Local Control Accountability Plan and Annual Update (LCAP) Template

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2017-20 Plan Summary

The Story

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

Amador County Public Schools (ACPS) consists of the Amador County Unified School District and the Amador County Office of Education. Our schools and communities are nestled in the heart of the Gold Country in the Sierra Nevada Foothills. A wonderful place to raise a family, Amador County is also close to San Francisco, Sacramento, Yosemite and Lake Tahoe. We offer a variety of quality schools including two comprehensive high schools, one alternative high school, two junior high schools, six elementary schools, one charter school, and an independent study program.

Our school district and county office work closely together to ensure our families receive a variety of educational services in the most effective way. We are a unified P-12 school district offering a variety of programs including a STEM magnet school, a VAPA magnet school, state preschool, career technical education, adult education, a variety of special education services, as well as traditional programs.

We serve about 4,000 P-12 and adult students. Our talented and committed teachers, support staff and administrators work hard to meet the individual needs of all of our students. We welcome family and community engagement at all levels. The average socioeconomically disadvantaged (SED) level district wide is 47%.

LCAP Highlights

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

The key features of this year's LCAP are:

We will increase student engagement and social emotional health by adding two school counselors (in addition to the two added in 2017-18), and continue support for our English Learners through a bilingual home/school liaison.

Another major initiative will be the expansion of our AVID program to 8th grade for the 2018-19 school year.

We will improve student achievement by continuing the wide variety of professional development (PD) that has been started in the last two years through site-based PD at the elementary level and content specific cohort PD at the secondary level. This will be supported by our instructional coaches and teachers on special assignment. We are pleased to report the addition of a separate strand of professional development for our classified staff in 2018-19.

All students in Amador County Public Schools have access to a broad course of study, including English / language arts, mathematics, social studies, science, and many elective courses. For this reason, there are no specific goals or actions for state priority 7.

A major emphasis for 2018-19 will be continuing the development of our Multi-Tiered System of Support and all of the related supports, services, and materials that accompany this initiative such as: Intervention teachers, ELA/ELD Intervention Curriculum, secondary math intervention, and elementary/secondary summer school to name a few. We will increase monitoring of student progress through a continued emphasis on data cycles as part of the MTSS process as well.

We are also pleased to add Arts Education under Goal 2, Action 3 in an effort to increase student engagement and foster a positive school climate.

Review of Performance

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

Greatest Progress

Our three year trend with CAASPP data shows incremental growth in both ELA and math for the "All Students" group as well as the "Socioeconomically Disadvantaged" subgroup and we expect this trend to continue with this year's data.

Our greatest progress has been due to:

- A new elementary ELA/ELD adoption (Benchmark Advance).

- Site-specific professional development at the elementary level based on student data and related SPSA goals.

- Secondary cohort professional development in the areas of Next Generation Science Standards (NGSS), English Language-Arts (ELA), Math, and History Social Science (HSS).

- Year 1 roll-out of the AVID program at the Junior High level.

- Two additional counselors to support the social/emotional needs of our students.

- Bilingual Home/School Liaison to engage our English Learner families.

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

Greatest Needs

Performance areas in red or orange as reported on the California School Dashboard are:

Math (3-8):

- Students with Disabilities, Foster Youth

English Language Arts (3-8):

- Students with Disabilities, Homeless

Graduation Rate:

- None

Suspension Rate:

- Students with Disabilities, Foster Youth, Socioeconomically Disadvantaged

We were identified through the new state accountability system for Differentiated Technical Assistance (DTA) for Students With Disabilities (SWD) in the areas of English Language-Arts achievement, math achievement, and suspension rate. After looking at our data, we recognize this as an opportunity for not just SWD, but for all student groups.

Our plan to address this need is through the continued development of our Multi-Tiered System of Support. Specifically, we are creating a flowchart for elementary and secondary ranging from a student first being suspected as needing additional support through the student either no longer needing additional support or becoming eligible for special education services. Common grade level assessments will be selected and common data will be identified to be used in these types of decisions. Common instructional materials for students in need of additional support are also being researched and identified through this process. We are looking at the current delivery system for intervention and specialized academic instruction for possible areas of refinement as well.

We also recognize a need to reduce our overall suspension rate (ACUSD 6.5% vs. State Average 3.6%) and our chronic absenteeism rate (ACUSD 18% vs. State Average 10.8%). Restorative Justice professional development and a renewed emphasis on the importance of school attendance and the SARB process are planned to address these areas.

Efforts will continue around career and college readiness with an emphasis on additional Career Technical Education (CTE) pathways and course offerings certified as A-G compliant.

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

Performance Gaps

The following categories and subgroups show a performance gap of two levels or greater compared to the "All Students" group on the California School Dashboard:

Suspension Rate:

Students with Disabilities, Foster Youth, Socioeconomically Disadvantaged

English Language Arts (3-8):

Students with Disabilities

Math (3-8):

Students with Disabilities

To address the suspension rate, the LEA has planned professional development on Restorative Justice and alternative discipline methods (Goal 2, Action 3) for 2018-19 and 2019-20. To address the achievement of Students with Disabilities in English Language Arts and Math, the LEA will continue development of our Multi-Tiered System of Support (Goal 1, Action 3). This process includes purchasing intervention materials, agreeing on common assessments and data collection, data cycles to monitor student progress and continued professional development to increase knowledge of best practices.

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

Increased or Improved services

Significant impacts to address the needs of our low-income students, English learners and foster youth will include the hiring of two additional school counselors, expansion of the AVID program, increased E.L. Aide hours, funding for intervention teachers, continued participation in the Foster Youth Services Coordinating Program, and the continued services of our bilingual home/school liaison. Each of these actions/services will provide increased academic and social-emotional support to these student groups.

Professional development around the needs of our low-income students, English learners, and foster youth will also have an impact on their overall achievement.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$53,283,782
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$2,696,130

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

The major expenditures not in the LCAP ($50,587,652) include employee salaries, health and welfare benefits, unrestricted operational costs such as utilities, property and liability insurance, routine maintenance, and other central services. Restricted costs not in the LCAP include Special Education, a portion of Title I, and other federal, state and private grants.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$39,974,299

Annual Update

LCAP Year Reviewed: 2017–18

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

Goal 1

By 2020, all students will advance along multiple academic measures toward meeting/exceeding standards in order to close achievement gaps and accelerate progress, including increasing the number of students successfully completing college preparatory and career technical education (vocational) courses by 100%.

State and/or Local Priorities addressed by this goal:

State Priorities: State Priority 1A,B,C: Basic Conditions of Learning, State Priority 2A: State Standards – Implementation of state board adopted academic and content performance standards for all students, State Priority 4: Pupil Achievement (pupil outcomes), State Priority 7: Course Access (conditions of learning), State Priority 8: Pupil Outcomes – Addresses pupil outcomes for the State adopted Courses of Study, State Priority 9: Coordination of Instruction of Expelled Pupils (COE), and State Priority 10: Coordination of Instruction of Foster Youth (COE).

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
Annual School Accountability Report Card: 100% of teachers fully credentialed All sites will be rated "Good" or better by inspection All students have access to the approved curriculum materials	Annual School Accountability Report Card: 96% of teachers fully credentialed 19/23 ACUSD/ACOE sites rated "Good" or better by inspection All students have access to the approved curriculum materials
Teacher Curriculum Mastery Survey – Self Reported: 5% increase in baseline will report mastery of CA Standards in curriculum/pedagogy.	Teacher Curriculum Mastery Survey – Self Reported: Baseline was not established in 2016-17. (23.5% report "Mastery" in 2017-18)
CAASPP ELA: All 46% SES 51%	CAASPP ELA: All 45% SES 35%

Expected	Actual
Non SES 58% SPED 17% EL 17% Male 38% Female 54% COE All 33% COE SPED 12%	Non SES % SPED 15% EL 20% Male 38% Female 52% COE All % COE SPED %
CAASPP Math: All 33% SES 22% Non SES 42% SPED 15% EL 11% Male 32% Female 33% COE All 28% COE SPED 9%	CAASPP Math: All 29% SES 20% Non SES % SPED 8% EL 16% Male 29% Female 30% COE All % COE SPED %
ELPAC: Students Redesignated Fluent English Proficient (FEP) 21.5%	ELPAC: Students Redesignated Fluent English Proficient (FEP) 4.6%
A-G Completion: Argonaut 18% Amador 41%	A-G Completion: Argonaut 33% Amador 29%
AP 3 or Better: ACUSD: 53%	AP 3 or Better: ACUSD: 54%
CTE Pathway Enrollment and Completion: 10%	CTE Pathway Enrollment and Completion: %

Expected	Actual
Attendance Rate: 76% Chronic Absenteeism: 16%	Attendance Rate**:** 94.66% Chronic Absenteeism: 12.5%
School Safety & Connectedness (CHKS Data) Elementary: School Connectedness 67% Caring Adult Relationships 65% Meaningful Participation 16% Secondary: School Connectedness 53% Caring Adult Relationships 38% Meaningful Participation 20%	School Safety & Connectedness (CHKS Data) Elementary: School Connectedness 44% Caring Adult Relationships 49% Meaningful Participation 16% Secondary: School Connectedness 17% Caring Adult Relationships 27% Meaningful Participation 12%
Suspension Rate: All: 4.0% SED 4.3%	Suspension Rate: All: 6.4% SED %
Expulsion Rate: All: 0%	Expulsion Rate: All: 0%
High School Graduation Rate: All: 92.7%	High School Graduation Rate: All: 92%
High School Dropout Rate: All: 7.3%	High School Dropout Rate: All: 8%

Actions / Services

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

Action 1 Continue robust, standards-aligned professional development, for TK-12 teachers and staff, through subject-level cohorts, staff meeting professional development, principal coaching, instructional coaches, instructional leadership team, and high-poverty/high-achieving school visits. *State Priority 2A: State Standards – Implementation of state board adopted academic and content performance standards for all students. State Priority 7B: Course Access – Programs and services developed and provided to unduplicated pupils.*

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teacher on Special Assignment (Secondary)	Teacher on Special Assignment (Secondary)	$74,484	$86,676
Teacher on Special Assignment (Elementary)	Teacher on Special Assignment (Elementary)	$64,440	$83,733
Cohort Professional Development	Cohort Professional Development	$300,000	$152,139
Staff Meeting Professional Development	Staff Meeting Professional Development	$0	$0
Principal Coaching	Principal Coaching	$50,000	$25,208
Instructional Leadership Team	Instructional Leadership Team	$0	$0
Instructional Coaches	Instructional Coaches	$52,276	$41,112
High-Poverty School Visitations	High-Poverty School Visitations	$20,000	$966
Professional Learning Communities (Secondary)	Professional Learning Communities (Secondary)	$0	$0
Classified Professional Development	Classified Professional Development	$50,000	$460
Textbook Adoption, Elementary	Textbook Adoption, Elementary	$400,000	$760,607

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Ruby Payne Professional Development on Poverty	*Ruby Payne Professional Development on Poverty*	$0	$10,000

Action 2 Provide increased and targeted English learner support in schools with a significant unduplicated English learner population. *State Priority 2B: State Standards – 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.*

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL Aide Continuing Services (3)	EL Aide Continuing Services (3)	$50,000	$46,700
English Learner Home/School Liaison (+1)	Teacher on Special Assignment (Elementary)	$55,000	$45,922
ELD supplemental materials	ELD supplemental materials	$2,500	$40

Action 3 Develop, implement and monitor multi-tiered systems of support (MTSS) at every school including differentiated instruction, tiered interventions and progress monitoring to improve social/emotional learning, behavioral health, and academic progress for all students including low income students, foster youth, English learners, expelled pupils, and students with special needs. *State Priority 7C: Course Access – Programs and services developed and provided to individuals with exceptional needs. State Priority 8: Pupil Outcomes – Addresses pupil outcomes for all students for courses described under Sections51210 and 51220(a)(i). State Priority 9: Coordination of Instruction of Expelled Pupils – Addresses how the county superintendent of schools will coordinate instruction of expelled pupils.*

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Director of Student Services	Director of Student Services	$129,100	$129,130
MTSS Cohort	MTSS Cohort	$45,000	$671
MTSS/Differentiated Instruction Professional	MTSS/Differentiated Instruction	$50,000	$7,306

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Development (all)	Professional Development (all)		
Data Systems/Cycles (all)	Data Systems/Cycles (all)	$10,000	$0
Illuminate	Illuminate	$30,000	$23,184

Action 4 Implement and support continuous improvement cycles and equitable access to rigorous courses through CCSS aligned instruction and schoolwide, classroom-based data inquiry cycles. *State Priority 2A: State Standards – Implementation of state board adopted academic and content performance standards for all students. * State Priority 4G: Pupil Achievement – Percentage of pupils who participate in, and demonstrate college preparedness. * State Priority 7B: Course Access – Programs and services developed and provided to unduplicated students.*

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Instructional Leadership Training	Instructional Leadership Training	$2,000	$0
Principal Coaching	Principal Coaching	$50,000	Already accounted for in Goal 1, Action 1
Teacher Professional Development	Teacher Professional Development	$100,000	Already accounted for in Goal 1, Action 1
Data System/Cycles	Staff Meeting Professional Development	$50,000	Already accounted for in Goal 1, Action 3
Illuminate Student Information System	Illuminate Student Information System	$30,000	Already accounted for in Goal 1, Action 3
Naviance College/Career Readiness Technology Solution	Naviance College/Career Readiness Technology Solution	$75,000	$47,383
Edgenuity Online Blended Learning	Edgenuity Online Blended Learning	$80,000	$66,020

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

We are pleased to report that all but one planned action/service was carried out this year. A change in leadership resulted in the reduction of capacity to carry out the Goal 1 Action 1 action of a separate strand for classified professional development.

Amador County Public Schools implemented goal 1 by ensuring that our teachers were highly qualified and appropriately assigned during the 2017-2018 school year. In addition, we continued to provide high leverage professional development. Seven instructional coaches continued to support this work. On-site principal coaching continues in four week intervals.

A Director of Student Services was hired and led a committee to begin the work of creating a district-wide Multi-Tiered System of Support for our students.

Based on student data, elementary sites chose standards and frameworks-aligned professional development with a focus on ELA/ELD or math. At the secondary level, professional development was provided through content specific cohorts focused on Next Generation Science Standards (NGSS), math, ELA/ELD and History/Social Science (HSS).

Through the district-level instructional leadership team, Smarter Balanced Interim Assessment Blocks (IAB) were agreed upon for the 2017-2018 academic year, and planning began for a Multi-tiered System of Support.

There was a focus on Socio-Economically Disadvantaged Students (SED), and many staff members participated in a book study of, "A Framework for Understanding Poverty" by Dr. Ruby Payne.

A focus on the ELA/ELD standards and frameworks led to the adoption and purchase of a new elementary ELA/ELD curriculum (Benchmark Advance).

Single Plans for Student Achievement (SPSA) at each of the school sites, have been aligned with the LCAP process. School site budgets were decentralized, and School Site Councils were encouraged to build in Title 1 supports for students in the 2017-2018 school year.

The District received Career Technical Education (CTE) and College and Career Readiness Grants. The result of these two grants was an identified need to coordinate between multiple stakeholder groups to build a multi-year improvement plan. As a result of this grant, some LCAP dollars were replaced with grant-funded money.

In an effort to assist our students with college and career readiness, the Naviance online platform was purchased and we began year 1 of implementation. The Edgenuity online platform was purchased and implemented as a blended learning option that meets A-G course completion requirements.

A College and Career Readiness Committee convened to study graduation rates, A-G completion rates, and CTE pathway enrollment. Planning for a CTE pathway through high school continues as part of a multi-year process.

STEM through Project Lead the Way (PLTW) was implemented at Pine Grove STEM Magnet Elementary School.

3 English Learner (EL) aides and a new Bilingual Parent Liaison made significant progress in engaging the parents and families of our English learners. ELD supplemental materials were provided to all elementary teachers through the Benchmark Advance ELA/ELD adoption.

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

Much of the data for our actual measurable outcomes is unavailable at the time of writing this annual update. However, our 3 year trend shows an overall increase to our CAASPP scores as a result of our goals, actions and services. In Spring of 2017, ELA and math scores on state testing both showed growth.

Other metrics such as, A-G completion rate, AP test scores, CTE pathway enrollment and completion, attendance rates, CHKS data, suspension rates, and high school graduation and dropout rates for 2018 will be available on the California School Dashboard in the fall.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In Action 1 the actual amount was more than expected due to the elementary ELA/ELD textbook adoption being more than the budgeted amount.

In Action 2, one of the EL aide positions was vacant for part of the 2017-18 school year. As a result actuals were less than the expected budget.

In Action 3, our MTSS effort was partially funded through the SUMS grant. As a result actuals were less than the expected budget.

In Action 4, Naviance and Edgenuity were funded with the College and Career Readiness Grant.   As a result actuals were less than the expected budget.

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.

A Director of Curriculum and Instruction and Teacher on Special Assignment for Technology were planned actions/services for the 2018-19 school year. Based on our stakeholder feedback and LCAP advisory committee prioritization process it was determined that the budget allocated for these positions could be used for other actions/services related to this goal.

In an effort to support Goal 1 Action 1, which supports continued standards aligned professional development for all TK-12 teachers and staff, we are adding support for the Teacher Induction program to the actions and services for the 2018/19 school year.

To support Goal 1 Action 2, that provides increased and targeted English Learner support, we are adding increased EL aide hours to the actions and services for the 2018/19 school year.

To support Goal 1 Action 3, which supports development and implementation of MTSS, we are adding support for intervention teachers, MTSS intervention supports, secondary math intervention, elementary and secondary summer school, TK/Kindergarten aides, and support for psychologists administering student assessments. Because we received the Scale Up MTSS Statewide (SUMS) Grant, this will be an added funding source for Goal 1 Action 3.

In an effort to support Goal 1 Action 4, which provides equitable access to rigorous courses through CCSS aligned instruction, we have added a Chromebook refresh to ensure students have access to the online content needed. Edgenuity at the secondary level is an example of online, standards aligned, rigorous coursework these Chromebooks will help our students access.

In order to be aligned with the metrics reported publicly on the California School Dashboard, our "Attendance Rate" metric will be replaced with "Chronic Absenteeism" effective the 2018-19 school year.

Goal 2

By 2020, through multiple measures, all students will show an increase in positive school engagement and connectedness with staff, peers, and community, including demonstrating improvement in social/emotional and physical health.

State and/or Local Priorities addressed by this goal:

State Priorities: State Priority 3: Parental Involvement, State Priority 5: Pupil Engagement, State Priority 6: School Climate, State Priority 9: Coordination of Instruction of Expelled Pupils (COE), and State Priority 10: Coordination of Instruction for Foster Youth (COE).Local Priorities:

Annual Measureable Outcomes

Expected	Actual
California Healthy Kids Survey (CHKS): Elementary: School Connectedness 67% Caring Adult Relationships 65% Meaningful Participation 16% Secondary: School Connectedness 53% Caring Adult Relationships 38% Meaningful Participation 20%	School Safety & Connectedness (CHKS Data) Elementary: School Connectedness 44% Caring Adult Relationships 49% Meaningful Participation 16% Secondary: School Connectedness 17% Caring Adult Relationships 27% Meaningful Participation 12%
Physical Fitness Test: Aerobic Capacity 5th: 73%, 7th: 75%, 9th: 79% Body Composition 5th: 67%, 7th: 79%, 9th: 77%	Physical Fitness Test: Aerobic Capacity 5th: 73%, 7th: 75%, 9th: 79% Body Composition 5th: 67%, 7th: 79%, 9th: 77%
Attendance Rate: 76% Chronic Absenteeism: 16%	Attendance Rate: 94.66% Chronic Absenteeism: 12.5%
Suspension Rate: All 4.0 % SES 4.3%	Suspension Rate: All 6.4% SES %
Expulsion Rate:	Expulsion Rate:

Expected	Actual
All: 0%	All: 0%
Parent Engagement: Increase level of parent participation by 5 percentage points.	Metric changed and baseline percentage established through California School Parent Survey (CSPS). See "analysis" section in Goal 2 Annual Update. Parent Engagement (Average % of all areas in "Parent Involvement" section of CSPS): Baseline= 31.5%

Actions / Services

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

Action 1 Create, implement and support a college-going and career culture on every school campus. *State priority 7: Course Access – Programs and services developed and provided to unduplicated students. State Priority 4G: Pupil Achievement – Demonstrate college preparedness.*

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Supplemental Social-Emotional Well-being Materials (Pilot Elementary Sites)	Supplemental Social-Emotional Well-being Materials (Pilot Some Elementary Sites)	$2,500	$3,366
AVID (Jr. High Schools)	AVID (Jr. High Schools)	$40,185	$55,028
WEB/Link Crew (All Secondary)	WEB/Link Crew (All Secondary)	$10,000	$16,836
CTE Courses A-G Compliant (2)	CTE Courses A-G Compliant (2)	$0	$9,415
High School Graduation Requirements Planning & Implementation Year 1	High School Graduation Requirements Planning & Implementation Year 1	$0	$3,855

Action 2 Increase home/school communication, outreach and parent/guardian engagement and education for/with parents of low income students, foster youth, English learners, and students with special needs. *State Priority 3A: Parental Involvement – Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site. State Priority 3B: Parental Involvement – How the school district will provide parental participation in programs for unduplicated pupils. State Priority 3C: Parental Involvement – How the school district will provide parental participation in programs for individuals with exceptional needs.*

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School/Community Social Workers (+2)		$55,000	$0
Family Nights/Activities (Schools)	Family Nights/Activities (Schools)	$5,000	$2,157
Family Resource Centers (Schools)	Family Resource Centers (Schools)	$10,500	$0
School Site Councils (Schools)	School Site Councils (Schools)	$0	$0
Parent Teacher Organizations (Schools)	Parent Teacher Organizations (Schools)	$0	$0
Amador Community University (District)	Amador Community University (District)	$5,000	$2,200
Amador Parent Advisory Committee (District)	Amador Parent Advisory Committee (District)	$500	$228
Aeries Parent Portal (Schools/District)	Aeries Parent Portal (Schools/District)	$26,000	$24,652
LCAP Surveys (District)	LCAP Surveys (District)	$0	$0
Strategic Plan Stakeholder Team (District)	Strategic Plan Stakeholder Team (District)	$0	$0
Superintendent's Advocacy Leadership Team (SALT) (District)	Superintendent's Advocacy Leadership Team (SALT) (District)	$0	$0
Community Advisory Committee (CAC) for families of students with IEPs	*Community Advisory Committee (CAC) for families of students with IEPs*	$0	$0

Action 3 Further develop and strengthen welcoming, resourceful, safe and inclusive school climates at every school campus. *State Priority 1: Basic Conditions of Learning – Degree to which school facilities are maintained in good repair. State Priority 6C: School Climate – Sense of safety and school connectedness.*

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Counselors	Counselors	$154,000	$148,703
Security Camera Upgrades		$0	$0
Positive Behavior Interventions & Supports	Positive Behavior Interventions & Supports	$0	$0
Mindfulness (Elementary)	Mindfulness (Elementary)	$0	$0
Restorative Justice	Restorative Justice	$15,000	$5,498
District Professional Development	District Professional Development	$50,000	$460
School Ambassadors	School Ambassadors	$50,000	$0
Safe and Civil Schools (Secondary)	Safe and Civil Schools (Secondary)	$21,683	$6,000
Associated Student Body (Secondary)	Associated Student Body (Secondary)	$16,000	$16,000
Student Leadership	Student Leadership	$0	$0
Trauma Informed Practices	Trauma Informed Practices	$0	$0
Breaking Down the Walls (Secondary)	Kevin Bracy Assemblies	$10,000	$8,800

Action 4 Further coordinate services and refine systems and supports for foster youth by implementing a program plan that addresses working with the county child welfare agency, providing education-related information to the county child welfare agency, responding to requests from the juvenile court for information, and establishing a mechanism for the efficient transfer of health and education records. *State Priority 10: Coordination of Services for Foster Youth – Addresses how the county superintendent of schools will coordinate services for foster children, including: (a) working with 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; (c) responding to requests from the juvenile court to ensure 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.*

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Best, first instruction	Best, first instruction	$0	$0
MTSS intervention supports	MTSS intervention supports	$0	$0
Counselor support/case management	Counselor support/case management	$102,5000	$94,881
MOU with Child Welfare Services	MOU with Child Welfare Services	$0	$0
Partnership/communication with Juvenile Court	Partnership/communication with Juvenile Court	$0	$0
Positive Behavior Interventions & Supports	Positive Behavior Interventions & Supports	$0	$0
District Professional Development	District Professional Development	$0	$0
Coordinated Services through Executive Advisory Council consisting of many community/county agencies	Coordinated Services through Executive Advisory Council consisting of many community/county agencies	$0	$0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

We had a successful first year at each Junior High rolling out the Advancement Via Individual Determination (AVID) program for 7th grade students. Link Crew and Where Everyone Belongs (WEB) were extended to all secondary sites to improve student transitions between sites and student relationships on site.

Significant progress was made this year in getting all of our CTE courses A-G compliant in contrast from the goal of just two courses. A College and Career Readiness committee has been formed and will begin a more in depth study of our graduation requirements in the 2018-2019 school year.

A parent university was implemented but was not well-attended and a plan to continue outreach and learning for our community has been calendared for the 2018-2019 school year. School site family nights and activities, school site councils, and parent teacher organizations are all ongoing opportunities for families to be engaged in the school community. The Amador Parent Advisory Committee (APAC) met monthly and provided opportunities for families to learn and collaborate around current initiatives in our schools. In the Spring of 2018 the Superintendents Advocacy Leadership Team was launched as an additional opportunity for families to be engaged and provide feedback about current initiatives and topics of interest. Aeries Parent Portal continues to be available to all families to monitor student progress. The annual LCAP survey was conducted between January and April 2018.

We added two counselors to further support students' social/emotional and school climate needs. Restorative Justice professional learning was provided in an effort to reduce our suspension rate.

District Professional Development continued in the form of site based content at the elementary level and content specific cohorts at the secondary level.

Some elementary sites have implemented Positive Behavior Interventions and Supports (PBIS) and Mindfulness with additional implementation scheduled for 2018-19. At the Junior High level the CHAMPS portion of Safe and Civil Schools school-wide behavioral expectations program was implemented.

Opportunities continue for students to be involved in Associated Student Body and Student Leadership at all levels.

There were multiple opportunities for all staff to receive professional learning in Trauma Informed Practices, Adverse Childhood Experiences (ACES), and Youth Mental Health First Aid to address the wide variety of social/emotional needs our students bring with them everyday.

There was continued support for our Foster Youth through coordination with child welfare services to keep students in their home schools. The transfer of information between child welfare and the foster youth liaison continued. We continued support for students who transferred out of the county. Teams met to discuss Foster Youth IEP's, and counselors met with foster youth to discuss goals.

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

All of the data for our actual measurable outcomes is unavailable at the time of writing this annual update. Chronic absenteeism, CHKS data, suspension rates, Parent Involvement and Physical Fitness Test (PFT) for 2018 will be available on the California School Dashboard in the fall.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In Goal 2 Action 1, the elementary Social Emotional pilot and ensuing curriculum purchase was not carried out as planned due to the significant undertaking of a new ELA/ELD adoption. Implementing another new initiative in addition to the adoption was not feasible.

In Goal 2 Action 2, the two social workers and home-school liaison were not hired. Also, the family resource centers were not fully implemented at all sites.

In Goal 2 Action 3, the allocated budget came in less than actual expenditures, even though all actions and services were carried out.

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.

A majority of the planned actions/services for Goal 2 were implemented.

One exception was a Social/Emotional Materials Pilot. Due to the significant undertaking of a new ELA/ELD adoption, implementing another new initiative was not feasible.

We were also unable to hire the two Social Worker positions under Goal 2, Action 2. Family resource centers were implemented at some, but not all sites across the district.

Security camera upgrades was not accomplished this year but plans are underway for implementation next year outside of the LCAP process.

In Goal 2, Action 3, the School Ambassadors program was not implemented this year due to the many other school climate initiatives underway at the secondary level.

Also under Goal 2, Action 3, Breaking Down the Walls assemblies happened at the end of the 2016-17 school year, Kevin Bracy assemblies were implemented in 2017-18 because of stakeholder feedback indicating a desire for a different presentation.

While the original goal under Goal 2, Action 1 was to expand AVID to all secondary in 2018-19, we have realized this was too ambitious for just our second year of AVID implementation. The revised Goal 2, Action 1plan is to expand of our AVID program to 8th grade for the 2018-19 school year. Our 9th grade teachers will receive professional learning in the summer of 2019 for planned AVID expansion to 9th grade in 2019-20.

Under Goal 2 Action 2, A Home/School Liaison and School/Community Social Workers were planned actions/services for the 2018-19 school year. Based on our stakeholder feedback and LCAP advisory committee prioritization process it was determined that the budget allocated for this position could be used for other actions/services related to this goal.

We are pleased to add Arts Education, as well as the services of a junior high Vice Principal under Goal 2, Action 3 in an effort to increase student engagement and foster a positive school climate.

Under Goal 2, Action 4, in order to better support our foster youth, we have added funding for materials and supplies.

Effective with the 2018-19 school year, the parent engagement metric will be changed from "site and district level sign in sheets, Aeries Parent Portal log-ons, and other related data" to the Parent Involvement section of the California School Parent Survey. The previous metric was very difficult to measure effectively.

In order to be aligned with the metrics reported publicly on the California School Dashboard, we will add "Chronic Absenteeism" along with "Attendance Rate" effective with the 2018-19 school year.

Stakeholder Engagement

Involvement Process for LCAP and Annual Update

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

During January and February 2018, stakeholder engagement meetings were conducted at every school site for staff and students/pupils and in every school community for families, students/pupils, and community members to have open discussions about the ten state priorities, current district data, on-going results from surveys, and ideas for possible future district goal, action, or service revisions. At the conclusion of each meeting, stakeholders were asked to complete the stakeholder engagement survey or to complete it at a time convenient to them.

The following groups were involved in the stakeholder engagement process:

- School Site Councils
- Site based parent-teacher organizations
- Site based staff meetings
- Amador Arts Alliance
- Instructional Leadership Team
- Amador Parent Advisory Committee
- District English Learner Advisory Committee (DELAC)
- Community Advisory Council (Special Education)
- Parent/Guardian Survey
- Faculty/Staff Survey
- Bargaining Unit/Labor Group Leaders

State Priority 3A – Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.

Impact on LCAP and Annual Update

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

The stakeholder engagement meetings provided a framework for discussion about how to improve educational performance related to the ten California State Priorities. Survey data and feedback meetings provided input regarding needs as well as strengths. Survey results were prioritized by the LCAP Advisory Committee and aligned to the current 2017-2020 LCAP and the LEA Strategic Plan.

The feedback from this process impacted the LCAP in the following ways: (1) it showed a continued significant need related to social-emotional learning; (2) it emphasized the need to develop a Multi-Tiered System of Support to meet the needs of all students, and students with disabilities (SWD) in particular; and (3) it identified a significant need for increased academic achievement in the area Math, as well as a continued focus on achievement in English Language Arts.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 1

By 2020, all students will advance along multiple academic measures toward meeting/exceeding standards in order to close achievement gaps and accelerate progress, including increasing the number of students successfully completing college preparatory and career technical education (vocational) courses by 100%.

State and/or Local Priorities addressed by this goal:

State Priorities: *State Priority 2A: State Standards – Implementation of state board adopted academic and content performance standards for all students. State Priority 8: Pupil Outcomes – Addresses pupil outcomes for the State adopted Courses of Study.*

Local Priorities:

Identified Need:

- ~~The SES/All Students achievement gap is visible in all local metrics including standardized testing results, graduation rates, A-G completion rates, AP course passing rates, and school disciplinary actions.~~

- SARC shows that 96% of teachers are fully credentialed. There is a need for Special Education, Math, and Advanced Science teachers.

- ~~District attendance rate of 97.0%.~~

- Suspension rates are disproportional. ~~California Dashboard indicator is green for the district but orange for the Hispanic student group.~~

- Achievement gap of 54 scaled points between Latino students and all students, 84 compared to white students on CAASPP ELA.

- ~~Dashboard indicator shows 2 level difference: Hispanic compared to all students. Achievement Gap of 74 Scale points between Latino students and all students, 91 compared to white students on CAASPP Math.~~

- ~~The SED/All Students achievement gap is visible in all local metrics including achievement in ELA and Math, suspension rate, graduation rates, A-G completion rates, AP course passing rates, and school disciplinary actions.~~

- *District Chronic Absenteeism rate of 18%.*

- *Suspension rates are disproportional. California Dashboard indicator is yellow for "All Students" but red for the foster youth, students with disabilities (SWD), and socioeconomically disadvantaged (SED) student groups.*

- *Achievement gap between SED students and "All Students" on CAASPP ELA and Math.*

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual School Accountability Report Card (SARC) *State Priority 1A Teachers are appropriately assigned*	100% of teachers fully credentialed All sites are rated "Good" or better All students have access to the approved curriculum materials	100% of teachers fully credentialed All sites are rated "Good" or better All students have access to the approved curriculum materials	100% of teachers fully credentialed All sites are rated "Good" or better All students have access to the approved curriculum materials	100% of teachers fully credentialed All sites are rated "Good" or better All students have access to the approved curriculum materials
Teacher Curriculum Mastery Survey – Self Reported	Establish 2017-2018	5% increase in baseline will report mastery of CA Standards curriculum/pedagogy	10% increase in baseline will report mastery of CA Standards curriculum/pedagogy]	15% increase in baseline will report mastery of CA Standards curriculum/pedagogy

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 2A Implementation of state board adopted academic and content performance standards for all students.				
CAASPP ELA *State Priority 4A Statewide assessments* *State Priority 8 Addresses pupil outcomes for the State adopted Courses of Study.*	All 41% SES 46% Non SES 53% SPED 12% EL 12% Male 33% Female 49% COE All 28% COE SPED 7%	All 46% SES 51% Non SES 58% SPED 17% EL 17% Male 38% Female 54% COE All 33% COE SPED 12%	All 51% SES 56% Non SES 62% SPED 22% EL 22% Male 42% Female 59% COE All 38% COE SPED 17%	All 56% SES 61% Non SES 67% SPED 25% EL 27% Male 47% Female 64% COE All 43% COE SPED 22%
CAASPP MATH *State Priority 4A Statewide assessments* *State Priority 8 Addresses pupil outcomes for the State adopted Courses of Study.*	All 28% SES 17% Non SES 37% SPED 10% EL 6% Male 27% Female 27% COE All 23% COE SPED 4%	All 33% SES 22% Non SES 42% SPED 15% EL 11% Male 32% Female 33% COE All 28% COE SPED 9%	All 38% SES 27% Non SES 47% SPED 20% EL 16% Male 37% Female 38% COE All 33% COE SPED 14%	All 43% SES 32% Non SES 52% SPED 25% EL 21% Male 42% Female 43% COE All 38% COE SPED 19%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELPAC *State Priority 4D Increase percentage of English learner (EL) pupils who make progress toward English proficiency* *State Priority 4E EL classification rate*	Students Redesignated Fluent English Proficient (FEP) 18.5%	Percentage of English Learners making progress toward English proficiency as measured by CELDT (ELPAC) (establish baseline) Students Redesignated Fluent English Proficient (FEP) 21.5%	Percentage of English Learners making progress toward English proficiency as measured by CELDT (ELPAC) (increase by 2%) Students Redesignated Fluent English Proficient (FEP) 24.5%	Percentage of English Learners making progress toward English proficiency as measured by CELDT (ELPAC) (increase by 2%) Students Redesignated Fluent English Proficient (FEP) 27.5%
A-G Completion (College Readiness) *State Priority 4C/4G UC/CSU course requirement completion* *State Priority 7A/7B Course access*	A-G Completion: Argonaut 13% Amador 36%	A-G Completion: Argonaut 18% Amador 41% EAP Participation % (establish baseline) Amador Baseline % Argonaut Baseline %	A-G Completion: Argonaut 23% Amador 46% EAP Participation % Amador 2% increase Argonaut 2% increase	A-G Completion: Argonaut 28% Amador 51% EAP Participation % Amador 2% increase Argonaut 2% increase
AP 3 or better (Advanced Placement) *State Priority 7A/7B Course access*	ACUSD: 48%	ACUSD: 53%	ACUSD: 58%	ACUSD: 63%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CTE Pathway Enrollment and Completion *State Priority 7A/7B Course access*	0%	10%	20%	30%
Attendance Rate and ***Chronic Absenteeism Rate:*** *State Priority 5A,B Pupil engagement*	Attendance Rate: All 74% Chronic Absenteeism Rate: 18%	Attendance Rate: All 76% Chronic Absenteeism Rate: 16%	Attendance Rate: All 78% Chronic Absenteeism Rate: 14%	Attendance Rate: All 80% Chronic Absenteeism Rate: 12%
School Safety & Connectedness (CHKS Data) *State Priority 6C School Climate (Engagement)*	Elementary: School Connectedness 62% Caring Adult Relationships 60% Meaningful Participation 11% Secondary: School Connectedness 48% Caring Adult Relationships 33% Meaningful Participation 15%	Elementary: School Connectedness 67% Caring Adult Relationships 65% Meaningful Participation 16% Secondary: School Connectedness 53% Caring Adult Relationships 38% Meaningful Participation 20%	Elementary: School Connectedness 72% Caring Adult Relationships 70% Meaningful Participation 21% Secondary: School Connectedness 58% Caring Adult Relationships 43% Meaningful Participation 25%	Elementary: School Connectedness 77% Caring Adult Relationships 75% Meaningful Participation 26% Secondary: School Connectedness 63% Caring Adult Relationships 48% Meaningful Participation 30%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension Rates *State Priority 6A School Climate (Engagement)*	All 5.6 % SES 6.9%	All 4.0 % SES 4.3%	All 3.5 % SES 3.8%	All 2.5 % SES 2.5%
Expulsion Rate *State Priority 6b School Climate (Engagement)*	All 0%	All 0%	All 0%	All 0%
High School Graduation Rate *State Priority 5E Pupil engagement*	All 89.7%	All 92.7%	All 94.7%	All 96.7%
High School Dropout Rate *State Priority 5D Pupil engagement (State Priority 5C does not apply.)*	All 10.3%	All 7.3%	All 5.3%	All 3.3%

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 1 Continue robust, standards-aligned professional development, for TK-12 teachers and staff, through subject-level cohorts, staff meeting professional development, principal coaching, instructional coaches, instructional leadership team, and high-poverty/high-achieving school visits. *State Priority 2A: State Standards – Implementation of state board adopted academic and content performance standards for all students.*

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):

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, Low Income | LEA-wide | All Schools |

Actions/Services

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

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teacher on Special Assignment (Secondary)	~~Director of Curriculum and Instruction~~	~~Director of Curriculum and Instruction~~
Teacher on Special Assignment (Elementary)	~~Teacher on Special Assignment (Technology)~~	~~Teacher on Special Assignment (Technology)~~
Cohort Professional Development	Teacher on Special Assignment (Secondary) $98,392	Teacher on Special Assignment (Secondary) $98,392
Staff Meeting Professional Development	Teacher on Special Assignment (Elementary) $86,425	Teacher on Special Assignment (Elementary) $86,425
Principal Coaching	Cohort Professional Development $90,000	Cohort Professional Development $90,000
Instructional Leadership Team	Staff Meeting Professional Development $0	Staff Meeting Professional Development $0
Instructional Coaches	Principal Coaching $0	Principal Coaching $0
High-Poverty School Visitations	Instructional Leadership Team $9,000	Instructional Leadership Team $9,000
Professional Learning Communities (Secondary)	High-Poverty School Visitations $2,000	High-Poverty School Visitations $2,000
Instructional Coaches	Professional Learning Communities (Secondary) $0	Professional Learning Communities (Secondary) $0
Classified Professional Development	Instructional Coaches $61,479	Instructional Coaches $61,479
Textbook Adoption, Elementary	Classified Professional Development $20,000	Classified Professional Development $20,000
Ruby Payne Professional Development on Poverty	*Teacher Induction $36,000*	*Teacher Induction $36,000*

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,011,200	~~$824,280~~ *$403,296*	~~$824,280~~ *$403,296*

Year	2017-18	2018-19	2019-20
Source	Base, Supplemental, Title 1	~~Base~~ Supplemental $328,296 ~~Title 1~~ Title II $71,000 *Lottery $4,000*	~~Base~~ Supplemental $328,296 ~~Title 1~~ Title II $71,000 *Lottery $4,000*
Budget Reference	Cert Salary/Subs: $273,500 Class Salary: $ Benefits: $87,700 Materials: $400,000 Contracts: $250,000	Cert Salary/Subs: ~~$432,500~~ *$267,131* Class Salary: ~~$0~~ *$14,000* Benefits: ~~$141,780~~ *$80,165* Materials: ~~$0~~ *$4,000* Contracts: ~~$250,000~~ *$38,000*	Cert Salary/Subs: ~~$432,500~~ *$267,131* Class Salary: ~~$0~~ *$14,000* Benefits: ~~$141,780~~ *$80,165* Materials: ~~$0~~ *$4,000* Contracts: ~~$250,000~~ *$38,000*

Action   **2**   Provide increased and targeted English learner support in schools with a significant unduplicated English learner population.

State Priority 2B: State Standards – 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.

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):

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	Limited to Unduplicated Student Groups	Ione Elementary, Plymouth, Elementary, Argonaut High School

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
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
EL Aide Continuing Services (3) English Learner Home/School Liaison (+1)	EL Aide Continuing Services $46,370 English Learner Home/School Liaison	EL Aide Continuing Services English Learner Home/School Liaison

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
ELD supplemental materials	$47,612 ELD supplemental materials $8,250 *EL Aide Additional Hours $24,880*	ELD supplemental materials *EL Aide Additional Hours*

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$107,500	~~$107,500~~ *$127,112*	~~$107,500~~ *$127,112*
Source	Supplemental	Supplemental $127,112	Supplemental $127,112
Budget Reference	Cert Salary/Subs: $ Class Salary: $74,500 Benefits: $23,000 Materials: $ 10,000 Contracts: $	Cert Salary/Subs:$ Class Salary: *$86,685* Benefits: $32,177 Materials: $8,250 Contracts: $	Cert Salary/Subs:$ Class Salary: *$86,685* Benefits: $32,177 Materials: $8,250 Contracts: $

Action   **3** Develop, implement and monitor multi-tiered systems of support (MTSS) at every school including differentiated instruction, tiered interventions and progress monitoring to improve social/emotional learning, behavioral health, and academic progress for all students including low income students, foster youth, English learners, expelled pupils, and students with special needs. *State Priority 7C: Course Access – Programs and services developed and provided to individuals with exceptional needs. State Priority 8: Pupil Outcomes – Addresses pupil outcomes for all students for courses described under Sections51210 and 51220(a)(i). State Priority 9: Coordination of Instruction of Expelled Pupils – Addresses how the county superintendent of schools will coordinate instruction of expelled pupils. Click **here** to read our Plan for Expelled Youth.*

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):

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

Students to be Served	Scope of Services	Location(s)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

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

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Director of Student Services	Director of Student Services $132,527	Director of Student Services
MTSS Cohort	MTSS Cohort $20,000	MTSS Cohort
MTSS/Differentiated Instruction Professional Development (all)	MTSS/Differentiated Instruction Professional Development (all) $20,000	MTSS/Differentiated Instruction Professional Development (all)
Data Systems/Cycles (all)	Data System/Cycles (all) $0	Data System/Cycles (all)
Illuminate	Illuminate $26,000	Illuminate
	Intervention Teachers $419,720	*Intervention Teachers*
	MTSS Intervention Supports (previously only under Goal 2 Action 4) $125,000	*MTSS Intervention Supports (previously only under Goal 2 Action 4)*
	Secondary Math Intervention $50,000	*Secondary Math Intervention*
	Summer School Secondary $20,000	*Summer School Secondary*
	Summer School Elementary $17,000	*Summer School Elementary*
	TK/K Aides $168,799	*TK/K Aides*
	Psychologists- Student Testing (.25 FTE Each) $119,790	*Psychologists- Student Testing (.25 FTE Each)*

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$264,600	~~$264,600~~ *$1,118,836*	~~$264,600~~ *$1,118,836*
Source	Base, Supplemental, Lottery	~~Base~~ *COE* LCFF Base $119,790 Supplemental $392,477	~~Base~~ *COE* LCFF Base $119,790 Supplemental $392,477

Year	2017-18	2018-19	2019-20
		Lottery $100,000 *SUMS Grant $40,000* *Title I $466,569*	Lottery $100,000 *SUMS Grant $40,000* *Title I $466,569*
Budget Reference	Cert Salary/Subs:$104,000 Class Salary: $ Benefits: $40,600 Materials: $30,000 Contracts: $90,000	Cert Salary/Subs: ~~$104,000~~ *$556,342* Class Salary: *$151,716* Benefits: ~~$40,600~~ *$199,778* Materials: ~~$30,000~~ *$175,000* Contracts: ~~$90,000~~ *$36,000*	Cert Salary/Subs: ~~$104,000~~ *$556,342* Class Salary: *$151,716* Benefits: ~~$40,600~~ *$199,778* Materials: ~~$30,000~~ *$175,000* Contracts: ~~$90,000~~ *$36,000*

Action   4 Implement and support continuous improvement cycles and equitable access to rigorous courses through CCSS aligned instruction and schoolwide, classroom-based data inquiry cycles. *State Priority 2A: State Standards – Implementation of state board adopted academic and content performance standards for all students. * State Priority 4G: Pupil Achievement – Percentage of pupils who participate in, and demonstrate college preparedness. *   State Priority 7B: Course Access – Programs and services developed and provided to unduplicated students.*

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)

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
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Instructional Leadership Training Principal Coaching	Instructional Leadership Training $0 Principal Coaching $0	Instructional Leadership Training Principal Coaching

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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teacher Professional Development Data System/Cycles Illuminate Student Information System Naviance College/Career Readiness Technology Solution Edgenuity Online Blended Learning	Teacher Professional Development $25,000 Data System/Cycles $0 Illuminate Student Information System (already accounted for in action 3) Naviance College/Career Readiness Technology Solution $46,300 Edgenuity Online Blended Learning $33,100 *Technology Chromebook Refresh $94,000*	Teacher Professional Development Data System/Cycles Illuminate Student Information System Naviance College/Career Readiness Technology Solution Edgenuity Online Blended Learning *Technology Chromebook Refresh*

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$387,000	~~$387,000~~ $198,400	~~$387,000~~ $198,400
Source	Base Title 1 Lottery CTE Adult Ed B.G. College Readiness	~~Base~~ Supplemental $99,100 ~~Title 1~~ ~~Lottery~~ ~~CTEIG~~ ~~Adult Ed B.G.~~ COE College Readiness $74,300 Title II $25,000	~~Base~~ Supplemental $99,100 ~~Title 1~~ ~~Lottery~~ ~~CTEIG~~ ~~Adult Ed B.G.~~ COE College Readiness $74,300 Title II $25,000
Budget	Cert Salary/Subs:$	Cert Salary/Subs:$8,300	Cert Salary/Subs:$8,300

Year	2017-18	2018-19	2019-20
Reference	Class Salary: $ Benefits: $ Materials: $10,000 Contracts: $377,000	Class Salary: $ Benefits: $1,700 Materials: $94,000 Contracts: $94,400	Class Salary: $ Benefits: $1,700 Materials: $94,000 Contracts: $94,400

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 2

By 2020, through multiple measures, all students will show an increase in positive school engagement and connectedness with staff, peers, and community, including demonstrating improvement in social/emotional and physical health.

State and/or Local Priorities addressed by this goal:

State Priorities: *State Priority 3: Parental Involvement, State Priority 5: Pupil Engagement, State Priority 6: School Climate, State Priority 9: Coordination of Instruction of Expelled Pupils (COE), and State Priority 10: Coordination of Instruction of Foster Youth (COE).*

Local Priorities:

Identified Need:

Reduce the suspension rate which is "High" based on the California Dashboard (ACUSD 6.5% vs. State Average 3.6%) and reduce our chronic absenteeism rate (ACUSD 18% vs. State Average 10.8%). Eliminate current disproportionality of suspension rate for the following student groups: Students with Disabilities, Foster Youth, and Socio-economically Disadvantaged: Although the district suspension rate is "Yellow", the noted student groups are "Red" according to the California Dashboard. *California Healthy Kids Survey shows opportunities for growth in school connectedness and meaningful participation.*

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
California Healthy Kids Survey (CHKS) *State Priority 6C School Climate (Engagement)*	Elementary: School Connectedness 62% Caring Adult Relationships 60% Meaningful Participation 11% Secondary: School Connectedness 48% Caring Adult Relationships 33% Meaningful Participation 15%	Elementary: School Connectedness 67% Caring Adult Relationships 65% Meaningful Participation 16% Secondary: School Connectedness 53% Caring Adult Relationships 38% Meaningful Participation 20%	Elementary: School Connectedness 72% Caring Adult Relationships 70% Meaningful Participation 21% Secondary: School Connectedness 58% Caring Adult Relationships 43% Meaningful Participation 25%	Elementary: School Connectedness 77% Caring Adult Relationships 75% Meaningful Participation 26% Secondary: School Connectedness 63% Caring Adult Relationships 48% Meaningful Participation 30%
Physical Fitness Test *State Priority 8 Pupil Outcomes*	Aerobic Capacity 5th: 53%, 7th: 80%, 9th: 66% Body Composition 5th: 59%, 7th: 69%, 9th: 64%	Aerobic Capacity 5th: 63%, 7th: 85%, 9th: 76% Body Composition 5th: 69%, 7th: 79%, 9th: 74%	Aerobic Capacity 5th: 73%, 7th: 90%, 9th: 86% Body Composition 5th: 79%, 7th: 89%, 9th: 84%	Aerobic Capacity 5th: 83%, 7th: 95%, 9th: 96% Body Composition 5th: 89%, 7th: 89%, 9th: 94%
Attendance Rate and *Chronic Absenteeism Rate:* *State Priority 5A,B*	All 74% 18%	All 76% 16%	All 78% 14%	All 80% 12%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Pupil engagement				
Suspension Rates *State Priority 6a School Climate (Engagement)*	All 5.6 % SES 6.9%	All 4.0 % SES 4.3%	All 3.5 % SES 3.8%	All 2.5 % SES 2.5%
Expulsion Rate *State Priority 6b School Climate (Engagement)*	All 0%	All 0%	All 0%	All 0%
Parent Engagement *State Priority 3 Parental Involvement*	Establish baseline through collection of data provided ~~by site and district level sign-in sheets, Aeries Parent Portal log-ons, and other related data~~ through Califiornia School Parent Survey. (metric changed)	Increase level of parent participation by 5 percentage points.	Increase level of parent participation by additional 5 percentage points.	Increase level of parent participation by additional 5 percentage points.

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   **1**   Create, implement and support a college-going and career culture on every school campus. *State priority 7: Course Access – Programs and services developed and provided to unduplicated students. State Priority 4G: Pupil Achievement – Demonstrate college preparedness.*

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)

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
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Supplemental Social-Emotional Well-being	Elementary approach pending pilot	Elementary approach pending pilot

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Materials (Pilot Elementary Sites) AVID (Jr. High Schools) WEB/Link Crew (All Secondary) CTE Courses A-G Compliant (2) High School Graduation Planning & Implementation Year 1	outcomes $8,000 ~~AVID (All Secondary)~~ AVID Expansion 8th Grade $156,516 AVID (Maintain) $43,290 WEB/ Link Crew (All Secondary) $10,000 CTE Courses A-G Compliant (4) $0 High School Graduation Requirements Implementation Year 2 $10,000	outcomes ~~AVID (All Secondary)~~ ~~AVID Expansion 8th Grade~~ *AVID (Maintain)* *AVID Expansion (H.S.)* WEB/ Link Crew (All Secondary) CTE Courses A-G Compliant (4) High School Graduation Requirements Implementation Year 3

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$52,685	~~$122,685~~ *$227,806*	~~$122,685~~ *$291,886*
Source	Base Educator Effectiveness Supplemental Title 1	~~Base~~ ~~Educator Effectiveness~~ Supplemental $227,806 ~~COE~~	~~Base~~ ~~Educator Effectiveness~~ Supplemental $227,806 ~~COE~~
Budget Reference	Cert Salary/Subs: $8,600 Class Salary: $ Benefits: $2,085 Materials: $17,000 Contracts: $25,000	Cert Salary/Subs: ~~$8,600~~ *$86,153* Class Salary: $ Benefits: ~~$2,085~~ *$30,353* Materials: ~~$87,000~~ *$14,100* Contracts: ~~$25,000~~ *$97,200*	Cert Salary/Subs: ~~$8,600~~ *$115,453* Class Salary: $ Benefits: ~~$2,085~~ *$33,053* Materials: ~~$87,000~~ *$14,100* Contracts: ~~$25,000~~ *$129,280*

Action   **2** Increase home/school communication, outreach and parent/guardian engagement and education for/with parents of low income students, foster youth, English learners, and students with special needs. *State Priority 3A: Parental Involvement – Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site. State Priority 3B: Parental Involvement – How the school district will provide parental participation in programs for unduplicated pupils. State Priority 3C: Parental Involvement – How the school district will provide parental participation in programs for individuals with exceptional needs. State Priority 7C: Programs and services developed and provided to individuals with exceptional needs.*

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)

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
New	Modified	Unchanged

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
EL School/Community Social Workers (+2) Family Nights/Activities (Schools) Family Resource Centers (Schools) School Site Councils (Schools) Parent Teacher Organizations (Schools) Amador Community University (District) Amador Parent Advisory Committee (District) Aeries Parent Portal (Schools/District) LCAP Surveys (District) Strategic Plan Stakeholder Team (District) Superintendent's Advocacy Leadership Team (SALT) (District) *Community Advisory Committee (CAC) for families of students with IEPs*	~~EL Home/School Liaison (+1)~~ ~~School/Community Social Workers~~ Family Nights/Activities (Schools) $16,000 Family Resource Centers (Schools) $0 School Site Councils (Schools) $0 Parent Teacher Organizations (Schools) $0 Amador Community University (District) $1,000 Amador Parent Advisory Committee (District) $1,400 Aeries Parent Portal (Schools/District) $0 LCAP Surveys (District) $2,600 Strategic Plan Stakeholder Team (District) $0 Superintendent's Advocacy Leadership Team (SALT) (District) $0 *Community Advisory Committee (CAC) for families of students with IEPs $0*	~~Home/School Liaison~~ ~~School/Community Social Workers~~ Family Nights/Activities (Schools) Family Resource Centers (Schools) School Site Councils (Schools) Parent Teacher Organizations (Schools) Amador Community University (District) Amador Parent Advisory Committee (District) Aeries Parent Portal (Schools/District) LCAP Surveys (District) Strategic Plan Stakeholder Team (District) Superintendent's Advocacy Leadership Team (SALT) (District) *Community Advisory Committee (CAC) for families of students with IEPs*

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$102,000	~~$158,520~~ *$21,000*	~~$158,520~~ *$21,000*

Year	2017-18	2018-19	2019-20
Source	Base Supplemental Title 1	~~Base~~ Supplemental $2,600 Title 1 $18,400	~~Base~~ Supplemental $2,600 Title 1 $18,400
Budget Reference	Cert Salary/Subs:$11,500 Class Salary: $38,500 Benefits: $21,000 Materials: $17,000 Contracts: $14,000	Cert Salary/Subs: ~~$11,500~~ *$2,200* Class Salary: ~~$77,000~~ *$0* Benefits: ~~$39,020~~ *$400* Materials: ~~$17,000~~ *$18,400* Contracts: ~~$14,000~~ *$0*	Cert Salary/Subs: ~~$11,500~~ *$2,200* Class Salary: ~~$77,000~~ *$0* Benefits: ~~$39,020~~ *$400* Materials: ~~$17,000~~ *$18,400* Contracts: ~~$14,000~~ *$0*

Action   **3** Further develop and strengthen welcoming, resourceful, safe and inclusive school climates at every school campus. *State Priority 1: Basic Conditions of Learning – Degree to which school facilities are maintained in good repair. State Priority 6C: School Climate – Sense of safety and school connectedness.*

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

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

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

| All | All Schools |

OR

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

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

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
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Counselors Security Camera Upgrades	Counselors (+2) $316,927 ~~Security Camera Upgrades~~	Counselors ~~Security Camera Upgrades~~

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Positive Behavior Interventions & Supports Mindfulness (Elementary) Restorative Justice District Professional Development School Ambassadors Safe and Civil Schools (Secondary) Associated Student Body (Secondary) Student Leadership Trauma Informed Practices Breaking Down the Walls (Secondary)	Positive Behavior Interventions & Supports $0 (Already accounted for in MTSS Intervention Supports) Mindfulness $0 (Already accounted for in MTSS Intervention Supports) Restorative Justice $0 (Already accounted for in MTSS Intervention Supports) District Professional Development $10,000 ~~School Ambassadors~~ Safe and Civil Schools (Secondary) $0 (Site Title I) Associated Student Body (Secondary) $8,000 Student Leadership $0 (School-Based) Trauma Informed Practices $5,300 Breaking Down the Walls (Secondary) $0 *Arts Education $42,500* *Vice Principals 2 (.5 FTE Each) $113,342*	Positive Behavior Interventions & Supports (Already accounted for in MTSS Intervention Supports) Mindfulness (Already accounted for in MTSS Intervention Supports) Restorative Justice (Already accounted for in MTSS Intervention Supports) District Professional Development ~~School Ambassadors~~ Safe and Civil Schools (Secondary) Associated Student Body (Secondary) Student Leadership Trauma Informed Practices Breaking Down the Walls (Secondary) *Arts Education* *Vice Principals 2 (.5 FTE Each)*

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$316,683	~~$470,283~~ *$496,069*	~~$470,283~~ *$496,069*
Source	Supplemental	Supplemental $446,069	Supplemental $446,069

Year	2017-18	2018-19	2019-20
	Title 2	Title 2 $10,000 *Lottery $40,000*	Title 2 $10,000 *Lottery $40,000*
Budget Reference	Cert Salary/Subs: $110,000 Class Salary: $ Benefits: $44,000 Materials: $10,000 Contracts: $152,683	Cert Salary/Subs: ~~$220,000~~ $327,608 Class Salary: $ Benefits: ~~$87,300~~ $120,961 Materials: ~~$10,300~~ $40,000 Contracts: ~~$152,683~~ $7,500	Cert Salary/Subs: ~~$220,000~~ $327,608 Class Salary: $ Benefits: ~~$87,300~~ $120,961 Materials: ~~$10,300~~ $40,000 Contracts: ~~$152,683~~ $7,500

Action   4 Further coordinate services and refine systems and supports for foster youth by implementing a program plan that addresses working with the county child welfare agency, providing education-related information to the county child welfare agency, responding to requests from the juvenile court for information, and establishing a mechanism for the efficient transfer of health and education records. *State Priority 10: Coordination of Services for Foster Youth – Addresses how the county superintendent of schools will coordinate services for foster children, including: (a) working with 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; (c) responding to requests from the juvenile court to ensure 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.*

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

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

OR

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

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Best, first instruction MTSS intervention supports Counselor support/case management MOU with Child Welfare Services Partnership/communication with Juvenile Court Positive Behavior Interventions & Supports District Professional Development Coordinated Services through Executive Advisory Council consisting of many community/county agencies	Best, first instruction $0 MTSS intervention supports $0 (Already accounted for in Goal 1, Action 3) Counselor support/case management $98,611 MOU with Child Welfare Services $0 Partnership/communication with Juvenile Court $0 Positive Behavior Interventions & Supports $0 District Professional Development $0 Coordinated Services through Executive Advisory Council consisting of many community/county agencies $0 *Foster Youth Support Materials $5,000*	Best, first instruction MTSS intervention supports $0 (Already accounted for in Goal 1, Action 3) Counselor support/case management MOU with Child Welfare Services Partnership/communication with Juvenile Court Positive Behavior Interventions & Supports District Professional Development Coordinated Services through Executive Advisory Council consisting of many community/county agencies *Foster Youth Support Materials*

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$102,500	~~$102,500~~ *$103,611*	~~$102,500~~ *$103,611*
Source	Supplemental FYSCP	*COE* Supplemental $98,611 FYSCP $5,000	*COE* Supplemental FYSCP
Budget Reference	Cert Salary/Subs:$69,500	Cert Salary/Subs:$73,625	Cert Salary/Subs:$73,625

Year	2017-18	2018-19	2019-20
	Class Salary: $ Benefits: $23,000 Materials: $5,000 Contracts: $5,000	Class Salary: $ Benefits: $24,986 Materials: $5,000 Contracts: $	Class Salary: $ Benefits: $24,986 Materials: $5,000 Contracts: $

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017–18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$2,838,427	9.64%

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).

During the 2016-17 school year, the following services were NOT provided for unduplicated students; therefore, this represents a significant increase in each of the following actions, with brief descriptions included. A comprehensive approach to address the needs of our low income students is one of the most significant changes in the 2017-2018 LCAP, compared to the 2016-2017 LCAP. Increased services are related to mental health, student support services, parent education and teacher, staff and leadership professional development.

New LEA actions to the 2017-2018 LCAP include:

• 	Director of Student Services – Focused time and work to support student learning through coordination, support and management of programs focused on students from poverty, English learners, and foster youth, i.e., MTSS leadership, counseling program, etc.

• 	Teacher on Special Assignment (Secondary) – Focused time and work to support grades 7-12 student learning through provision of specific, differentiated resources/coaching support with focus on student needs related to poverty, English learners, and foster youth

• 	Professional Learning Communities (Secondary) – Teacher collaboration through common prep periods and common study halls to support student needs related to poverty, English learners, and foster youth

- Instructional Coaches – Adjunct positions to support student learning through peer coaching with focus on student needs related to poverty, English learners, and foster youth

- Classified Employees Professional Development – Designed to help all employees better understand the needs of students related to poverty, English learners, and foster youth

- Ruby Payne Professional Development on Poverty - Designed to help all employees better understand the specific needs of students and families living in poverty

- MTSS Cohort & Professional Development – Cohort of teachers and leaders to build capacity and systems for multi-tiered systems of support, intervention, and progress monitoring, not currently systemic, focused on students from poverty, English learners, and foster youth

- Data System/Cycles – Data inquiry cycles and related professional development to support the MTSS work

- Elementary social-emotional program pilots (various sites) – Based on site needs, supplemental materials and professional development to improve social-emotional wellness focused on students from poverty, English learners, and foster youth

- AVID (both junior high schools) – College, career and citizenship readiness support focused on students from poverty, English learners, and foster youth

- CTE Courses A-G Compliant (2) – Revision of CTE courses to increase level of rigor and access to programs and increase career path entry options focused on students from poverty, English learners, and foster youth

- Rigorous High School Graduation Requirements Planning & Implementation Year 1 – Collaborative joint committee to study and recommend rigorous, appropriate 21st century graduation requirements for all students and to increase the number of students from poverty, English learners, and foster youth who are on track for graduation and college-readiness

- English Learner Home/School Liaison – Focused on building positive home/school relationships, resources and supports for English learners

- School/Community Social Workers (2) – Focused on students from poverty, English learners, and foster youth to help families and students access needed resources to support basic needs, mental health, social-emotional well-being

- Parent Classes/Activities – Monthly Amador Community University offered in each major region of the county designed to increase parent education/engagement at all locations focused on students from poverty, English learners, and foster youth

- Family Resource Centers – Centers developed at sites to provide better access for families to technology use, information/resources, and basic needed (i.e., clothes closet, etc.)

- Security Camera Upgrades – Designed to assist school administrators in ensuring school safety at all times for all students

•	Restorative Justice Approach – Professional learning to support positive, educational alternatives to suspension and expulsion, focused on students from poverty, English learners, and foster youth

Continuing LEA actions for the 2017-18 LCAP include:

•	Teacher on Special Assignment (Elementary) – Focused time and work to support grades TK-6 student learning through provision of specific, differentiated resources/coaching support targeted to student needs related to poverty, English learners, and foster youth

•	Cohort Professional Development – Designated teacher collaboration time focused on secondary English language arts, secondary math, and K-12 NGSS with embedded best practices for differentiated instruction (i.e., English learners, foster youth, and low income students)

•	Staff Meeting & Minimum Days (5) Professional Development - Designated teacher collaboration time with embedded best practices for differentiated instruction (i.e., English learners, foster youth, and low income students)

•	Principal Coaching Cycles – Site coaching visits every 4-6 weeks with the Principal and Superintendent/Assistant Superintendent focused on improving student learning for English learners, foster youth, and low income students

•	Instructional Leadership Team – Team of teachers and leaders from every school who meet monthly to lead and guide the teaching and learning work with a focus on English learners, foster youth, and low income students

•	High-Poverty School Visitations – Teams of teachers and leaders periodically visit model schools to enhance learning and best practices

•	WEB/Link Crew (All Secondary) – Designed to improve sense of belonging and social-emotional wellness by all students with focus on English learners, foster youth, and low income students

•	Positive Behavior Interventions & Supports – Designed to improve citizenship, sense of belonging, and social-emotional wellness by all students with focus on English learners, foster youth, and low income students

•	Mindfulness (Elementary) – Best practices to support student engagement and learning for all students

•	Bilingual Aides (3) – Academic and ELA/ELD support for English learners

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018–19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$3,040,360	9.28 %

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).

During the 2017-18 school year, the following services were NOT provided for unduplicated students; therefore, this represents a significant increase in each of the following actions, with brief descriptions included. A comprehensive approach to address the needs of our students with disabilities, socioeconomically disadvantaged, foster youth, and English learners is one of the most significant changes in the 2018-2019 LCAP, compared to the 2017-2018 LCAP. Increased services are related to mental health, student support services, alternatives to suspension, parent education and teacher, staff and leadership professional development.

New LEA actions to the 2018-2019 LCAP include:

•   Classified Employees Professional Development – Designed to help all employees better understand the needs of students related to poverty, English learners, and foster youth

•   Teacher Induction will be provided to all 1st and 2nd year teachers to support them in meeting the needs of socioeconomically disadvantaged students, English learners, and foster youth.

•   Increased hours for English Learner Aides to support students whose home language is other than English.

•   Intervention Teachers at Elementary sites to close the achievement gap with our socioeconomically disadvantaged, English learner, foster youth, and homeless students.

- MTSS Intervention Supports (Tier II, Tier III Intervention Curriculum and SST tracking online interface).

- Secondary Math Intervention to close the math achievement gap with our socioeconomically disadvantaged, English learner, foster youth, and homeless students.

- Elementary & Secondary Summer School to increase pupil outcomes for our socioeconomically disadvantaged, English learner, foster youth, and homeless students .

- TK/Kindergarten Aides to support the needs and increase pupil outcomes for our youngest socioeconomically disadvantaged, English learner, foster youth, and homeless students.

- Psychologists/Student Testing (.25 FTE) to support the MTSS process.

- Technology/Chromebook Refresh to provide equal access to online learning platforms and assessments.

- Technology/PC Refresh to provide equal access to online learning platforms and assessments.

- AVID expansion to 8th grade (2018/19) and continuing current AVID program – College, career and citizenship readiness support focused on students from poverty, English learners, and foster youth.

- Arts Education - to increase pupil outcomes in the areas of academic and social/emotional wellness for socioeconomically disadvantaged, English learner, foster youth, and homeless students.

- Vice Principals 2 (.5 FTE each) Supporting the social/emotional needs and to increase academic outcomes for socioeconomically disadvantaged, English learner, foster youth, and homeless students.

Continuing LEA actions for the 2018-19 LCAP include:

- Director of Student Services – Focused time and work to support student learning through coordination, support and management of programs focused on students from poverty, English learners, and foster youth, i.e., MTSS leadership, counseling program, etc.

- Teacher on Special Assignment (Elementary) – Focused time and work to support grades TK-6 student learning through provision of specific, differentiated resources/coaching support targeted to student needs related to poverty, English learners, and foster youth

- Teacher on Special Assignment (Secondary) – Focused time and work to support grades 7-12 student learning through provision of specific, differentiated resources/coaching support with focus on student needs related to poverty, English learners, and foster youth

• MTSS Cohort & Professional Development – Cohort of teachers and leaders to build capacity and systems for multi-tiered systems of support, intervention, and progress monitoring, not currently systemic, focused on students from poverty, English learners, and foster youth

• AVID (junior high school 7th grade) – College, career and citizenship readiness support focused on students from poverty, English learners, and foster youth

• Cohort Professional Development – Designated teacher collaboration time focused on secondary English language arts, math, History Social-Science (HSS) and K-12 NGSS with embedded best practices for differentiated instruction (i.e., English learners, foster youth, and low income students)

• Instructional Coaches – Adjunct positions to support student learning through peer coaching with focus on student needs related to poverty, English learners, and foster youth

• Staff Meeting & Minimum Days (5) Professional Development - Designated teacher collaboration time with embedded best practices for differentiated instruction (i.e., English learners, foster youth, and low income students)

• English Learner Home/School Liaison – Focused on building positive home/school relationships, resources and supports for English learners

• Principal Coaching Cycles – Site coaching visits every 4-6 weeks with the Principal and Superintendent/Assistant Superintendent focused on improving student learning for English learners, foster youth, and low income students

• Professional Learning Communities (Secondary) – Teacher collaboration through common prep periods and common study halls to support student needs related to poverty, English learners, and foster youth

• Data System/Cycles – Data inquiry cycles and related professional development to support the MTSS work

• Instructional Leadership Team – Team of teachers and leaders from every school who meet monthly to lead and guide the teaching and learning work with a focus on English learners, foster youth, and low income students

• Rigorous High School Graduation Requirements Planning & Implementation Year 1 – Collaborative joint committee to study and recommend rigorous, appropriate 21st century graduation requirements for all students and to increase the number of students from poverty, English learners, and foster youth who are on track for graduation and college-readiness

• CTE Courses A-G Compliant – Revision of CTE courses to increase level of rigor and access to programs and increase career path entry options focused on students from poverty, English learners, and foster youth

• High-Poverty School Visitations – Teams of teachers and leaders periodically visit model schools to enhance learning and best practices

- Restorative Justice Approach – Professional learning to support positive, educational alternatives to suspension and expulsion, focused on students from poverty, English learners, and foster youth

- Parent Classes/Activities – Amador Community University offered in each major region of the county designed to increase parent education/engagement at all locations focused on students from poverty, English learners, and foster youth

- WEB/Link Crew (All Secondary) – Designed to improve sense of belonging and social-emotional wellness by all students with focus on English learners, foster youth, and low income students

- Positive Behavior Interventions & Supports – Designed to improve citizenship, sense of belonging, and social-emotional wellness by all students with focus on English learners, foster youth, and low income students

- Mindfulness (Elementary) – Best practices to support student engagement and learning for all students

- Bilingual Aides (3) – Academic and ELA/ELD support for English learners

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

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

Plan Summary

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

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

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

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

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

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

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

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

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address

how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:
- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
   A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
   B. Programs and services developed and provided to unduplicated pupils; and
   C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

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

(c) "High school dropout rate" shall be calculated as follows:

    (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

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

    (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

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

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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