

LCFF Budget Overview for Parents

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

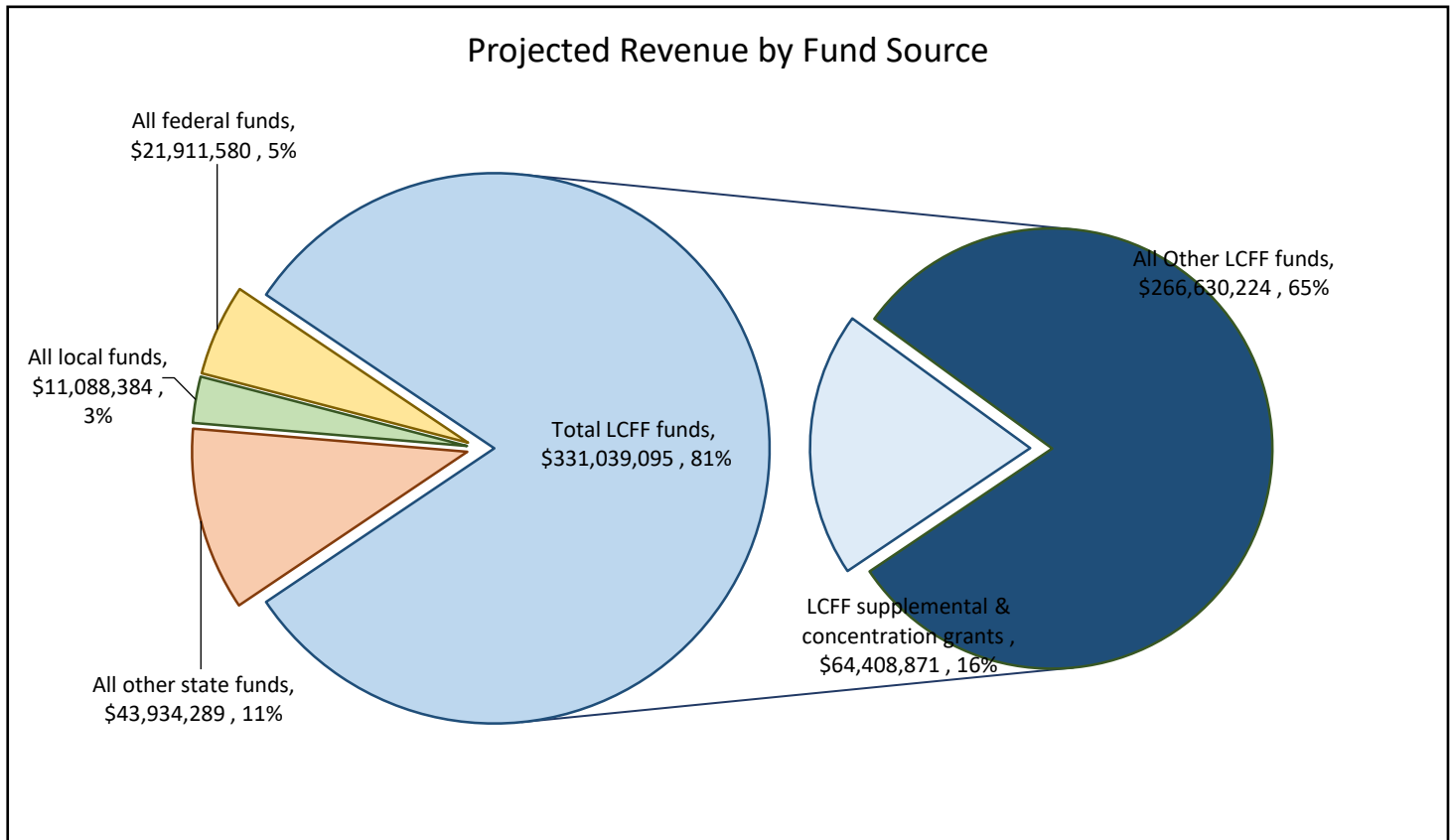
CDS Code: 30-66431

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

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

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

Budget Overview for the 2019-20 LCAP Year

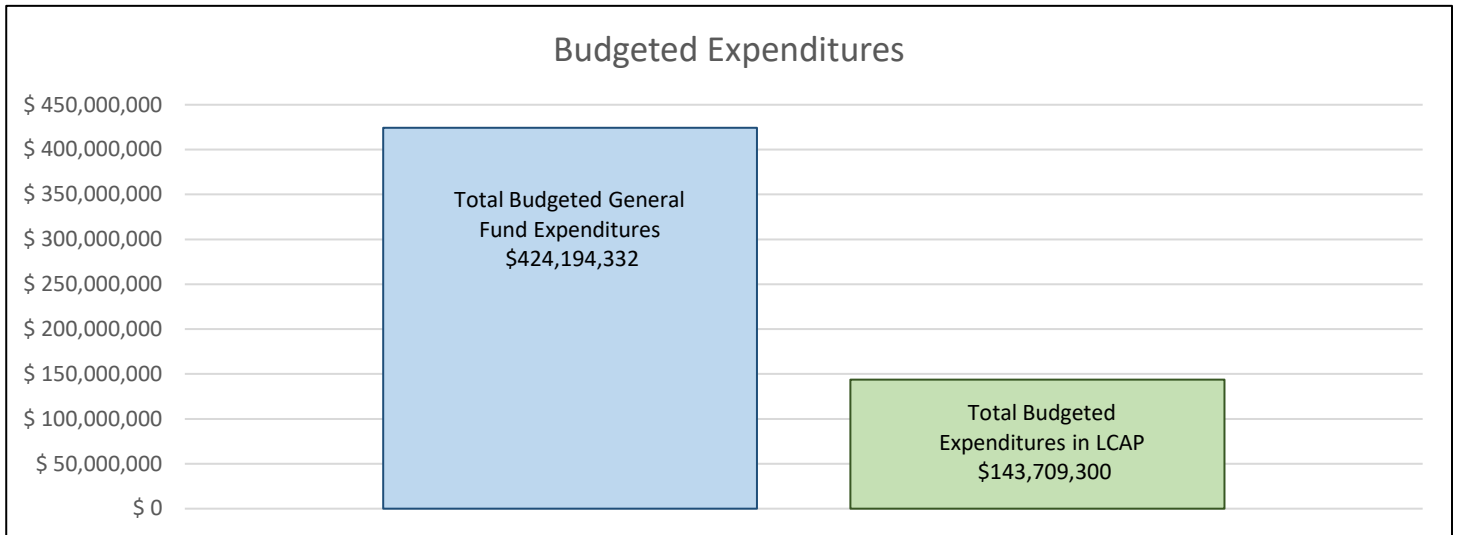


This chart shows the total general purpose revenue Anaheim Union High School District expects to receive in the coming year from all sources.

The total revenue projected for Anaheim Union High School District is \$407,973,348.00, of which \$331,039,095.00 is Local Control Funding Formula (LCFF), \$43,934,289.00 is other state funds, \$11,088,384.00 is local funds, and \$21,911,580.00 is federal funds. Of the \$331,039,095.00 in LCFF Funds, \$64,408,871.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



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

Anaheim Union High School District plans to spend \$424,194,332.00 for the 2019-20 school year. Of that amount, \$143,709,300.00 is tied to actions/services in the LCAP and \$280,485,032.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

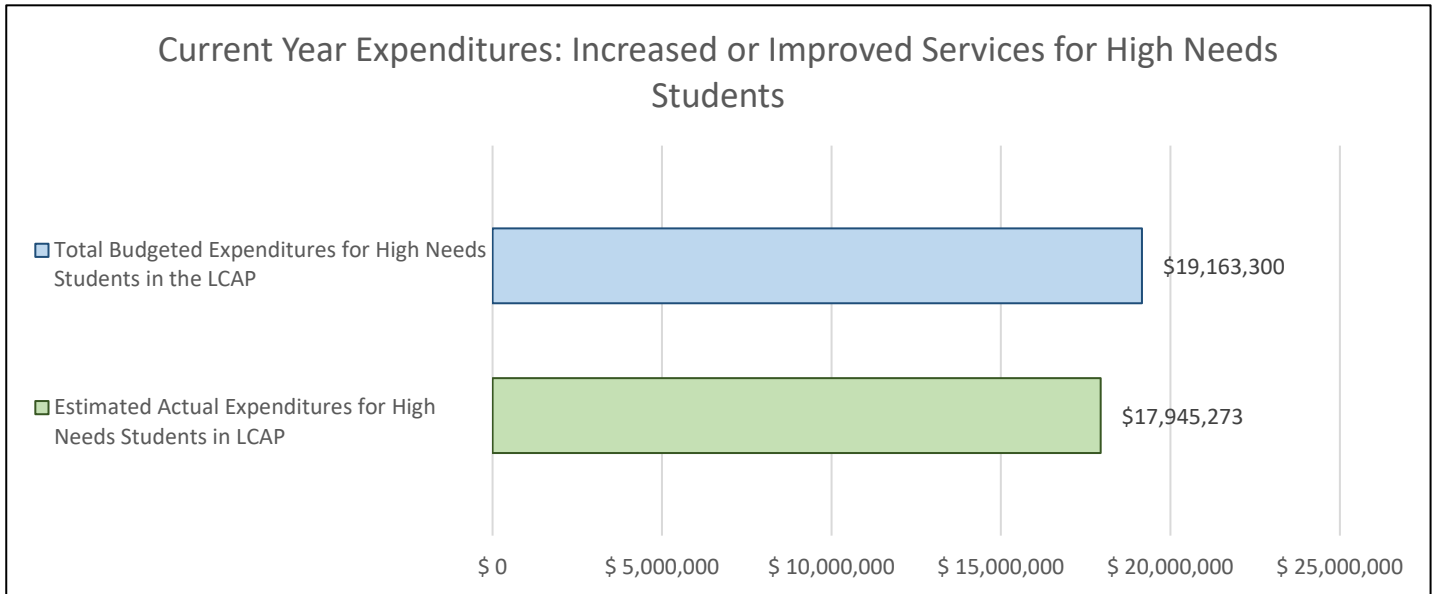
Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Anaheim Union High School District is projecting it will receive \$64,408,871.00 based on the enrollment of foster youth, English learner, and low-income students. Anaheim Union High School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Anaheim Union High School District plans to spend \$19,490,800.00 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

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

LCFF Budget Overview for Parents

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



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

In 2018-19, Anaheim Union High School District's LCAP budgeted \$19,163,300.00 for planned actions to increase or improve services for high needs students. Anaheim Union High School District estimates that it will actually spend \$17,945,273.00 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$1,218,027.00 had the following impact on Anaheim Union High School District's ability to increase or improve services for high needs students:

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

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

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

2017-20 Plan Summary

The Story

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

General Information

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

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

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

AUHSD Vision Statement

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

AUHSD Mission Statement

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

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

LCAP Highlights

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

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

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

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

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

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

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

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

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

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

Review of Performance

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

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

Greatest Progress

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

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

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

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

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

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

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

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

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

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

17 and 2017-18 years.

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

Greatest Needs

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

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

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

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

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

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

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

Performance Gaps

An analysis of District data indicates the following performance gaps:

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

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

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

Brookhurst Junior High
Gilbert High School
Hope School
Polaris Independent Study

Support for Identified Schools

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

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

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

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

Monitoring and Evaluating Effectiveness

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

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

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

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

Annual Update

LCAP Year Reviewed: 2018–19

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

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

Priority 4–Pupil Achievement (Pupil Outcomes)

Priority 5–Pupil Engagement (Engagement)

Priority 7–Course Access (Conditions of Learning)

Priority 8–Other Pupil Outcomes (Pupil Outcomes)

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

Annual Measurable Outcomes

Expected

Teacher Credentials and Subject Matter Authorizations

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

Actual

Teacher Credentials and Subject Matter Authorizations

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

Expected

English Learner (EL) Authorization The current percentage of teachers who lack <u>only</u> EL authorization is 0.1% (less than one-half of a percent).
Instructional Materials Maintain sufficient access to standards-aligned instructional materials for all pupils, and 100% compliance with Williams' instructional materials requirements have been maintained.
Implementation of State Academic Standards Maintain instructional design and delivery that is aligned with all California State Standards, including Common Core State Standards (CCSS), ELD standards, and all other state adopted standards.
California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) Assessment Results In 2017-18, 51% of students meeting or exceeding standard.
California Assessment of Student Performance and Progress (CAASPP) Math Assessment Results In 2017-18, 34% of students meeting or exceeding standard.
A-G Completion Rates: All Students Increase to 40% in 2017-18
A-G Completion Rates: Low Income Pupils Increase to 36% in 2017-18
A-G Completion Rates: English Learners (EL) Increase to 8% in 2017-18
Graduation Rate: District-wide Increase to 92% in 2017-18

Actual

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

Expected

Actual

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

Actions/Services

Action 1 (1.1–1.15)

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
all other state adopted standards and frameworks.		<ul style="list-style-type: none"> e. \$500,000-Lottery: Replacement of instructional materials and partial adoptions f. \$200,000-LCFF: NGSS Instructional materials g. \$15,000-Title I: Web-based reading intervention program h. \$113,000-Title I: Snap and Read Intervention Software i. Cloud-based library operating system and online library resource database subscriptions (Object code 5880) j. \$1,130,000-77% E-Rate, 23% LCFF: Enhance technology infrastructure (Object codes 4410, 6490) 	<ul style="list-style-type: none"> e. \$500,000-Lottery: Replacement of instructional materials and partial adoptions (Object code 4150) f. \$200,000-Lottery: NGSS Instructional Materials (Object code 4150) g. \$48,000-LCFF: Cloud-based library operating system (Object code 5880) h. \$65,000-Title I: Online library resource database subscriptions (Object code 5880) i. \$644,100- E-Rate, \$485,900-LCFF S & C: Enhance technology infrastructure (Object codes 4410, 6490)
1.4. Students and staff have access to a broad range of sustainable technological resources to match students' individual learning needs.	1.4. A broad range of technological resources were provided school sites. Classified staff provided support to sites to maintain current technology.	<ul style="list-style-type: none"> a. \$1,000,000- LCFF: Regular replacement and growth of technology (Object codes 4410, 6490) b. \$1,130,000 (Duplicated amount from Action 1.3.)- 77% E-Rate, 23% LCFF: Enhance technology infrastructure (Object codes 4410, 6490) c. \$656,000- Site LCFF: Educational technology coaches salaries and benefits-one release period for 19 certificated staff (Object code 1101) d. \$619,000-LCFF: Technology site technician salaries and benefits e. \$163,000-LCFF: Network Manager salary and benefits 	<ul style="list-style-type: none"> a. \$1,000,000 LCFF S & C: Regular replacement and growth of technology (Object codes 4410, 6490) b. \$644,100- E-Rate, \$485,900- (duplicated amount from 1.3i) LCFF S & C: Enhance technology infrastructure (Object codes 4410, 6490) c. \$656,000- (duplicated amount from 1.1a) Site LCFF: Educational technology coaches-teachers who receive one additional period release time for tech coaching duties (Object code 1101) d. \$638,000-LCFF S & C: Technology site technician salaries and benefits e. \$168,000-LCFF S & C: Network Manager salary and benefits
1.5. Through First Best Instruction, which begins with intentional lesson	1.5. Assessment team provided data to sites for use in developing SPSA	<ul style="list-style-type: none"> a. \$315,000-LCFF: Salaries and benefits of assessment director and assessment technician 	<ul style="list-style-type: none"> a. \$320,022-LCFF: Salaries and benefits of assessment director and assessment technician

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
design, teachers use multiple forms of monitoring of student progress to determine appropriate interventions, as needed.	and EL action plan. Hanover data was used to inform decision making about counseling program and a-g completion.	<ul style="list-style-type: none"> b. \$105,000-LCFF: Salary and benefits of research/data analyst c. \$42,000-Title I: Hanover Research (Object code 5810) 	<ul style="list-style-type: none"> b. \$105,000-LCFF: Salary and benefits of research/data analyst c. \$40,500-Title I: Hanover Research (Object code 5810)
1.6. Each school implements scheduling structures and adjusts course offerings, as needed, to ensure that students have the opportunity to participate in broad courses of study.	1.6. VAPA director hired to help ensure students have access to courses. CTE course offerings were maintained. Funds spent to provide students additional opportunities for after school programs and activities.	<ul style="list-style-type: none"> a. \$70,000-LCFF: VAPA Teacher on special assignment (50%) salary and benefits b. \$505,000-Perkins Funds: Instructional materials and equipment (Object codes 4310, 4410, 6490) c. \$50,000-LCFF: Additional resources and professional learning/training to support broader courses of study (Object codes 1102, 1103, 4310, 5210) d. \$94,000-LCFF: Intramural sports for grades 7-8 (Object codes 1103, 4310, 4410) e. \$40,000-LCFF: Transportation for McKinney-Vento, and Foster Youth students (Object code 5721) 	<ul style="list-style-type: none"> a. \$70,000-LCFF S & C: VAPA Teacher on special assignment (50%) salary and benefits b. \$505,000-Perkins Funds: Instructional materials and equipment (Object codes 4310, 4410, 6490) c. \$50,000- (duplicated amount from 1.1b) LCFF: Additional resources and professional learning/training to support broader courses of study (Object codes 1102, 1103, 4310, 5210) d. \$317,100- LCFF S & C: Intramural sports for grades 7-8 (Object codes 1103, 4310, 4410) e. \$40,000-LCFF S & C: Transportation for McKinney-Vento, and Foster Youth students (Object code 5721)
1.7. District and schools continue to refine the vertical alignment of all courses, including A-G courses, courses that precede A-G courses, and Honors and Advanced Placement (AP) courses.	1.7. Certificated salaries for additional teachers and counselors. AVID tutors provided academic support for students. Summer opportunities were provided.	<ul style="list-style-type: none"> a. \$25,000-Site Title I, site Title II: Professional learning/training for teachers (Object codes 1102, 1103, 4310) b. \$188,000-LCFF: 1.5 FTE IB teachers' salaries and benefits c. \$1,010,000-LCFF: Counselor salaries and benefits d. \$350,000- Title I (\$100,000), LCFF (\$250,000): Summer learning academy to improve students' language, literacy and numeracy skills (Object codes 1103, 4150, 4310) e. \$30,000-LCFF: Summer Leadership/Film Academy to develop students' 	<ul style="list-style-type: none"> a. \$25,000- (duplicated amount from 1.1b) Site Title I, site Title II: Professional learning/training for teachers (Object codes 1102, 1103, 4310) b. \$236,473-LCFF S & C: 1.5 FTE IB teachers' salaries and benefits c. \$870,000-LCFF S & C: Counselor salaries and benefits d. \$150,000- Title I, \$200,000 LCFF S & C: Summer learning academy to improve students' language, literacy and numeracy skills (Object codes 1103, 4150, 4310) e. \$30,000-LCFF S & C: Summer Leadership/Film Academy to develop students'

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

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.13. Improve services for Students With Disabilities (SWD) and expand SWD access to the core curriculum.</p>	<p>1.13. Services for Students With Disabilities (SWD) were improved through hiring of certificated support staff.</p>	<ul style="list-style-type: none"> a. \$290,000-Medi-Cal, LCFF: Salaries and benefits for additional 2 Psychologists b. \$59,052,000-Special Education State and Federal Funding, and Mental Health State and Federal Funding: Salaries and benefits for all positions that provide services to SWDs (not including those referenced in letter a, c, d, e, or f) c. \$138,000-LCFF: Salaries and benefits for SWD curriculum specialist d. \$1,600,000-LCFF: Salaries and benefits for SWD instructional assistants added in 2015-16 e. \$135,000-LCFF: Salary and benefits for speech-language pathologist added in 2016-17 f. \$140,000-Special Education Funds: Salary and benefits for FTE Assistive Technology Specialist added in 2016-17 	<ul style="list-style-type: none"> a. \$439,000- LCFF S & C: Salaries and benefits for additional 3 Psychologists b. \$59,005,000- Special Education State and Federal Funding, and Mental Health State and Federal Funding: Salaries and benefits for all positions that provide services to SWDs (not including those referenced in letter a, c, d, e, or f) c. \$138,000-LCFF S & C: Salaries and benefits for SWD curriculum specialist d. \$0: Salaries and benefits for SWD instructional assistants removed from LCFF e. \$130,000-LCFF: Salary and benefits for speech-language pathologist added in 2016-17 f. \$140,000-Special Education Funds: Salary and benefits for FTE Assistive Technology Specialist added in 2016-17
<p>1.14. Each high school will utilize APEX Learning courses, summer courses, eLearning courses, two Independent Learning Centers (ILCs), and other credit-recovery options to reduce dropout rates and to retain students at their home schools.</p>	<p>1.14. Each high school utilized APEX courses. Two Independent Learning Centers (ILCs), and two independent studies programs retained students at their home schools.</p>	<ul style="list-style-type: none"> a. \$167,000-LCFF: APEX Learning licenses for expanded program (Object code 5880) b. \$153,000-LCFF: Learning Management software for eLearning (Object code 5880) c. \$7,000-Title I-McKinney Vento: Credit recovery program for 9th- and 10th-grade McKinney-Vento and Foster Youth students (Object codes 1103, 4310) d. \$1,480,000-LCFF: Salaries and benefits for teachers and counselors at Independent Learning Centers 	<ul style="list-style-type: none"> a. \$167,000-LCFF: APEX Learning licenses for expanded program (Object code 5880) b. \$153,000-LCFF: Learning Management software for eLearning (Object code 5880) c. \$5,000-Title I-McKinney Vento: Credit recovery program for 9th- and 10th-grade McKinney-Vento and Foster Youth students (Object codes 1103, 4310) d. \$2,700,000-LCFF S & C: Salaries and benefits for teachers and counselors at Independent Learning Centers, independent study
<p>1.15. Create post-secondary transition opportunities that support</p>	<p>1.15. Post-secondary transition opportunities through the AIME</p>	<ul style="list-style-type: none"> a. \$48,000-LCFF: Stipends for site AIME coordinators (Object code 1114) 	<ul style="list-style-type: none"> a. \$48,000-LCFF S & C: Stipends for site AIME coordinators (Object code 1114)

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

Analysis

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

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

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

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

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

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

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

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

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

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

Annual Measurable Outcomes

Expected	Actual
LCAP Parent Survey Increase to 2,954 parent responses by May 2018-19	LCAP Parent Survey Actual: There were 2,908 parent responses in 2018-19. TARGET PARTIALLY MET
Aeries Communication Parent Voicemail Contacts 11,001,576 voicemails delivered	Blackboard Connect Parent Voicemail Contacts Actual: 21,114,393 voicemail contacts as of May 2019. Data from May 2016-17 was actually from a period of three years, and the number listed above is from a period of four years. TARGET MET
Aeries Parent Email Contacts 14,784,228 emails delivered	Aeries Parent Email Contacts Actual: 25,252,277 email contacts as of May 2019. Data from May 2016-17 was actually from a period of three years, and the number listed above is from a period of four years. TARGET MET
Parent Leadership Academy Participation Increase participants to 442 for 2018-19 year	Parent Leadership Academy Participation Actual: 331 parent participants in 2018-19. TARGET NOT MET

Actions/Services

Action 2 (2.1–2.5)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.1. Improve and/or expand current support structures for parents that strengthen the connection between skills developed in school, and the skills needed to successfully compete in post-secondary educational programs and in the workforce.</p>	<p>2.1. Parent learning walks and STEAM-A-PALOOZA event provided parents with examples of the connection between skills developed in school and skills needed in the workforce.</p>	<p>a. \$5,000-Site LCFF: Parent learning walks (Object codes 4310, 5712) b. \$30,000-Title I: Programs for parents that are designed to increase awareness of post-secondary options (Object code 5800) c. \$10,000-LCFF: Programs that provide real-world learning experiences for students (Object code 4310)</p>	<p>a. \$5,000-Site LCFF: Parent learning walks (Object codes 4310, 5712) b. \$30,000-Title I: Programs for parents that are designed to increase awareness of post-secondary options (Object code 5800) c. \$27,500-LCFF: Programs that provide real-world learning experiences for students (Object code 4310)</p>
<p>2.2. Provide additional qualified personnel to schools to support the needs of Newcomer English Learners (EL), Long-Term English Learners (LTEL), Redesignated Fluent English Proficient (RFEP) students, and/or Initially Fluent English Proficient (IFEP) students.</p>	<p>2.2. Qualified personnel were provided to schools to support the needs of Newcomer English Learners (EL), Long-Term English Learners (LTEL), Redesignated Fluent English Proficient (RFEP) students, and/or Initially Fluent English Proficient (IFEP) students.</p>	<p>a. \$1,260,000- Title I (\$840,000), LCFF (\$420,000): Salaries and benefits for FACE Specialists (aka School Community Liaisons/Bilingual School Community Liaisons) b. \$178,000-LCFF: Salaries and benefits for FACE Specialists (aka School Community Liaisons/Bilingual School Community Liaisons) added in 2015-16 c. \$62,800-Title III: Salaries and benefits for Vietnamese FACE Specialist (aka School Community Liaison/Bilingual School Community Liaison) d. \$250,000-Title I (\$200,000), Title III (\$50,000): Training and resources for EL support staff (Object codes 4315, 5210, 5712) e. \$155,000-LCFF: Salaries and benefits for Spanish translators/interpreters added in 2015-16</p>	<p>a. \$1,100,000-Title I, \$110,00-Title III, \$505,000 LCFF S & C: Salaries and benefits for FACE Specialists b. Duplicated from 2.2a c. \$62,800-Title III: Salaries and benefits for Vietnamese School Community Liaison/Bilingual School Community Liaison d. \$250,000-(duplicated from 1.1b) Title I and Title III (\$200,000) and LCFF (\$50,000): Training and resources for EL support staff (Object codes 4315, 5210, 5712) e. \$73,900-LCFF: Salaries and benefits for Spanish translators/interpreters added in 2015-16 f. \$60,000-LCFF: Salary and benefits for Vietnamese translator/ interpreter added in 2016-17 g. \$2,000-Title I: Workshops for parents of undocumented students regarding</p>

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

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

Analysis

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

Family and community engagement remained a significant priority for the District in 2018-19. This year saw the inaugural Parent Leadership Conference that brought together nearly 400 parents from across the District and included representatives from feeder elementary school districts as well.

Schools have employed a number of strategies to make connections with parents including Coffee with the Principal, lunch with a student, and other community events.

Family and Community Engagement Specialists (FACES) facilitated Parent Leadership Academies (PLA) and Parent Learning Walks. The District's FACES have been instrumental in reaching out to parents and establishing themselves as resources within each school community. They also connect parents and families with local community resources.

Parent engagement as part of the LCAP process continues to draw a large number of participants and the District English Learner Advisory Committee (DELAC) was active throughout the year, including playing a significant role in planning for the 2019 CAFE conference held in Long Beach.

Meaningful use of mass communication systems with parents was increased.

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

LCAP survey responses and stakeholder feedback indicate that the actions and services in Goal 2 are effective. Ninety percent of parent respondents to the LCAP survey agreed that schools communicate in multiple ways and that schools make efforts to keep all families informed about important events.

The Parent Leadership Academy (PLA) continues to be well-received by parents, and especially by parents of English Learners. Parent Learning walks have occurred at all school sites and

The District was recognized as a leader for community engagement by being selected as one of six districts statewide to participate in the inaugural Community Engagement Initiative Peer Leading and Learning Network. Additionally, the District was given the 2019 Advocacy Leadership Award for Family and Civic Engagement by the Orange County Department of Education.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

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

Annual Measurable Outcomes

Expected

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

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

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

Actual

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

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

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

Expected

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

Expected

Actual

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

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

Actions/Services

Action 3 (3.1–3.7)

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		<ul style="list-style-type: none"> f. \$896,000-LCFF: Salaries and benefits for assistant principals g. \$93,000-LCFF: Salaries and benefits for teacher of Alternatives to Suspension program h. \$30,000-Special Ed. Funds: Graduate-level interns' hourly pay (Object code 2456) 	<ul style="list-style-type: none"> d. \$134,000-United Way Funds: Salaries and benefits for licensed social worker e. \$236,000-LCFF: Salaries and benefits for health technicians f. \$912,000-LCFF: Salaries and benefits for assistant principals g. \$130,500-LCFF: Salaries and benefits for teacher of Alternatives to Suspension program h. \$30,000-Special Ed. Funds: Graduate-level interns' hourly pay (Object code 2456) i. \$270,700- LCFF S & C: Salaries and benefits for nurses
<p>3.3. Each school has access to tools and a defined process for identifying the causation of student disciplinary incidents, and guidance for the implementation of appropriate interventions.</p>	<p>3.3. Each school had access to tools and a defined process for identifying the causation of student disciplinary incidents, and guidance for the implementation of appropriate interventions.</p>	<p>a. \$140,000-LCFF: Salaries and benefits for FTE behavior intervention specialist.</p>	<p>a. \$158,000-LCFF: Salaries and benefits for FTE behavior intervention specialist.</p>
<p>3.4. Each school implements targeted academic and social-emotional/behavioral interventions to close the opportunity gap among student subgroups.</p>	<p>3.4. Each school implemented academic tutoring.</p>	<p>a. \$175,000-Site Title I (\$150,000), site LCFF (\$25,000): AVID tutoring and after school tutoring (Object code 2276)</p>	<p>a. \$175,000-Site Title I (\$150,000), site LCFF (\$25,000): AVID tutoring and after school tutoring (Object code 2276)</p>
<p>3.5. Increase the number of counselors at schools to effectively monitor student progress and implement support services recommended by American School Counselor Association (ASCA)</p>	<p>3.5. Counselor staffing was maintained.</p>	<p>a. \$51,000-Site LCFF: Student orientation programs such as Link Crew (Object codes 1103, 4315, 4320, 5712)</p>	<p>b. \$51,000-Site LCFF: Student orientation programs such as Link Crew (Object codes 1103, 4315, 4320, 5712)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
National Standards Mindsets and Behaviors for Student Success.			
3.6. Upgrade facilities to improve educational learning environments.	3.6. Facilities improvements were made. Classified staff were funded to help maintain appealing learning environments.	<ul style="list-style-type: none"> a. \$8,200,000-Measure H Bond b. \$155,000-Facilities repairs, upgrades, and beautification of school sites (Object codes 4370, 6165,6170 6200) c. \$15,000-Training for Audio-Visual Technicians (Object codes 2465, 5210) d. \$75,000-LCFF: Salaries and benefits for custodians e. \$324,000-LCFF: Salaries and benefits for athletic field workers f. \$77,000-LCFF: Salaries and benefits for grounds technician g. \$1,130,000-Measure H Bond: security cameras and alarm systems 	<ul style="list-style-type: none"> a. \$8,200,000-Measure H Bond b. \$15,000-Facilities repairs, upgrades, and beautification of school sites (Object codes 4370, 6165,6170 6200) c. \$21,000-Training for Audio-Visual Technicians (Object codes 2465, 5210) d. \$380,000-Salaries and benefits for athletic field workers e. \$83,300-Salaries and benefits for grounds technician
3.7. Increase academic support and extracurricular engagement opportunities for Foster Youth and McKinney-Vento students by providing additional support.	3.7. Academic support for Foster Youth and McKinney-Vento students was provided.	a. \$10,000-LCFF: Instructional materials for Foster Youth and McKinney-Vento students (Object code 4210)	a. \$10,000-LCFF: Instructional materials for Foster Youth and McKinney-Vento students (Object code 4210)

Analysis

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

Implementation of the action and services related to improving attendance was delayed at the beginning of the year because of staff turnover within the position. This impacted the delivery of Saturday Academy services and attendance recovery within the District.

Transportation services were provided to students attending several District schools. This service was delivered consistently but there were many questions from stakeholders regarding the efficiency and quality of this service. The transportation department implemented several strategies to address

these concerns.

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

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

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

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

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

Stakeholder Engagement

LCAP Year: 2019–20

Involvement Process for LCAP and Annual Update

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

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

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

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

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

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

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

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

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

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

Impact on LCAP and Annual Update

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

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

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

Priority 4–Pupil Achievement (Pupil Outcomes)

Priority 5–Pupil Engagement (Engagement)

Priority 7–Course Access (Conditions of Learning)

Priority 8–Other Pupil Outcomes (Pupil Outcomes)

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

Identified Need:

1.1 Provide ongoing professional learning/training to support highly qualified teachers, support staff, and administrators to ensure successful implementation of all state standards and instruction focused on the 5 Cs (critical thinking, collaboration, communication, creativity, and character/compassion).

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

1. 3 Provide sufficient instructional materials that are aligned with current California State Standards, including Common Core State Standards (CCSS), English Language Development (ELD) Standards, Next Generation Science Standards (NGSS), and all other state adopted standards and frameworks.
1. 4 Students and staff have access to a broad range of sustainable technological resources to support the development of the 5 Cs.
1. 5 Implement and refine systems that utilize multiple forms of assessment to effectively place students, design interventions, monitor student progress, and ensure access to challenging courses of study.
1. 6 Refine school scheduling structures and/or provide scheduling options for students to access broader courses of study, such as access to Science, Technology, Engineering, Arts, and Mathematics (STEAM), Visual and Performing Arts (VAPA), Career Technical Education (CTE), and World Languages.
1. 7 Improve placement, instructional practices, and monitoring of English Learners (EL) to increase academic and social success.
1. 8 Expand academic programs that develop biliteracy.
1. 9 Implement a multi-tiered system of supports (MTSS) that provides increased/expanded services to meet student learning needs.
1. 10 Improve placement, instructional practices, and monitoring of Students With Disabilities (SWD) to increase academic and social success.
1. 11 Create post-secondary transition and support opportunities for students that build college and career readiness skills.

Expected Annual Measurable Outcomes

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

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A-G Completion Rates: Low Income Pupils	In 2015-16, 34.2% of Low Income Pupils completed A-G prior to graduation. (Most current results available are from the prior school year.)	Growth Target: Increase to 35% in 2016-17	Growth Target: Increase to 36% in 2017-18	Growth Target: Increase to 37% in 2018-19
A-G Completion Rates: English Learners (EL)	In 2015-16, 2.8% of English Learners completed A-G prior to graduation. (Most current results available are from the prior school year.)	Growth Target: Increase to 6% in 2016-17	Growth Target: Increase to 8% in 2017-18	Growth Target: Increase to 10% in 2018-19
Graduation Rate: District-Wide	In 2015-16, the District-wide graduation rate was 88.5% (Most current results available are from the prior school year.)	Growth Target: Increase to 90% in 2016-17	Growth Target: Increase to 92% in 2017-18	Growth Target: Increase to 89% in 2018-19
Graduation Rate: EL	In 2015-16, the EL graduation rate was 79.0%. (Most current results available are from the prior school year.)	Growth Target: Increase to 81% in 2016-17	Growth Target: Increase to 83% in 2017-18	Growth Target: Increase to 78% in 2018-19
Graduation Rate: Students With Disabilities (SWD)	In 2015-16, the SWD graduation rate was 73.4%. (Most current results available are from the prior school year.)	Growth Target: Increase to 75% in 2016-17	Growth Target: Increase to 77% in 2017-18	Growth Target: Increase to 79% in 2018-19
Advanced Placement (AP) Participation Rate	In 2015-16, the Advanced Placement (AP) participation rate was 17.4%.	Growth Target: Increase to 18% in 2016-17	Growth Target: Increase to 18.5% in 2017-18	Growth Target: Increase to 19% in 2018-19
Advanced Placement (AP) Exam Pass Rate	In 2015-16, the Advanced Placement (AP) Exam pass rate, with a score of 3 or higher was 54.8%.	Growth Target: Increase to 56% in 2016-17	Growth Target: Increase to 57% in 2017-18	Growth Target: Increase to 58% in 2018-19

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

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

Planned Actions/Services

Action 1.1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

NA

Scope of Services:

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

NA

Location(s):

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

NA

Actions/Services

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

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

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

Unchanged

Unchanged

Modified

2017-18 Actions/Services

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.

2018-19 Actions/Services

Continue to recruit (as needed), retain, and support highly qualified teachers, support staff, and administrators, who provide first, best instruction and/or 21st century learning experiences to all students.

2019-20 Actions/Services

Provide ongoing professional learning/training to support highly qualified teachers, support staff, and administrators to ensure successful implementation of all state standards and instruction focused on the 5 Cs (critical thinking, collaboration, communication, creativity, and character/compassion).

Budgeted Expenditures

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

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

Action 1.2

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

NA

NA

NA

Actions/Services

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

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

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

Unchanged

Unchanged

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 1.3

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

NA

NA

NA

Actions/Services

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

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

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

Unchanged

Modified

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

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

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

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

NA

Scope of Services:

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

NA

Location(s):

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

NA

Actions/Services

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

Unchanged

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

Unchanged

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

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 1.5

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

NA

Scope of Services:

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

NA

Location(s):

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

NA

Actions/Services

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

Unchanged

2017-18 Actions/Services

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

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

Modified

2018-19 Actions/Services

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

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

Modified

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. \$288,000 b. \$40,500	a. \$315,000 b. \$105,000 c. \$42,000	a. \$430,000 b. \$42,000
Source	a. LCFF b. Title I	a. LCFF b. LCFF c. Title I	a. LCFF S & C b. LCFF S & C
Budget Reference	a. Salaries and benefits of assessment director and assessment technician b. Hanover Research (Object code 5810)	a. Salaries and benefits of assessment director and assessment technician b. Salaries and benefits of research/data analyst c. Hanover Research (Object code 5810)	a. Salaries and benefits of assessment director, assessment technician, data analyst b. Hanover Research (Object code 5810)

Action 1.6

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

Add Students to be Served selection here

Scope of Services:

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

Add Scope of Services selection here

Location(s):

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

Add Location(s) selection here

Actions/Services

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

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

Year	2017-18	2018-19	2019-20
			<ul style="list-style-type: none"> g. Professional learning/training for teachers (Object codes 1102, 1103, 4310) h. 1.5 FTE IB teachers' salaries and benefits i. Certificated salaries and benefits for expanded course offerings j. Certificated salaries and benefits for reduced class load

Action 1.7

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

Students to be Served:

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

NA

Location(s):

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

NA

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

Improve placement, instructional practices, and monitoring of English Learners (EL) to increase academic and social success. *Combines actions from previous year LCAP 1.8 and 1.12*

Budgeted Expenditures

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

Year	2017-18	2018-19	2019-20
	<ul style="list-style-type: none"> b. Salaries and benefits of EL teachers and EL paraprofessionals c. Salaries and benefits of EL support staff, such as language testing assistants, translators, and bilingual instructional assistants 	<ul style="list-style-type: none"> b. Salaries and benefits of EL teachers and EL paraprofessionals c. Salaries and benefits of EL support staff, such as language testing assistants, translators, and bilingual instructional assistants 	<ul style="list-style-type: none"> b. Salaries and benefits of EL paraprofessionals c. Salaries and benefits of EL support staff, such as language testing assistants, translators, and bilingual instructional assistants d. Primary language resources (Object codes 4150, 4310) e. Intensive language support program for Newcomer EL students (Object codes 1103, 4150, 4310)

Action 1.8

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

Students to be Served:

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

NA

Location(s):

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

NA

OR

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

Students to be Served:

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

English Learners, and Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

Unchanged

Unchanged

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Expand college and career enrichment programs to promote biliteracy.

Expand college and career enrichment programs to promote biliteracy.

Expand academic programs that develop biliteracy.

Budgeted Expenditures

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

Year	2017-18	2018-19	2019-20
	<ul style="list-style-type: none"> c. Bilingual stipend for bilingual authorized teachers (Object code 4000) d. World Languages and Dual Language Academy instructional materials for students and professional learning for teachers (Object codes 4150, 4310, 5210)] 	<ul style="list-style-type: none"> c. Bilingual stipend for bilingual authorized teachers (Object code 4000) d. World Languages and Dual Language Academy instructional materials for students and professional learning for teachers (Object codes 4150, 4310, 5210)] 	<ul style="list-style-type: none"> c. Bilingual stipend for bilingual authorized teachers (Object code 4000) d. World Languages and Dual Language Academy instructional materials for students and professional learning for teachers (Object codes 4150, 4310, 5210) e. Additional world language teachers

Action 1.9

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

Students to be Served:

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

NA

Location(s):

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

NA

OR

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

Students to be Served:

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

English Learners Foster Youth, and Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Modified

2017-18 Actions/Services

Each school implements services/programs, and/or a multi-tiered system of supports (MTSS), which provides additional opportunities to support all students with the completion of A-G requirements, and high school graduation requirements.

2018-19 Actions/Services

Each school implements services/programs, and/or a multi-tiered system of supports (MTSS), which provides additional opportunities to support all students with the completion of A-G requirements, and high school graduation requirements.

2019-20 Actions/Services

Implement a multi-tiered system of supports (MTSS) that provides increased/expanded services to meet student learning needs. *Includes actions from previous year LCAP 1.7*

Budgeted Expenditures

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

Year	2017-18	2018-19	2019-20
Budget Reference			<ul style="list-style-type: none"> f. \$233,000 LCFF S & C, Title I \$77,000 g. LCFF S & C h. LCFF S & C
	<ul style="list-style-type: none"> a. Salaries and benefits that support EL, low income pupils and foster youth that are not part of the base fund b. Salaries and benefits that support APEX Learning credit recovery program c. Teacher supplemental hourly pay to support APEX after-school program (Object code 1103) 	<ul style="list-style-type: none"> a. Salaries and benefits that support EL, low income pupils and foster youth that are not part of the base fund b. Salaries and benefits that support APEX Learning credit recovery program c. Teacher supplemental hourly pay to support APEX after-school program (Object code 1103) 	<ul style="list-style-type: none"> a. APEX Learning credit recovery program b. Teacher supplemental hourly pay to support APEX after-school program (Object code 1103) c. Summer learning academy to improve students' language, literacy and numeracy skills (Object codes 1103, 4150, 4310) d. Summer Film Academy to develop students' communication skills (Object codes 1103, 4150, 4310) e. AVID Summer Training (Object Code 5210) f. AVID tutors' salaries g. Counselor salaries and benefits, and ancillary costs to support college access programs h. Salaries and benefits for teachers and counselors at Independent Learning Centers, independent study

Action 1.10

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

Students to be Served:

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

Location(s):

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

Students with Disabilities

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

NA

NA

NA

Actions/Services

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

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

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

Unchanged

Unchanged

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

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

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

Action 1.11

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

NA

Scope of Services:

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

NA

Location(s):

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

NA

Actions/Services

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

YEAR	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> a. \$25,000 b. \$10,000 c. \$58,000 d. \$268,000 e. \$186,000 	<ul style="list-style-type: none"> a. \$48,000 b. \$75,000 c. \$25,000 d. \$10,000 e. \$58,000 f. \$280,000 g. \$195,000 	<ul style="list-style-type: none"> a. \$28,000 b. \$20,000 c. \$75,000 d. \$25,000 e. \$10,000 f. \$310,00 g. \$20,000
Source	<ul style="list-style-type: none"> a. AUHSD Foundation b. Site LCFF c. LCFF d. Special Education Funds e. LCFF 	<ul style="list-style-type: none"> a. LCFF b. LCFF c. AUHSD Foundation d. Site LCFF e. LCFF f. Special Education Funds g. LCFF 	<ul style="list-style-type: none"> a. LCFF S & C b. LCFF S & C c. LCFF S & C d. LCFF S & C e. Site LCFF f. LCFF S & C g. LCFF S & C

YEAR	2017-18	2018-19	2019-20
Budget Reference	<ul style="list-style-type: none"> a. District College and Career Fair (Object codes 1103, 2465, 5712) b. Site college/career fairs Object codes 1103, 2465, 5712) c. California College Guidance Initiative (CCGI) software (Object code 5880) d. Salaries and benefits for vocational counselors for SWD transition program e. Salaries and benefits for College and Career Community Partnership/AIME Coordinators 	<ul style="list-style-type: none"> a. Stipends for site AIME coordinators (Object code 1114) b. AIME program support (Object codes 5712, 1102, 5721) c. District College and Career Fair (Object codes 1103, 2465, 5712) d. Site college/career fairs Object codes 1103, 2465, 5712) e. California College Guidance Initiative (CCGI) software (Object code 5880) f. Salaries and benefits for vocational counselors for SWD transition program g. Salaries and benefits for College and Career Community Partnership/AIME Coordinators 	<ul style="list-style-type: none"> a. Stipends for AIME coordinators (Object code 1114) b. Stipends for work based learning coordinators c. AIME program support (Object codes 5712, 1102, 5721) d. District College and Career Fair (Object codes 1103, 2465, 5712) e. Site college/career fairs Object codes 1103, 2465, 5712) f. Salaries and benefits for College and Career Community Partnership/AIME Coordinators g. Stipends for civic engagement

Goals, Actions, & Services

Strategic Planning Details and Accountability

Unchanged goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

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

Identified Need:

2.1. Expand parents' and students' understanding of the importance of successful completion of rigorous courses of study, because not all parents and students understand the importance of completing A-G requirements, and how skills developed through the completion of rigorous courses of study help students to successfully compete in the workforce and in post-secondary educational settings.

2.2. Additional qualified personnel are needed at schools to support the needs of English Learners (EL), including Long-Term English Learners (LTEL), and Reclassified/Redesignated Fluent English Proficient (RFEP) students, because current staffing for EL and RFEP students does not support sufficient meaningful two-way communication among EL parents.

2.3. Expand and/or improve parent involvement services for Students With Disabilities (SWD), because not all parents of SWD understand the parameters of Free Appropriate Public Education (FAPE) or how to access the resources available, which best support their students.

2.4. Increase parent involvement at school sites, and also increase parents' personal connection to school sites, because not all parents feel that their feedback is valued or have been trained on how to participate in the school's decision-making process.

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

Expected Annual Measurable Outcomes

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

Planned Actions/Services

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

Action 2.1

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

NA

NA

NA

Actions/Services

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

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

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

Unchanged

Unchanged

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

YEAR	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> a. \$5,000 b. \$30,000 c. \$10,000 	<ul style="list-style-type: none"> a. \$5,000 b. \$30,000 c. \$10,000 	<ul style="list-style-type: none"> a. \$5,000 b. \$30,000 c. \$27,500
Source	<ul style="list-style-type: none"> a. Site LCFF b. Title I c. LCFF 	<ul style="list-style-type: none"> a. Site LCFF b. Title I c. LCFF 	<ul style="list-style-type: none"> a. Site LCFF b. Title I c. LCFF S & C
Budget Reference	<ul style="list-style-type: none"> a. Parent learning walks (Object codes 4310, 5712) b. Programs for parents that are designed to increase awareness of post-secondary options (Object code 5800) c. Programs that provide real-world learning experiences for students (Object code 4310) 	<ul style="list-style-type: none"> a. Parent learning walks (Object codes 4310, 5712) b. Programs for parents that are designed to increase awareness of post-secondary options (Object code 5800) c. Programs that provide real-world learning experiences for students (Object code 4310) 	<ul style="list-style-type: none"> a. Parent learning walks (Object codes 4310, 5712) b. Programs for parents that are designed to increase awareness of post-secondary options (Object code 5800) c. Programs that provide real-world learning experiences for students (Object code 4310)

Action 2.2

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

Students to be Served:

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

NA

Location(s):

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

NA

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

YEAR	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> a. \$876,000 b. \$178,250 c. \$59,800 d. \$250,000 e. \$118,000 f. \$60,000 g. \$2,000 	<ul style="list-style-type: none"> a. 1,260,000 b. \$178,250 c. \$62,800 d. \$250,000 e. \$155,000 f. \$75,000 g. \$2,000 	<ul style="list-style-type: none"> a. \$1,600,000 b. \$81,800 c. \$25,000 d. \$2,000

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

Action 2.3

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

Students to be Served:

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

Students with Disabilities

Location(s):

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

All Schools

OR

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

Students to be Served:

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

NA

Scope of Services:

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

NA

Location(s):

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

NA

Actions/Services

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

Unchanged

2017-18 Actions/Services

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

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

Unchanged

2018-19 Actions/Services

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

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

Unchanged

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 2.4

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

Students to be Served:

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

NA

Location(s):

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

NA

OR

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

Students to be Served:

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

English Learners, Foster Youth, and Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified

2017-18 Actions/Services

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

Unchanged

2018-19 Actions/Services

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

Modified

2019-20 Actions/Services

Increase parental involvement and personal connection to school sites by establishing, expanding, or refining parent resources that are available at all school sites, particularly for Low-Income, EL, and Foster Youth subgroups.

Increase parental involvement and personal connection to school sites by establishing, expanding, or refining parent resources that are available at all school sites, particularly for Low-Income, EL, and Foster Youth subgroups.

Increase engagement, communication and support for parents by establishing, expanding, or refining resources that are available at all schools. *Includes actions from previous year LCAP 2.5*

Budgeted Expenditures

YEAR	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> a. \$52,000 b. \$65,000 c. \$70,000 d. \$3,000 	<ul style="list-style-type: none"> a. \$54,000 b. \$67,000 c. \$70,000 d. \$3,000 	<ul style="list-style-type: none"> a. \$70,000 b. \$3,000 c. \$2,000 d. \$5,000 e. \$65,000 f. \$427,000
Source	<ul style="list-style-type: none"> a. Title III b. Title III c. Site Title I d. Title I McKinney-Vento 	<ul style="list-style-type: none"> a. Title III b. Title III c. Site Title I d. Title I McKinney-Vento 	<ul style="list-style-type: none"> a. Site Title I b. Title I McKinney-Vento c. Site LCFF S & C d. Site Title I e. LCFF S & C f. LCFF S & C
Budget Reference	<ul style="list-style-type: none"> a. Salary and benefits for Vietnamese Bilingual Instructional Assistant b. Salary and benefits for Korean Bilingual Instructional Assistant c. Parent education programs (Object codes 4315, 5800, 5210, 5712) d. Parent social-emotional workshops (1103, 4315) 	<ul style="list-style-type: none"> a. Salary and benefits for Vietnamese Bilingual Instructional Assistant b. Salary and benefits for Korean Bilingual Instructional Assistant c. Parent education programs (Object codes 4315, 5800, 5210, 5712) d. Parent social-emotional workshops (1103, 4315) 	<ul style="list-style-type: none"> a. Parent education programs (Object codes 4315, 5800, 5210, 5712) b. Parent social-emotional workshops (1103, 4315) c. Aeries parent portal training d. Software classes for parents e. Aeries communications f. Classified salaries and benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

Unchanged goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Priority 5–Pupil Engagement (Engagement)

Priority 6– School Climate (Engagement)

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

Identified Need:

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

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

3.2 Every school implements multi-tiered academic and behavioral support systems, aka multi-tiered system of supports (MTSS), which includes increased support of mental health resources and services, which are designed to reduce inappropriate behavior, student suspensions, and improve student learning.

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

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

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Sarc/Williams Reporting: School]	School facilities are maintained and in good repair, as evidenced by 2016-17 Facilities Inspection	School facilities are maintained and in good repair, as evidenced by 2017-18 Facilities Inspection	School facilities are maintained and in good repair, as evidenced by 2018-19 Facilities Inspection	School facilities are maintained and in good repair, as evidenced by 2019-20 Facilities Inspection
Facilities Are Properly Maintained	Tool (FIT) results, and also reported in 2016 SARC, that were published in January 2017	Tool (FIT) results, and also reported in 2017 SARC, that will be published in January 2018.	Tool (FIT) results, and also reported in 2018 SARC, that will be published in January 2019.	Tool (FIT) results, and also reported in 2019 SARC, that will be published in January 2020.
Graduation Rate: District-Wide	In 2015-16, the District-wide graduation rate was 88.5% (Most current results available are from the prior school year.)	Growth Target: Increase to 89.5% in 2016-1	Growth Target: Increase to 90% in 2017-18	Growth Target: Increase to 89% in 2018-19
Graduation Rate: Low-Income Pupils (LIP)	In 2015-16, the LIP graduation rate was 85.4% (Most current results available are from the prior school year.)	In 2015-16, the LIP graduation rate was 85.4% (Most current results available are from the prior school year.)	Growth Target: Increase to 86.5% in 2017-18	Growth Target: Increase to 87% in 2018-19
Graduation Rate: EL	In 2015-16, the EL graduation rate was 79.0%. (Most current results available are from the prior school year.)	Growth Target: Increase to 79.5% in 2016-17	Growth Target: Increase to 80% in 2017-18	Growth Target: Increase to 78% in 2018-19
Graduation Rate: Students With Disabilities (SWD)	In 2015-16, the SWD graduation rate was 73.4%. (Most current results available are from the prior school year.)	Growth Target: Increase to 75% in 2016-17	Growth Target: Increase to 75.5% in 2017-1	Growth Target: Increase to 79% in 2018-19
Attendance Rate: District-Wide	95.24 in 2015-16 (Most current results available are from the prior school year.)	Growth Target: Increase to 95.5% in 2016-17	Growth Target: Increase to 96% in 2017-1	Maintain 96% in 2018-19

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

Planned Actions/Services

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

Action 3.1

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

Students to be Served:

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

Location(s):

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

NA

NA

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, and Low Income

LEA-wide

All Schools

Actions/Services

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

Unchanged

2017-18 Actions/Services

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

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

Modified

2018-19 Actions/Services

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

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

Modified

2019-20 Actions/Services

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

Budgeted Expenditures

YEAR	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> a. \$165,000 b. \$145,000 	<ul style="list-style-type: none"> a. 3,500,000 b. \$175,000 c. \$145,000 	<ul style="list-style-type: none"> a. \$3,500,000 b. \$175,000 c. \$216,000 d. \$207,000
Source	<ul style="list-style-type: none"> a. LCFF b. LCFF 	<ul style="list-style-type: none"> a. LCFF b. LCFF c. LCFF 	<ul style="list-style-type: none"> a. LCFF S & C b. LCFF S & C c. LCFF S & C d. LCFF S & C
Budget Reference	<ul style="list-style-type: none"> a. Salary and benefits for Attendance Program Administrator b. Saturday Academy program (Object codes 1103, 4310, 5712) 	<ul style="list-style-type: none"> a. Transportation costs for students who live more than 2.5 miles from school (Object code 5721) b. Salary and benefits for Attendance Program Administrator c. Saturday Academy program (Object codes 1103, 4310, 5712) 	<ul style="list-style-type: none"> a. Transportation costs for students who live more than 2.5 miles from school (Object code 5721) b. Salary and benefits for Attendance Program Administrator c. Saturday Academy program (Object codes 1103, 4310, 5712) d. Classified salaries and benefits to monitor and recover attendance

Action 3.2

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

Students to be Served:

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

Location(s):

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

NA

NA

OR

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

Students to be Served:

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

English Learners, Foster Youth, and Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Every school implements multi-tiered academic and behavioral support systems, aka multi-tiered system of supports (MTSS), which includes increased support of mental health school resources and services, which are designed to reduce inappropriate behavior, student suspensions, and improve student learning.

2018-19 Actions/Services

Every school implements multi-tiered academic and behavioral support systems, aka multi-tiered system of supports (MTSS), which includes increased support of mental health school resources and services, which are designed to reduce inappropriate behavior, student suspensions, and improve student learning.

2019-20 Actions/Services

Every school implements multi-tiered academic and behavioral support systems, aka multi-tiered system of supports (MTSS), that includes increased support of mental health resources and services, which are designed to reduce inappropriate behavior, student suspensions, and improve student learning. *Includes actions from previous year LCAP 3.3 and 3.4*

Budgeted Expenditures

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

YEAR	2017-18	2018-19	2019-20
	f. \$30,000	f. \$896,000 g. \$93,000 h. \$30,000	f. \$99,000 g. \$120,000 h. \$150,000
Source	a. LCFF b. United Way Funds c. LCFF d. LCFF e. LCFF f. Special Ed. Funds	a. LCFF b. LCFF c. LCFF and Title I d. United Way Funds e. LCFF f. LCFF g. LCFF h. Special Ed. Funds	a. \$156,700 Title I, \$122,000 Title IV, \$362,300 Grant funds, \$609,500 LCFF S & C b. LCFF S & C c. LCFF S & C d. LCFF S & C e. LCFF S & C f. LCFF S & C g. LCFF S & C h. LCFF S & C
Budget Reference	a. Salaries and benefits for licensed social workers b. Salaries and benefits for licensed social worker c. Salaries and benefits for health technicians d. Salaries and benefits for assistant principals e. Salaries and benefits for teacher of Alternatives to Suspension program f. Graduate-level interns' hourly pay (Object code 2456)	a. Salaries and benefits for counselors b. Salaries and benefits for counselors c. Salaries and benefits for licensed social workers d. Salaries and benefits for licensed social worker e. Salaries and benefits for health technicians f. Salaries and benefits for assistant principals g. Salaries and benefits for teacher of Alternatives to Suspension program h. Graduate-level interns' hourly pay (Object code 2456)	a. Salaries and benefits for licensed social workers b. OC Human relations contract c. Salaries and benefits for health technicians d. Salaries and benefits for assistant principals e. Salaries and benefits for teacher of Alternatives to Suspension program f. Salaries and benefits for campus security personnel g. Graduate-level interns' hourly pay (Object code 2456) h. Salaries and benefits for behavior intervention specialist

Action 3.3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

NA

Scope of Services:

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

NA

Location(s):

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

NA

Actions/Services

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

Unchanged

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

Unchanged

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

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

YEAR	2017-18	2018-19	2019-20
Amount	a. \$51,000	a. \$51,000	a. \$1,200,000 b. \$150,000 c. \$51,000
Source	a. Site LCFF	a. Site LCFF	a. LCFF S & C b. LCFF S & C c. Site LCFF
Budget Reference	a. Student orientation programs such as Link Crew (Object codes 1103, 4315, 4320, 5712)	a. Student orientation programs such as Link Crew (Object codes 1103, 4315, 4320, 5712)	a. Salaries and benefits for counselors b. Salaries and benefits for counselor on special assignment c. Student orientation programs such as Link Crew (Object codes 1103, 4315, 4320, 5712)

Action 3.4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

NA	NA	NA
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Actions/Services

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

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

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

Unchanged

Unchanged

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Upgrade facilities to improve educational learning environments.

Upgrade facilities to improve educational learning environments.

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

Budgeted Expenditures

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

YEAR	2017-18	2018-19	2019-20
Budget Reference		f. LCF g. Measure H Bond	
	<ul style="list-style-type: none"> a. Facilities repairs, upgrades, and beautification of school sites (Object codes 4370, 6165,6170 6200) b. Training for Audio-Visual Technicians (Object codes 2465, 5210) c. Salaries and benefits for custodians d. Salaries and benefits for athletic field workers e. Salaries and benefits for grounds technician 	<ul style="list-style-type: none"> a. Facilities repairs, upgrades, and beautification of school sites (Object codes 4370, 6165,6170 6200) b. Facilities repairs, upgrades, and beautification of District auditoriums (Object codes 4370, 6165,6170 6200) c. Training for Audio-Visual Technicians (Object codes 2465, 5210) d. Salaries and benefits for custodians e. Salaries and benefits for athletic field workers f. Salaries and benefits for grounds technician g. Security Cameras/Alarm Systems 	<ul style="list-style-type: none"> a. Facilities repairs, upgrades, and beautification of school sites (Object codes 4370, 6165,6170 6200) b. Salaries and benefits for athletic field workers c. Salaries and benefits for grounds technician d. Salaries and benefits for site technicians to maintain technology e. Salaries and benefits for network manager

Action 3.5

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

Students to be Served:

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

Location(s):

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

NA

NA

OR

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

Students to be Served:

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

English Learners, Foster Youth, and Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged

2017-18 Actions/Services

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

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

Unchanged

2018-19 Actions/Services

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

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

Modified

2019-20 Actions/Services

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

Budgeted Expenditures

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

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019–20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 64,408871

24.36%

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

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

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

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

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

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

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

For the complete list of actions/services that the District is implementing to support improved student learning outcomes, please refer to the "AUHSD 2019-20 Local Control and Accountability Plan Stakeholder Engagement Planning Tool (LCAP Planning Tool)," which starts on page 93 of this document. The

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

LCAP Year: 2018–19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 61,119,306

23.73%

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

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

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

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

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

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

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

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

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

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

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$55,674,692

22.67%

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

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

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

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

- a. Improve the instructional model for English Learners to increase access to, and completion of, A-G courses (Action 1.8–Districtwide).
- b. Expand college and career enrichment programs to promote biliteracy, which can serve as a gateway for Redesignated Fluent English Proficient students to access Advanced Placement courses (Action 1.9–Schoolwide at all schools).
- c. Implement services/programs, and/or a Multi-Tiered System of Supports (MTSS), which provide additional support for all students in the completion of A-G requirements, and high school graduation requirements. Special attention is paid to Low Income Pupils, English Learners, Foster Youth, and Students With Disabilities subgroups (Action 1.11–Schoolwide at all schools).
- d. Refine the placement and monitoring system for English Learners (EL), including Long-Term English Learners, and also revise/refine the District’s EL curriculum (Action 1.12–Districtwide).
- e. Provide additional qualified school personnel to support the needs of English Learners, Long-Term English Learners, Redesignated Fluent English Proficient students, and/or Initially Fluent English Proficient students (Action 2.2–Schoolwide at all schools).
- f. Expand and/or improve parent involvement services for Low Income Pupils, English Learners, Foster Youth, and Students With Disabilities subgroups (Actions 2.2, 2.3, and 2.4–Districtwide, and Schoolwide at all schools).
- g. Implement a multi-tiered academic and behavioral support system, aka MTSS, which includes increased support for mental health school resources and services that are designed to reduce inappropriate behavior, student suspensions, and improve student learning.
- h. Each school will implement targeted academic interventions to close the opportunity gap among student subgroups (Action 3.2–Districtwide, and Schoolwide at all schools).
- i. Each school has access to tools and a defined process for identifying the causation of student disciplinary incidents and truancy issues, and guidance for the implementation of appropriate interventions. Schools also analyze specific subgroup data respective to disciplinary issues and provide additional support to subgroups with disproportionate disciplinary infractions (Action 3.3–Districtwide, and Schoolwide at all schools).
- j. Increase academic support and extracurricular engagement opportunities for Foster Youth and McKinney-Vento students (Action 3.7–Districtwide).

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

[Plan Summary](#)

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

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

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

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

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

[Comprehensive Support and Improvement](#)

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

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