AVID Excel program, curriculum and resources: \$17,000 (Title III).</p>	<p>programs did not expand in 2015-16; however, a stipend for bilingual authorized teachers was approved in 2015-16 through the District's negotiations process to support the expansion of these programs in future years.)</p> <ul style="list-style-type: none"> o Recruit and hire additional World Languages and bilingual authorized teachers (as teaching positions become available). <ul style="list-style-type: none"> ▪ Continued to support current bilingual authorized teachers at Sycamore Junior High School and at Anaheim High School (5 FTE): approximately \$535,000 annually (LCFF). ▪ Continued to support teachers working on bilingual authorization: \$5,000 for release time to complete field work. (Title III). o Provided a stipend for teachers assigned to a bilingual setting: cost to be determined. o Did not increase World Languages and Dual Language Academy course offerings in 2015-16. • Expanded programs, such as the Advancement Via Individual Determination (AVID) Excel, which employ the use of one-to-one and small group academic tutoring by college students: \$17,000 annually for program, curriculum and resources (Title III). 	<p>Anaheim High School (5 FTE): approximately \$535,000 annually for salaries and benefits (LCFF).</p> <ul style="list-style-type: none"> - Continued to support teachers working on bilingual authorization: \$5,000 annually for release time (Title III). - Provided a stipend for teachers assigned to a bilingual setting: \$68,000 annually (LCFF). - Implemented AVID Excel program, curriculum and resources: \$17,000 (Title III).
<p>Scope of service:</p> <p>Dual Language Academies only at Anaheim HS, Sycamore JHS; College and Career Enrichment Programs at All Schools</p>		<p>Scope of service:</p> <p>Dual Language Academies only at Anaheim HS, Sycamore JHS; College and Career Enrichment Programs at All Schools</p>	
<p>ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p>Other Subgroups:(Specify)</p>		<p>ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p>Other Subgroups:(Specify)</p>	
<p>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 rigorous courses of study.</p> <ul style="list-style-type: none"> • Continue to support data-management systems, such as Illuminate Data and Assessment program, that makes student 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Illuminate Data and Assessment program: \$130,000 annually (Title I— duplicated amount from Action 1.5.) - Continue to support 18 FTE 	<p>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 rigorous courses of study.</p> <ul style="list-style-type: none"> • Continued to support data-management systems, such as Illuminate Data and Assessment program, that makes student 	<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> - Continued to implement Illuminate Data and Assessment program: \$130,000 annually (Title I— duplicated amount from Action 1.5.)

<p>achievement indicators more accessible to school sites.</p> <ul style="list-style-type: none"> o Illuminate: \$130,000 annually (Title I— duplicated amount from Action 1.5.); • Create a District-wide, comprehensive assessment system, which utilizes interim assessments, performance tasks, project based learning (including capstone-like projects), summative assessments, and also create and maintain a digital assessment intranet site. o Continue to support 18 FTE RtI Specialists added in 2014-15: \$2.1 million (LCFF— duplicated amount from Action 1.7.); o Continue to provide assessment training, placement and guide student support. Cost included in District Professional learning Plan: \$750,000 (Title I, Title II, Title III, LCFF— duplicated amount from Action 1.2.); o Continue to support District-level assessment and evaluation team, consisting of 1 FTE Director of Assessment and Evaluation, and 1 FTE Assessment Technician; \$186,000 (Title I and LCFF). 	<p>RtI Specialists added in 2014-15: \$2.1 million annually (LCFF— duplicated amount from Action 1.7.);</p> <ul style="list-style-type: none"> - Training cost included in District Professional learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF— duplicated amount from Action 1.2.); - Continue to support 1 FTE Director of Assessment and Evaluation, and 1 FTE Assessment Technician: \$186,000 annually for salaries and benefits (Title I and LCFF). 	<p>achievement indicators more accessible to school sites.</p> <ul style="list-style-type: none"> o Illuminate: \$130,000 annually (Title I— duplicated amount from Action 1.5.); • Continued to develop a District-wide, comprehensive assessment system, which utilizes performance tasks, project based learning (including capstone-like projects), and summative assessments. o Continued to support 18 FTE RtI Specialists added in 2014-15: \$2.1 million (LCFF— duplicated amount from Action 1.7.); o Continued to provide assessment training, placement and guide student support. Cost included in District Professional learning Plan: \$750,000 (Title I, Title II, Title III, LCFF— duplicated amount from Action 1.2.); o Continued to support District-level assessment and evaluation team, consisting of 1 FTE Director of Assessment and Evaluation, and 1 FTE Assessment Technician: \$186,000 (Title I and LCFF). 	<ul style="list-style-type: none"> - Continued to support 18 FTE RtI Specialists added in 2014-15: \$2.1 million annually (LCFF— duplicated amount from Action 1.7.); - Training cost included in District Professional learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, and Educator Effectiveness One Time Funding— duplicated amount from Action 1.2.); - Continued to support 1 FTE Director of Assessment and Evaluation, and 1 FTE Assessment Technician: \$186,000 annually for salaries and benefits (Title I and LCFF).
<p>Scope of service: <u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p> <p>1.11. Each school has implemented services /programs, and/or a multi-tiered system of supports (MTSS), which provides additional opportunities to support all students with the completion of A-G requirements, and high school graduation requirements.</p> <ul style="list-style-type: none"> • 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 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - All salaries and benefits that support EL, Low Income Pupils and Foster Youth which are not part of the base fund: \$13.3 million annually for salaries and benefits (Title I, Title III, and LCFF). - APEX Learning credit recovery program: 	<p>Scope of service: <u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p> <p>1.11. Each school has implemented services /programs, and/or a multi-tiered system of supports (MTSS), which provides additional opportunities to support all students with the completion of A-G requirements, and high school graduation requirements.</p> <ul style="list-style-type: none"> • Expanded 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. o Continued to fund all positions that 	<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> - Continued to support all salaries and benefits that support EL, Low Income Pupils and Foster Youth which are not part of the base fund: \$13.3 million annually for salaries and benefits (Title I, Title III, and LCFF). - Continued to implement

<p>Income Pupils.</p> <ul style="list-style-type: none"> All positions that support EL, Low Income Pupils, and Foster Youth, which are not part of the base fund: \$13.3 million (Title I, Title III, and LCFF). 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). Teacher supplemental hourly pay to support APEX after-school program: \$102,000 annually (LCFF). 	<p>\$180,000 annually for salaries and benefits (Title I and LCFF).</p> <ul style="list-style-type: none"> Teacher supplemental hourly pay to support APEX after-school program: \$102,000 annually for salaries and benefits (LCFF). 	<p>support EL, Low Income Pupils, and Foster Youth, which are not part of the base fund: \$13.3 million (Title I, Title III, and LCFF).</p> <ul style="list-style-type: none"> Supported 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). Continued to fund teacher supplemental hourly pay to support APEX after-school program: \$102,000 annually (LCFF). 	<p>APEX Learning credit recovery program: \$180,000 annually for salaries and benefits (Title I and LCFF).</p> <ul style="list-style-type: none"> Continued to fund teacher supplemental hourly pay to support APEX after-school program: \$102,000 annually for salaries and benefits (LCFF).
<p>Scope of service: All Schools</p> <p>OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient Other Subgroups: (Specify)</p> <p>1.12. District and schools will refine placement and monitoring system for English Learners (EL), including Long-Term English Learners (LTEL), and also will revise/refine the District's EL curriculum.</p> <ul style="list-style-type: none"> Refine and implement a course of study sequence, teaching strategies, and placement criteria to meet, monitor, and support the needs of EL, including LTEL. Provide adequate curriculum and teaching strategies for EL, including LTEL. <ul style="list-style-type: none"> Continue to support the current number of ELD teachers and EL support positions at school sites: \$2.5 million annually (LCFF-duplicated amount from Action 1.8.). Professional Learning costs for EL staff included in District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF-duplicated amount from Action 1.1.). Provide additional instructional support to ELS at the lower levels of proficiency, who are enrolled in heterogeneously-mixed content area classes (i.e. English, Math, Social Sciences, and Science). 	<p>Scope of service: All Schools</p> <p>OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient Other Subgroups: (Specify)</p> <p>1.12. District and schools refined placement and monitoring system for English Learners (EL), including Long-Term English Learners (LTEL), and also the District's EL curriculum.</p> <ul style="list-style-type: none"> Refined a course of study sequence, teaching strategies, and placement criteria to meet, monitor, and support the needs of EL, including LTEL-to be piloted in 2016-17. Provided adequate curriculum and teaching strategies for EL, including LTEL. <ul style="list-style-type: none"> Continued to support the current number of ELD teachers and EL support positions at school sites: \$2.5 million annually (LCFF-duplicated amount from Action 1.8.). Professional Learning costs for EL staff included in District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF-duplicated amount from Action 1.1.). Provided 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). Continued to support positions that provide 	<p>Scope of service: All Schools</p> <p>OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient Other Subgroups: (Specify)</p> <p>1.12. District and schools refined placement and monitoring system for English Learners (EL), including Long-Term English Learners (LTEL), and also the District's EL curriculum.</p> <ul style="list-style-type: none"> Refined a course of study sequence, teaching strategies, and placement criteria to meet, monitor, and support the needs of EL, including LTEL-to be piloted in 2016-17. Provided adequate curriculum and teaching strategies for EL, including LTEL. <ul style="list-style-type: none"> Continued to support the current number of ELD teachers and EL support positions at school sites: \$2.5 million annually (LCFF-duplicated amount from Action 1.8.). Professional Learning costs for EL staff included in District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF-duplicated amount from Action 1.1.). Provided 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). Continued to support positions that provide 	<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> Continued to support the current number of ELD teachers and EL support positions at school sites: \$2.5 million annually (LCFF-duplicated amount from Action 1.8.). Supported professional learning costs for EL staff, which was included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF-duplicated amount from Action 1.1.). Continued to support EL Services staff: \$1.4 million annually (LCFF, and Title III-duplicated amount from Action 1.8.). Continued to support 18 FTE Rtl Specialists added in 2014-15: \$2.1 million annually (LCFF-duplicated amount from Action 1.7.).

<ul style="list-style-type: none"> o Continue to support positions that provide services to ELs, including EL Support Services staffing needs: \$1.4 million (LCFF, and Title III—duplicated amount from Action 1.8). o Continue to support 18 FTE Rtl Specialists added in 2014-15: \$2.1 million (LCFF—duplicated amount from Action 1.7). o Hire/restore additional instructional assistants to provide primary language support in content areas: cost to be determined (site LCFF). o Provide training for instructional assistants and teachers on best practices: cost included in District Professional Learning Plan referenced in Action 1.1. o Provide additional primary language supplemental instructional materials to students/teachers: \$10,000 annually (Title III). 	<ul style="list-style-type: none"> - Hire/restore additional instructional assistants to provide primary language support in content areas: if funding becomes available (site LCFF). - Provide primary language resources to students/teachers: \$10,000 annually (Title III). 	<p>services to ELs, including EL Support and Title III—duplicated amount from Action 1.8).</p> <ul style="list-style-type: none"> o Continued to support 18 FTE Rtl Specialists added in 2014-15: \$2.1 million (LCFF—duplicated amount from Action 1.7). o Hired/restored additional instructional assistants to provide primary language support in content areas: cost to be determined (site LCFF). o Provide training for instructional assistants and teachers on best practices: cost included in District Professional Learning Plan referenced in Action 1.1. o Provided additional primary language supplemental instructional materials to students/teachers: \$10,000 annually (Title III). o Piloted intensive language support program for Newcomer EL students piloted in 2015-16 (Summer Language Academy): \$50,000 (Title III). 	
<p>Scope of service: All Schools</p> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)</p> <p>1.13. Improve services for Students With Disabilities (SWD) and expand SWD access to the core curriculum.</p> <ul style="list-style-type: none"> • Refine assessment and identification processes for SWD. o Add 2 FTE psychologists in order for there to be a minimum of 1 dedicated psychologist at each school site: \$135,000 annually for 1 FTE in 2015-16 (Medi-Cal), and \$135,000 annually for 1 FTE in 2016-17 if funding becomes available (LCFF). Total cost is \$270,000 annually. • Refine curriculum, and provide training and coaching in accommodations and 	<p>Scope of service: All Schools</p> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)</p> <p>1.13. Improved services for Students With Disabilities (SWD) and expand SWD access to the core curriculum.</p> <ul style="list-style-type: none"> • Refine assessment and identification processes for SWD. o Added 2 FTE psychologists in order for there to be a minimum of 1 dedicated psychologist at each school site: \$135,000 annually for 1 FTE in 2015-16 (Medi-Cal), and \$135,000 annually for 1 FTE in 2016-17 if funding becomes available (LCFF). Total cost is \$270,000 annually. • Refined curriculum, and provide training and coaching in accommodations and modifications 	<p>Scope of service: All Schools</p> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)</p> <p>1.13. Improved services for Students With Disabilities (SWD) and expand SWD access to the core curriculum.</p> <ul style="list-style-type: none"> • Refine assessment and identification processes for SWD. o Added 2 FTE psychologists in order for there to be a minimum of 1 dedicated psychologist at each school site: \$135,000 annually for 1 FTE in 2015-16 (Medi-Cal), and \$135,000 annually for 1 FTE in 2016-17 if funding becomes available (LCFF). Total cost is \$270,000 annually. • Refined curriculum, and provide training and coaching in accommodations and modifications 	
	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Add 2 FTE psychologists: \$135,000 annually for 1 FTE in 2015-16 (Medi-Cal), and \$135,000 annually for 1 FTE in 2016-17 if funding becomes available (LCFF). Total cost is \$270,000 annually for salaries and benefits. - Continue to support positions that provide services to SWDs: \$54.6 million annually for salaries 		<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> - Added 2 FTE psychologists: \$135,000 annually for 1 FTE in 2015-16 (Medi-Cal), and \$135,000 annually for 1 FTE in 2016-17 if funding becomes available (LCFF). Total cost is \$270,000 annually for salaries and benefits. - Continued to support positions that provide services to SWDs: \$54.6

<p>modifications in the general education classroom, in order to provide SWD equal access to the core curriculum and to current state adopted standards, including Common Core State Standards (CCSS).</p> <ul style="list-style-type: none"> o Continue to support current positions that provide services to SWDs: \$54.6 million annually (Special Education State and Federal Funding, Mental Health State and Federal Funding, and LCFF). 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—duplicated amount from Action 1.1.). o Increase support to address the literacy and language needs of SWD in both general education and special education classrooms. <ul style="list-style-type: none"> o Hire/restore 20 FTE additional instructional assistants to provide academic support to SWD in content areas: \$1.5 million annually (LCFF). o Add 1 FTE speech-language pathologist in 2016-17 to provide support with SWD literacy and language needs: \$125,000 if funding becomes available (LCFF). 	<p>and benefits (Special Education State and Federal Funding, Mental Health State and Federal Funding, and LCFF).</p> <ul style="list-style-type: none"> - District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF—duplicated amount from Action 1.1.). - Hire/restore 20 FTE additional instructional assistants to provide academic support to SWD in content areas: \$1.5 million annually for salaries and benefits (LCFF). - Add 1 FTE speech-language pathologist in 2016-17 to provide support with SWD literacy and language needs: \$125,000 for salary and benefits if funding becomes available (LCFF). 	<p>in the general education classroom, in order to provide SWD equal access to the core curriculum and to current state adopted standards, including Common Core State Standards (CCSS).</p> <ul style="list-style-type: none"> o Continued to support current positions that provide services to SWDs: \$54.6 million annually (Special Education State and Federal Funding, Mental Health State and Federal Funding, and LCFF). o Provided 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—duplicated amount from Action 1.1.). o Increased support to address the literacy and language needs of SWD in both general education and special education classrooms. <ul style="list-style-type: none"> o Hire/restore 20 FTE additional instructional assistants to provide academic support to SWD in content areas: \$1.5 million annually (LCFF). o Add 1 FTE speech-language pathologist in 2016-17 to provide support with SWD literacy and language needs: \$125,000 if funding becomes available (LCFF). 	<p>million annually for salaries and benefits (Special Education State and Federal Funding, Mental Health State and Federal Funding, and LCFF).</p> <ul style="list-style-type: none"> - District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF—duplicated amount from Action 1.1.). - Hired/restored 20 FTE additional instructional assistants to provide academic support to SWD in content areas: \$1.5 million annually for salaries and benefits (LCFF). (Minimum of 10 verified) - Added 1 FTE speech-language pathologist in 2016-17 to provide support with SWD literacy and language needs: \$125,000 for salary and benefits if funding becomes available (LCFF). (Already added that position this year.)
<p>Scope of service: __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify) Students With Disabilities</p> <p>1.14. Each high school will utilize APEX Learning courses, summer courses, eLearning courses, two Independent Learning Centers (ILCs), and other credit-recovery options to reduce dropout rates and to retain students at their home schools.</p> <ul style="list-style-type: none"> o Maintain current non-traditional instructional 	<p>Scope of service: __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify) Students With Disabilities</p> <p>1.14. Each high school utilized APEX Learning courses, summer courses, eLearning courses, two Independent Learning Centers (ILCs), and other credit-recovery options to reduce dropout rates and to retain students at their home schools.</p> <ul style="list-style-type: none"> o Maintained current non-traditional instructional options, including APEX 	<p>Scope of service: __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify) Students With Disabilities</p> <p>1.14. Each high school utilized APEX Learning courses, summer courses, eLearning courses, two Independent Learning Centers (ILCs), and other credit-recovery options to reduce dropout rates and to retain students at their home schools.</p> <ul style="list-style-type: none"> o Maintained current non-traditional instructional options, including APEX 	<p>Estimated Actual Costs: - Continued to implement APEX Learning licenses for expanded program: \$167,000 annually (LCFF). - Continued to fund Learning Management</p>

<p>options, including APEX Learning courses, summer courses, eLearning courses, and other credit-recovery options across the District.</p> <ul style="list-style-type: none"> o APEX Learning licenses for expanded program: \$167,000 annually (LCFF). o Learning Management software for eLearning: \$150,000 annually (LCFF). • Continue to support Independent Learning Centers (ILC) at two schools. <ul style="list-style-type: none"> o Maintain ILC costs for 2 schools (Anaheim High School, and Western High School), 3 FTE Teachers and 1 FTE Counselor (x 2 sites): \$1.4 million annually (LCFF). 	<ul style="list-style-type: none"> - ILC costs for 2 schools (Anaheim High School, and Western High School), 3 FTE Teachers and 1 FTE Counselor (x 2 sites): \$1.4 million annually for salaries and benefits (LCFF). 	<p>Learning courses, summer courses, eLearning courses, and other credit-recovery options across the District.</p> <ul style="list-style-type: none"> o APEX Learning licenses for expanded program: \$167,000 annually (LCFF). o Learning Management software for eLearning: \$150,000 annually (LCFF). • Continue to support Independent Learning Centers (ILC) at two schools. <ul style="list-style-type: none"> o Maintained ILC costs for 2 schools (Anaheim High School, and Western High School), 3 FTE Teachers and 1 FTE Counselor (x 2 sites): \$1.4 million annually (LCFF). 	<p>software for eLearning: \$150,000 annually (LCFF).</p> <ul style="list-style-type: none"> - Supported ILC costs for 2 schools (Anaheim High School, and Western High School), 3 FTE Teachers and 1 FTE Counselor (x 2 sites): \$1.3 million annually for salaries and benefits (LCFF). (Over estimated cost by \$100,000) 		
<p>Scope of service: <u>X</u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)</p>		<p>Scope of service: <u>X</u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)</p>			
<p>1.15. Create post-secondary transition opportunities that support students' matriculation to post-secondary programs and build college and career readiness skills.</p> <ul style="list-style-type: none"> • Strengthen and/or expand community partnerships to provide robust post-secondary transition opportunities for students. <ul style="list-style-type: none"> o Nurture existing community partnerships with Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), Tiger Woods Learning Center (TWLC), Fullerton College, and Chapman University. o Continue to refine Anaheim Collaborative as a means to effectively co-create post-secondary transition opportunities. Expand mentoring and volunteering opportunities. o Increase work experience opportunities. o Continue to provide District and site college and career fairs: <ul style="list-style-type: none"> - District College and Career Fair: 		<p>Estimated Costs: Continue to support 1 FTE College and Career Community Partnership Coordinator: \$120,000 annually for salary and benefits (LCFF).</p>		<p>1.15. Created post-secondary transition opportunities that support students' matriculation to post-secondary programs and build college and career readiness skills.</p> <ul style="list-style-type: none"> • Strengthened and/or expanded community partnerships to provide robust post-secondary transition opportunities for students. <ul style="list-style-type: none"> o Nurture existing community partnerships with Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), Tiger Woods Learning Center (TWLC), Fullerton College, and Chapman University. o Continued to refine Anaheim Collaborative as a means to effectively co-create post-secondary transition opportunities. Expanded mentoring and volunteering opportunities. o Increased work experience opportunities. o Continued to provide District and site college and career fairs: <ul style="list-style-type: none"> - District College and Career Fair: \$25,000 (AUHSD Foundation). 	<p>Estimated Actual Costs: Continued to support 1 FTE College and Career Community Partnership Coordinator: \$120,000 annually for salary and benefits (LCFF).</p>

<p>\$25,000 (AUHSD Foundation).</p> <ul style="list-style-type: none"> - Site college/career fairs: cost to be determined (site funds). o Increase access to Career Technical Education (CTE) through District and Regional Occupational Program (ROP) classes. o Increase opportunities for dual enrollment with community colleges and universities. o Increased access to career inventories (e.g. Armed Services Vocational Aptitude Battery [ASVAB], or career interest inventory software): cost to be determined. o Establish mentorship opportunities for students with community partners. • Continue to support 1 FTE College and Career Community Partnership Coordinator: \$120,000 annually (LCFF). 		<ul style="list-style-type: none"> - Site college/career fairs: cost to be determined (site funds). o Increased access to Career Technical Education (CTE) through District and Regional Occupational Program (ROP) classes. o Increased opportunities for dual enrollment with community colleges and universities. o Increased access to career inventories (e.g. Armed Services Vocational Aptitude Battery [ASVAB], or career interest inventory software): cost to be determined. o Established mentorship opportunities for students with community partners. • Continued to support 1 FTE College and Career Community Partnership Coordinator: \$120,000 annually (LCFF). 	
<p>Scope of service: X_ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)</p>		<p>Scope of service: X_ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)</p>	
<p>Through the 2015-16 LCAP stakeholder engagement process, 2015-16 LCAP Goals remained the same for the 2016-17 LCAP:</p> <p>2015-16 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.</p> <p>Goal 1 will continue to have 15 actions in 2016-17. However, each of the actions has been significantly refined, and one action (Action 1.5) was rewritten. Also, the Illuminate Data and Assessment program (\$130,000 annually) was eliminated from Action 1.5, because it has been under-utilized. It is possible that a much down-sized version of the program might be purchased in 2016-17 to monitor English Learners (EL).</p> <p>All of the original actions from Goal 1 the 2015-16 LCAP have carried forward to the 2016-17 LCAP, with the exception of Action 1.5 being rewritten to better capture the spirit of its intent. Action 1.5 states the following for 2016-17: "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." The actions that were carried forward have been refined, and there is a greater emphasis on expanding and/or improving services for English Learners, Low Income Pupils, Foster Youth, McKinney-Vento, and Students with Disabilities.</p> <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>			

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

Related State and/or Local Priorities:
1_ 2_ 3 X 4_ 5_ 6_ 7_ 8_
COE only: 9_ 10_
Local : Specify _____

Schools: All District schools.
Applicable Pupil Subgroups: Ethnic subgroups with at least 30 pupils (data snapshot from 2014-15): 65.7% Hispanic—20,821 pupils, 0.5% Native American—162 pupils, 12.3% Asian—3,895 pupils, 2.4% African American—778 pupils, 0.5% Pacific Islander—182 pupils, 11.5% White—3,646 pupils, 2.7% two or more races and not Hispanic—878 pupils.
Subgroups specified in Education Code 52052: 74.0% Socioeconomically Disadvantaged (SED, aka Low Income Pupils)—23,432 pupils, 21.0% English Learners (EL)—6,658 pupils, 10.95% Students with Disabilities (SWD)—3,425 pupils, 0.47% Foster Youth (FY)—147 pupils.

Goal Applies to:	1) Increase the number of parents completing parent learning walks by 1%. 2) Monitor school-to-parent and District-to-parent communication through Blackboard Connect, parent surveys, and other web-based correspondence. Disaggregate parent communication data by subgroups, such as EL, RFEF, Low Income Pupils, and Foster Youth. 3) Each school will increase parent attendance at school functions and/or parent participation in programs for unduplicated pupils. 4) Each school will increase parent participation in programs for Students With Disabilities (SWD). 5) Increase efforts to seek parent input in District decisions, and also to increase efforts to engage parents in the decision-making process at individual school sites.	Actual Annual Measurable Outcomes:	1) For the 2015-16 year, baseline data is available: 315 parents participated in parent learning walks 2014-15. 2) Continue to establish baseline data in 2016-17, as the District is working on cost effective ways to track school-to-parent and District-to-parent communication. 3) Continue to establish baseline data in 2016-17, as the District purchased software in 2015-16 to help track parent attendance at school functions. The implementation of the new software will begin in 2016-17. 4) Survey results from SWD parents in 2015-16 verify that the percent positive parent involvement for SWD is 99.4%. 5) Continue to establish baseline data in 2016-17. However, the LCAP stakeholder engagement process has given participating parents an opportunity to effectively advocate for programs/services that they feel would benefit their students. Additionally, 1,244 parents completed LCAP parent surveys in 2015-16.
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LCAP Year: 2015-16

Planned Actions/Services	Actual Actions/Services	Estimated Actual Annual Expenditures
<p>Budgeted Expenditures</p> <p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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: costs to be determined (LCFF). 	<p>Budgeted Expenditures</p> <p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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: costs to be determined (LCFF). 	<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> - Implemented Parent learning walks: \$5,000 or less annually (Site LCFF Funding). - Implemented programs for parents that are designed to increase awareness of post-secondary options, including the importance of college and career.

<ul style="list-style-type: none"> o Continue to provide training to parents on how to proactively monitor student progress. o Continue to provide Parent Learning Walks: \$5,000 (Site LCFF Funding). • 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: costs to be determined (LCFF). • The District and schools will implement programs that provide real-world learning experiences for students, which are showcased to parents and community partners, such as capstone projects: costs to be determined (LCFF). 	<ul style="list-style-type: none"> - Programs that provide real-world learning experiences for students, which are showcased to parents and community partners, such as capstone projects: costs to be determined (LCFF). 	<ul style="list-style-type: none"> o Continued to provide training to parents on how to proactively monitor student progress. o Continued to provide Parent Learning Walks: \$5,000 (Site LCFF Funding). • The District and schools implemented programs for parents that are designed to increase awareness of post-secondary options, including the importance of meeting A-G requirements: costs to be determined (LCFF). • The District and schools implemented programs that provide real-world learning experiences for students, which are showcased to parents and community partners, such as capstone projects: costs to be determined (LCFF). 	<p>meeting A-G requirements: Costs are still being determined (LCFF).</p> <ul style="list-style-type: none"> - Implemented programs that provide real-world learning experiences for students, which are showcased to parents and community partners, such as capstone projects: Costs are still being determined (LCFF).
<p>Scope of service: X ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)</p>		<p>Scope of service: All Schools</p>	
<p>2.2. Provide additional qualified personnel to schools to support the needs of English Learners (EL), Long-Term English Learners (LTEL), Redesignated Fluent English Proficient (RFEP) students, and/or Initially Fluent English Proficient (IFEP) students.</p> <ul style="list-style-type: none"> • Provide language appropriate community liaison coverage at all school sites. <ul style="list-style-type: none"> o Maintain all current School Community Liaisons/Bilingual School Community Liaisons: \$740,000 annually (LCFF, Title I, and Title III), and increase the number of School Community Liaisons/Bilingual School Community Liaisons to one per school site in 2015-16. o Add 3 FTE 8-hour School Community Liaisons/Bilingual School Community Liaisons: \$150,000 annually (LCFF, Title I, and Title III). o Add .5 FTE part-time Vietnamese Bilingual School Community Liaison: \$25,000 (Title III or LCFF). - Training and resources for EL support staff: \$250,000 (Title I, Title III, and LCFF). - Add/restore 2 FTE 8-hour Spanish 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Maintain all current School Community Liaisons/Bilingual School Community Liaisons: \$740,000 annually for salaries and benefits (LCFF, Title I, and Title III) - Add 3 FTE School Community Liaisons/Bilingual School Community Liaisons: \$150,000 annually (LCFF, Title I, and Title III). - Add .5 FTE part-time Vietnamese Bilingual School Community Liaison: \$25,000 (Title III or LCFF). - Training and resources for EL support staff: \$250,000 (Title I, Title III, and LCFF). - Add/restore 2 FTE 8-hour Spanish 	<p>2.2. Provided additional qualified personnel to schools to support the needs of English Learners (EL), Long-Term English Learners (LTEL), Redesignated Fluent English Proficient (RFEP) students, and/or Initially Fluent English Proficient (IFEP) students.</p> <ul style="list-style-type: none"> • Provided language appropriate community liaison coverage at all school sites. <ul style="list-style-type: none"> o Maintained all current School Community Liaisons/Bilingual School Community Liaisons: \$740,000 annually (LCFF, Title I, and Title III), and increase the number of School Community Liaisons/Bilingual School Community Liaisons to one per school site in 2015-16. o Added 3 FTE 8-hour School Community Liaisons/Bilingual School Community Liaisons: \$150,000 annually (LCFF, Title I, and Title III). o Added .5 FTE part-time Vietnamese Bilingual School Community Liaison: \$25,000 (Title III). • Provided additional training and resources to parents of EL, LTEL, RFEP, and IFEP students: 	<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> - Maintained all current School Community Liaisons/Bilingual School Community Liaisons: \$740,000 annually for salaries and benefits (LCFF, Title I, and Title III) - Added 3 FTE School Community Liaisons/Bilingual School Community Liaisons: \$165,000 annually (LCFF, Title I, and Title III). - Added .5 FTE part-time Vietnamese Bilingual School Community Liaison: \$31,000 (Title III or LCFF). - Provided training and resources for EL support staff: \$250,000 (Title I, Title

<ul style="list-style-type: none"> • Provide additional training and resources to parents of EL, LTEL, RFEF, 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. <ul style="list-style-type: none"> ◦ Add/restore 2 FTE 8-hour Spanish translators/interpreters: \$115,000 if funding becomes available (LCFF). 	<p>translators/interpreters in 2016-17: \$115,000 for salaries and benefits if funding becomes available (LCFF).</p>	<p>\$250,000 (Title I, Title III, and LCFF).</p> <ul style="list-style-type: none"> • Provided language appropriate translators/interpreters as needed to ensure that parent communication, written and oral, is in the home language. <ul style="list-style-type: none"> ◦ Added/restored 2 FTE 8-hour Spanish translators/interpreters: \$115,000 if funding becomes available (LCFF). 	<p>III, and LCFF).</p> <ul style="list-style-type: none"> - Replaced 2 FTE 8-hour Spanish translators /interpreters in 2015-16: \$115,000 for salaries and benefits if funding becomes available (LCFF).
<p>Scope of service: All Schools</p> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p> <p>2.3. Expand and/or improve parent involvement services for Students With Disabilities (SWD).</p> <ul style="list-style-type: none"> • Provide communication regarding Community Advisory Committee (CAC) meetings that provide special education information and training for parents. • Involve parents in trainings provided by Greater Anaheim SELPA on areas around Free Appropriate Public Education (FAPE). • Provide information to parents specific to Boys Town parent trainings. 	<p>Estimated Costs: - No Cost to the District.</p>	<p>Scope of service: All Schools</p> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p> <p>2.3. Expanded and/or improved parent involvement services for Students With Disabilities (SWD).</p> <ul style="list-style-type: none"> • Provided communication regarding Community Advisory Committee (CAC) meetings that provide special education information and training for parents. • Involved parents in trainings provided by Greater Anaheim SELPA on areas around Free Appropriate Public Education (FAPE). • Provided information to parents specific to Boys Town parent trainings. 	<p>Estimated Actual Costs: - No Cost to the District.</p>
<p>Scope of service: All Schools</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: Students With Disabilities</p> <p>2.4. Increase parental attendance/involvement, and personal connection to school sites by establishing or refining parent resources that are available at all school sites.</p>	<p>Estimated Costs: - Maintain all current School Community Liaisons/Bilingual School Community Liaisons: \$740,000 annually for salaries</p>	<p>Scope of service: All Schools</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: Students With Disabilities</p> <p>2.4. Increased parental attendance/involvement, and personal connection to school sites by establishing or refining parent resources that are available at all school sites.</p>	<p>Estimated Actual Costs: - Maintained all current School Community Liaisons/Bilingual School Community Liaisons:</p>

<ul style="list-style-type: none"> • Provide a parent resource center at all school sites. <ul style="list-style-type: none"> o Maintain all current School Community Liaisons/Bilingual School Community Liaisons: \$740,000 annually (LCFF, Title I, and Title III–duplicated amount from Action 2.2.). o Add 3 FTE 8-hour School Community Liaisons/Bilingual School Community Liaisons: \$150,000 annually (LCFF, Title I, and Title III–duplicated amount from Action 2.2.). o Add .5 FTE part-time Vietnamese Bilingual School Community Liaison: \$25,000 (Title III–duplicated amount from Action 2.2.). • Involve parents in ways that build their confidence, such as through parent education activities and parent leadership opportunities. <ul style="list-style-type: none"> o Continue to support programs, such as: <ul style="list-style-type: none"> Disciplina Positiva, Parent Institute for Quality Education (PIQE), California Association for Bilingual Students (CABE), and/or "Project 2 Aspire," 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). o Continue to support and nurture: <ul style="list-style-type: none"> 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. o District staff will develop, expand, and/or improve parent involvement resources, such as the development and implementation of the District Parent Leadership Academy. o Develop/implement parent involvement teams at all schools. o Develop and implement a system to electronically track parent involvement contacts: cost to be determined (LCFF and Title I). 	<p>and benefits (LCFF, Title I, and Title III–duplicated amount from Action 2.2.).</p> <ul style="list-style-type: none"> - Add 3 FTE 8-hour School Community Liaisons/Bilingual School Community Liaisons: \$150,000 annually for salaries and benefits (LCFF, Title I, and Title III–duplicated amount from Action 2.2.). - Add .5 FTE part-time Vietnamese Bilingual School Community Liaison: \$25,000 annually for salary and benefits (Title III–duplicated amount from Action 2.2.). - Disciplina Positiva, Parent Institute for Quality Education (PIQE), 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). - System to electronically track parent involvement contacts: cost to be determined (LCFF and Title I). 	<ul style="list-style-type: none"> • Provided a parent resource center at all school sites. <ul style="list-style-type: none"> o Maintained all current School Community Liaisons/Bilingual School Community Liaisons: \$740,000 annually (LCFF, Title I, and Title III–duplicated amount from Action 2.2.). o Added 3 FTE 8-hour School Community Liaisons/Bilingual School Community Liaisons: \$150,000 annually (LCFF, Title I, and Title III–duplicated amount from Action 2.2.). o Added .5 FTE part-time Vietnamese Bilingual School Community Liaison: \$25,000 (Title III–duplicated amount from Action 2.2.). • Involved parents in ways that build their confidence, such as through parent education activities and parent leadership opportunities. <ul style="list-style-type: none"> o Continued to support programs, such as: <ul style="list-style-type: none"> Disciplina Positiva, Parent Institute for Quality Education (PIQE), California Association for Bilingual Students (CABE) "Project 2 Aspire," 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). o Continued to support and nurture: <ul style="list-style-type: none"> 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. o District staff developed, expanded, and refined parent involvement resources, such as the development and implementation of the District Parent Leadership Academy. o Developed/implemented parent involvement teams at all schools. (33% increase in PTA membership in 20151-6) o Did not developed and implement a system to electronically track parent involvement contacts, but analyzed ways to take action on this item in 2016-17. 	<ul style="list-style-type: none"> - \$740,000 annually for salaries and benefits (LCFF, Title I, and Title III–duplicated amount from Action 2.2.). - Added 3 FTE 8-hour School Community Liaisons/Bilingual School Community Liaisons: \$150,000 annually for salaries and benefits (LCFF, Title I, and Title III–duplicated amount from Action 2.2.). - Added .5 FTE part-time Vietnamese Bilingual School Community Liaison: \$25,000 annually for salary and benefits (Title III–duplicated amount from Action 2.2.). - Implemented Disciplina Positiva, Parent Institute for Quality Education (PIQE), 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). - System to electronically track parent involvement contacts: Costs are still being determined (LCFF and Title I).
<p>Scope of service:</p> <p>All Schools</p>		<p>Scope of service:</p> <p>All Schools</p>	

<p><u> </u> X ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p><u> </u> X ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Add/restore 2 FTE 8-hour Spanish translators/interpreters: \$115,000 annually for salaries and benefits (LCFF–duplicated amount from Action 2.2.). - TeleParent/Blackboard Connect: \$78,000 annually (LCFF and Title I). - ZippSlip: \$32,000 annually (LCFF). 	<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> - Replaced 2 FTE 8-hour Spanish translators/interpreters: \$115,000 annually for salaries and benefits (LCFF–duplicated amount from Action 2.2.). - Continued to support TeleParent/Blackboard Connect: \$78,000 annually (LCFF and Title I). - Continued to support ZippSlip: \$32,000 annually (LCFF).
<p>2.5. Expand methods of meaningful two-way communication between schools, District, and families.</p> <ul style="list-style-type: none"> • 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. • Provide additional translators/interpreters to communicate with parents using a variety of methods. <ul style="list-style-type: none"> ◦ Add/restore 2 FTE 8-hour Spanish translators/interpreters: \$115,000 annually (LCFF–duplicated amount from Action 2.2.). • Provide trainings for parents on effectively utilizing parent communication platforms, such as continuing to provide training on use of the Aeries Parent Portal: costs to be determined (site funds). • Provide resources to maintain Websites with up-to-date District and school information: costs to be determined (site funds). • Continue to utilize mass communication systems, such as TeleParent/Blackboard Connect and ZippSlip to provide responsive mass-communication to parents and community. <ul style="list-style-type: none"> ◦ Continue to implement TeleParent/Blackboard Connect: \$78,000 annually (LCFF and Title I). ◦ Continue to implement ZippSlip: \$32,000 annually (LCFF). 	<p>2.5. Expanded methods of meaningful two-way communication between schools, District, and families.</p> <ul style="list-style-type: none"> • Provided 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. • Provided additional translators/interpreters to communicate with parents using a variety of methods. <ul style="list-style-type: none"> ◦ Added/restored 2 FTE 8-hour Spanish translators/interpreters: \$115,000 annually (LCFF–duplicated amount from Action 2.2.). • Provided trainings for parents on effectively utilizing parent communication platforms, such as continuing to provide training on use of the Aeries Parent Portal: costs to be determined (site funds). • Provided resources to maintain Websites with up-to-date District and school information: costs to be determined (site funds). • Continued to utilize mass communication systems, such as TeleParent/Blackboard Connect and ZippSlip to provide responsive mass-communication to parents and community. <ul style="list-style-type: none"> ◦ Continued to implement TeleParent/Blackboard Connect: \$78,000 annually (LCFF and Title I). ◦ Continued to implement ZippSlip: \$32,000 annually (LCFF). 		
<p>Scope of service:</p> <p>X ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English</p>	<p>Scope of service:</p> <p>All Schools</p> <p>X ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English</p>		

proficient ___Other Subgroups:(Specify) _____	proficient ___Other Subgroups:(Specify) _____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Through the 2015-16 LCAP stakeholder engagement process, 2015-16 LCAP Goals remained the same for the 2016-17 LCAP: 2015-16 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. Goal 2 will continue to have 5 actions in 2016-17. However, each of the actions were refined. All of the original actions from Goal 2 the 2015-16 LCAP have carried forward to the 2016-17 LCAP. The actions that were carried forward have been refined, and there is a greater emphasis on expanding and/or improving services for English Learners, Low Income Pupils, Foster Youth, McKinney-Vento, and Students with Disabilities.
Original GOAL from prior year LCAP:	Goal 3: Provide and nurture a safe and positive school culture.
Goal Applies to:	Schools: All District schools. Applicable Pupil Subgroups: Ethnic subgroups with at least 30 pupils (data snapshot from 2014-15): 65.7% Hispanic—20,821 pupils, 0.5% Native American—162 pupils, 12.3% Asian—3,895 pupils, 2.4% African American—778 pupils, 0.5% Pacific Islander—182 pupils, 11.5% White—3,646 pupils, 2.7% two or more races and not Hispanic—878 pupils. Subgroups specified in Education Code 52052: 74.0% Socioeconomically Disadvantaged (SED, aka Low Income Pupils)—23,432 pupils, 21.0% English Learners (EL)—6,658 pupils, 10.95% Students with Disabilities (SWD)—3,425 pupils, 0.47% Foster Youth (FY)—147 pupils.
Expected Annual Measurable Outcomes:	Priority 1: Basic 1) School facilities are maintained and in good repair, as evidenced by Facilities Inspection Tool (FIT) results. Priority 5: Pupil Engagement 1) As a District, we will decrease the District-wide high school cohort drop-out rate by .3% annually. 2) As a District, we will decrease the District-wide middle school/junior high school drop-out rate by .05% annually. 3) As a District, we will increase the District-wide attendance rate by .5% annually. 4) As a District, we will decrease the District-wide chronic absenteeism rate by .5% annually. 5) As a District, we will increase the District-wide cohort graduation rate 1% annually. 6) As a District, we will increase the cohort graduation rate for Low Income Pupils (LIP) 1% annually. 7) As a District, we will increase the cohort graduation rate for English Learners (EL) 1% annually. 8) As a District, we will increase the cohort graduation rate for Students With Disabilities (SWD) 1% annually.
Actual Annual Measurable Outcomes:	Priority 1: Basic 1) FIT results from the 2014-15 year indicate that school facilities are maintained and in good repair, as documented on the District's most recent School Accountability Report Cards (SARC), which were published in January 2016. Priority 5: Pupil Engagement 1) The District-wide high school cohort drop-out rate decreased by 1.3%, from 8.6% in 2013-14 to 7.3% in 2014-15. 2) The District-wide middle school/junior high school drop-out rate increased by .17%, from .01% in 2013-14 to .18% in 2014-15. 3) The District-wide attendance rate increased by .5%, from 95.1% in 2013-14 to 95.6% in 2014-15. 4) The District-wide chronic absenteeism rate decreased by .5%, from 8.2% in 2013-14 to 7.7% in 2014-15. (The chronic absenteeism rate is locally defined as missing 10% or more days of the school year.) 5) The District-wide cohort graduation rate increased by 2.5%, from 84.8% in 2013-14 to 87.3% in 2014-15. 6) The District cohort graduation rate for Low Income Pupils (LIP) increased by 3.3%, from 82.1% in 2013-14 to 85.4% in 2014-15.
Related State and/or Local Priorities:	1 X 2_ 3_ 4_ 5 X 6 X 7_ 8_ COE only: 9__ 10__ Local : Specify _____

<p>Priority 6: School Climate</p> <p>1) As a District, we will reduce the District-wide suspension rate by 1%.</p> <p>2) The District will reduce the District-wide suspension rate by 1% in 2015-16</p> <p>3) As a District, we will improve survey results regarding school climate and campus safety.</p>	<p>7) The District cohort graduation rate for English Learners (EL) increased by 5.2%, from 70.8% in 2013-14 to 76.0% in 2014-15.</p> <p>8) The District cohort graduation rate for Students With Disabilities (SWD) increased by 2.7%, from 62.4% in 2013-14 to 65.1% in 2014-15.</p> <p>Priority 6: School Climate</p> <p>1) The District-wide suspension remained static, as it was 5.4% in 2013-14 and remained at 5.4% in 2014-15. (Most current suspension rate is from 2014-15.)</p> <p>2) The 2013-14 District-wide expulsion rate is 0.16%, and the 2014-15 District-wide expulsion rate is 0%.</p> <p>3) Continue to establish baseline data in 2016-17.</p>	<p>7) The District cohort graduation rate for English Learners (EL) increased by 5.2%, from 70.8% in 2013-14 to 76.0% in 2014-15.</p> <p>8) The District cohort graduation rate for Students With Disabilities (SWD) increased by 2.7%, from 62.4% in 2013-14 to 65.1% in 2014-15.</p> <p>Priority 6: School Climate</p> <p>1) The District-wide suspension remained static, as it was 5.4% in 2013-14 and remained at 5.4% in 2014-15. (Most current suspension rate is from 2014-15.)</p> <p>2) The 2013-14 District-wide expulsion rate is 0.16%, and the 2014-15 District-wide expulsion rate is 0%.</p> <p>3) Continue to establish baseline data in 2016-17.</p>
<p>LCAP Year: 2015-16</p>		
<p>Planned Actions/Services</p>		
<p>Budgeted Expenditures</p> <p>Estimated Costs:</p> <ul style="list-style-type: none"> Continue to support 1 FTE Attendance Program Administrator added in 2015-16: \$160,000 annually for salary and benefits (LCFF) Saturday school program: \$45,000 annually (LCFF). 	<p>Actual Actions/Services</p> <p>3.1. Created a systemic plan for identifying and providing wrap-around support for students with significant truancy issues.</p> <ul style="list-style-type: none"> Each school developed a 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. Continue to support 1 FTE Attendance Program Administrator to support improved attendance results: \$160,000 (LCFF), and expand Saturday school program: \$45,000 (LCFF). Position supported all students and pays special attention to Low Income Pupils, English Learners, Foster Youth, and McKinney-Vento students. 	<p>Estimated Actual Annual Expenditures</p> <p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> Continued to support 1 FTE Attendance Program Administrator added in 2015-16: \$162,000 annually for salary and benefits (LCFF) Saturday school program: \$123,000 annually (LCFF).
<p>Scope of service:</p> <p>__ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: McKinney-Vento</p>	<p>Scope of service:</p> <p>All Schools</p>	<p>Scope of service:</p> <p>__ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: McKinney-Vento</p>

	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Continue to support 2 FTE counselors added in 2014-15: \$260,000 annually (LCFF—duplicated amount from Action 1.7.). - Add 4 FTE counselors—Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5), and Lexington JHS (.5) in 2015-16: \$460,000 annually for salaries and benefits (LCFF—duplicated amount from Action 1.7.). - Add 2 FTE licensed Social Workers with PPS credentials in 2016-17: \$260,000 for salaries and benefits if funding becomes available (LCFF). - Add 1 FTE psychologist in 2016-17: \$130,000 for salary and benefits if funding becomes available (LCFF). - Add 3 FTE health technicians: \$180,000 annually for salaries and benefits (LCFF). - Continue to support 4.5 FTE Assistant Principals added in 2014-15: \$600,000 annually for salaries and benefits (LCFF). - Add additional 2 FTE assistant principals in 2015-16: \$270,000 annually for salaries and benefits (LCFF). - Continue to support 18 FTE RtI Specialists added in 2014-15: \$1.8 million annually for salaries and benefits (LCFF—duplicated amount from Action 1.7.). - Professional learning/training to implement MTSS: cost 	<p>3.2. Every school implemented multi-tiered academic and behavioral support systems, aka multi-tiered systems of support (MTSS), which includes increased support of mental health school resources and services, which are designed to reduce inappropriate behavior, student suspensions, and improve student learning.</p> <ul style="list-style-type: none"> • Implemented MTSS program, which includes social and emotional needs of students. <ul style="list-style-type: none"> o Continue to support 2 FTE counselors added in 2014-15: \$260,000 annually (LCFF—duplicated amount from Action 1.7.). o Add 4 FTE counselors—Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5), and Lexington JHS (.5) in 2015-16: \$460,000 (LCFF—duplicated amount from Action 1.7.). o Add 2 FTE Licensed Social Workers with Pupil Personnel Services (PPS) credentials in 2016-17: \$260,000 if funding becomes available (LCFF). o Add 1 FTE psychologist in 2016-17 to support iLC students' mental health needs: \$130,000 if funding becomes available (LCFF). o Add 3 FTE health technicians: \$180,000 annually (LCFF). • Continued to explore/develop alternatives to suspension, including "Restorative Practices." <ul style="list-style-type: none"> o Continued to support 4.5 FTE assistant principals added in 2014-15: \$600,000 annually (LCFF). o Add additional 2 FTE assistant principals in 2015-16: \$270,000 (LCFF). • Continued to develop preventative actions and define behavioral expectations through the use of RtI specialists and Positive Behavioral Interventions and Supports (PBIS) program; and school PBIS teams and/or discipline committees will review suspension/expulsion data bi-monthly. <ul style="list-style-type: none"> o Continued to support 18 FTE RtI Specialists added in 2014-15: \$1.8 million (LCFF—duplicated amount from Action 1.7.). • Provided professional learning/training to 	<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> - Continued to support 2 FTE counselors added in 2014-15: \$260,000 annually (LCFF—duplicated amount from Action 1.7.). - Added 4 FTE counselors—Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5), and Lexington JHS (.5) in 2015-16: \$460,000 annually for salaries and benefits (LCFF—duplicated amount from Action 1.7.). - Added 2 FTE licensed Social Workers with PPS credentials in 2016-17: \$260,000 for salaries and benefits if funding becomes available (LCFF). Already added positions this year. - Added 1 FTE psychologist in 2016-17: \$130,000 for salary and benefits if funding becomes available (LCFF). (Already added 2 psychologists this year?) - Added 3 FTE health technicians: \$180,000 annually for salaries and benefits (LCFF). - Continue to support 4.5 FTE Assistant Principals added in 2014-15: \$600,000 annually for salaries and benefits (LCFF). - Added additional 2 FTE assistant principals in 2015-16: \$270,000 annually for salaries and benefits (LCFF). - Continued to support 18 FTE RtI Specialists added in 2014-15: \$1.8 million in 2014-15: \$1.8 million
<p>3.2. Every school will implement multi-tiered academic and behavioral support systems, aka multi-tiered systems of support (MTSS), which includes increased support of mental health school resources and services, which are designed to reduce inappropriate behavior, student suspensions, and improve student learning.</p> <ul style="list-style-type: none"> • Implement MTSS, which includes increased mental health resources to meet the social and emotional needs of students. <ul style="list-style-type: none"> o Continue to support 2 FTE counselors added in 2014-15: \$260,000 annually (LCFF—duplicated amount from Action 1.7.). o Add 4 FTE counselors—Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5), and Lexington JHS (.5) in 2015-16: \$460,000 (LCFF—duplicated amount from Action 1.7.). o Add 2 FTE Licensed Social Workers with Pupil Personnel Services (PPS) credentials in 2016-17: \$260,000 if funding becomes available (LCFF). o Add 1 FTE psychologist in 2016-17 to support iLC students' mental health needs: \$130,000 if funding becomes available (LCFF). o Add 3 FTE health technicians: \$180,000 annually (LCFF). • Continue to explore/develop alternatives to suspension, including "Restorative Practices." <ul style="list-style-type: none"> o Continue to support 4.5 FTE assistant principals added in 2014-15: \$600,000 annually (LCFF). o Add additional 2 FTE assistant principals in 2015-16: \$270,000 (LCFF). • Continue to develop preventative actions and define behavioral expectations through the use of RtI specialists and Positive Behavioral Interventions and Supports (PBIS) program; and school PBIS teams and/or discipline committees will review suspension/expulsion data bi-monthly. <ul style="list-style-type: none"> o Continue to support 18 FTE RtI Specialists added in 2014-15: \$1.8 million (LCFF—duplicated amount from Action 1.7.). • Provide professional learning/training to 			

<p>support MTSS implementation: cost included in District Professional Learning Plan \$750,000 annually (Title I, Title II, Title III, LCFF— duplicated amount from Action 1.1.).</p> <ul style="list-style-type: none"> Training includes in-house PBIS and ProACT trainers to refine implementation of PBIS and improve crisis management services; and in-house Boys Town trainers, for proactive interventions that target students in restrictive educational environments. 	<p>included in District Professional Learning Plan \$750,000 annually (Title I, Title II, Title III, LCFF— duplicated amount from Action 1.1.).</p>	<p>support MTSS implementation: cost included in District Professional Learning Plan \$750,000 annually (Title I, Title II, Title III, LCFF— duplicated amount from Action 1.1.).</p> <ul style="list-style-type: none"> Training included in-house PBIS and ProACT trainers to refine implementation of PBIS and improve crisis management services; and in-house Boys Town trainers, for proactive interventions that target students in restrictive educational environments. 	<p>annually for salaries and benefits (LCFF-duplicated amount from Action 1.7.).</p> <ul style="list-style-type: none"> Implemented professional learning/training to implement MTSS: cost included in District Professional Learning Plan \$750,000 annually (Title I, Title II, Title III, LCFF—duplicated amount from Action 1.1.).
<p>Scope of service: All Schools</p>		<p>Scope of service: All Schools</p>	
<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students With Disabilities</u>, and <u>McKinney-Vento</u></p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students With Disabilities</u>, and <u>McKinney-Vento</u></p>	
<p>3.3. Each school has access to tools and a defined process for identifying the causation of student disciplinary incidents, and guidance for the implementation of appropriate interventions.</p> <ul style="list-style-type: none"> District and school sites will develop, implement, and monitor a proactive system that guides appropriate student disciplinary interventions. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Aeries Analytics program: \$16,000 annually (LCFF). Continue to support District-level 1 FTE Behavior Intervention Specialist (Special Youth Services Department), who coordinates interventions and support services at site-level for SWD: \$130,000 annually (LCFF). 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Aeries Analytics program: \$16,000 annually (LCFF). Continue to support 1 FTE Behavior Intervention Specialist added in 2014-15: \$130,000 annually for salaries and benefits (LCFF). 	<p>3.3. Each school had access to tools and a defined process for identifying the causation of student disciplinary incidents, and guidance for the implementation of appropriate interventions.</p> <ul style="list-style-type: none"> District and school sites developed, implemented, and monitored a proactive system that guides appropriate student disciplinary interventions. <ul style="list-style-type: none"> 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. (Web-reporting program is still being refined.) <ul style="list-style-type: none"> Aeries Analytics program: \$16,000 annually (LCFF). Continue to support District-level 1 FTE Behavior Intervention Specialist (Special Youth Services Department), who coordinates interventions and support services at site-level for SWD: \$130,000 annually (LCFF). 	<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> Purchased Aeries Analytics program: \$16,000 annually (LCFF). Continued to support 1 FTE Behavior Intervention Specialist added in 2014-15: \$130,000 annually for salaries and benefits (LCFF).
<p>Scope of service: All Schools</p>		<p>Scope of service: All Schools</p>	

<p><u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <u>Other Subgroups:(Specify)</u></p>	<p>3.4. Each school will implement targeted academic interventions to close the opportunity gap among student subgroups.</p> <ul style="list-style-type: none"> Develop and monitor targeted academic interventions and support services to meet the diverse needs of student subgroups. <ul style="list-style-type: none"> Continue to support 18 FTE RtI Specialists, who coordinate interventions and support services at each site: \$2.1 million annually for salaries and benefits (LCFF–duplicated amount from Action 1.7.). Add 1 FTE psychologist in 2016-17 to support ILC students' mental health needs: \$130,000 if funding becomes available (LCFF–duplicated amount from Action 3.2.). Continue to support 2 FTE counselors added in 2014-15: \$260,000 annually (LCFF–duplicated amount from Action 1.7.). Add 4 FTE counselors–Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5), and Lexington JHS (.5) in 2015-16: \$460,000 (LCFF–duplicated amount from Action 1.7.). Continue to support Illuminate Data and Assessment program to track student progress: \$130,000 annually (Title I–duplicated amount from Action 1.5.). 	<p>Scope of service: <u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students With Disabilities, and McKinney-Vento</u></p>
<p><u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <u>Other Subgroups:(Specify)</u></p>	<p>3.4. Each school implemented targeted academic interventions to close the opportunity gap among student subgroups.</p> <ul style="list-style-type: none"> Developed and monitored targeted academic interventions and support services to meet the diverse needs of student subgroups. <ul style="list-style-type: none"> Continued to support 18 FTE RtI Specialists, who coordinate interventions and support services at each site: \$2.1 million annually for salaries and benefits (LCFF–duplicated amount from Action 1.7.). Add 1 FTE psychologist in 2016-17 to support ILC students' mental health needs: \$130,000 if funding becomes available (LCFF–duplicated amount from Action 3.2.). Continue to support 2 FTE counselors added in 2014-15: \$260,000 annually (LCFF–duplicated amount from Action 1.7.). Add 4 FTE counselors–Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5), and Lexington JHS (.5) in 2015-16: \$460,000 (LCFF–duplicated amount from Action 1.7.). Continued to support Illuminate Data and Assessment program to track student progress: \$130,000 annually (Title I–duplicated amount from Action 1.5.). 	<p>Scope of service: <u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students With Disabilities, and McKinney-Vento</u></p>
<p><u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <u>Other Subgroups:(Specify)</u></p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Continued to support 18 FTE RtI Specialists added in 2014-15: \$2.1 million annually for salaries and benefits (LCFF–duplicated amount from Action 1.7.). Add 1 FTE psychologist in 2016-17: \$130,000 for salary and benefits if funding becomes available (LCFF–duplicated amount from Action 3.2.). Continued to support 2 FTE counselors added in 2014-15: \$260,000 annually for salaries and benefits (LCFF–duplicated amount from Action 1.7.). Add 4 FTE counselors in 2015-16: \$460,000 annually for salaries and benefits (LCFF–duplicated amount from Action 1.7.). Continued to fund Illuminate Data and Assessment program: \$130,000 annually (Title I–duplicated amount from Action 1.5.). 	<p>Scope of service: <u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students With Disabilities, and McKinney-Vento</u></p>

<p>3.5. Increase the number of counselors at schools to effectively monitor student progress and implement support services recommended by American School Counselor Association (ASCA) National Standards Mindsets and Behaviors for Student Success.</p> <ul style="list-style-type: none"> • Adopt national counseling standards, provide appropriate professional learning, and monitor implementation. • Reduce student/guidance counselor ratio by adding additional counselors in order to increase counseling services provided to students. <ul style="list-style-type: none"> ◦ Continue to support 2 FTE counselors added in 2014-15: \$260,000 annually (LCFF—duplicated amount from Action 1.7.). ◦ Added 4 FTE counselors—Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5) and Lexington JHS (.5) in 2015-16: \$460,000 annually (LCFF—duplicated amount from Action 1.7.). • Require a six-year academic plan for all students. • Require a comprehensive transition plan for all 7th- and 9th-grade students (ex. Link Crew): cost to be determined (site LCFF). 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Add 4 FTE counselors in 2015-16: \$460,000 annually for salaries and benefits (LCFF—duplicated amount from Action 1.7.). - Continue to support 2 FTE counselors added in 2014-15: \$260,000 annually for salaries and benefits (LCFF—duplicated amount from Action 1.7.). 	<p>3.5. Increased 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.</p> <ul style="list-style-type: none"> • Adopted national counseling standards, provide appropriate professional learning, and monitor implementation. • Reduced student/guidance counselor ratio by adding additional counselors in order to increase counseling services provided to students. <ul style="list-style-type: none"> ◦ Continued to support 2 FTE counselors added in 2014-15: \$260,000 annually (LCFF—duplicated amount from Action 1.7.). ◦ Added 4 FTE counselors—Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5) and Lexington JHS (.5) in 2015-16: \$460,000 annually (LCFF—duplicated amount from Action 1.7.). • Require a six-year academic plan for all students. (Still transitioning from four-year to six-year academic plans.) • Require a comprehensive transition plan for all 7th- and 9th-grade students (ex. Link Crew): cost to be determined (site LCFF). (Still developing comprehensive transition plans.) 	<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> - Added 4 FTE counselors in 2015-16: \$460,000 annually for salaries and benefits (LCFF—duplicated amount from Action 1.7.). - Continued to support 2 FTE counselors added in 2014-15: \$260,000 annually for salaries and benefits (LCFF—duplicated amount from Action 1.7.).
<p>Scope of service: <u>X</u>_ALL</p> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)</p> <p>3.6. Upgrade facilities to improve educational learning environments.</p> <ul style="list-style-type: none"> • Increase fiscal resources to provide repairs, upgrades, and beautification of school sites, including security fencing: \$8.2 million over three years (Measure H Bond). • Provide an appropriate number of custodial staff and athletic facilities workers to correspond with current facilities' needs. 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Increase fiscal resources to provide repairs, upgrades, and beautification of school sites, including security fencing: \$8.2 million over three years (Measure H Bond). - Add/restore 3 FTE custodians: \$205,000 	<p>Scope of service: All Schools</p> <p><u>X</u>_ALL</p> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)</p> <p>3.6. Upgraded facilities to improve educational learning environments.</p> <ul style="list-style-type: none"> • Increased fiscal resources to provide repairs, upgrades, and beautification of school sites, including security fencing: \$8.2 million over three years (Measure H Bond). • Provided an appropriate number of custodial staff and athletic facilities workers to correspond with current facilities' needs. 	<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> - Increased fiscal resources to provide repairs, upgrades, and beautification of school sites, including security fencing: \$8.2 million over three years (Measure H Bond). - Added/restored 3 FTE

<p>o Add/restore 3 FTE custodians in 2015-16: \$205,000 annually (LCFF).</p> <p>o Add/restore 4 FTE athletic field workers in 2015-16: \$300,000 annually (LCFF).</p> <p>o Add/restore 1 FTE grounds technician in 2015-16: \$72,000 annually (LCFF).</p> <p>• Provide appropriate staffing to maintain technology and infrastructure:</p> <ul style="list-style-type: none"> o Add 6 FTE site technicians to maintain technology (3 FTE in 2015-16, and 3 additional FTE in 2016-17, if additional funding becomes available): \$490,000 (LCFF—duplicated amount from Action 1.4.). <p>• 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).</p>	<p>annually for salaries and benefits (LCFF).</p> <p>– Add/restore 4 FTE athletic field workers: \$300,000 annually for salaries and benefits (LCFF).</p> <p>– Add/restore 1 FTE grounds technician: \$72,000 annually for salary and benefits (LCFF).</p> <p>– Add 6 FTE site technicians to maintain technology (3 FTE in 2015-16, and 3 additional FTE in 2016-17, if additional funding becomes available): \$490,000 total for salaries and benefits (LCFF—duplicated amount from Action 1.4.).</p> <p>– Security cameras /surveillance/ alarm systems: \$ 3.4 million over three years (Measure H Bond).</p>	<p>o Add/restore 3 FTE custodians in 2015-16: \$205,000 annually (LCFF).</p> <p>o Add/restore 4 FTE athletic field workers in 2015-16: \$300,000 annually (LCFF).</p> <p>o Add/restore 1 FTE grounds technician in 2015-16: \$72,000 annually (LCFF).</p> <p>• Provided appropriate staffing to maintain technology and infrastructure:</p> <ul style="list-style-type: none"> o Add 6 FTE site technicians to maintain technology (3 FTE in 2015-16, and 3 additional FTE in 2016-17, if additional funding becomes available): \$490,000 (LCFF—duplicated amount from Action 1.4.). <p>• Invested 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).</p>	<p>custodians: \$205,000 annually for salaries and benefits (LCFF).</p> <p>– Added/restored 4 FTE athletic field workers: \$300,000 annually for salaries and benefits (LCFF).</p> <p>– Added/restored 1 FTE grounds technician: \$72,000 annually for salary and benefits (LCFF).</p> <p>– Added 6 FTE site technicians to maintain technology (3 FTE in 2015-16, and 3 additional FTE in 2016-17, if additional funding becomes available): \$490,000 total for salaries and benefits (LCFF—duplicated amount from Action 1.4.). Added all 6 site technicians this year.</p> <p>– Purchased Security cameras /surveillance/ alarm systems: \$ 3.4 million over three years (Measure H Bond). Cost for 2015-16 still being determined.</p>
<p>Scope of service: <input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p> <p>3.7. Increase academic support and extracurricular engagement opportunities for Foster Youth and McKinney-Vento students by providing additional support.</p> <ul style="list-style-type: none"> • Increase course selection and course access for Foster Youth and McKinney-Vento students. • Provide additional instructional materials to Foster Youth and McKinney-Vento students: 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> – Instructional materials for Foster Youth and McKinney-Vento students: \$10,000 annually (LCFF). – Add 2 FTE Licensed Social Workers with Pupil Personnel Services (PPS) credentials in 2016-17: \$260,000 for 	<p>Scope of service: <input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p> <p>3.7. Increased academic support and extracurricular engagement opportunities for Foster Youth and McKinney-Vento students by providing additional support.</p> <ul style="list-style-type: none"> • Increased course selection and course access for Foster Youth and McKinney-Vento students. • Provided additional instructional materials to Foster Youth and McKinney-Vento students: \$10,000 annually (LCFF) 	<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> – Purchased instructional materials for Foster Youth and McKinney-Vento students: \$10,000 annually (LCFF). – Added 2 FTE Licensed Social Workers with Pupil Personnel Services (PPS)

<p>\$10,000 annually (LCFF)</p> <ul style="list-style-type: none"> • Add 2 FTE Licensed Social Workers with Pupil Personnel Services (PPS) credentials in 2016-17: \$260,000 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—duplicated amount from Action 1.1.) • Increase outreach services for Foster Youth and McKinney-Vento students. <ul style="list-style-type: none"> ◦ Continue to support 1 FTE Bilingual School Community Liaison added in 2014-15: \$45,000 annually (LCFF). • Develop mentoring programs for Foster Youth and McKinney-Vento students: cost to be determined (LCFF). 	<p>salaries and benefits if funding becomes available (LCFF—duplicated amount from Action 3.2.)</p> <ul style="list-style-type: none"> – 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—duplicated amount from Action 1.1.) – Continue to support 1 FTE Bilingual School Community Liaison added in 2014-15: \$45,000 annually for salary and benefits (LCFF). 	<ul style="list-style-type: none"> • Added 2 FTE Licensed Social Workers with Pupil Personnel Services (PPS) credentials in 2016-17: \$260,000 if funding becomes available (LCFF—duplicated amount from Action 3.2.) • Provided 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—duplicated amount from Action 1.1.) • Increased outreach services for Foster Youth and McKinney-Vento students. <ul style="list-style-type: none"> ◦ Continue to support 1 FTE Bilingual School Community Liaison added in 2014-15: \$45,000 annually (LCFF). • Developed mentoring programs for Foster Youth and McKinney-Vento students: cost to be determined (LCFF). 	<p>credentials in 2016-17: \$260,000 for salaries and benefits if funding becomes available (LCFF—duplicated amount from Action 3.2.)</p> <ul style="list-style-type: none"> – Provided 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, and Educator Effectiveness One Time Funding—duplicated amount from Action 1.1.) – Continued to support 1 FTE Bilingual School Community Liaison added in 2014-15: \$45,000 annually for salary and benefits (LCFF).
<p>Scope of service:</p> <p><u> </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: <u> </u> McKinney-Vento</p>	<p>Scope of service:</p> <p><u> </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: <u> </u> McKinney-Vento</p>	<p>Scope of service:</p> <p><u> </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: <u> </u> McKinney-Vento</p>	<p>All Schools</p>
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Through the 2015-16 LCAP stakeholder engagement process, 2015-16 LCAP Goals remained the same for the 2016-17 LCAP:</p> <p>2015-16 LCAP Goals</p> <p>Goal 1: All students will demonstrate college and career readiness.</p> <p>Goal 2: Provide meaningful educational involvement opportunities for all parents to advocate for all students.</p> <p>Goal 3: Provide and nurture a safe and positive school culture.</p> <p>Goal 3 will continue to have 7 actions in 2016-17. However, each of the actions were refined. All of the original actions from Goal 3 the 2015-16 LCAP have carried forward to the 2016-17 LCAP. The actions that were carried forward have been refined, and there is a greater emphasis on expanding and/or improving services for English Learners, Low Income Pupils, Foster Youth, McKinney-Vento, and Students with Disabilities.</p>	<p>Through the 2015-16 LCAP stakeholder engagement process, 2015-16 LCAP Goals remained the same for the 2016-17 LCAP:</p> <p>2015-16 LCAP Goals</p> <p>Goal 1: All students will demonstrate college and career readiness.</p> <p>Goal 2: Provide meaningful educational involvement opportunities for all parents to advocate for all students.</p> <p>Goal 3: Provide and nurture a safe and positive school culture.</p> <p>Goal 3 will continue to have 7 actions in 2016-17. However, each of the actions were refined. All of the original actions from Goal 3 the 2015-16 LCAP have carried forward to the 2016-17 LCAP. The actions that were carried forward have been refined, and there is a greater emphasis on expanding and/or improving services for English Learners, Low Income Pupils, Foster Youth, McKinney-Vento, and Students with Disabilities.</p>	<p>Section 3: Use of Supplemental and Concentration Grant funds and Proportionality</p> <p>A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).</p>

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

<p>Total amount of Supplemental and Concentration grant funds calculated:</p>	<p><u>\$57.53 million</u></p> <p>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 \$51.1 million to improve or expand services for Low Income Pupils, English Learners, Foster Youth, and Students With Disabilities. With these student subgroups in mind, the District is leveraging resources to improve and/or expand academic and behavioral services for students that help support successful student achievement outcomes. The District is also leveraging resources to create stronger connections between families and schools, which should benefit all students and particularly those from the aforementioned subgroups. Additionally, LCFF funding will help the District to support the following actions:</p> <ul style="list-style-type: none"> • Purchase and implement instructional materials that are aligned with current state adopted standards, including Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and all other state adopted standards and frameworks in accordance with current state adoption cycle. • Provide professional learning/training to support the implementation of all current state adopted standards, and also to support all teachers in the completion of all state mandated credentialing requirements. • Provide professional learning/training to support improved services for Low Income Pupils, English Learners, Foster Youth, and Students With Disabilities. • Purchase of educational technology and upgrade technology infrastructure, so that students and staff have access to a broad range of sustainable technological resources to match students' individual learning needs. • Refine and expand multi-tiered system of supports, which provides additional opportunities to support all students with the completion of A-G requirements, and high school graduation requirements. • Increase social, emotional, and mental health services for all students, with an emphasis on providing additional support for Low Income Pupils, English Learners, Foster Youth, and Students With Disabilities. • Improve and/or expand current support structures for parents, which strengthen the connection between skills developed in school, and the skills needed to successfully compete in post-secondary educational programs and in the workforce. • Increase parental attendance/involvement, and personal connection to school sites by establishing, improving, or refining parent resources that are available at all school sites. • Improve educational learning environments/facilities, and provide sufficient staffing to maintain facilities.
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B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

24.20	%
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The required percentage increase in services for unduplicated English learners, low-income, and foster youth students is 23.91%. To address the required increase in services and improve achievement outcomes for these students, the District will support the following actions:

- Improve the instructional model for English Learners to increase access to, and completion of, A-G courses.
- Improve services for Students With Disabilities (SWD) and expand SWD access to the core curriculum.
- Increase academic support and extracurricular engagement opportunities for Foster Youth and McKinney-Vento students.
- 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.
- 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.
- 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.
 - Each school will implement targeted academic interventions to close the opportunity gap among student subgroups.
- Refine the placement and monitoring system for English Learners (EL), including Long-Term English Learners, and also revise/refine the District's EL curriculum.
- 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.
- 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.
- Expand and/or improve parent involvement services for Low Income Pupils, English Learners, Foster Youth, and Students With Disabilities subgroups.
- Continue to provide a full-service Language Assessment Center for English Learners and parents of English Learners.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, 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 California Code of Regulations, title 5, 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).

Instructional Materials Submitted for Adoption

June 9, 2016

May 10, 2016-June 9, 2016

Curriculum	Basic/ Suppl.	Course Name (Number)	GR	Title	Publisher
Math	Basic	PreCalculus Honors (3796)	10-12	<i>Calculus 1 with PreCalculus: A One Year Course, 3rd Edition</i>	National Geographic/ Cenngage
Math	Basic	PreCalculus (3789)	10-12	<i>PreCalculus: Graphical, Numerical, Algebraic</i>	Pearson
Math	Basic	IB Math Studies SL (3791)	11-12	<i>Mathematics for the International Student: Mathematical Studies SL, IB Programme</i>	Haese & Harris
World Languages	Basoc	Conversation and Culture-French (2025)	7	<i>Exploring French, 3rd Edition</i>	EMC Publishing
World Languages	Basic	Conversation and Culture-Spanish (2135)	7	<i>Exploring Spanish, 3rd Edition</i>	EMC Publishing

Instructional Materials Submitted for Display

June 9, 2016

June 9, 2016-June 16 , 2016

Curriculum	Basic/ Suppl.	Course Name (Number)	GR	Title	Publisher
World Languages	Basic	Mandarin 1-3 (2282)	8-12	<i>ZHEN BAN 1</i>	EMC Publishing
World Languages	Basic	Chinese Conversation and Culture (2295)	7	<i>Exploring Chinese</i>	EMC Publishing
World Languages	Basic	French 1, 2, 3 (2040, 2045, 2050)	8-12	<i>Discovering French Today - Levels 1-3</i>	Holt McDougal
World Languages	Basic	French 1, 2, 3 (2040, 2045, 2050)	8-12	<i>Bien dit! - Levels 1-3</i>	Holt McDougal
Social Science	Basic	AP World History (2625)	11-12	<i>Traditions & Encounters: A Global Perspective on the Past AP - 6th Edition</i>	McGraw Hill