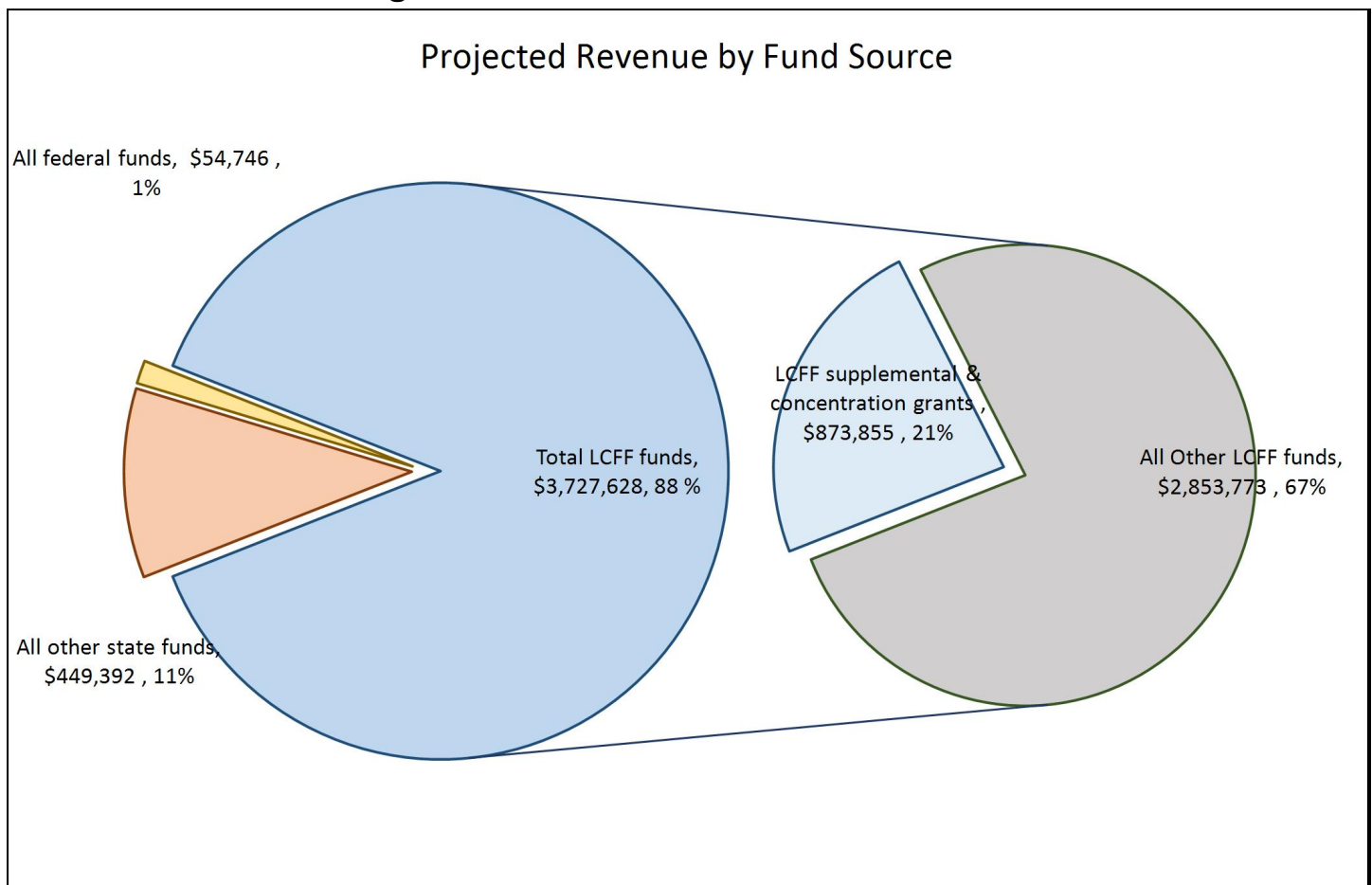# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Advanced Learning Academy- Santa Ana Unified School District

CDS Code: 30-66670-0135897

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

LEA contact information: Kimberly A Garcia, Principal

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

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

All federal funds, $54,746, 1%

LCFF supplemental & concentration grants, $873,855, 21%

Total LCFF funds, $3,727,628, 88 %

All Other LCFF funds, $2,853,773, 67%
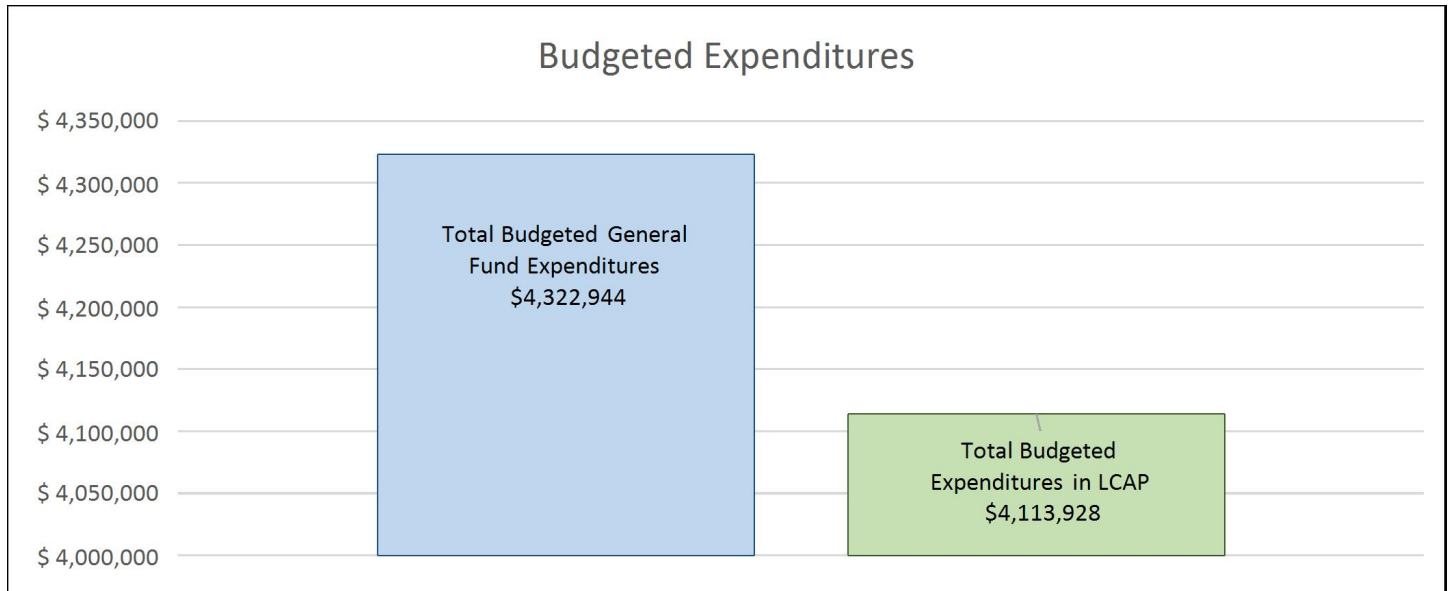
All other state funds, $449,392, 11%

This chart shows the total general purpose revenue Advanced Learning Academy- Santa Ana Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Advanced Learning Academy- Santa Ana Unified School District is $4,231,766, of which $3,727,628 is Local Control Funding Formula (LCFF), $449,392 is other state funds, $0.00 is local funds, and $54,746 is federal funds. Of the $3,727,628 in LCFF Funds, $873,855 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures

Total Budgeted General
Fund Expenditures
$4,322,944

Total Budgeted
Expenditures in LCAP
$4,113,928

(Chart y-axis values: $4,350,000; $4,300,000; $4,250,000; $4,200,000; $4,150,000; $4,100,000; $4,050,000; $4,000,000)

This chart provides a quick summary of how much Advanced Learning Academy- Santa Ana Unified School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Advanced Learning Academy- Santa Ana Unified School District plans to spend $4,322,944.00 for the 2019-20 school year. Of that amount, $4,113,928.00 is tied to actions/services in the LCAP and $209,016 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Advanced Learning Academy has an unduplicated pupil percentage of 83.03%, therefore, the LCFF Supplemental and Concentration grant funding will be expended on a school-wide basis, as allowed for in 5 CCR 15496 and as described in the LCAP. The District's strategic goals maintain the focus of and coherence among the District's educational programs and services. All LCFF Supplemental and Concentration fund allocations align with the District's four strategic goals.

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

In 2019-20, Advanced Learning Academy- Santa Ana Unified School District is projecting it will receive $873,855 based on the enrollment of foster youth, English learner, and low-income students. Advanced Learning Academy- Santa Ana Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Advanced Learning Academy- Santa Ana Unified School District plans to spend $257,742 on actions to meet this requirement.
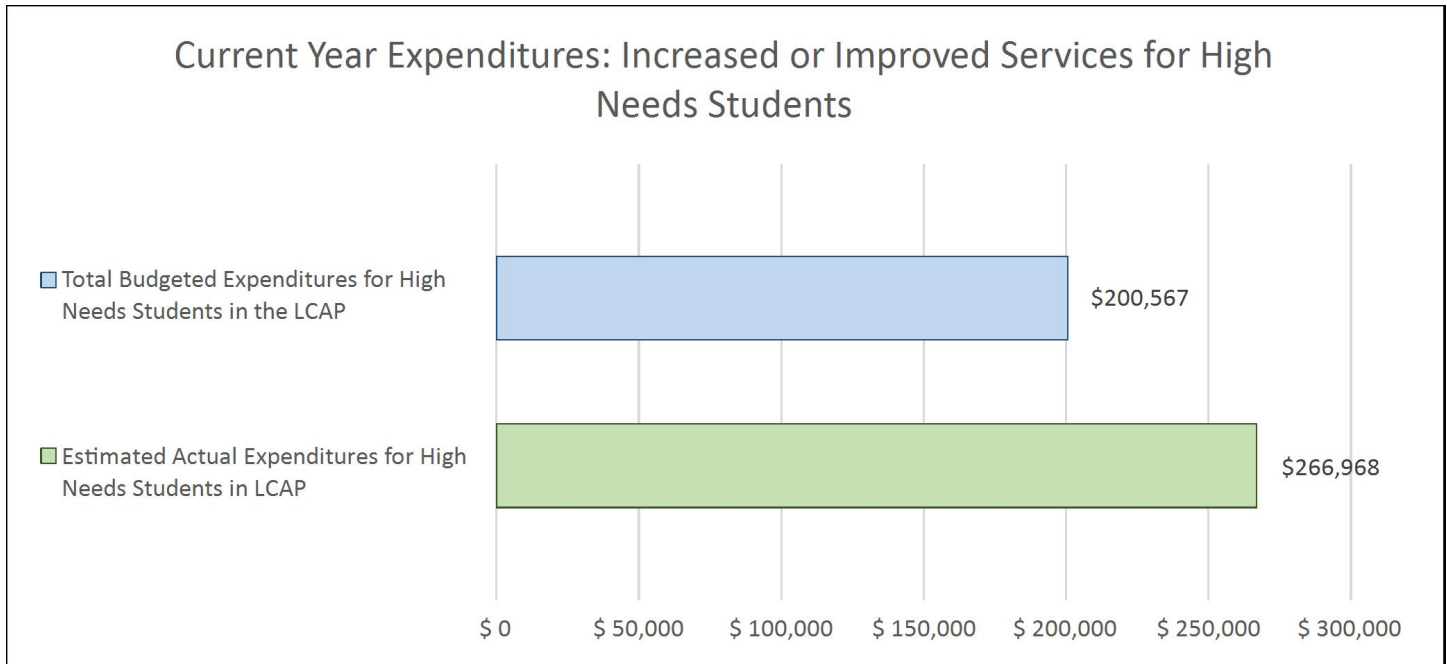
The additional improved services described in the LCAP include the following:
Because over 85% of our students are included in the unduplicated sub-group calculation, the majority of services have been identified as servicing all students. The level of funding provided to high needs students is, therefore, underrepresented in the current year. To more closely align with the State definition of high need students, the 2019-2020 action scopes will be adjusted. In the 2019-20 school year, the

scope of actions have been adjusted to more closely align with the State's definition of unduplicated sub-groups. This realignment has resulted in a significant increase in funding earmarked to meet the needs of our "high needs" students for the 2019-20 year when compared to the 2018-19 school year. Students with disabilities receive services primarily within action 1.9. Students with disabilities who are also identified as English learners, low socio-economic status, homeless and/or foster youth also receive services within the designated "high need" actions that pertain their to unduplicated status sub-group identification(s).

LCFF Budget Overview for Parents

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

Current Year Expenditures: Increased or Improved Services for High Needs Students

- ☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $200,567
- ☐ Estimated Actual Expenditures for High Needs Students in LCAP — $266,968

This chart compares what Advanced Learning Academy- Santa Ana Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Advanced Learning Academy- Santa Ana Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Advanced Learning Academy- Santa Ana Unified School District's LCAP budgeted $200,567 for planned actions to increase or improve services for high needs students. Advanced Learning Academy- Santa Ana Unified School District estimates that it will actually spend $266,968 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
Advanced Learning Academy- Santa Ana Unified School District	Kimberly A Garcia Principal	Kimberly.Garcia@sausd.us (714) 480-4350

2017-20 Plan Summary
The Story
Describe the students and community and how the LEA serves them.

The Advanced Learning Academy (ALA) is a dependent charter of the Santa Ana Unified School District. It was established in 2015 to serve the students of Santa Ana and surrounding cities in Orange County. In its first year of operation (2015-2016) ALA served 135 students in grades 4, 5, and 6. In its second year of operation (2016-2017) the school grew to serve 240 students in grades 3-8. During its third year of operation (2017-18) ALA expanded to two locations and hosted an Elementary site (ALA 1) with grades 3-6 and an Early College site (ALA 2) with grades 6th-9th. During the fourth year (2018-19) to included grades 3rd-10th, with plans to add 11th grade (2019-2020) and 12th grades (2020-2021) within subsequent years. The Elementary location serves 135 students, while the Early College site will serve 270 students. Together the Advanced Learning Academy will serve approximately 400 students during the 2019-2020 school year. ALA partners

with Santa Ana College to provide a dual enrollment program where 55 7th-9th grade students are enrolled in college credit classes.

Advanced Learning Academy is a part of the Santa Ana Unified School District (SAUSD) which provides educational services to 48,000 students in 56 schools. The district is made up of thirty-six elementary schools, nine intermediate schools, seven high schools, including a middle college on the campus of Santa Ana College. The ALA-Early College program is modeled after Middle College HS and provides students with the opportunity to be dually enrolled in college level classes throughout their high school careers. Ninety-six percent of ALA's students are Hispanic, with 1.9% being Asian and 2% other. Approximately 23% of ALA's students are English Learners with Spanish, Vietnamese, and Khmer being the most common languages spoken at home. Approximately 84% of the ALA's student population is eligible for free and reduced-priced meals.

Advanced Learning Academy's Mission and Vision is to provide a world class education that ensures all students are college and career ready and prepared to assume their role as a part of the global community. Furthermore, the Advanced Learning Academy aims to provide SAUSD students with personalized, student-centered instruction that accelerates learning. Our students have the opportunity to be innovators and collaborators. Our school is focused around unique instructional methods that support competency-based learning, coupled with project-based learning. Our students and teachers are given the space and support to "fail early, fail fast, and fail forward ", as we work together to innovate new paths in learning. Our students learn daily, iterate continuously, and engage in skills that support global learning.

LCAP Highlights

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

The Local Control Accountability Plan (LCAP) provides four goals with specific action steps required to support the goals we have for all students.

Strategic Goals: ALA's four strategic goals provide overarching focus and coherence of the educational programs and services. All LCFF supplemental/concentration fund allocations align with the four strategic goals.

The new features of the 2019-2020 LCAP are:

In response to Stakeholder input greater emphasis has been placed on early learning, college and career readiness, and an alignment of systems focusing on expectations for student achievement. Emphasis will continue to be placed on communication and collaboration processes which fosters parent and community engagement to establish clearer transparency at all stakeholder levels. Our internal LCAP process has allowed us to identify the specific goal and actions that each expenditures supports. With the establishment of a comprehensive Data Warehouse which allows for integration of multiple data metrics within the areas of academic, social emotional and behavior and attendance, we are now able to disaggregate data by subgroup, demographics, grade level, and isolate data by classroom and student level.

Goal 1: All Students will have equitable access to a high-quality core curricular and instructional program.
- Continue professional development and coaching to support the adopted ELA/ELD and Mathematics curriculum and materials

- Extend college and career elementary to intermediate to high school pathways by expanding CTE options, and AVID
- Refine Key Performance Indicators to mirror California Dashboard and local Dashboard indicators
- Develop and expand Data Warehouse system to provide prompt, accurate and easily accessible data to support classroom and site level decision-making
- Develop Special Education Professional Development catalog to increase collaboration to best meet the needs of all students
- Expand learning opportunities for high school from grades 3-10 to grades 3 through 11 in 2019-20 and 12th grade in 2020-2021.
- Expand Early College and Dual Enrollment opportunities at Santa Ana College.
- Increasing the Speech and Debate program to offer expanded opportunities for students to travel and compete on a National stage.
- Provide additional staffing to expand course offerings and develop guidance and academic counseling to meet student needs within a high school program.

Goal 2: Establish collaboration and communication across all levels to support and promote engagement and school connectedness among students, staff, families and community.
- Maintain school site wellness centers at both ALA sites to support all stakeholders with resources to improve communication and collaboration in order to increase academic, behavioral, health and social emotional outcomes for children and their families
- Collaborate with site teams to foster cross-departmental communication to advance alignment of system
- Continue collaboration with Community and Higher Education partnerships to provide field trips, college recruitment opportunities (i.e. college recruiter connections, college nights, FAFSA late nights, application review/completion, and scholarships), CTE pathway development, high quality teacher retention and support strategies, and extended learning opportunities
- Improve specialized programs such as Speech and Debate, CTE pathways, Restorative Practices, afterschool programs, intramural sports, mental health services, and wellness center resources, etc.
- Increase opportunities to develop biliteracy including additional world language courses including American Sign Language, and a "Language Program for a Multilingual SAUSD" course
- Maintain sports program at all intermediate schools to support student engagement in extra-curricular activities.
- Restructure extended learning program, based on parent and student feedback, to provide additional tutoring, homework assistance and extracurricular variety
- Provide engagement opportunities for all stakeholders, including family and community, to District events (e.g. Annual Parent Conference, Open House, Back to School Nights, and School Choice Events).
- Provide programs that are respectful and reflective of race, language and culture, including community social service resources and workshops; leadership opportunities, school-based Family and Community Liaisons, parent volunteer training, personal development, adult education, and health and resource fairs.
- Ensure parents of English Learners (EL) have access to and are aware of information related to reclassification criteria and procedures.
- Implement procedures to ensure foster students have access to interventions and enrichment activities that support academic development, social emotional well-being, social capital development, and school and community connectedness and collaboration.

- Continue to expand offerings and access to online/hybrid course availability to promote school choice and enhance personalized learning options across all grade levels.
- Expanding extra and co- curricular activities within an elementary, intermediate, and high school program.

Goal 3: Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all.
- Continue alignment of board policy and administrative regulations to support safe and inclusive schools
- Continue to recruit and develop new partnerships with community agencies to increase mental health, restorative practices and violence prevention in schools
- Embed trauma informed practices at both school sites
- Sustain strategies for effective implementation of Positive Behavior Intervention and Supports (PBIS) and restorative practices with fidelity in order to ensure a positive school climate that promotes social emotional wellness
- Deliver social emotional learning curriculum to ensure Universal Tier 1 support for students
- Sustain professional development and preparedness in the area of emergency response and procedures to support site to district communication in the event of a disaster or critical incident
- Train various support staff professionals in using Non-Conflict Intervention (NCI)
- Continue cross collaboration with Educational Service departments (Special Education, Pupil Support, School Climate, etc.) and School Police to enhance positive relationships with students, parents and community
- Increasing opportunities for parents in the areas of school/home academic support, technology, parenting classes, and the Aeries parent portal.
- Increased support to students and their families by implementing tutorial programs, monthly leadership and field trip opportunities.
- Provide parents with training and support on accessing the student information system, access to workshops, parenting programs, health and resource fairs, leadership, college readiness, special education services and other supports to improve their connections within the school community. Community liaisons shall develop and facilitate these processes at assigned sites.
- Expanding communication via social media, website, parent phone calls/texts, notices and flyers regarding upcoming events and activities.
- Ensure effective and efficient emergency response and preparedness through upgraded and improved school police facilities, technology and equipment.
- Support outreach to students, staff, and parents to establish welcoming and inclusive school environments via anti-bullying awareness, LGBT safe and sensitive school campaigns and suicide prevention.

Goal 4: Implement a robust Multi-Tiered System of Support (MTSS) framework that provides timely and responsive support to targeted students within identified subgroups to meet individual academic, behavioral and social-emotional learning (SEL) needs.
- Develop program overview documents for MTSS Framework, vision and mission inclusive of academic, social-emotional and behavioral components with tiered educational program and student intervention flow charts utilizing evidence-based screening, progress monitoring and diagnostic measures and Tier 1/2/3 team structures, documentation, and procedures; SEL Framework with Core Competencies, vision and mission
- Implement MTSS Action Plan with MTSS Leadership Team oversight and sub-committee teams to review and streamline targeted evidence-based academic, behavior and social

emotional structures, supports and resources that are informed by appropriate screening, progress monitoring and diagnostic tools
- Alignment of Student Success Teams (SST), Coordination of Services Team (COST), and Section 504 Service Plan within a digitized platform
- Continue in California Scale UP MTSS Statewide Training Initiative (SUMS), Sustaining Cohort, in order to restructure systems of support in the areas academic, behavior and social emotional learning
- Recruit and develop new partnerships with community agencies to increase restorative practices and violence prevention in schools for students in need of Tier 2 and 3 interventions
- Continue to provide students who require additional ongoing support with mental health counseling by expanding community agencies partnership and internal mental health clinicians
- Continue implementation of the i3 Safe Schools grant to increase access to schools for Positive Behavior Intervention and Supports (PBIS) and restorative practices to targeted subgroups
- Expand support to foster and homeless students and their families through tutorial programs, and field trips
- Provide and maintain differentiated expanded services/supports for identified high need schools identified on the California Dashboard (CSI, ATSI)
- Use of tutoring hours to support targeted intervention with students in need of academic support
- Provide timely and appropriate services to English learners and reclassified English learners in need of support with linguistic and/or academic skills to successfully access, engage and interact with grade-level content commensurate with their English-only peers.
- Provide English learners with linguistically-appropriate program placement options and services, which support effective and rapid English language development and specifically address their instructional needs at each level of their language acquisition.
- In addition to services provided to low income students, foster youth, and English learners, students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) to improve graduation rate and performance on statewide assessments.
- Provide targeted Restorative Practice strategies, drop-out prevention and retention efforts, diversion programs, mentoring, mental health services and other wellness programs.
- Provide professional development for certificated and classified staff to support each of the activities identified in MTSS.

Review of Performance

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

Greatest Progress

State Priorities –

Priority 1 – Basic Conditions of Schools

- School facilities are continually maintained and have been improved with completed construction of four additional portable classrooms, as well as a portable restroom. There will be additional portables moved to the

Early College location over the 2019-2020 school year to support increased enrollment.

- LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all school sites and promptly addresses any complaints or other deficiencies identified throughout the academic

year, as applicable.

- LEA provides information annually on progress towards meeting this standard to its local governing board at a regularly scheduled board meeting and to stakeholders and the public through the Dashboard

Priority 2 – Implementation of the State Academic Standards
- Professional Development and support provided for adopted instructional materials in Mathematics (year 2) and ELA/ELD (Year 1) with curriculum maps, frameworks, and supplemental lessons/supports
- ELD Intervention has been fully adopted with ongoing training opportunities for teachers including individual training to meet teacher needs
- Career Technical Education (CTE), Health, Visual and Performing Arts (VAPA) and Physical Education (PE) frameworks, standards and teaching training has occurred and is ongoing.
- The new Data Warehouse allows us to utilize a single space to integrate data from disparate sources; stores current and historical data in one place; commonly integrated with a dashboard tool for analysis and

reporting; powerful tool to monitor data and evaluate programs; creation of tailored dashboards to reflect KPI's, LCAP metrics, and FACE dashboard creation

Priority 3 – Parent Engagement
- Parent engagement/education courses offered at both school sites
- Parent engagement and survey participation on the California School Parent Survey (CSPS) with 18% parents completing the survey
- On the CSPS, 92% or more parents agree/strongly agree that schools allow input and welcome parent contributions, encourage parents to be an active partner, feel welcome to participate at school, and are treated

with respect
- Establishment of Wellness Centers with Community Liaisons
- School Climate Parent Institute was developed and implemented in January 2019 to provide parents opportunity to learn about PBIS and Restorative Practices

Priority 4 – Academic Indicators
- College Readiness ELA has been maintained as well with 36% for ELA and 19% for mathematics in 2018
- EL Redesignation rate increased from 61% in 2014 to 66% in 2017 to 70% in 2018
- Maintained status on the English Learner Progress Indicator on the CA School Dashboard
- 3rd grade foundational reading is at 30% as measured by DIBELS Next

- In ELA, the Dashboard results for All Students show an overall performance within the Yellow category, at 33.7 points below Level 3, and in MATH a an overall performance within the Orange category, at 72 points

below Level 3.

Priority 5 – Chronic Absence Indicator/ Graduation Rate Indicator
- Maintained high attendance at 96.7% in 2018
- California Distinguished Model School Attendance Review Board (SARB)
- 2018 Chronic absentee rate of 3.7% in 2018

Priority 6 – School Climate/Suspension Rate Indicator
- Reduced student suspension rates from 6.3% in 2017 to 2.9% in 2018
- Maintained low expulsion rate of 0% in 2018
- Trainings to increase positive classroom climate were provided for teachers, parent trainings were provided at various schools and parent events
- School Climate Liaisons initiated training at their prospective school sites in PBIS and Restorative Practices
- PBIS state recognition: Silver
- Site visits and consultations done at 50% of the schools to enhance COST and PBIS team implementation and effectiveness
- Established Mental Health Services Team consisting of Mental Health Coordinator and School Social Workers
- Completed We Care suicide prevention training for staff

Priority 7 – Broad Course of Study/College/Career Indicator
- Expanded Speech and Debate Program resulting in ALA student earning the title of "Speech and Debate Middle School National Champions"!
- Expansion of an ESports program in the middle school grades
- Increased Dual Enrollment opportunities at ALA-Early College
- Expanded CTE Pathways in our high schools, intermediate and elementary school programs
- Community College, UC, Cal State, and Private University campus tours for 7th-10th grade students
- Northern California College Campus Tours - 11th & 12th grade students (at no cost to SAUSD families)
- Counselor/Higher Education Coordinator/Assistant Principal Professional Development in American School Counselor Association (ASCA) National Model and Multi-Tiered Multi-Domain System of Supports

(MTMDSS), with a focus on Tier 1 and Tier 2 & 3 Interventions; Creating team SMART Goals that align with district/site strategic plans & student outcome data; Development of Comprehensive School Counseling

Curriculum; Development of SAUSD School Counseling Program Handbook; School site coaching to support action plans

As a SAUSD school, Advanced Learning Academy is committed to the academic and social emotional growth of all students. will maintain and build on the success by continuing to provide focus on 21st century instruction and outcomes, to support all students at all grade levels. A

systemic approach will be used in the upcoming years to ensure alignment across the LEA. Higher Education Institutions, community agencies and parents will be engaged to ensure our students are provided the needed resources to ensure that they receive the supports needed to reach their full academic, career and social emotional capacities.

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

Greatest Needs

Referring to the California Dashboard, ALA has minimal information as our CDS code was changed when we moved from a K-8 school to a K-12 school. Per the 2018 data on the CA School Dashboard, academic indicators for English Language Arts (3-9) are in Yellow, indicating a range of 33.7 points below level 3, indicating an increase of 6.8 points in proficient scores from the previous year. Mathematics 3-9 fell into the Orange, indicating 72 point below level 3, which is a 7 point increase in proficient scores from the previous year.

Over the last three years, we have chosen to focus our attention fortifying math instruction, supporting the needs of English learners, and improving schoolwide culture and climate. We hired three single subject math teachers, began after school tutoring with students identified as Long-term English Learners (LTEL) and have initiated a Positive Behavior Interventions and Supports (PBIS) team to provide onsite coaching, identify strategies, and conduct professional development needed to better support our students.

Additionally, ALA adopted an ELA/ELD curriculum that integrates the California Framework for ELA/ELD instruction and better supports the needs of English Learners and Long-Term English Learners as they acquire English language proficiency. In ELA, the focus has been on competency-based instruction that provides intervention for early literacy development and enhances language acquisition and reading.
Finally, in Mathematics, ALA has adopted math materials to support the new state standards and provide intervention to students that struggle to meet grade level proficiency. Professional development is ongoing and will focus support in these areas to promote growth.

Our greatest needs continue to be in expanding and increasing student achievement in the areas of Math, and ELA/ELD, supporting our students with PBIS and Restorative Practices, expanding our high school program, and increasing parent engagement.

MTSS Leadership Team continues to focus on installing tiered supports and data indicators to address identified needs in mathematics, ELA, behavior, and absenteeism. We have continued to maintain our focus through our English Language Learner Task Force to identify strategies and professional development needed to better support the reclassification of our students within five years of arrival in our schools. In ELA, our early literacy focus will be to ensure that students receive supports to learn to read with high level of comprehension. Through our MTSS process, have established universal screening tools for ELA and Mathematics in order to identify students in need of Tier 2 and 3 interventions, supports and resources. Timely identification of student need and provision of intervention and differentiated supports will address the needs of all student groups, particularly students with disabilities, foster youth, homeless, English learners, socioeconomically

disadvantaged, African American, American Indian, Pacific Islander, white, and Hispanic students. In the 2019-2020 school year, we expect to select progress monitoring and diagnostic tools for ELA and mathematics as well.

The adopted College Preparatory Mathematics program which addresses algebraic thinking for grades 6-Algebra 2 and the Houghtin-Mifflin/Harcourt Math Expressions for grades K-5 which provides a balance of mathematical rigor, conceptual understanding, and problem solving applications as well as an on-line adaptive learning program. To improve ELA, we will continue to support effective implementation of our newly adopted adopted ELA/ELD curriculum for all grade levels.

To address the continued need to reduce suspensions for our English learners, foster youth, homeless, students with disabilities, Pacific Islander, White, American Indian, and African American, we will continue to expand and refine restorative practices, PBIS strategies, MTSS tiered supports in order to provide culturally responsive and trauma informed services, alternatives to suspensions and SEL. District leadership and support will focus on providing schools with the structures and resources necessary to improve our indicators on the Dashboard. As part of the MTSS action plan, a Social Emotional Learning curriculum will be provided for Elementary and Intermediate schools that addresses the identified core competencies.

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

Performance Gaps

In the area of academics ALA did not have any student groups that were two or more performance below the "all student" performance, we did have a number of student groups that were one performance level below the "all student" performance. We will monitor the following indicators and student groups to ensure that we are close performance gaps and achieve our desired results.
- Suspension Rate (2017-18). All Students is Green. Hispanics is Green. English Learners is Green. Socioeconomically Disadvantaged and Students with Disabilities is Orange.
- Academic Indicator – ELA (2017-18). All Students is Yellow. English Learners and Students with Disabilities are Orange. Hispanics, Homeless and Socioeconomically Disadvantaged are Yellow.
- Academic Indicator – Math (2017-18). All Students is Orange. English Learners and Students with Disabilities are Red. Hispanics, Homeless and Socioeconomically Disadvantaged are Orange.
- English Learner Progress (2017-18). All Students is Blue.

The LEA's newly adopted core Mathematics (2nd year) and ELA (1st year) curriculum programs include differentiation strategies to support English learners and students with disabilities. On-going professional development has been provided to build teacher capacity to utilize these differentiation strategies and implement a high quality core program to support high levels of academic gains for all students. Cultural responsive pedagogy and trauma informed care continue to be infused into the instructional program through restorative practices and PBIS implementation. These supports are designed to support fragile populations including students with disabilities, homeless, foster youth,

and American Indian groups. These initiatives will improve the academic performance in ELA and mathematics, reduce the suspension rate, and increase the graduation rate for these sub-groups.

Overall, the LEA has a low rate of suspension, however, the African American subgroup is Red and English learners, homeless, foster youth, students with disabilities, American Indian, Pacific Islander and white subgroups are Orange in this area. SAUSD will roll out its MTSS action plan in the 2019-2020 school year. The MTSS plan will align systems with an emphasis on data driven decision-making to support tiered 2 and 3 intervention needs in the areas of academics, social emotional learning, behavior and chronic absenteeism. The LEA continues the expansion of a full inclusion model to ensure that students with disabilities receive access to grade level standards. Initial data for the students in a full inclusion model is promising in both academic and social emotional measures. Additionally, our students will receive extended learning time through after school and Saturday intervention, and both credit recovery and enrichment summer programs. Another area where there is a gap in performance is in the area of suspensions for two subgroups of students.

The Trauma Informed Practices Pilot has been established to install the necessary supports to decrease suspensions within all subgroups, particularly for students with disabilities and African American students.

Teacher quality is a significant influence on student learning. Comprehensive professional leaning and professional development specifically targeted to improving instruction and assessment of EL students is being implemented to address the gap area. Also the districts' instructional materials adoption plans are expected to address this need. Instructional materials adoption for high schools as well as recent ELA intervention material at the secondary level and associated professional development is expected to improve student academic outcomes. The district will continue to focus on instructional strategies beneficial to our EL population, as well as classroom walkthroughs to support and monitor frequency and quality of implementation of the EL Masterplan, master schedule structural supports, site EL coordination of services, and coordinated EL practices. In addition both EL and SPED teams are investigating and improving support structures and operational systems to ensure that students are appropriately placed and provided the accommodations needed for testing as well as strategies to enhance acquisitions of written and oral language.

In addition, the Educational Services team under the guidance of the Special Education team has created a action plan to address the performance gaps with students with disabilities. The district will continue to focus on effective instructional strategies and continue to train classified and certificated staff to meet the need of our students. in reviewing disaggregated data, a focus on social emotional learning and wellness will be integrated to ensure student's connectedness to school and their ability to persevere through challenging material academically and social emotionally.

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

Goal 1: All Students will have equitable access to a high quality core curricular and instructional program.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Early Literacy | Percent (%) of 3rd graders will be at grade level reading proficiency (foundational skills) as measured by DIBELS Next **18-19** Early Literacy | 39.0% of 3rd graders will be at grade level reading proficiency (foundational skills) as measured by DIBELS Next (Spring 2019) **Baseline** Early Literacy | 37.0% of 3rd graders are at grade level reading proficiency (foundational skills) as measured by DIBELS Next (Spring 2017)	18-19 Early Literacy | 42.8% of 3rd graders are at grade level reading proficiency (foundational skills) as measured by DIBELS Next (Spring 2019)
Metric/Indicator EL Redesignation | Percent (%) of EL students will be reclassified with five (5) years of entering an EL program **18-19**	18-19 EL Redesignation | 61.9% of EL Students will be reclassified with five (5) years of entering an EL programs (2017-18).

Expected	Actual
EL Redesignation | 70.0% of EL students will be reclassified with five (5) years of entering an EL program (2017-18) **Baseline** EL Redesignation | 64.2% of EL students were reclassified with five (5) years of entering an EL program (2015-16)	
Metric/Indicator English Learner Progress Indicator (ELPI) per the California School Dashboard **18-19** ELPI | Performance Level of Green (Medium Status, Increased Change) (2016-17) **Baseline** ELPI | Performance Level of Yellow (Medium Status, Maintained Change) (2014-15)	18-19 ELPI | Performance Level of Blue (maintained from 2017-18)
Metric/Indicator Academic Indicator per the California School Dashboard for grades 3-8 for ELA and Math **18-19** Academic Indicator | ELA Decrease the distance from level 3 by 8 points from the prior year. (2017-18) | Math Decrease the distance from level 3 by 10 points from the prior year. (2017-18) **Baseline** Academic Indicator | ELA Performance Level of Yellow (Low Status, Increased Change) (2015-16) | Math Performance Level of Yellow (Low Status, Maintained Change) (2015-16)	18-19 Academic Indicator | ELA decreased the distance from level 3 by 6.8 points from the prior year. (2017-18) | Math decreased the distance from level 3 by 7 points from the prior year. (2017-18)
Metric/Indicator Algebra Readiness | Percent (%) of 8th graders will score at or above a MAP RIT score of 230 (Spring) **18-19** Algebra Readiness | 41.0% of 8th graders will score at or above a MAP RIT score of 230 (Spring 2019) **Baseline** Algebra Readiness | 37.5% of 8th graders scored at or above a MAP RIT score of 230 (Spring 2017)	18-19 Algebra Readiness | 26.5% of 8th graders scored at or above a MAP RIT score of 230 (Spring 2019)
Metric/Indicator Algebra Proficiency | Percent (%) of 9th graders will score at or above a MAP RIT score of 235 (Spring)	18-19 Algebra Proficiency | 24.0% of 9th graders scored at or above a MAP RIT score of 235 (Spring 2019)

Expected	Actual
18-19 Algebra Proficiency | 35.0% of 9th graders will score at or above a MAP RIT score of 235 (Spring 2019) **Baseline** Algebra Proficiency | 31.5% of 9th graders scored at or above a MAP RIT score of 235 (Spring 2017)	
Metric/Indicator AP Course access | Percent (%) of HS students who will be enrolled in at least one AP course during the academic year **18-19** This metric was discontinued and replaced with a new metric for AP/IB/Dual Enrollment course access. **Baseline** AP Course access | 27.5% of HS students were enrolled in at least one AP course during the academic year (2015-16)	18-19 This metric was discontinued and replaced with a new metric for AP/IB/Dual Enrollment course access.
Metric/Indicator New: AP/IB/Dual Enrollment Course access | Percent (%) of HS students who will be enrolled in at least one AP/IB/Dual Enrollment course during the academic year. **18-19** AP/IB/Dual Enrollment Course access | 33.0% of HS students will be enrolled in at least one AP/IB/Dual Enrollment course during the academic year. **Baseline** AP/IB/Dual Enrollment Course access | 30.3% of HS students were enrolled in at least one AP/IB/Dual Enrollment course during the academic year (2016-17).	18-19 Dual Enrollment Course access | 26.5% of HS students were enrolled in at least one Dual Enrollment course during the academic year (2017-18).
Metric/Indicator AP Passage | The percentage (%) of Grade 12 students who have attempted and passed one or more AP exams **18-19** AP Passage | Increase the percentage (%) of Grade 12 students who have attempted and passed one or more AP exams to 55.0% (2017-18) **Baseline** AP Passage | The percentage (%) of Grade 12 students who have attempted and passed one or more AP exams was 54.0% (2015-16)	18-19 AP Passage | 56.9% of Grade 12 students have attempted and passed one or more AP exams (2017-18)
Metric/Indicator	18-19

Expected	Actual
High School Graduation | High school cohort graduation rate **18-19** High School Graduation | Increase the high school cohort graduation rate to 93.5% (2017-18) **Baseline** High School Graduation | The high school cohort graduation rate is 91.6% (2015-16)	ALA will have the first graduating class in 2020-2021.
Metric/Indicator A-G Course Completion | Percent (%) of graduates will meet UC/CSU A-G course requirements **18-19** A-G Course Completion | 46.0% of graduates will meet UC/CSU A-G course requirements (2017-18) **Baseline** A-G Course Completion | 42.3% of graduates met UC/CSU A-G course requirements (2015-16)	18-19 ALA will have the first graduating class in 2020-2021.
Metric/Indicator CTE Pathway Completion | % of Grade 12 students who have completed a CTE Pathway **18-19** CTE Pathway Completion | 23.0% of Grade 12 students will have completed a CTE Pathway (2017-18) **Baseline** CTE Pathway Completion | 39.6% of Grade 12 students have completed a CTE Pathway (2015-16)	18-19 ALA will have the first graduating class in 2020-2021.
Metric/Indicator College Readiness | Percent (%) of 11th grade students will be college ready or conditional status in ELA (SBAC) | Percent (%) of 11th grade students will be at college ready or conditional status in Math (SBAC) **18-19** College Readiness |42% of 11th grade students will be college ready or conditional status in ELA (SBAC 17-18) | 22% of 11th grade students will be at college ready or conditional status in Math (SBAC 17-18) **Baseline** College Readiness | 41% of 11th grade students are college ready or conditional status in ELA (SBAC 15-16) | 19% of 11th grade students are at college ready or conditional status in Math (SBAC 15-16)	18-19 ALA will have the first 11th grade class in 2019-2020

Expected	Actual
Metric/Indicator Enrollment in Post-Secondary Education | Percent (%) of students will be enrolled in college at any time during the first year after high school **18-19** Enrollment in Post-Secondary Education | 83% of students will be enrolled in college at any time during the first year after high school (Class of 2017) **Baseline** Enrollment in Post-Secondary Education | 70% of students were enrolled in college at any time during the first year after high school (Class of 2015)	18-19 ALA will have the first graduating class in 2020-2021
Metric/Indicator Post-Secondary Persistency | Percent (%) of graduates enrolled in post-secondary education persisted into their second year of school **18-19** Post-Secondary Persistency | 82% of graduates enrolled in post-secondary education will persist into their second year of school (Class of 2016) **Baseline** Post-Secondary Persistency | 78% of graduates enrolled in post-secondary education persisted into their second year of school (Class of 2014)	18-19 ALA will have the first graduating class in 2020-2021
Metric/Indicator College and Career Indicator (CCI) per the California School Dashboard **18-19** 49.0% of students will be in the "prepared" category (2016-17 cohort) **Baseline** Baseline data will be available Fall 2017 for cohort 2015-16 students	18-19 ALA will have the first graduating class in 2020-2021
Metric/Indicator Teacher Assignments| Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions **18-19** Teacher Assignments | 0 misassigned teachers (2018-19) **Baseline** Teacher Assignments | 3 EL teachers missassigned, 9 total misassigned teachers (2016-17)	18-19 Teacher Assignments | 0 misassigned teachers (2018-19)
Metric/Indicator Standards-aligned Materials | Percent (%) of pupils that have standards-aligned instructional materials **18-19**	18-19 Standards-aligned Materials | 100% of pupils have standards-aligned instructional materials (2018-19)

Expected	Actual
Standards-aligned Materials | Maintain 100% of pupils have standards-aligned instructional materials (2018-19) **Baseline** Standards-aligned Materials | 100% of pupils have standards-aligned instructional materials (2016-17)	
Metric/Indicator Student access to technology | Percent (%) of students surveyed who indicate that they have access to Internet and wireless at home | Percent (%) of students surveyed who indicate that they have access to computers at home | Percent (%) of students who use computers daily at school as reported by surveyed teachers | The ratio of students to technology that is 4 years or newer | The ratio of students to "access for all" 1:1 access to mobile device **18-19** Student access to technology | 90% of students surveyed will indicate that they have access to Internet and wireless at home | 85% of students surveyed will indicate that they have access to computers at home | 78% of students will use computers daily at school as reported by surveyed teachers | The ratio of students to technology that is 4 years or newer will be maintained at 1 to 1 or better | The ratio of students to "access for all" 1:1 access to mobile device will be maintained at 1 to 1 or better. (2018-19) **Baseline** Student access to technology | 88% of students surveyed indicate that they have access to Internet and wireless at home | 85% of students surveyed indicate that they have access to computers at home | 68% of students use computers daily at school as reported by surveyed teachers | The ratio of students to technology that is 4 years or newer was 1.0 to 1.0 | The ratio of students to "access for all" 1:1 access to mobile device was 0.95 to 1.0. (2016-17)	18-19 Student access to technology | The survey was not conducted this year in order to revisit the alignment between metrics and technology plan. The ratio of students to technology that is 4 years or newer is 1:1.3 | The ratio of students to "access for all" 1:1 access to mobile device is 1:1 (2018-19)
Metric/Indicator New: Certificated PD | Certificated employees' participation in professional learning Post-workshop evaluation results for certificated employees **18-19** Not applicable. Baseline data will be collected in 2018-19 LCAP year. **Baseline** Baseline data will be collected in 2018-19.	18-19 Certificated employees' participation in professional learning: Baseline: 19 certificated staff who attended a training and completed a post-training survey Baseline: 146 Total Hours of Training Post-workshop evaluation results for certificated employees: Baseline: 3.62 Average Rating (1-4; 4 = Very Good)

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1: Provide equitable access for all students to a high quality rigorous, CA state standards-based, core instructional program with CA standards aligned instructional materials, differentiated academic supports, aligned assessments, and technology-based resources.	We provide access to instructional materials across all core content areas, and had no Williams complaints for access to materials in 2018-19. SAUSD core curriculum textbooks are maintained in an on-line inventory system to ensure that textbook supplies are maintained. The 2018-2019 is the first year of implementation of newly adopted State Standards-aligned implementation of materials which include: Benchmark Advance and Benchmark Adelante (for Dual Immersion) for the Elementary ELA/ELD Instruction Program and StudySync for the Secondary ELA Instruction. The 2018-2019 school year is year 2 of State Standards-aligned implementation of math instructional tools (K-5 - Math Expressions and 6-Algebra 2 - CPM) and the first year of TK materials from ST Math. In addition, work has continued with our Irvine Math Project partners to use conceptual lessons to supplement in each grade level K-8 to allow for mathematically	N/A N/A	N/A N/A

rigorous balanced instruction that addresses the standards.

Curriculum Committee and Department Chair meetings served as a forum for communication among schools sites and with district curriculum specialists around curricula materials implementation.

A weekly email called "Did You Know" was initiated in 2018-19. These emails highlight reports within the Data Warehouse with guiding questions to utilize the data most effectively. In 2018-19, SAUSD extended its formal Research Partnerships to six additional researchers from various organizations including University of California, Irvine, Northwest Evaluation Association, and the Mind Institute. Studies topics included chronic absenteeism, dual enrollment, high school characteristics that predict success in the first year of college, and restorative practices. Moreover, Research and Evaluation (R&E) has continued to work with partner organization including CORE Districts to develop a more comprehensive data resources by completing annual data submissions and participating in monthly calls and quarterly/annual meetings. These data resources such as the School Quality Improvement System, allows SAUSD to identify how

individual schools are doing compared to colleague schools in terms of performance (status), change over time, and growth. R&E also supports the implementation and use of various data systems including: Data Warehouse, Illuminate Data Management System, Panorama Education and Aeries. R&E provides year-round support to the LCAP development, review, and adoption process. SAUSD's current LCAP has 30 identified metrics to measure progress using data. Year-round, R&E monitors these metrics for data updates and communicates any updates to the district LCAP team. For various metrics, R&E collects the data and runs the analysis to produce the metric results that will be reported. R&E has created and maintains a LCAP data dashboard along with providing data needs for LCAP presentations. In the Spring, R&E conducts LCAP metric reviews with district-level management to review data results, compare them to metric goals previously set, and revise metric goals or metrics to align with any changes being made during the annual LCAP development review. R&E works with the district LCAP team to input the metric updates into the LCAP template, reviews the entire LCAP template document for compliance, and supports the necessary LCAP documentation for Public Hearing and submission to OCDE.

Action 2

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

1.2: Ensure that all teachers at every school are highly qualified to teach and be knowledgeable of the CA state standards, have an aligned core instructional program, and can effectively utilize the aligned assessment tools to plan for instruction that addresses student need.	Teacher compensation has been increased through the negotiation process. All certificated vacancies are posted on Edjoin.Org. SAUSD Lead Credentials Analyst reviews all applicants for appropriate credentials and EL authorizations when applicable. HR assists with CALPADs and FPM reviews as well as the annual credential audit performed by the County Office of Education. If misassignments are identified, support is provided to have the employee placed on an emergency credential, short-term staff permit, a consent or a local waiver that allows the employee to have the required document needed while meeting specific content area requirements. SAUSD has currently received four grants from the California Commission on Teacher Credentialing, in collaboration with UCI and CSUF, that have established a Teacher Residency model and solutions for addressing teacher shortages in the areas of Special Education and STEM.
	
	IHE partnerships provide avenues to recruit highly qualified and effective teacher candidates. SAUSD has intern, student teaching and fieldwork agreements with a number of IHEs which
		LCFF sources
		Lottery
		
		Object Category:
		
		1000 1,092,167
		3000 440,242
		4000 17,480
		5000 520
		
		     1,550,409
			LCFF sources
			Education Protection Account
			Lottery
			Local Sources
			
			Object Category:
			
			1000 1,708,251
			3000 666,517
			4000 17,480
			5000 1,501
			
			     2,393,749

enables the District to recruit teachers who have experience in the District, have been mentored by SAUSD teachers and observed by SAUSD administrators throughout their placement. Teacher Induction Program & Support (TIPS) has identified 5 content experts. These "just-in-time" peers support teachers who request targeted support in academic content areas. The Induction Program guides 98 Preliminary Credential holders with a CTC accredited induction program that features assigned mentors (58), partnership learning coaches (25), peer observations, and ongoing access to resources and support. The core of this work follows a teacher inquiry cycle that has all candidates identifying a problem of practice and applying new learning in an effort to improve professional practice and student outcomes. All mentors have participated in the newly-developed Mentoring and Coaching Pathways- Foundational, Intermediate, Proficient, Advanced. Mentors, Instructional Coaches, PAR Consulting Educators, and site administrators have attended this training offered via the TIPS department and in collaboration with Cognitive Coaching Consultants. In an effort to build capacity, a small group of those who attended will extend advanced level training in order to become trainers of this coaching model.

To support new and veteran teachers, the TIPS department collaborates with all Curriculum and Program Specialists to host two annual professional development conferences featuring sessions related to academic content. PD Conference #1 had 186 teachers in attendance, with 19 session offerings. PD Conference #2 had 230 teachers in attendance with 15 session offerings. The following is a sample of workshops/trainings provided: The Power of Google Forms, Understanding and Working with Challenging Students, Supporting Reading and Writing Discourse with CPM, Writing like a Historian, AVID note taking, Unique Learning Systems, CA Autism Professional Training, Data-Driven Decision Making, It' Raining CAASPP, and Restorative Practices. In addition to our program candidates and mentors, TIPS offers registration to all certificated employees.

SAUSD works collaboratively with SAEA with regard to PAR. Consulting teachers receive coaching and mentoring training enabling them to provide guidance and support to teachers in need. Release time for observations and lesson demonstrations is provided. Teachers can be recommended for PAR by administrators or they may volunteer to participate. Participating teachers are also provided with monetary support for

materials or conference attendance that help to improve/support their practice.

Three ELA and three mathematics Curriculum Specialists supported professional development and provided coaching and technical assistance to school sites to support high quality teachers who are able to utilize our curriculum tools in alignment with CA curriculum standards. Curriculum specialist also implemented monthly Curriculum Committee and Department Chair collaborations with school site representatives attending. Curriculum specialist also facilitated Instructional Leadership Team (ILT) meetings at elementary schools. These meetings focused on professional learning, feedback, and best practices.

Transition Support Services Program Specialist analyzes post-secondary enrollment and persistence data in order to inform school counseling programs, worked collaboratively to add more than 90 new A-G courses and 41 dual enrollment courses, developed www.SAUSD-Schoolcounseling.com as a support tool for SAUSD Students, Parents, and Counselors, designed, presented, and facilitated training for district counselors, higher education coordinators, registrars and

administrators in a variety of areas including American School Counselor Association (ASCA) model, MTSS, enhancing school counseling practices, dual enrollment processes and planning, effective use of technology, digital student and parent outreach, creating and sharing digital curriculum, AERIES for counselors, California College Guidance Initiative (CCGI) , Parchment, master schedule advisement, Google for collaboration, mail merging of student data for review (52 Counselors, 6 Higher Ed Coordinators, K-8 Admin, Int. & HS admin., and FACE Liaisons).

Action 3

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

1.3: Ensure effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA state standards aligned core instructional program.	SAUSD's Access for All initiative continues to provide all students grades 3 -12 with a Chromebook for school and home use. Grades 3, 6, and 9 have been refreshed this Spring, 2019. Connect Ed hot spots are available at all school libraries for family check out. All TK classrooms are provided with 10 iPads for a rotational model. Cellular hot spots are available at all highs schools for students who do not have internet at home through the 1 Million Project.	LCFF sources
		
		Object Category:
		
		4000 16,408
		
		   16,408
			LCFF sources
			Local Sources
			
			Object Category:
			
			4000 9,396
			
			   9,396

District managed and school site managed curriculum software support the CA state standards. District level trainings have been provided in using the online components of Benchmark Universe and updating accessibility functions of the SAUSD website. Jamf is being used by TIS to push out apps and control iPads to allow for greater function and access to curriculum.

The high school ASSETs program provides, for all students, daily access chromebooks and chargers, black/white and color printing for student projects, research, class assignments, tutoring, etc. The elementary Engage 360 after school programs have chromebook carts for students to access during academic assistance (St Math, Lexia, etc.). Celluar hot spots are available at all highs schools for students who do not have internet at home through the 1 Million Project. Access for All provides all students grades 3 -12 with a Chromebook for school and home use. Grades 3, 6, and 9 have been refreshed this Spring, 2019. Connect Ed hot spots are available at all school libraries for family check out. All TK classrooms are provided with 10 iPads for a rotational model. District managed and school site managed curriculum software support the CA state standards.

	51 Computer Techs have attended monthly 4 hour trainings being provided in collaboration with the Santa Ana College and SAUSD. The content has been developed in partnership and co-taught be experts from Santa Ana College and SAUSD. The focus has been on raising the technical competencies of the Computer Techs who have recently be transitioned from a more instructional role to a more technical role at the school sites.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.4: Provide school-to-school support matriculation between 5th to 6th grade, 8th to 9th grade, and 12th grade to college/career) to increase levels of academic success for all students, which includes low-income pupils, ELs, foster youth, and students with disabilities.	All Intermediate and High schools visited local community colleges and universities from across the state of California which included 11 private colleges, 7 UCs, 11 CSUs, and 4 local community colleges. In addition, SAUSD 8th grade visits took place at all comprehensive high schools with all HS counselors providing College/Career and HS graduation presentations. SAUSD Intermediate counselors facilitated push-in College/Career lessons from CCGI. SAUSD HS counselors provided grade level College and Career Readiness presentations according to individual students' academic placement. SAUSD counselors, collaborated with administrators,	N/A N/A	LCFF Sources Object Category: 1000 104,596 3000 30,548 135,144

teachers, counselors, and other staff to meet the needs of the student population to deliver student services including K-16 individual counseling and group counseling.

As part of SAUSD's summer school programs, incoming 6th and 9th graders are provided with Bridge/Orientation programs to enable them to make a smooth transition to the next level. Support from these programs include academic, SEL, mentoring, and counseling.   Transition Support Services continues to work with student ambassadors so that they become strong mentors who support grade level transitions from elementary to high school to post secondary.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.5: Provide all student sub-groups with increased access to early childhood education programs including preschool, full day kinder at pilot schools, age appropriate literacy and numeracy programs, and early interventions.		N/A N/A	N/A N/A

Action 6

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

| 1.6: Provide equitable access to courses and supports that will develop college and career readiness which may include A-G approved classes, CTE pathways, Advanced Placement (AP) courses and summer bridge programs, International Baccalaureate (IB) program, Early College/dual enrollment courses, and AVID. (Equal Opportunity Audit - EOA, College and Career Readiness Plan - CCRP) | Transition Support Services has provided high school students with free SAT prep curriculum during the school day to increase their college entrance opportunities and become competitive during the application process. During the summer the department will conduct a transcript analysis to review students who are A-G off track and fix errors preventing SAUSD students from becoming college competitive. Additionally, the department will also conduct a master schedule analysis to review course opportunities that will provide a supportive college and career readiness pathway. SAUSD Counselors develop and deliver core school counseling lessons to develop student academic, post-secondary, and social emotional mindsets, behaviors, and competencies that help support the development of college and career readiness. SAUSD Higher Ed Coordinators collaborate with school counseling teams, school staff, IHE to develop, deliver, and promote student academic and post-secondary opportunities bridging equity gaps with college enrollment and persistency.

Dual Enrollment and Early College programs are continuing to grow at all SAUSD high schools. Middle College, Advanced Learning Academy, and Century High School in particular are building Early College programs, and all of the other high schools are offering | LCFF sources

Object Category:

5000 2,500
  2,500 | LCFF sources

Object Category:

1000 3,748
2000 25,000
3000 1,145
5000 3,400

  33,293 |

a variety of dual enrollment courses to give students additional options to prepare for success in college. We will continue to work on growing our EC/DE opportunities in the coming years, with the ultimate goal that all SAUSD high schools have the ability to offer students the possibility of an AA degree in addition to a high school diploma.

AVID continues at 19 Secondary sites and 27 Elementary sites, with 4 additional elementary schools and 1 secondary school added this year. In 2018-19, there were 126 sections of AVID Elective taught by 85 AVID Elective teachers impacting 3,183 secondary students, including 399 graduating seniors. 38 of those seniors will be awarded $824,500 in AVID Scholarships alone. There are also 262 AVID Elementary trained teachers impacting 7,180 students this year by using AVID strategies in Elementary classrooms.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.7: Ensure that all schools provide students with access to math and science core programs that build awareness and academic	CTE supports opportunities for students such as, SunPower Solar Academy, JPL Summer Internships and the CyberTech	Title I, Part A Object Category:	Title I, Part A Object Category:

| proficiency in Science Technology Engineering Arts Mathematics (STEM/STEAM) core content. | Girls OC where 120 girls from across the district participated. The new Femineers program, developed by Cal Poly Pomona, was also offered for the first time this year. CTE supported hundreds of students attending career pathway days to learn about careers in engineering, manufacturing, computer science, cyber-security and digital media. CTE continues to support STEM Competitions such as the CyberPatriots and county level robotics competitions. CTE also supports participation in the UCI Energy Invitational and Rescue Robotics program. With one of our schools winning 2nd place in this years Rescue Robotics Design competition. This is the 4th year in a row, Century High School, won 1st place in the Design Brief. CTE students have received numerous awards from Imaginology, Art Inspiration and Skills USA. CTE continues to train teachers and expand Project Lead the Way (PLTW) science, engineering and coding programs at both the elementary and intermediate schools campuses. SAUSD was the featured district at this years PLTW conference and hosted 120 teachers and administrators from across the country this past February. | 4000 4,541

4,541 | 4000 5,302

5,302 |

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.8: Cultivate and provide high quality instructional leadership that ensures equitable student access to core curricular and instructional program.	A District wide Instructional Leadership Cycle was implemented at each school sites in order to build momentum around shared instructional problems of practice and include internal and external perspectives on instructional practice. To support a focus on classroom level practices and build a culture of public, reflective instructional practice, Key Performance Indicators (KPI) were created in alignment with our 4 LCAP goals and related indicators. Each school was assigned a KPI team with district leaders and curriculum/program experts that implemented a KPI visit structure to support site level reflection, collective feedback, revision and planning for next steps.

District leadership including directors, managers and principals also attend monthly 2 hour management meetings that address pertinent changes and reviews important policies in SAUSD.

School principals and Educational Services administrators attend monthly instructional leadership meetings at the District Office that are organized around leadership professional development. Each session is 4 hours and includes a presentation, breakout sessions | LCFF sources

Object Category:

1000 130,355
3000 37,715

 168,070 | LCFF sources

Object Category:

1000 135,376
3000 39,476

 174,853 |

and workshops that allow for principals to choose a topic most relevant to their needs or their schools' needs. Principals are also offered an opportunity to participate in National Institute for School Leadership (NISL).

Assistant Principals (as well as other D.O. and site administrators) are offered opportunities to participate in leadership trainings to develop their instructional leadership capacity and further enhance their ability to become effective principals and district level administrators through NISL. We are moving towards the end of our third NISL cohort and will be considering whether to continue the training in the current structure or perhaps expand this opportunity so we can provide NISL to greater numbers of administrators and teacher leaders. Assistant principals were also offered various PD opportunities during the course of the year in the areas of PBIS, SEL, curriculum and instruction, etc.

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.9: In addition to services provided to low income students, foster youth, and English learners, students with disabilities will receive services and supports as	The Special Education department includes 2.0 FTE and 2 SSP/Classified staff members. There is .2 SLP/SLPA and a .4 School Psychologist.	Special Ed Object Category:	Special Education Object Category:

listed in their Individualized Education Programs (IEPs) in order to improve outcomes and close the achievement gap, which may graduation rate and/or performance on statewide assessments.		1000 143,267
		2000 20,326
		3000 89,386
		4000 300
		
		   253,279
			1000 114,349
			2000 17,999
			3000 51,973
			4000 330
			
			   184,651

Action 10

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

1.10: Provide professional development for certificated and classified staff to support each of the activities to support high quality delivery of the core academic program.	On-going professional development has been offered to our K-12 math teachers. Additionally, Irvine Math Project (IMP) materials were embedded into the instructional tools for K-8 to ensure a mathematically rigorous (balance between conceptual, procedural, and problem solving) curriculum and instruction that addresses the standards. Curriculum maps were created to provide teachers with a resource that outline how the IMP materials should be used with the other instructional tools. Teachers were trained during the summer and the beginning of the school year on our K-12 adopted instructional tools and IMP. 27 trainings were provided to K-8 teacher leaders at each site with 4 specific presentations per grade level this year to clarify state standards and introduce lessons to be used to teach those lessons. Additionally, there were multiple offerings for Math Expressions online tools (Think Central) for our	LCFF Sources
		
		Object Category:
		
		5000 1,900
		  1,900
			LCFF Sources
			
			Object Category:
			
			1000 14,053
			3000 899
			5000 4,600
			
			   19,552

K-5 teachers. All 6th-Algebra 2 teachers were provided with Collaboration & Demonstration days to view model lessons focusing on student discourse in a variety of classrooms to further support teachers in second year implementation.

The focus in ELA was to support teachers in implementing the new adoption Benchmark Advance. 1,007 teachers participated in the publisher training (facilitated by curriculum specialists). In addition, the ELA curriculum specialists trained approximately 900 teachers in a series of (3) grade specific sessions which addressed on Benchmark Advance topics: classroom routines for success, English Language Development, and Differentiated Instruction. The ELA curriculum specialists offered a 1-day writing and trained 159 teachers. Both ELA and math curriculum specialists developed curriculum maps or unit planners to specify content to be taught at each grade level throughout the year.

A Program Specialist for School Counselors provides ongoing training to all SAUSD counselors. Some PD examples are: School Counseling Curriculum Planning, Higher Ed. Education Program Planning, ASCA Team Coaching, School Counselor/IHE, Admin./Partners- Achieving College Spring PD Conference

and Creating Comprehensive School Counseling Programs with Hatching Results. This specialist, along with the Ed. Services team, has also engaged in ongoing collaboration to address college and career readiness. AVID Program Specialist has developed an AVID Principal Support Network. She has also participated in elementary grade-level meetings to support AVID at the elementary schools. Ongoing AVID support meetings have taken place, as well as AVID coaching via demonstration lessons at individual school sites. AVID training has continued to be provided this year to teachers and administrators in a number of settings including AVID Summer Institute and Path training (12-16 hours of concentrated training with various focus areas (Writing, Reading, Math, Science, Culturally Relevant Teaching, Elective Implementation to name a few) attended by 240 participants in 2018-19) or 6 hour AVID Workshops on Focused Note Taking, Interactive Notebooks, and/or Technology Integration attended by 73 participants. In addition, the AVID Program Specialist has been able to train 97 Elementary Teachers in AVID Foundations to support expansion of AVID Elementary.

A Program Specialist provided the following training: Google Suite for Education Specialists, Google Document Training, Website

training, Web site Accessibility, Smart Suite Training, Benchmark Universe, Customizing eBooks. A classified training specialist provided weekly trainings on Google Suite and Microsoft products that are open to all employees. Santa Ana College offered a 7-week advanced Excel course. Computer Techs have attended monthly 4 hour trainings being provided in collaboration with the Santa Ana College and SAUSD. The content has been developed in partnership and co-taught be experts from Santa Ana College and SAUSD. The focus has been on raising the technical competencies of the Computer Techs who have recently be transitioned from a more instructional role to a more technical role at the school sites. In preparation for school visits, office managers, site clerks, and office assistants were oriented and trained by site management on the logistics of the visits.

The special education department scheduled over 70 professional development opportunities for the 2018/19 school year. The topics include: co-teaching, supporting students with disabilities in the general education classroom, IEP basics, IEP goal writing, moderate to severe curriculum, positive behavior supports for students, and Nonviolent Crisis Intervention (NCI). SAUSD's Education Specialist professionals

participated in SAUSD Teaching Conferences: Spark Inquiry 2018 kick-off on the first day of school, and the TIPS Spring and Fall conferences. This resulted in the following PD offerings: Enhancing Learning for All: Support Students with Executive Functioning Needs and Sparking Teacher Understanding: What is my legal responsibility as an educator of students with IEPs?, and Co-teaching to Support Special Ed. Students. 47 coaches, curriculum/program specialists, and mentors will attend the Co-teaching conference in May.

Teacher Induction Program & Support (TIPS) has identified five content experts. These "just-in-time" peers support teachers who request targeted support in academic content areas. The Induction Program guides 98 Preliminary Credential holders with a CTC accredited induction program that features assigned mentors (58), partnership learning coaches (25), peer observations, and ongoing access to resources and support. The core of this work follows a teacher inquiry cycle that has all candidates identifying a problem of practice and applying new learning in an effort to improve professional practice and student outcomes. TIPS Program Specialist visits all new and transfer teachers (64) during their first year and provides written feedback and support. Mentors

receive written feedback throughout the year. Partnership Learning Coaches provide written feedback on-line twice/year to all candidates on their Individual Learning Plans. All mentors have participated in the newly-developed Mentoring and Coaching Pathways- Foundational, Intermediate, Proficient, and Advanced. Mentors, Instructional Coaches, PAR Consulting Educators, and site administrators have attended this training offered via the TIPS department in collaboration with Cognitive Coaching Consultants. In an effort to build capacity, a small group of those who attended will extend this learning to become trainers of this coaching model. To support new and veteran teachers, the TIPS department collaborates with all Curriculum and Program Specialists to host two annual professional development conferences featuring sessions related to academic content. PD Conference #1 had 186 teachers in attendance, with 19 session offerings. PD Conference #2 had 230 teachers in attendance with 15 session offerings.The following is a sample of workshops/trainings provided: The Power of Google Forms, Understanding and Working with Challenging Students, Supporting Reading and Writing Discourse with CPM, Writing like a Historian, AVID note taking, Unique Learning Systems, CA Autism Professional Training,

Data-Driven Decision Making, It' Raining CAASPP, and Restorative Practices. In addition to our program candidates and mentors, TIPS offers registration to all certificated employees.

Research and Evaluation has held extensive training in the area of test administration through its Test Coordinator Institutes provided throughout the year. During these workshops, testing coordinators and administrators receive the latest updates on appropriate use of testing accommodations and also the latest updates and changes to various local/state assessments. To cultivate a data-driven culture, Research and Evaluation conducted bi-weekly administrator training during the Instructional Leadership meetings entitled, The Data-Driven School series. Topics included accountability (CA Dashboard), our interim assessment NWEA Measures of Academic Progress (MAP), System Training (Data Warehouse), data use (interpreting data and acting on results), and software training (Excel Pivot tables). Summer training to administrators was also provided to support the Principal Summits, where principals share their school plans and vision for the year. These plans are based on data. A pathway module was created called the Data Lead Experts (DLEs). These DLEs were trained during after-school sessions and

play a critical role to improve the use of our interim and summative assessments.

SAUSD offers professional development to all Assistant Principals, with a goal toward building their capacity as effective managers and transformational leaders. Our Director of Secondary Education facilitates the Executive Development Program, a research based, 2-year program organized by the National Institute for School Leadership (NISL). Two previous cohorts have finished the program and six program graduates have also completed the facilitator institute. SAUSD provides the Administrator Induction & Mentoring (AIM) Program, providing 23 Administrative Preliminary Credential holders with coaching, resources, and curriculum that strengthens their proficiency of the California Professional Standards for Educational Leaders (CPSEL) and culminates in a Admin. Services Clear Credential. Monthly Instructional Leadership meetings provide professional development and support around elements of the instructional leadership cycle, core programs and intervention as part of our comprehensive Multi-Tiered System of Supports (MTSS), and other instructional initiatives. These meetings provide ongoing professional learning providing opportunities for:

	• Collaboration around improvement plans and KPIs • Leading leadership sessions to share best practices with fellow administrators.

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.11: Modified and combined with Action 1.4		N/A N/A	N/A N/A

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.12: Action modified and combined with action 4.5		N/A N/A	N/A N/A

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.13: Modified and combined into action 4.3		N/A N/A	N/A N/A

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.14: Modified into Action 4.7		N/A N/A	N/A N/A

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.15 Split into Actions 1.8 and 4.10		N/A N/A	N/A N/A

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.16. Moved to 4.8		N/A N/A	N/A N/A

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.

A District wide Instructional Leadership Cycle was implemented at each school in order to build momentum around shared instructional problems of practice and include internal and external perspectives on instructional practice. Advanced Learning Academy staff members participated in this cycle with a focus on classroom level practices. In order to build a culture of public, reflective instructional practice, Key Performance Indicators (KPIs) were created in alignment with our 4 LCAP goals and related indicators. Each school was assigned a KPI team with district leaders and curriculum/program experts that implemented a KPI visit structure that supported site level reflection, collective feedback, and revision and planning for next steps. School principals and Educational Services administrators attend monthly instructional leadership meetings at the District Office that are organized around leadership professional development. Each session is 4 hours and includes a presentation, breakout sessions and workshops that allow for principals to choose a topic relevant to their needs or their schools' needs. Principals are also offered an opportunity to participate in National Institute for School Leadership (NISL). District leadership including directors, managers and principals also attend monthly 2 hour management meetings that address pertinent changes and reviews important policies in SAUSD.

SAUSD has supported a high quality, rigorous implementation of its newly adopted CA standards-aligned ELA, ELD, and mathematics curriculum materials District-wide through extensive Professional Development, curriculum maps, frameworks, supplemental lessons/supports and coaching at high need schools. All Intermediate and High Schools visited local community colleges and universities from across the state of California and SAUSD 8th grade students visited comprehensive high schools with all HS counselors providing College/Career and HS graduation presentations. SAUSD counselors, collaborated with administrators, teachers, counselors, and other staff to meet the needs of the student population to deliver student services including K-16 individual

counseling and group counseling. As part of SAUSD's summer school programs, incoming 6th and 9th graders are provided with Bridge/Orientation programs to enable them to make a smooth transition to the next level. Support from these programs include academic, SEL, mentoring, and counseling. Transition Support Services continues to work with student ambassadors so that they become strong mentors who support grade level transitions from elementary to high school to post secondary.

During the 2018-19 school year, the District has worked to systematically to document and communicate our core programs and systems. This includes the development to the English Learner Master Plan, Core Academic Program, VAPA Strategic Plan, the District Technology Plan, MTSS Framework, and the Special Education Action Plan. These plans outline systems for instruction, curriculum and assessment mechanisms to ensure that all students have access to the core program.

SAUSD's Access for All initiative continues to provide all students grades 3 -12 with a Chromebook for school and home use. Grades 3, 6, and 9 have been refreshed this Spring, 2019. Connect Ed hot spots are available at all school libraries for family check out. All TK classrooms are provided with 10 iPads for a rotational model. Cellular hot spots are available at all highs schools for students who do not have internet at home through the 1 Million Project.

The special education department scheduled over 70 professional development opportunities for the 2018/19 school year. The topics include: co-teaching, supporting students with disabilities in the general education classroom, IEP basics, IEP goal writing, moderate to severe curriculum, positive behavior supports for students, and Nonviolent Crisis Intervention (NCI). SAUSD's Education Specialist professionals participated in SAUSD Teaching Conferences: Spark Inquiry 2018 kick-off on the first day of school, and the TIPS Spring and Fall conferences. This resulted in the following PD offerings: Enhancing Learning for All: Support Students with Executive Functioning Needs and Sparking Teacher Understanding: What is my legal responsibility as an educator of students with IEPs, and Co-teaching to Support Special Ed. Students. 47 coaches, curriculum/program specialists, and mentors will attend the Co-teaching conference in May.

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

SAUSD has supported Advanced Learning Academy through a high quality, rigorous implementation of its newly adopted CA standards-aligned ELA and mathematics curriculum materials District-wide through extensive Professional Development, curriculum maps, frameworks, supplemental lessons/supports and coaching at high need schools. In ELA, the CA Dashboard shows that for All Students, our overall performance increased within the Yellow category, currently 33.7 points below Level 3 having an increase by 6.8 points from the previous year.

Santa Ana Unified received recognition through the CORE Districts for their HIGH GROWTH ACADEMIC Growth awards. CORE's 2019 Academic Growth Awards honor schools having the greatest impact on student achievement. At schools with high academic growth, students consistently make academic gains faster than similar students at similar schools. The Academic Growth Awards are

unique because they recognize acceleration of student achievement by accounting for how much each individual student learns over time, rather than just comparing test scores from year to year. Growth data plus test results give educators the "power of two" for measuring improvements in learning outcomes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increases in estimated actual expenditures are mainly due to an increase in teaching staff as well as the addition of a counselor.

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.

As SAUSD refines its MTSS framework, Goal 1 has been adjusted to focus primarily on the foundational tier. This has resulted in several actions being moved from Goal 4 to Goal 1 including actions 1.11 and 1.13 which support equitable access to a broad course of study and actions 1.12, 1.14, and 1.15 which will promote dual immersion program expansion and alignment with Proposition 58 as well as course options and support for English learners.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2

Establish collaboration and communication across all levels to support and promote engagement and school connectedness amongst students, staff, families and community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Parent Survey Data | Number of parents who participate in the annual survey **18-19** Parent Survey Data | At least 15,000 parents will participate in the annual survey (2017-18) **Baseline** Parent Survey Data | 15,965 parents participated in the annual survey (2015-16)	18-19 Parent Survey Data | 104 parents participated in the annual survey (2017-18) Parent Survey Data | 69 parents participated in the annual survey (2018-19)
Metric/Indicator Parent Engagement | Host monthly (Sept-June) Community Advisory Committee meetings to engage parents of students with disabilities **18-19**	18-19 Parent Engagement | Hosted monthly (Sept-May) Community Advisory Committee meetings to engage parents of students with disabilities (2017-18)

Expected	Actual
Parent Engagement | Host monthly (Sept-May) Community Advisory Committee meetings to engage parents of students with disabilities (2017-18) **Baseline** Parent Engagement | Hosted monthly (Sept-June) Community Advisory Committee meetings to engage parents of students with disabilities (2015-16)	
Metric/Indicator New: Welcoming Environment | % of parents that agree/strongly agree that school allows input and welcomes parents' contributions. | % of parents that agree/strongly agree that they feel welcome to participate at school. **18-19** Welcoming Environment | Maintain 90% or above of surveyed parents that agree/strongly agree that school allows input and welcomes parents' contributions. | Maintain 90% or above of surveyed parents that agree/strongly agree that they feel welcome to participate at school. (2017-18) **Baseline** Welcoming Environment | 91% of parents that agree/strongly agree that school allows input and welcomes parents' contributions. | 92% of parents that agree/strongly agree that they feel welcome to participate at school. (2016-17)	18-19 Welcoming Environment | 90% of surveyed parents indicated they agree/strongly agree that school allows input and welcomes parents' contributions. | 90% of surveyed parents indicated they agree/strongly agree that they feel welcome to participate at school. (2017-18) Welcoming Environment | 92% of surveyed parents indicated they agree/strongly agree that school allows input and welcomes parents' contributions. | 93% of surveyed parents indicated they agree/strongly agree that they feel welcome to participate at school. (2018-19)
Metric/Indicator Standards-aligned Materials | Percent (%) of pupils that have standards-aligned instructional materials **18-19** Standards-aligned Materials | Maintain 100% of pupils have standards-aligned instructional materials (2018-19) **Baseline** Standards-aligned Materials | 100% of pupils have standards-aligned instructional materials (2016-17)	18-19 Standards-Aligned Materials | 100% of Pupils have standards-aligned instructional materials
Metric/Indicator Chronic absenteeism | Districtwide chronic absenteeism rate: Elementary, Intermediate, High School	18-19

Expected	Actual
18-19 Chronic absenteeism | Maintain or reduce the chronic absenteeism rate from the prior year **Baseline** Chronic absenteeism | The chronic absenteeism rate is: 3.2% (elementary), 3.9% (intermediate), 9.9% (high school) (2015-16)	Chronic Absenteeism | The chronic absenteeism rate is 2.2% for elementary, 8.5% for middle school, and 0% for high school
Metric/Indicator Attendance | Districtwide attendance rate **18-19** Attendance | Maintain or increase the districtwide attendance rate from the prior year **Baseline** Attendance | The districtwide attendance rate is 96.9% (2015-2016)	18-19 Attendance | ALA's attendance rate is 96.7% (17-18)
Metric/Indicator Middle School Dropout | Number of adjusted grade 8 dropouts **18-19** Middle School Dropout | Maintain the number of adjusted grade 8 dropouts at 0 (2017-18) **Baseline** Middle School Dropout | The number of adjusted grade 8 dropouts is 0 (2015-16)	18-19 Middle School Dropout | The number of middle school dropouts is 0.
Metric/Indicator High School Dropout | High school cohort dropout rate **18-19** High School Dropout | Reduce the high school cohort dropout rate to 2.3% (2017-18) **Baseline** High School Dropout | Reduce the high school cohort dropout rate to 4.3% (2015-16)	18-19 High School Dropout | The number of high school dropout is 0.

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

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures

2.1: Enhance student learning and engagement by offering real world experiences and learning opportunities such as science camps, experiential field trips, summer enrichment programs and industry internships and work based learning.	Transition Support Services has provided high school students with free 2-3 day Northern California trips to increase their college entrance opportunities and become competitive during the application process.
	
	The CTE department is providing additional opportunities for students to participate in the Cal Poly Pomona Femineers camp in the summer of 2019. CTE has continued to create new and expanded internship opportunities for students during the 2018/2019 school year. Internship programs included JPL and Project SELF where 60 students are placed at law firms in paid internships across the central county region of Orange County. The Orange County Fair and Event Center more then tripled, exceeding 100, the number of students participating in paid internships during the summer of 2018. In addition, more then 100 students were placed in internships after school in the fall of 2018 and the spring of 2019 and more then 120 students are preparing or have placed in dental and medical internships during the school year. We were also excited to expand automotive internships and internships that supported early childhood education and the Santa Ana downtown business district. For intermediate students,
		LCFF sources
		Title I, Part A
		
		Object Category:
		
		5000 63,000
		  63,000
			LCFF sources
			Title I, Part A
			
			Object Category:
			
			5000 65,683
			
			  65,683

SunPower is offering, 40 students, 1 week paid summer internships. CTE an Engage 360 have worked collaboratively to expand opportunities for students to participate in internships over the past school year. Working with community organizations and businesses within the community, CTE has continued to expand WBL opportunities for students in engineering, digital media and early childhood education. New programs have also been expanded for both the automotive and business pathways. CTE offered work-based learning (WBL) staff development to staff during the 2018/2019 school year.

Action 2

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

2.2: Utilize a family engagement framework to expand family and community engagement programs, extend library hours, and increase access to computer resources, support, and training for all student subgroups and their parents.	The Office of Community Relations oversees the practice of Family and Community Engagement (FACE). Using the Dual Capacity Framework and the FACE Matrix, FACE staff are recruiting and meeting with a wide-range of partners who are interested in providing services reflective of need at each school site's Wellness Centers. Each Wellness Center is staffed and open to families and community.
	
	The district provides monthly meetings for library staff. These meetings include information on
		LCFF sources
		
		Object Category:
		
		2000 35,620
		3000 23,251
		
		  58,871
			LCFF sources
			
			Object Category:
			
			2000 463
			3000 37
			
			  500

	library developments, software, and best practices.

Action 3

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

2.3: Provide engagement opportunities for all stakeholders, including family and community, to District events (e.g. Annual Parent Conference, Open House, Back to School Nights, and School Choice Events).	During the 2018-2019 school year, Community Relations staff attended over 30 community events, hosted/supported over 10 District events, and collaborated with 15 internal departments. Community Relations staff sit on the board of over 10 community organizations as well as committees and task forces throughout the community in a range of organizations (health, business, non-profit, higher education, civic and governmental agencies, etc.)
	
	The School Choice Fair was hosted at Main Place Mall, which as a main shopping center in the area, provided a great point of contact for families. Families interacted with 45+ schools that were represented in the School Choice Fair from elementary, intermediate and high schools. SAUSD Career Technical Education and key higher education partners also participated.
	
	The Parent of the Year celebration is an opportunity to engage and recognize parent and family engagement across all school
		LCFF sources
		
		Object Category:
		
		2000 1,000
		3000 91
		5000 1,900
		
		  2,991
			LCFF sources
			
			Object Category:
			
			5000 3,835
			
			  3,835

sites. Parents and family members are nominated by their school site based on their engagement, involvement and commitment to community growth and sustainability.

The neighborhood canvassing events, which were primarily organized by schools, have expanded parent, community, and service provider support with the help of SAUSD's Early Learning Initiative, a collaborative with more than 50 public and non-profit agencies and 130 parents that work together to create a training guide for schools participating in canvassing. Over a period of two weekends in February and March, and across 11 elementary schools, 319 volunteers made up of SAUSD staff, parents, students, service providers came together to spread the word about SAUSD schools. The purpose of canvassing was to:

1) spread the word that SAUSD schools are an excellent place to enroll students
2) make a positive, face-to-face connection so that parents feel comfortable reaching out to us for services
3) motivate parents to enroll their children now in preschool, Transitional Kindergarten, and Kindergarten
4) inform parents about the Wellness Center at the school, including grand opening, and other services.

There were more than 1,900 homes reached through these efforts and parents, school staff, and service providers were able to collect information from 120 families that requested more information on school enrollment or other supports and services being offered through the schools Wellness Centers.

The math curriculum specialists prepared and hosted the annual Math Field Day event involving approximately (32) K-8 schools in which students participate in math activities involving: mental math, algebraic thinking, geometry, problem solving, and STEM. Engage 360 sites provided parent engagement opportunities (parent meetings, family nights, and focus groups) in 2018-2019 with a significantly increased number of parents, compared to the previous year.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.4: Provide respectful programs that are reflective of race, language, disability and culture, including community social service resources, workshops, leadership opportunities (CAC,SCC, etc), school-based Family and Community Liaisons, parent volunteer training, fingerprinting,	SAUSD SELPA provides monthly CAC meetings and parent workshops. Nine meetings per year (one per month), various topics including: Behavior, Social Skills, Transition Services and Wellness Center and Resources. In addition, the office of Community Relations, we offer	Title I, Part A Object Category: 2000 2,000 3000 57 2,057	N/A N/A

adult education classes, and child care.

workshops, capacity building classes, and personal development classes for families throughout Wellness Centers throughout the District. Families are provided workshops on parenting, English, GRE, Restorative Justice, financial literacy, etc.

EL Programs personnel has been providing parent workshops on Multilingual Education: Opening Possibilities for the Future during the SAUSD Annual Parent Conference and Migrant Parent Educational Program, where families and community were informed about the benefits of being biliterate, the language programs offered, the way parents can request language programs for their children, and the Seal of Biliteracy requirements. The Migrant Education Program provided learning opportunities for parents to partake in, with a Math and Technology focus. Specifically, the 5 courses focused on our district's Math curriculum, how to best support their child with Math homework at home, as well as math game ideas and apps that can be used as a family to help promote and reinforce Math concepts. Technology training classes focused on teaching parents how to access Aeries Parent Portal, learning to read SBAC and ELPAC score reports, and how to use that information to best help their child learning at

home. Other topics covered included exploring the educational system in our country, exploring graduation and A-G requirements, as well as post-secondary options. Our SAUSD Police Department provided a presentation on Cyber Safety and On-line bullying. The Migrant Education Program (MEP) Parent Advisory Committee (PAC) meetings cover a variety of topics as well. Parent input is important as they help determine the topics of interest. Elections are held within our PAC meetings, for MEP Parents to be part of the Parent Advisory Committee Board. Elected board members help run PAC meetings and attend our Migrant Education Regional Parent Advisory Committee Meetings (RPAC) in which board members meet with RPAC members from our entire MEP Region. This leadership opportunities serves as a way to get our MEP parents involved in leadership roles. The Migrant Education Program provides child care for both PAC Meetings and any Parent Workshops. Parents are always encouraged to attend. Providing childcare eliminates the barrier of parents not attending due to the lack of childcare.

FACE Community Liaisons act as the bridge and facilitators of resources and information to families and the community. At the site level, school liaisons offer

various volunteer opportunities to families in engaging with their school sites. The volunteer programs differs by sites and by the need expressed in each community as to the training development and execution of roles. But, parents are involved in day to day tasks and provide support and vision as it relates to the sustainability of the school site and their students. In collaboration with the Mexican Consulate, literacy classes and K-8 education are provided where attendees receive a diploma of completion from the Mexican Secretary of Education. To further support our families and community, on-going collaboration with Santa Ana College has provided GED and continuing/adult education classes for families as well. Santa Ana College and their Adult Education Centers provide referred families with resources that are available. SAUSD school sites host these classes, with the goal to expand to other school sites as well.

FACE Wellness Centers host community organizations that provide resources are invited on site to support capacity building and direct facilitation of services and resources at the school site. Workshops and classes are reflective of the community needs of each school community, but, they ultimately help meet the goals of each family. Resource providers are also invited to come into

activities, both district wide and school based, to ensure the brokering of the relationship between the families and agencies. Community partners have hosted such presentations in topics like higher education, financial security, mental health awareness, health resources, leadership development, etc. Specifically, from the leadership development courses, families learn about navigating the school district opportunities for engagement, but, also how this translates to their community and their impact. Additionally, in the practice of Family and Community Engagement, the FACE team has hosted 50+ listening sessions throughout the school sites to engage with families and better understand the needs for resources and programming in each school community. Each Wellness Center will have different programming available on site and this programming will be reflective of the community needs of each school site. But, in terms of resource facilitation, families are invited to participate in all Wellness Centers and the community workers at all sites can provide resource facilitation.

Action 5

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

2.5: Ensure parents of English Learners (EL) have access to and are aware of information related to reclassification criteria and procedures.	EL Programs organizes and facilitates monthly DAC/DELAC meetings to ensure that, as a district with large percentages of English Learners, SAUSD actively involved parents and meeting all legal requirements. The DAC/DELAC has 110 elected representatives that provide input to the district and the school board on the education and academic improvement of English learners, as well as providing feedback on the needs of parents of English Learners. Reclassification criteria, procedures and monitoring were presented to DAC/DELAC members in October 2018. EL Programs provides technical assistance and guidance to 54 sites that have 20 or more English Learners and are required to maintain an ELAC. Monthly ELD/Title I meetings are held to review the requirements of ELAC and support sites in the development of healthy and productive advisory bodies. EL Programs maintains consistent communication and support to 55 sites to ensure that ELACs are properly constituted and meeting all legal requirements. Reclassification criteria and procedures are reviewed with school staff at monthly Title I/ELD meetings in September and staff review the process with school staff and parents at site based parent meetings.	N/A N/A	N/A N/A

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.6 : Provide home language translations of District communication including school to home communiques, website, and parent meetings (Spanish & Vietnamese).	A District translator provides Spanish translation at DAC/DELAC meetings, board meetings and various district community events. A Vietnamese translator was recently hired to provide Vietnamese translation for parent meetings and events where necessary. Written communications are provided in English and the parent home languages (Spanish and Vietnamese). Sign language is provided at board meetings and key district-wide events. The SAUSD website is accessible in English and Spanish.	N/A N/A	LCFF sources Object Category: 5000 550 550

Action 7

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

2.7: Expand and maintain partnerships which support student academic success and social emotional well-being by partnering with institutions of higher education, community based organizations and district staff through MOU's and grants	In addition to student teaching, intern and fieldwork agreements, SAUSD has partnered with two IHEs (UCI and CSUF) on several grants related to teacher recruitment, development and retention. The District and its university partners have been awarded two Teacher Residency Capacity grants and the Teacher Residency Grant which will allow the District to provide the following for positions identified as "hard-to-fill": signing bonuses, tuition reimbursement, training, coaching and support to new hires and	Before and After School Learning & Safe Neighborhood
		
		Object Category:
		
		5000 25,956
		  25,956
			Before and After School Learning & Safe Neighborhood Partnerships
			
			Object Category:
			
			5000 25,956
			
			  25,956

student teachers who will complete their residency in the District. These multi-year grants will allow for robust recruitment and retention of highly qualified and effective teachers who will support students' academic success.

The Director of Teacher Induction is on the Advisory Board panel for several local IHEs. In turn, many IHEs are on the Teacher Induction Program Board- UCI, Chapman, CSUF, and Concordia. Additionally, ongoing research partnerships are underway with our IHE partners. The following initiatives are also happening with our IHE partners: Expository Reading and Writing Course (ERWC), Irvine Math Project, as well as a research study on the impact instructional assistants have on developing reading skills. SAUSD leadership is engaging with Chapman University to develop their Preliminary Administrator program. HR Coordinator also serves on a number of IHE Advisory Boards for local IHEs. Our participation allows the District to inform IHE programs of District needs as well as to provide feedback and guidance regarding program implementation and District initiatives.

A close partnership with Santa Ana College provides a career path for our high school students. The "Santa Ana Promise" allows all SAUSD graduates to receive free

tuition their freshman year when enrolled full-time. This has further strengthened with continued support to every SAUSD high school graduate with the promise of admission to either CSUF or UCI via the Santa Ana Promise.The Director of Transition Support Services is a co-facilitator with the Santa Ana Partnership and works collaboratively with SAC, UCI, CSUF, and other IHE partners on grants that will promote and enhance college and career opportunities. We work with college and career software platforms in establishing contracts and MOUs to provide services that will increase SAUSD students' college opportunities.

We have been hosting monthly Community Partner meetings and have met with 60+ number of partners and are in the process of putting formal agreements in place. Culturally responsive partnerships include a MOU with the Mexican Consulate which includes literacy classes, K-8 education, scholarships, curriculum and a partnership with the Secretary of Education in Mexico.

A total of 17 students with IEP's have been referred to ACCESS programs during the current school year.

Through grant writing, partnerships with community organizations,

colleges and universities including UCI, CSUF, and Santa Ana College have resulted in grant awards of over $23 million dollars in the 2018-2019 school year from various funding sources that include:

- CTE program grants in collaboration with higher education and industry partners to increase and strengthen CTE program opportunities including the Incentive Grant, Round III $1.2 million dollars, the California K12 Strong Workforce grant for $1.4 million dollars, and the Specialized Secondary Program grant to establish a Child Development at Segerstrom High School.
- Four grants from the California Commission on Teacher Credentialing, in collaboration with UCI and CSUF, for up to $2.7 million will be utilized to bolster recruitment, on-boarding and professional development practices for highly qualified teacher candidates in the hardest to fill STEM and Special Education openings.
- The extended learning grants including ASES

Kids Coding Grant provides $435,000 support coding instructions for six middle schools within the Engage 360 after school program and 21st Century Community Learning Center grants of over $2.058 million per year for five years to increase access to base and summer extended learning opportunities.

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.8: Implement procedures to ensure foster students have access to interventions and enrichment activities that support academic development, social emotional well-being, social capital development, and school and community connectedness and collaboration.	Foster Liaison ensures all foster students coming in and out of the district are properly identified in database to provide appropriate school placement and support services. Foster Liaison is point of contact for the district and works collaboratively with county agencies to assist with school transitions and ensures foster youth education rights are being upheld in their schools. Foster Liaison provided 6 staff trainings this school year to keep school site staff current with foster youth legislation, district procedures and support services. Foster liaison coordinated 3 college and career events to provide students with exposure to college campus and experience as	N/A N/A	N/A N/A

well as learn about foster youth support services, scholarships and financial aid for higher education. In addition, our annual events like the "Welcome Back to School" and our "Fostering Adventures Camp" provides enrichment activities for elementary and secondary foster students and their families as they learn about support services and brings school and community connectedness. Foster support groups also known as Youth Outreach Leadership Opportunities have been implemented throughout several of our secondary schools to provide additional academic, social emotional support and increase school connectedness to foster students.

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.9: Build and grow instructional programs, such as dual immersion and heritage language programs, and expand world language options which support increasing numbers of high school seniors graduating from SAUSD schools with the Seal of Biliteracy and equipped with valuable college and career ready linguistic skills.	With the goal in mind of continuing the implementation of a strong and successful Dual Language Program and With the goal in mind of continuing the implementation of a strong and successful Dual Language Program and increasing the number of students who graduate with the Seal of Biliteracy, the dual language leadership team have conducted during the 2018-19 school year monthly meetings to increasing the number of students who graduate	N/A N/A	N/A N/A

with the Seal of Biliteracy, the dual language leadership team have conducted during the 2018-19 school year monthly meetings to strengthen and refine the program. They have observed quality of instruction, monitored students' progress in English and Spanish, planned professional development needed, and contributed with ideas to expand language programs to other schools at the district. Collaboration meetings with teachers have taken place at the Elementary and Intermediate level to discuss, design and score assessments, ensure their alignment with standards, elaborate road maps with language allocation for all subject areas, share resources and good practices, and evaluate the program at each site and district-wide.

Action 10

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

2.10: Continue to expand offerings and access to online/hybrid course availability to promote school choice and enhance personalized learning options across all grade levels.	Apex Learning has been selected as the curriculum provider to be used for the delivery of online courseware in Independent Studies classes and in online credit recovery programs at all high schools. Students have the option to enroll in up to 24 course offerings including Mathematics, English, History/Social Science, Science, and World Languages.	LCFF sources
		
		Object Category:
		
		5000 7,000
		   7,000
			LCFF sources
			
			Object Category:
			
			5000 6,561
			
			   6,561

Based on the model used at each site, students may decide the pace and place of their online learning with some enrollments included in regular student schedules and others off-schedule. For 2018-19, Spanish III, Earth Science, Biology, and Chemistry were introduced as dry lab courses for online credit recovery. In addition, one school piloted courseware for Mathematics from online provider, UC Scout.

As a hybrid math course, Introduction to Data Science (IDS) was offered in the 2018-2019 school year at two high schools. The course was developed by UCLA Center X and uses culturally relevant contexts to teach students about the statistics present in their every day lives. The course is an "A-G" approved Algebra 2 validation course that focuses on statistics and computer programming with R-Language. The course is a blend of in person learning where students experience the statistical models in a context at school and then use the data the collected outside of school hours to program using R-Language. Students learn of the conceptual understanding behind the statistics and then use the R-Language coding necessary for that particular statistical model. Students gather their own data outside of school hours through the use of survey technology that records their data to be used in

class in the follow-up lessons. The course is mathematically rigorous (a balance between conceptual understanding, procedural skill, and problem solving) and uses academic language that will support high school students as they matriculate into college.

Elementary math adopted tools (Math Expressions online) allows for adaptive tasks and assessments that allow for a personalized learning experiences. The ELA/SLA program, Benchmark Advance has an online component that allows teachers to assign tasks outside the students' assigned grade-level to address student needs.

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.11: Provide professional development and support for certificated and classified staff to support each of the activities in Goal 2.	LCAP training sessions were provided to those who were to facilitate these family engagement forums.The Office of Community Relations oversees the practice of Family and Community Engagement (FACE). Using the Dual Capacity Framework and the FACE Matrix, FACE staff have been trained on engaging parents and community partners in the development of site wellness centers and the activities that occur in them including community enrichment classes, technology training and parenting support.	N/A N/A	N/A N/A

District Translators have been sent to training for interpreters to support the accurate interpretation of information conveyed during IEP meetings and other official district meetings that are attended by parents who speak Spanish or who are deaf/hard of hearing. 21 of our new FACE liaisons and workers engaged in professional learning using cognitive coaching strategies, part of the new mentoring pathway.

Partnership with Santa Ana College Adult Education has enabled SAUSD to provide over a dozen professional development opportunities for our teachers and staff that has a direct impact on their ability to serve our students academic, emotional, and safety needs.

The EL Programs department holds monthly Title I/ELD meetings to review various requirements and supports for schools. A review of reclassification criteria and procedures was included in the September meeting. School staff at the meetings are instructed to review this process with school site staff members and parents at parent meetings, ensuring parent of ELs are aware of the reclassification process. Presentations informing parents of reclassification were made at the October DAC/DELAC meeting and the Fall Annual Parent Conference. A presentation was

also made to staff members at the district wide PD prior to the start of the year.

Training workshops about Multilingual Education, the implementation and evaluation of language programs, the promotion of biliteracy, the development of research-based effective teaching-learning strategies, Spanish/English Language Art resources and materials and new World Language standards to develop bilingualism and cultural competency, have been conducting throughout the school year with administrators, dual and world language teachers, and counselors. The goal was to work with all the stakeholders towards the development and expansion of high-quality dual schools and language programs.

FACE liaisons were trained on Multilingual Education, language programs and pathways, benefits of bilingual programs, ways for families to request a language program at school, and requirements to obtain the Pathway to Biliteracy award, and the Seal of Biliteracy recognition.

DATA Specialists were trained on the administration of the Spanish Language Placement Test that students take in 8th grade and is used to place students appropriately in Spanish classes in High School, and as one of the

criteria to obtain the Pathway to Biliteracy award.

SAUSD has partnered with two IHEs (UCI and CSUF) on several grants. The District and its university partners have been awarded two capacity grants and the Teacher Residency Grant which will allow the District to provide training, coaching and support to new hires and student teachers who will complete their residency in the District. These multi-year grants will allow for robust recruitment and retention of highly qualified and effective teachers who will support students' academic success.

Ongoing research partnerships are underway with our IHE partners. Those translate to the professional learning of our teachers who are study participants. The following initiatives are also happening with our IHE partners: Expository Reading and Writing Course (ERWC), Irvine Math Project, as well as a research study on the impact instructional assistants have on developing reading skills.

Training is available to staff who would like to use our online learning platform Canvass to support and enhance online learning opportunities for students. The EZ Academy was developed to house short, 1-minute videos on topics that are relevant to employee safety, orientation,

compliance and job performance. Approximately 90 teachers attending training events, mostly at schools related to hybrid and on-line courses including

- 20 presentation/PD sessions (everything from Math 180, Aeries Gradebook/Report Cards/Parent Portal, online courseware, G Suite)
- 5 demo lessons (Apex online credit recovery)
- 25 teachers receiving ongoing program support (Apex)
- 10 new teachers received PD this year (Apex)

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.12: Blended into 3.6.		N/A N/A	N/A N/A

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.13: Deleted. Action embedded in 4.3		N/A N/A	N/A N/A

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.

Student engagement has been provided through a variety of creative strategies that are tailored to the specific needs of ALA's student population. Learning excursions include trips to museums, ocean institutes, colleges and universities, and speech and debate tournaments for elementary, Intermediate, and High School students. Transition Support Services provided high school students with free 2-3 day Northern California trips to increase their college entrance opportunities and become competitive during the application process. In addition, the CTE department provided additional opportunities for students which included the Cal Poly Pomona Femineers in addition to over 300 internship opportunities including JPL, SunPower, Project SELF, Orange County, and dental and medical facilities, automotive repair sites during the school year. In collaboration with Engage 360, CTE has continued to expand Work Based Learning (WBL) opportunities for students in engineering, digital media, early childhood education, automotive and business pathways.

To provide foster students with access to the supports they need to be successful, SAUSD's Foster Liaison, as point of contact for all foster students coming in and out of the district, ensured that foster students were properly identified in database to provide appropriate school placement and support services. Six trainings regarding foster youth legislation, district procedures, aid for higher education have taken place in addition to our annual events like the "Welcome Back to School", "Fostering Adventures Camp", Youth Outreach Leadership Opportunities Foster support to provide enrichment, community connectedness and additional academic, social emotional support to foster students.

On-line learning resources are utilized to deliver Independent Studies classes and in online credit recovery programs at all high schools to support student graduation. Students have the option to enroll in up to 24 course offerings including Mathematics, English, History/Social Science, Science, World Languages, Spanish III, Earth Science, Biology, and Chemistry for online credit recovery. As a hybrid math A-G approved course, Introduction to Data Science (IDS), developed by UCLA Center X, was offered in the 2018-2019 school year at two high schools. The course was developed by UCLA Center X and uses culturally relevant contexts to teach students about the statistics present in their every day lives.

Family and community engagement is a primary focus within the District. SAUSD's district wide Parent Conference was attended by over 1,300 parents and community members with (25+) workshops presented by district staff and community agencies and a resource fair representing 30+ community agencies. 45+ schools were represented at the School Choice Fair was hosted at Main Place Mall. Families interacted elementary, intermediate and high schools staff, SAUSD Career Technical Education instructors and key higher education partners. The Parent of the Year celebration is an opportunity to engage and recognize parent and family engagement across all school sites.

Wellness Centers have been established at all school sites to provide school families and community members with access to workshops, personal development opportunities, and resources to support the academic achievement, positive behavior, social

emotional learning, health and wellness for our school community. The Office of Community Relations, has provided presentations and professional development for staff (site administrators, office and administrative staff, and management) throughout the year regarding Family and Community Engagement (FACE) and the role the Wellness Centers play in the practice of Family and Community Engagement.

Monthly DAC/DELAC meetings with 110 elected representatives, provide input to the district and the school board on the education and academic improvement of English learners, as well as providing feedback on the needs of parents of English Learners. Community Advisory Committee meetings take place monthly where parents provide input into Special Education programming and resources. Migrant Education parent meetings are held monthly and currently provides 5 sessions on career and college readiness. School sites implement School Site Council, English Learner Advisory Meetings, Monthly ELD/Title I meetings are held to review the requirements of ELAC and support sites in the development of healthy and productive advisory bodies. EL Programs maintains consistent communication and support to 55 sites to ensure that ELACs are properly constituted and meeting all legal requirements.

In order to strengthen the engagement levels of students, families, and the community, SAUSD has provided significant levels of professional development to a wide range of staff members. District School Climate Coaches are assigned at 26 schools and provide coaching, facilitate trainings, and support PBIS implementation. A Program Specialist provides training, information and resources related to McKinney-Vento (M-V) and maintains a website to ensure the resources are accessible. A school site M-V designee is identified, and a list of site designees is available on the website. The M-V Program Specialists participated in the district-side conferences to ensure our teaching staff is aware of this vulnerable population and the resources available to support them. Through the i3 Grant, District School Climate Coaches are supporting 26 schools. This team provides support to students, staff and parents in the form of training and coaching. Workshops about Multilingual Education, the implementation and evaluation of language programs, the promotion of biliteracy, the development of research-based effective teaching-learning strategies, Spanish/English Language Art resources and materials and new World Language standards to develop bilingualism and cultural competency, have been conducting throughout the school year with administrators, dual and world language teachers, and counselors. The goal was to work with all the stakeholders towards the development and expansion of high-quality dual schools and language programs.

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

Staff from across Educational Services departments have engaged parents and students through workshops, field trips, community events, parent meetings and input session, mentoring and connections to resources. The following LCAP indicators for Goal 2 were met or exceeded:
- Monthly Community Advisory Committee (CAC) meetings took place to engage parents of students with disabilities.
- The percent of parents who indicated that they agree/strongly agree that school allows input and welcomes parents' contributions increased from 90% to 92%.
- The percent of parents who indicated that they agree/strongly agree that they feel welcome to participate in school increased from 90% to 93%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated actual expenditures are reduced mainly due to a vacant Library Media Tech position in which expenditures did not materialize.

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.

Based on current reported scope, Goal 2 is considered to be foundational as well. Minimal adjustments included additional language regarding family and community engagement inclusive of all stakeholder in actions 2.03 and 2.04.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 3

Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
	Priority 7: Course Access (Conditions of Learning)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator California Healthy Kids Survey (CHKS) | Percent (%) of surveyed students who feel safe or very safe at school: Gr 5, Gr 7, Gr 9, Gr 11, Gr NT **18-19** California Healthy Kids Survey (CHKS) | Increase percent of surveyed students who feel safe or very safe at school: Gr 5 79%, Gr 7 69%, Gr 9 68%, Gr 11 67%, Gr NT 68%(2017-18) **Baseline** 3a: Percent of surveyed students who feel safe or very safe at school: Gr 5 77%, Gr 7 67%, Gr 9 60%, Gr 11 63%, Gr NT 66% (2015-16)	18-19 California Healthy Kids Survey (CHKS) | Percent of surveyed students who feel safe or very safe at school increased: Gr 5 92%, Gr 7 56%, Gr 9 50% (2018-19)
Metric/Indicator California School Parent Survey (CSPS) | Percent (%) of surveyed parents indicating they Agree/Strongly agree that school is a safe place for their child	18-19 California School Parent Survey (CSPS) | 100% of surveyed parents indicated they Agree/Strongly agree that school is a safe place for their child (2017-18)

Expected	Actual
18-19 California School Parent Survey (CSPS) | Maintain 90% or above of surveyed parents indicating they Agree/Strongly agree that school is a safe place for their child (2017-18) **Baseline** California School Parent Survey (CSPS) | 93% of surveyed parents indicating they Agree/Strongly agree that school is a safe place for their child (2015-16)	California School Parent Survey (CSPS) | 92% of surveyed parents indicated they Agree/Strongly agree that school is a safe place for their child (2018-19)
Metric/Indicator California School Climate Survey (CSCS) | Percent (%) of surveyed staff indicating they Agree/Strongly agree that school is a safe place for students **18-19** California School Climate Survey (CSCS) | Maintain 90% or above of surveyed staff indicating they Agree/Strongly agree that school is a safe place for students (2017-18) **Baseline** California School Climate Survey (CSCS) | 89% of surveyed staff indicating they Agree/Strongly agree that school is a safe place for students (2015-16)	18-19 California School Climate Survey (CSCS) | 87% of surveyed staff indicated they Agree/Strongly agree that school is a safe place for students (2018-19)
Metric/Indicator New: Survey on Facilities | % of parents that agree/strongly agree that the school has clean and well-maintained facilities and properties **18-19** Survey on Facilities (CSPS) | Maintain 92% or above of parents agree/strongly agree that school has clean and well-maintained facilities and properties (2017-18) **Baseline** Survey on Facilities (CSPS) | 92% of parents agree/strongly agree that school has clean and well-maintained facilities and properties (2016-17)	18-19 Survey on Facilities (CSPS) | 92% of parents indicated they agree/strongly agree that school has clean and well-maintained facilities and properties (2018-19)
Metric/Indicator Expulsion Rates | Districtwide expulsion rate **18-19** Expulsion Rates | Maintain expulsion rate at 0.1% or below (2017-18) **Baseline** Expulsion Rates | Districtwide expulsion rate was TBD% (2015-16)	18-19 Expulsion Rates | ALA's expulsion rate is 0%.
Metric/Indicator Parent Survey Data | Number of parents who participate in the annual survey	18-19 Parent Survey Data | 69 Parents participated in the annual survey. 24% is down from 40% the previous year.

Expected	Actual
18-19 Parent Survey Data | At least TBD parents will participate in the annual survey (2017-18) **Baseline** Parent Survey Data | 15,965 parents participated in the annual survey (2015-16)	
Metric/Indicator Facilities Inspection Tool | Schools meeting the exemplary or good standard on the FIT survey **18-19** Facilities Inspection Tool | All schools meet the exemplary or good standard on the FIT survey (2017-18) **Baseline** Facilities Inspection Tool | All schools met the exemplary or good standard on the FIT survey (2015-16)	18-19 Facilities Inspection Tool | All schools met the exemplary or good standard on the FIT survey (2017-18)
Metric/Indicator New: Classified PD | Post-workshop evaluation results for classified employees Classified employees' participation in professional learning **18-19** Not applicable. Baseline data will be collected in 2018-19 LCAP year. **Baseline** Baseline data will be collected in 2018-19.	18-19 Classified employees' participation in professional learning: Baseline: 19 classified staff who attended a training and completed a post-training survey Baseline: 146 Total Hours of Training Post-workshop evaluation results for certificated employees: Baseline: 3.80 Average Rating (1-4; 4 = Very Good)
Metric/Indicator Parent Engagement | Host monthly (Sept-June) Community Advisory Committee meetings to engage parents of students with disabilities **18-19** Parent Engagement | Host monthly (Sept-June) Community Advisory Committee meetings to engage parents of students with disabilities (2017-18) **Baseline** Parent Engagement | Hosted monthly (Sept-June) Community Advisory Committee meetings to engage parents of students with disabilities (2015-16)	18-19 Parent Engagement | Hosted monthly (Sept-June) Community Advisory Committee meetings to engage parents of students with disabilities

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1: Ensure sufficient adult supervision/staff before and after school, as well as during recess and lunch periods.	Activities Monitors have been included as members of the CSEA collective bargaining unit. They have been offered regular hourly schedules and some benefits. The goal of this was to increase their longevity and commitment to the schools, reducing turnover, absenteeism, and employee dissatisfaction. Activity Monitors provide student supervision before and after school and during recess and lunch recess times on a daily basis. School sites have purchased and distributed walkie talkies for their Activities Monitors as well as other supervision staff.	N/A N/A	LCFF sources Object Category: 2000 50,763 3000 1,451 52,214

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2: Ensure effective and efficient emergency response and preparedness.	School Police purchased, installed and implemented the equipment and technology necessary to meet the Countywide Coordinated Communications System project	N/A N/A	N/A N/A

(CCS) This included significant countywide upgrade expenses that were divided between all police agencies. The cost-sharing allocations supported one of the nation's largest, fully inter-operable communications networks for law enforcement, fire services, lifeguard, public works, and numerous other local government and public service agencies. Fees include cost-sharing and monthly usage fees as determined by agency radios and radio traffic. School Police identified priority upgrades for the Dispatch Center, identified contractors to complete the required upgrades. In addition, a RIMS upgrade was funded at $9,000 which brought School Police from version 9 to version 25. Portable radio chargers were purchased for School Police personnel. New computers were purchased and installed for Dispatch so the current RIMS version could operate correctly. Police technology software was purchased as required to maintain the BWC's, vehicle cameras, and access to confidential criminal information. The software and fees associated were: Axxon (car cameras), Axxon (body cameras), Axxon (tasers), Gaggle.Net to monitor student internet, NetMotion encryption software for CLETS, NetWrix for software license for RIMS servers, Cisco SMARTnet for Livescan fingerprinting, Lexipol for on-line

Police Policy and Procedures, CLETS.

The Emergency Operating Center (EOC) was activated as a practice run for what we would do in the event of an emergency. All members of the EOC were present and responded according to updates that were being provided by the head of the EOC throughout the day.

Certificated and classified staff receive NCI training for early intervention and nonphysical methods for preventing or managing disruptive behavior. Personal safety techniques for staff are also demonstrated and practiced to prepare staff to safely remove themselves and other from a dangerous situation. Within the 2018/2019, 11 NCI trainings were offered with a total of 224 individuals trained.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3: Continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments.	Staff have tracked, developed, and planned over 100 facilities projects and completed the District's 2018 Facilities Master Plan. Completed external development of comprehensive report on Crime Prevention Through Environmental Design (CPTED) as well as internal staff development of the	N/A N/A	LCFF sources Object Category: 4000 650 650

District's Safety & Security Report/Plan of Action.

Fulfillment of maintenance requests totaling over 18,054 work orders within the last year. Safety and security projects via maintenance include repair or upgrade of over 812 cameras district wide. This includes approximately $138,000 to maintain our current system as well as a completely new system as a pilot project at Reach Academy. Projects have also added and repaired perimeter fencing, proximity gates, and exterior door card readers at numerous locations. Ongoing assistance also provided to Facilities department on maintenance related projects.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.4: Support outreach to students, staff, and parents to establish welcoming and inclusive school environments via anti-bullying awareness, LGBT safe and sensitive school campaigns, suicide prevention and, school-based wellness resource centers.	As of June 2019, we will have completed the hiring of FACE staff in support of FACE in all our sites' Wellness Centers. Families have been invited to attend monthly presentations hosted at the District Wellness Center to learn more about the practice of Family and Community Engagement and the Wellness Centers. Beyond these District focused presentations, sites have each hosted 3-6 presentations with families (for a total of about 50+ presentations	N/A N/A	N/A N/A

based on hiring timeline of staff), staff and students to share about the Wellness Centers, their goals and to assess need through focus groups. Beyond these presentations and outreach/engagement, the Parent Coordinator has presented routinely to staff groups (including speech pathologists, department of special education & counselors) and parent groups, including the Migrant Education PAC.

Community agencies have also been invited to learn about the Wellness Centers and to engage in this process through the resources or capacity building opportunities that they can explore. The Family and Community Engagement team has hosted 60+ organizations and brought in resources to share with families. The agencies include businesses, health systems, non profits, higher education groups, mental health, etc. Internally, the Wellness Centers are also developing a resource database to further support the linkage of resources and areas of need for families and students.

Money is allocated for CHKS survey to collect data on overall school climate from staff, students, and parents. The Panorama CORE Survey was given.

SAUSD's MTSS Social Emotional Learning (SEL) sub-committee members including counselors,

psychologists, program specialists, coordinators and directors have created an SEL vision, and identified core competencies for student SEL development.

We Care, SAUSD Suicide Prevention Campaign, has convened SAUSD staff, parents/guardians, and community partners in regular We Care Committee meetings and designed We Care campaign logos to include logos reflecting support to youth who identify as LGBTQIA, Transgendered, or as a Dreamer. Permanent signs Have been posted in all school/district restrooms with resources of support and stickers were distributed in February along with/in place of Valentine grams. The first annual We Care Art Contest included students at all levels who submitted art supporting the We Care message to be posted in Board Room, created into posters, and digitally shared. Student, staff and parent/guardian We Care trainings took place throughout the district. In support of LGBTQIA youth, Safe Zone posters in student service areas and ally badges are in place at school sites. Campaign materials are LGBTQIA safe and sensitive. Aeries data collection processes include features that can allow for preferred names in a protective viewing source. Partners like the Center and KinderFuture allow for staff

| | education/support, individual/group student support, and GSA club consultation. | | |

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.5: Ensure equitable access for all students to the core instructional program through District-wide implementation of Positive Behavior Interventions and Supports (PBIS) by embedding restorative and trauma informed practices and social emotional learning into school structures.	During the 2018-2019 school year, ALA staff members and parents have been exposed to Positive Behavior Interventions and Supports (PBIS) through presentation, workshops, trainings, and Coaches Meetings. Trainings included refreshers for tier 1, tier 2, and tier 3 assessment. Two days of PBIS trainings were offered in the summer in collaboration with the special education department. Team trainings were offered for tier 3 interventions, class management, Check-In Check out, Tier 2 interventions, and PBIS assessments. In addition, CTE and several sites requested individual presentations on topics such as classroom management, re-building tier 1, the differences between COST & SST, and behavioral functions. An overview of PBIS was offered for classified staff and substitute teachers. Class management and Tier 2 interventions was offered at the TIPS conference. Our i3 Grant School Climate Liaisons worked with sites to embed restorative practices into	N/A N/A	Local Sources Object Category: 4000 127 127

the PBIS framework. All Engage 360° site coordinators were certified in restorative practices. 20+ Family and Community Engagement workers and liaisons have been trained in restorative practices. As part of the i3 grant, a Parent Institute was held. Quarterly meetings for PBIS coaches were held.

SAUSD's MH/SSW team has provided Trauma Informed practices trainings at New employee and Community Liaison/Worker Orientations.

SAUSD's Social Emotional Learning (SEL) Sub-Committee of the MTSS Leadership Team meets monthly to address the development of SEL programs. To date, the SEL Sub-Committee has developed a shared vision and mission, identified the core SEL competencies, and created a framework and action plan for moving the work forward.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.6 Provide parents with training and support on, parenting programs, health and resource fairs, leadership and other supports to improve their	The Office of Community Relations, in collaboration with district departments, school sites and community organizations, hosted a district wide Parent Conference. The conference	LCFF sources Object Category: 5000 1,000	LCFF sources Object Category: 5000 1,000

| connections within the school community. | attendance was over 1,300 individuals from around the district where they participated in (25+)workshops and capacity building opportunities that were hosted by district staff and community agencies. Additionally, this year that Parent Conference also included a resource fair that was attended by 30+ community agencies. This allowed for an opportunity for resources to be provided directly to families by resource providers.

The School Climate Department hosted a School Climate Parent Institute where approximately 50 parents were trained on PBIS and Restorative Practices. Based on the community needs of families, the Family and Community Engagement hosts Aeries portal trainings with families with a range of 5-30 parents attending each workshop. While these workshops are a presentations/workshops with our team, we also work with organizations like Santa Ana College to bring in workshops about technology and usage of technology. With a partner like Santa Ana College, they come into a Wellness Center and host a capacity building series with families around the usage of technology.

We also partner with agencies that provide mental health support, like the Orange County Health Care Agency, to provide support groups | 1,000 | 1,000 |

and capacity building through the Strengthening Families program. Parenting programs and classes take place at the various Wellness Centers through a variety of providers including Santa Ana College, Olive Crest, Parenting Project, just to name a few. The reason for this is because every program has a different focus and in order to best address the need of each family, each program comes in with a different focus. As Wellness Centers open with staffing, the staff are also hosting meetings and presentations to share about the Wellness Centers and the resources that will be provided at each Wellness Center. This includes hosting Cal-Optima presentations around medi-cal resources and behavioral health updates. The breadth of programming available, including workshops and presentations, is focused on the SAUSD Family and Community Engagement Matrix, which includes: physical health, mental health & social-emotional well being, child/academic development, academic expectations and leadership/personal development.

The District held a resource fair for families during the Annual Parent Conference. We have also hosted smaller "resource fair" type experiences through our programming. We are inviting partners to join us around topics of conversation/workshops at the

Wellness Centers to provide families with direct access to service providers. Additionally, we also hosted a resource fair during the School Choice Fair event, targeting higher education partners and community based organizations.

SAUSD SELPA provides monthly CAC meetings and parent workshops. Nine meetings per year(one per month), various topics including: Behavior, Social Skills, Transition Services and Wellness Center and Resources. Through the office of Community Relations, we offer workshops, capacity building classes, and personal development classes for families throughout Wellness Centers throughout the District. Families are provided workshops on parenting, English, GRE, Restorative Justice, financial literacy, etc.
arent Engagement | Hosted monthly (Sept-June) Community Advisory Committee meetings to engage parents of students with disabilities.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.7: Support the enhancement of school climate through smooth operations, processes, and customer service by ensuring that all staff engage in culturally	Business Services administered the daily operations and management of the school District, supervising all areas of Accounting, Attendance, Budget,	LCFF sources Object Category:	LCFF Sources Object Category: 2000 320,811

| proficient interaction with the public and customer service. | Logistics, Nutrition Services, Payroll, Purchasing, Transportation, and Risk Management.

The Accounting Department processed more than 65,000 vendor invoices totaling more than $266 million, reconciled and audited more than 1,500 employee reimbursements, provided fiscal oversight and training to all of the ASB clubs and organizations, provided fiscal oversight and payment monitoring to all the SAUSD charter schools, oversaw and maintained the District's fixed assets account, reconciled bank statements, balanced the financial ledgers at OCDE and SAUSD, and filed and processed the 1099-Misc reporting.

Budgeting Department oversaw and managed the development, implementation, and monitoring of the District's annual operating budget of approximately $633 million in the general fund and $103 million in other funds. Additionally, the department provided cost studies and analysis, interim reporting, and oversaw the development of multi-year projections of revenue and expenditures. The District Internal Auditor started recently in the position. The Internal Auditor has been reviewing the internal controls of Associated Student Bodies and documenting the internal procedures. | 2000 340,115
3000 150,721
5000 400

490,836 | 3000 154,110
5000 4,242

479,164 |

The Purchasing department processed over 12,000 purchase orders to support the daily operations of the district as well as over 35 competitive solicitations for materials, services and construction. The purchasing department ensures that the district adheres to all laws, regulations, codes and policies related to all procurement using public funds. The department also conducted internal and external training to educate staff and vendors about processes and procedures to ensure effective and timely processing of requests.

Logistics supplied the District and all school sites with a large variety of printed and promotional products such as cups, awards, plastic, wood, metal and banner material. Produced embroidering and silk screen clothing for school sites. Logistics managed several programs that benefited sites with their branding, marketing and canvassing. All district-wide mail including bulk mail was processed. Logistics also received and processed all purchases made district wide; a fleet of trucks allowed the department to delivered the goods to end users on a daily basis. Additionally, logistics handled shredding, disposal of equipment and furniture, as well as transferring goods between sites and processed fixed assets.

Nutrition Services prepared and served more than 12 million meals per year. During the school year, breakfast, lunch, snacks, and suppers were offered to all SAUSD students at no charge due to the district's participation in the Community Eligibility Provision (CEP). During the summer, free breakfast and lunch was offered to all children ages 18 and younger at summer meal locations. The Nutrition Services Department planned menus in accordance with federal child nutrition standards. Catering services were also available for District events. During the school year, the Nutrition Services Department underwent two state audits of its federal school nutrition programs, receiving praise for its program integrity and quality of meals served.

Transportation was responsible for the safe transportation of approximately 2,100 students riding to and from school each day. The District provided transportation for approximately 1,500 children with special needs regardless of proximity of the child's home to the school of attendance based on the Individualized Education Program (IEP). In addition, Transportation provided services for students in Sports, ROP, NJROTC, Non-Public programs and approximately 4,500 Field Trips this year. Transportation oversaw

the DMV pull system for all SAUSD drivers and the auto shop which serviced all District vehicles.

Risk Management managed Workers' Compensation, Property and Liability, Safety and Emergency Preparedness Programs which included identification of District's exposures to accidental loss; adoption of proper financial protection measures through risk transfer (to outside parties), risk avoidance, and risk retention; designing master insurance programs and self-insurance programs; securing and maintaining adequate insurance coverage at the most reasonable cost; development and implementation of loss prevention/loss retention programs; actively participated on all contract negotiations involving insurance, indemnity, or other pure risk assumptions or provisions; management of claims for insured and uninsured losses; compliance with local, State and Federal laws; selecting and managing insurance brokerage representatives, insurance carriers and other necessary risk management services providers; issuance of certificates as necessary; interacting with Compliance Agencies such as OSHA, HCA, etc. Establishment of Risk Management policies and procedures.

The Communications Office gathered and shared news and information related to the Santa Ana Unified School District. Through multiple platforms including, but not limited to, media relations, social media, special events, websites, mobile applications, photography, District TV station-Channel 31, print and electronic publications. The Communications Office publicized and marketed the District, its schools, and programs. The Communications Office worked collaboratively with internal departments, outside agencies, parents, students, community leaders, and elected officials on projects and plans that support the District's goals, mission, and objectives. Additionally, the department oversaw Public Records Requests, Crisis Communication Messaging and Support, and the Electronic Broadcasting Channel that provides engaging content to support learning in SAUSD classrooms. The Chief Communications Officer supported the daily operations of the Educational Broadcast Services (EBS) Department. The EBS department provided direct classroom support in most curricular areas. Programs were broadcasted to all District classrooms via a multi-channel, closed-circuit TV system.

The Technology Innovation Services (TIS) department planned, operated and supported the District's network and application infrastructure, enabling users to carry out their roles efficiently, productively and securely to service and support the process of educating students as well as the productivity and operational effectiveness of the business division. The TIS team works with all stakeholders to develop a strategy that supports the organization's business and educational objectives to provide consistent access to effective learning opportunities by providing the infrastructure needed to create an effective educational environment that incorporates technology integration for strong competitive advantage. The TIS Network team develops and operates a network with the capability to carry all voice, data, video and Internet traffic to support effective and strategic communication and collaboration. TIS Network teams protect the network and application infrastructure against network breaches and data security risks from cyber threats. To enable employees to make the most effective use of resources, the TIS Application team supports and develops tools to collect, store, manage, secure and distribute information to employees who need access to the latest information to make decisions in

the classroom that enrich the education of our students and in administrative offices to deliver operational excellence. Technology Innovation Services is building processes that allow us to rethink the design of physical learning spaces to accommodate new and expanded relationships among learners, teachers, parents, and leadership.

Human Resources engages stakeholders and solicits input, as well as participation, when recruiting and hiring administrators. The recruitment process is inclusive and respectful of everyone's experience, background and opinion. Human Resources also oversees the District Centrix Operator position. This person is often the first person anyone sees or interacts with when visiting the District Office. An emphasis is placed on making a great first impression, welcoming visitors with a smile and providing timely assistance. These customer service traits are exemplified by all HR staff whether dealing with internal or external customers. Staff participates in a wide range of professional development. Individuals, project teams, and all staff meet together on a regular basis to discuss HR topics, events, and to insure that there is consistency in the customer service provided across all of the various "desks" within the department. With regard to

processes and procedures, HR works with four Associations in a collaborative and respective manner to implement consistent, fair, and equitable processes based on the collective bargaining agreements and Ed. Code. Communication and responsiveness to site, District and community needs are always at the forefront. HR staff utilizes the "Let's Talk" application to receive inquiries and feedback about customers' experiences.

In collaboration with District Leads within Business Services, Special Education, K-12 Teaching and Learning, Pupil Support Services, Research and Evaluation and Facilities, the District Charter Administrator has coordinated oversight requirements in order to ensure that Charter Schools meet compliance requirements and that District oversight is conducted within legal parameters and required timelines with the goal of continued benefit of all SAUSD students. The Epicenter platform has been piloted this year which has streamlined the charter school required submissions process and established a clear review and approval process within the school District. The District has implemented a three pronged petition review process that includes an external legal assessment, external expert review, and an internal review through the Petition Review

Committee which is comprised of team members with expertise in all required elements.

2.0 FTE clerical to support LEA MAA/Medi-Cal program. Medi-Cal funds (approx. $2.5 million annually) to provide supplemental service.

Facilities Planning Department oversaw and managed pre-construction services related to the enhancement, modernization, and/or new construction of SAUSD's schools and supported facilities for students and staff. Improvements addressed safety and security, modern classroom learning environments, reused and adaptation of existing facilities, and construction of new classrooms to replace aging portable facilities. Project design oversight included state agency submittal and review by the Division of the State Architect and California Department of Education, compliance with the California Environmental Quality Act, and reporting as required by the Department of Toxic Substances Control and California Geological Survey. Facilities Planning leveraged State facilities funding sources to increase return on local investment, including grant eligibility established via the Office of Public School Construction, advocacy to the State Allocation Board, and lobbying to State legislative committees and

officials. Facilities Planning also provided technical expertise to administer collection of developer fees, oversaw biannual developer fee studies, annual enrollment projections and demographic analyses, facilitated annual space utilization, square footage, and portable inventory surveys and capacity analyses, and implemented the District's Facilities Master Plan.

The Facilities Construction Department oversees and manages all logistics for construction services related to the enhancement, modernization, and/or new construction of SAUSD schools and support facilities for students and staff. Improvements address safety and security, modern classroom learning environments, reuse and adaptation of existing facilities, and construction of new classrooms to replace aging portable facilities.

Construction oversight includes all pre-construction review and approval of construction contracts, state required advertisements, state required formal and informal public bids, project development of all new and Modernization projects, state agency submittal and review by the Division of the State Architect and California Department of Education, compliance with the California Environmental Quality Act, and reporting as required by the

Department of Toxic Substances Control and California Geological Survey. Construction provides technical expertise for the collection of developer fees, analyses, facilitate annual space utilization, square footage estimates,and portable inventory surveys updates District's Facilities Master Plan.

Facilities Administration Services oversaw and coordinated the successful implementation of Measure I as well as the Building Services, Construction Services, Planning Services departments to ensure facilities plans and systems worked in concert with one another to fulfill the highest/greatest needs of the District. Examples include a successful State funding application submissions of 13 schools for over $67 million in facilities improvement grants; removed inferior buildings, and replace them with over 50,000 square feet of new state-of-the-art buildings; increased the number of Work Orders is accomplished by over 9%, and implemented Facilitron to effectively manage the long-time challenge of Facilities Use/Civic Center. In addition, Facilities Administration Services initiated a decades-old facility master plan goal of serving the INDA area of the District by initiating the site acquisition and planning of the first new SAUSD school in over a decade.

Building Services Department maintained the infrastructure of all 57 schools as well as the District office and Nutrition Services facility. Ensured our schools stayed compliant and functional with fire-life-safety mandates that provide safe learning environments. Building Services maintained approximately 1,100 security cameras, over 346 acres of land including 23 acres of synthetic fields. Hosted the energy conservation program including Proposition 39 as well as the Civic Center department that provided our community with access to District facilities. The Custodial Department cleaned over 4,800,000 square feet of classrooms, common areas, offices and restrooms.

The District has a School Climate Committee designed to empower community partners, parents and student voices to influence, promote and support welcoming and productive school environments.

Improved enrollment processes have included shared district to site tracking and communication through use of a google drive database that is updated on a regular basis. Collaboration between SAUSD PSS and Facilities/Civic Center department have allowed for more precise enrollment projections through the use of the new Davis Demographic

school locator system. With a full year implementation of K-12 Insight Family Exit survey, PSS Enrollment team have learned more to support enrollment/recruitment processes, and seen a reduction in parent complaints.

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.8: Provide professional development for certificated and classified staff to promote working in a healthy, safe, and secure environment that supports learning.	The Department of Training, Induction, & Professional Services works with departments and content experts to ensure our employees, certificated and classified, are provided with professional development opportunities that inform and improve their practice. While these two job families require differentiated professional learning. In some cases, it is to our advantage to have shared learning opportunities, and at time classified professional development is offered as a pathway to career advancement into the certificated classification. Each year 20 classified staff apply to our Class Track grant, which provides funding for these individual to complete their teacher education program. Much of the professional development work is detailed throughout this document, but here is a listing of the major categories in the certificated realm:	N/A N/A	Classified School Employee Block Grant Object Category: 4000 1,019 1,019

Teacher Induction, Admin. Induction, New Hire Orientation, Spring and Fall district-wide PD conferences, PAR, CORE, NISL, Dashboard School Support, and Instructional Coaches. Additionally, our department works very closely with all Curriculum and Program Specialists to support their professional learning goals.

The FACE Coordinator has begun to engage in parent dialogue and has provided professional learning for FACE liaisons and workers. This group has attended mentor training to support this work. PBIS/Restorative Practices personnel have attended Mentor training. The Office of Community Relations oversees the practice of Family and Community Engagement (FACE). Using the Dual Capacity Framework and the FACE Matrix, FACE staff have been trained on engaging parents and community partners in the development of site wellness centers and the activities that occur in them including community enrichment classes, technology training and parenting support.

On August 8, 2018, all staff received a safety presentation that was site-based and site specific. The training was guided by a 2 hour video that had pause breaks and discussion questions that served as prompts for each site to discuss and practice the important

concepts mentioned in the safety video. Topics included Run, Hide, Fight, Lock out/Lock down, Suicidal Ideation and Crisis Response. The training was mandatory for all employees and was facilitated by site administration, including those at district facilities (Central kitchen, building services, district office, PSS, and logistics).

We Care, SAUSD Suicide Prevention Campaign, has convened SAUSD staff, parents/guardians, and community partners in regular We Care Committee meetings. Additionally, staff have provided student, staff and parent/guardian We Care trainings throughout the district. In support of LGBTQIA youth, continued promotion of Safe Zone posters in student service areas and ally badges are in place at school sites. Community Partners, like the Center and KinderFuture, allow for staff education/support, individual/group student support, and GSA club consultation.

Pupils Support Services has a staff that provides ongoing training related to social emotional learning. This team ensures all staff receives support and resources related to: PBIS, trauma-informed practices, and restorative practices. At the Summer Spark Conference the following were offered: Listen & Learn: Dialogue with Project

Kinship, a Community Partner (formerly incarcerated youth discussion), Building a Positive Classroom Community, and Homelessness Unwrapped. While much of their professional development is just-in-time, this group of professionals participated in the Fall and Spring district-wide PD conference. PBIS trainings for all staff have been provided throughout the school year. The School Climate Department hosted a School Climate Parent Institute where approximately 50 parents were trained on PBIS and Restorative Practices. PBIS and Restorative Practice presentations were also done at the Annual district-wide Parent Conference.

A variety of customer service trainings have been offered throughout the year for a wide range of job classifications including after school instructional providers, nutrition services, custodial, activities monitors, all front office staff, managers, as well as two different customer service courses that were open to all employees. The District has put on 2 "nuts and bolts" trainings for office managers that has addressed safety and procedural practices including field trips, the raptor system for checking in non-district personnel including parents and volunteers.   Education Specialists have provided training related to Non Violent Crisis Intervention for early intervention

and nonphysical methods for preventing or managing disruptive behavior. Personal safety techniques for staff are also demonstrated and practiced to prepare staff to safely remove themselves and other from a dangerous situation. Within the 2018/2019, 11 NCI trainings were offered with a total of 224 individuals trained.

Activities Monitors have received training in effective service, supervision and professional engagement through instructors from Santa Ana College. In total 300 registered and attended these sessions that were offered at multiple locations, times, days, and dates.

Custodial leads have received Customer Service training through Santa Ana College as well as Leadership training through Santa Ana College. Each course was a total of 14 hours, delivered of 7 weekly sessions of 2 hours each. Custodial Services have received ongoing professional development in the effective use of equipment and sanitation of school facilities including school cafeterias and kitchens. In partnership with WAXIE, an online learning portal has been launched for employees to log on learn skills virtually through an online platform. 2 professional development sessions have been recorded so that employees can review the material

or watch it if there were absent during the initial presentation.

School Police DSOs received the following training: Deescalation training/CPI, CERT Training in partnership with the OCFA, refresher training for CPR and 1st Aid, and Mandatory Reporter training (AB1430) . School Police Dispatchers received training in dispatcher protocols for emergency and priority calls. School Police Officers received training on a weekly basis provided by leadership to include: Active Shooter training, Force Protection Protocols, Contact with the Mentally Ill, Trauma Casualty Care, Dangerous Device and Fireworks training, Active Shooter Full-Day Drill with OCFA at Godinez, Biased Based Policing, Homeless Student Resources/Update, Report Writing, Comprehensive School Safety Plan, RIMS Update, Mutual Aid Event training, Evidence Collection and Packaging, Chemical Protective Mask training, Pursuit Driving, Missing and At-Risk Missing Juveniles Procedures. In addition, Police Officers received a minimum of 24-hours of POST mandated training: Police pursuits/driving, firearms proficiency, use of force, defensive tactics. All Police Supervisors received the following training: AB1825, Sexual Harassment and Discrimination. Police Chief and

	Police Lieutenant received ICS 400 training.

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.9: Moved to Action 4.4		N/A NA	N/A

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.10: Embedded with Action 3.7		N/A N/A	N/A N/A

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.11:Embedded in action 4.9.		N/A N/A	N/A N/A

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.

Family and Community Engagement (FACE) staff have been hired for ALA's Wellness Center. The center provides presentations to families and the school community regarding family and community engagement, local resources, and site specific selected topics and hosted 60+ organizations that included classes and wellness training and resource presentations offered at a variety of providers including Santa Ana College, Olive Crest, Parenting Project, CalOptima, and Orange County Health Care Agency (businesses, health systems, non profits, higher education groups, mental health, etc) and brought in resources to share with families. WE CARE, SAUSD Suicide Prevention Campaign was implemented and continues to be supported SAUSD staff, parents/guardians, and community partners in regular We Care Committee meetings. The School Climate Department hosted a School Climate Parent Institute where

approximately 50 parents were trained on PBIS and Restorative Practices. SAUSD's MTSS Social Emotional Learning (SEL) sub-committee included site and district staff including counselors, psychologist, program specialists, coordinators and directors who have created an SEL vision, and identified core competencies for student SEL development.

Staff members, including special education staff, and parents have attended Positive Behavior Interventions and Supports (PBIS) presentations, workshops, trainings, and coaches meetings. Team training were offered for rebuilding Tier I, as well as Tier I, Tier II and III interventions, class management, Check-In Check out, PBIS assessments, comparing/contrasting COST & SST, and behavioral functions. As part of the i3 grant, a Parent Institute was provided. i3 Grant School Climate Liaisons worked with sites to embed restorative practices into the PBIS framework. All Engage 360° site coordinators were certified in restorative practices. 20+ Family and Community Engagement workers and liaisons have been trained in restorative practices. SAUSD's Social Emotional Learning (SEL) Sub-Committee of the MTSS Leadership Team has developed a shared vision and mission, identified the core SEL competencies, and created a framework and action plan for moving the work forward. In addition, students in need of targeted tier 3 social emotional learning supports were invited to the "Boss UP- I am" and "GirlBoss EmpowHER" full day conferences. These activities support our most disconnected students who are in need of wraparound supports and mentorship. Pupils Support Services staff provided ongoing training related to social emotional learning. This team provided staff with support and resources related to: PBIS, trauma-informed practices, and restorative practices. At the Summer Spark Conference the following were offered: Listen & Learn: Dialogue with Project Kinship, a Community Partner (formerly incarcerated youth discussion), Building a Positive Classroom Community, and Homelessness Unwrapped.

School Police purchased, installed and implemented the equipment and technology necessary to meet the Countywide Coordinated Communications System project (CCS) This included significant countywide upgrade expenses that were divided between all police agencies. The cost-sharing allocations supported one of the nation's largest, fully inter-operable communications networks for law enforcement, fire services, lifeguard, public works, and numerous other local government and public service agencies. The EOC was activated as a practice run for what we would do in the event of an emergency. All members of the EOC were present and responded according to updates that were being provided by the head of the EOC throughout the day. Certificated and classified staff receive NCI training for early intervention and nonphysical methods for preventing or managing disruptive behavior. Personal safety techniques for staff are also demonstrated and practiced to prepare staff to safely remove themselves and other from a dangerous situation. Within the 2018/2019, 11 NCI trainings were offered with a total of 224 individuals trained.

On August 8, 2018, all SAUSD staff received a safety presentation that was site-based and site specific. The training was guided by a 2 hour video that had pause breaks and discussion questions that served as prompts for each site to discuss and practice the important concepts mentioned in the safety video. Topics included Run, Hide, Fight, Lock out/Lock down, Suicidal Ideation and Crisis Response. The training was mandatory for all employees and was facilitated by site administration, including those at district facilities (Central kitchen, building services, district office, PSS, and logistics). Special Education staff have provided Non-Violent Crisis Intervention training for early intervention and nonphysical methods for preventing or managing disruptive behavior and personal safety techniques to prepare staff to safely remove themselves and other from a dangerous situation. School Police DSOs received the following training: Deescalation training/CPI, CERT Training in partnership with the Orange County Fire Authority (OCFA), refresher training for CPR and 1st Aid, and Mandatory Reporter training (AB1430). School Police Dispatchers received training in

dispatcher protocols for emergency and priority calls. School Police Officers received training on a weekly basis provided by leadership to include: Active Shooter training, Force Protection Protocols, Contact with the Mentally Ill, Trauma Casualty Care, Dangerous Device and Fireworks training, Active Shooter Full-Day Drill with OCFA at Godinez, Biased Based Policing, Homeless Student Resources/Update, Report Writing, Comprehensive School Safety Plan, RIMS Update, Mutual Aid Event training, Evidence Collection and Packaging, Chemical Protective Mask training, Pursuit Driving, Missing and At-Risk Missing Juveniles Procedures. The District has put on 2 "nuts and bolts" trainings for office managers that has addressed safety and procedural practices including field trips, the raptor system for checking in non-district personnel including parents and volunteers. A variety of customer service trainings have been offered throughout the year for a wide range of job classifications including after school instructional providers, nutrition services, custodial, activities monitors, all front office staff, managers. Santa Ana College provided Activities Monitors with training in effective service, supervision and professional engagement; Custodial leads and office staff with Customer Service training.

Staff have tracked, developed, and planned over 100 facilities projects and completed the District's 2018 Facilities Master Plan. Completed projects include Valley High Schools new two story buildings P2P (Portable to Permanent) which replaced 28 portable classrooms, Roosevelt Walker Community Center. Mitchell CDC new administration building, ALA EC additional classroom, Lunch shelter, outdoor exercise equipment and artificial turf. Santa Ana High School new kitchen, Santiago Elementary School security fencing and MP remodel. District completed escrow and purchase of property in the Irvine/Newport Development Area to be utilized for the development of school facilities to support a growing residential population in the surrounding neighborhoods. Fulfillment of maintenance requests totaling over 18,054 work orders within the last year. Safety and security projects via maintenance include repair or upgrade of over 812 cameras district wide. Projects have also added and repaired perimeter fencing, proximity gates, and exterior door card readers at numerous locations. The District has moved an aggressive agenda to provide professional development to all of our classified staff across departments. All staff had access to an additional 1.5 days of professional development in areas of customer service, technology integration, communication skills, and student and site safety.

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

SAUSD has put in place procedures and facilities adjustments to significantly increase campus safety. Professional development around PBIS, restorative practices and trauma informed practices has build stronger, positive school climates at sites throughout the district. Wellness Centers are in place on all campuses and have increased access for parents to training and health and wellness resources. 51 California Distinguished PBIS Schools of which 12 were platinum and 3 were high schools; 6 gold and 33 silver. The LCAP indicates that have achieved gains are as follows:

- The percent of students who indicated that they feel safe/very safe at school (grade 5) increased from 75% to 92%
- The percent of students who indicated that they feel safe/very safe at school (grade 7) decreased from 64% to 56%
- The percent of students who indicated that they feel safe/very safe at school (grade 9) decreased from 55% to 50%
- The percent of staff who indicated that they feel safe/very safe at school maintained at 87%.
- The number of parents who participated in the annual parent survey decreased from 40% to 24%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material difference is a result of a shift of Activity Supervisor compensation from the operating fund to fund 09 in order to more accurately reflect Advanced Learning Academy's financials.

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.

The focus of Goal 3 was adjusted to focus on foundational safety and school climate. Action 3.06 changed to focus on police services to ensure school safety and security because it was determined that school police services required a specific action. It was also agreed that the original action with its focus on parent training and access is already encompassed in goal 2.03.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 4

Implement a robust Multi-Tiered System of Support (MTSS) framework that provides timely and responsive support to targeted students within identified subgroups to meet individual academic, behavioral and social-emotional learning (SEL) needs.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      Priority 3: Parental Involvement (Engagement)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)
                      Priority 7: Course Access (Conditions of Learning)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator EL Redesignation | Percent (%) of EL students will be reclassified with five (5) years of entering an EL program **18-19** EL Redesignation | 67.0% of EL students will be reclassified with five (5) years of entering an EL program (2017-18) **Baseline** EL Redesignation | 64.2% of EL students were reclassified with five (5) years of entering an EL program (2015-16)	18-19 EL Redesignation | 70.9% of EL students were reclassified within five years of entering an EL program (2017-18)

Expected	Actual
Metric/Indicator English Learner Progress Indicator (ELPI) per the California School Dashboard **18-19** Metric TBD based on ELPAC transition from CELDT and upon final CDE guidance **Baseline** ELPI | Performance Level of Yellow (Medium Status, Maintained Change) (2014-15)	18-19 % of Students in ELPAC Peformance Levels (2017-18), as reported on CA School Dashboard: 11.5% Well-developed 59.5% Moderately 26.2% Somewhat 2.4% Beginning
Metric/Indicator Extracurricular participation rates | Percent (%) of High School students who participate in more than one extracurricular activity | Percent (%) of Intermediate School students who participate in more than one extracurricular activity **18-19** Extracurricular participation rates | 50% of High School students will participate in more than one extracurricular activity; 47% of Intermediate School students will participate in more than one extracurricular activity (Spring 2018) **Baseline** Extracurricular participation rates | 50% of High School students participated in more than one extracurricular activity; 46% of Intermediate School students participated in more than one extracurricular activity (Spring 2016)	18-19 Extracurricular participation rates | 46% of High School students participated in more than one extracurricular activity; 41% of Intermediate School students participated in more than one extracurricular activity (Spring 2018)
Metric/Indicator Attendance | Districtwide attendance rate **18-19** Attendance | Maintain or increase the districtwide attendance rate from the prior year **Baseline** Attendance | The districtwide attendance rate is 96.9% (2015-2016)	18-19 Attendance | Maintained the districtwide attendance rate of 96.7%, relative to the prior year rate of 96.9%
Metric/Indicator Chronic absenteeism | Districtwide chronic absenteeism rate: Elementary, Intermediate, High School **18-19** Chronic absenteeism | Maintain or reduce the chronic absenteeism rate from the prior year **Baseline**	18-19 Chronic absenteeism: 5.8% of K-8 students chronically absent (2017-18)

Expected	Actual
Chronic absenteeism | The chronic absenteeism rate is: 3.2% (elementary), 3.9% (intermediate), 9.9% (high school) (2015-16)	
Metric/Indicator Middle School Dropout | Number of adjusted grade 8 dropouts **18-19** Middle School Dropout | Maintain the number of adjusted grade 8 dropouts at 0 (2017-18) **Baseline** Middle School Dropout | The number of adjusted grade 8 dropouts is 0 (2015-16)	18-19 Middle School Dropout | Internal estimate of 0 grade 8 dropouts (2017-18). CDE to release official reports around August.
Metric/Indicator High School Dropout | High school cohort dropout rate **18-19** High School Dropout | Reduce the high school cohort dropout rate to 2.3% (2017-18) **Baseline** High School Dropout | Reduce the high school cohort dropout rate to 4.3% (2015-16)	18-19 High School Dropout | High school cohort dropout rate 0% (2017-18)
Metric/Indicator Suspension Rates | Districtwide suspension rate **18-19** Suspension Rates | Reduce the suspension rate to 3.2% (2017-18) **Baseline** Suspension Rates | District suspension rate was 3.6% (2014-15)	18-19 Suspension Rates | Suspension rate maintained at 2.9% (2017-18)
Metric/Indicator Student Suspensions | The total number of instructional days lost due to suspensions **18-19** Reduce the total number of instructional days lost due to suspensions to 4,600 (2017-18) **Baseline** The total number of instructional days lost due to suspensions was 4,779 (2015-16)	18-19 Total number of instructional days lost due to suspensions was 20.
Metric/Indicator Expulsion Rates | Districtwide expulsion rate	18-19 Expulsion Rates | Expulsion rate is 0%.

Expected	Actual
18-19 Expulsion Rates | Maintain expulsion rate at 0.1% or below (2017-18) **Baseline** Expulsion Rates | Districtwide expulsion rate was 0.1% (2014-15)	

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

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

4.1 Ensure equitable access for all sub-groups to enrichment opportunities (i.e. STEM, CTE, Visual and Performing Arts (VAPA), foreign language, physical education and intramural athletics.)	Site based VAPA strategic planning, aligned to the District vision, is integrated into each school site's SPSA. SAUSD partners with OCDE in the OCALLKids Consortium, through Title IV grant funding, which provides VAPA professional development for Special Education and Educational Options teachers.
	
	14 Intermediate/K-8 schools participated in the District Intramural Sports Program. Students were offered a variety of sports to participate in, culminating with a District-wide tournament for each sport.Students were able to develop leadership skills, teamwork, social skills while representing their school community.
		LCFF sources
		
		Object Category:
		
		1000 3,500
		2000 3,000
		3000 756
		
		  7,256
			LCFF sources
			Local Sources
			
			Object Category:
			
			1000 9,787
			2000 3,463
			3000 1,905
			4000 11,000
			
			  26,156

Action 2

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures

4.2: Provide access to targeted students within all sub-groups to extended learning opportunities by expanding before, after and Saturday school programs, tutoring, summer school programs, and access to transportation services as needed.	Access to targeted students within all sub-groups to extended learning opportunities has been provided during Saturday school programs. As of March 2019, 47,927 students have attended the WIN Saturday Attendance Recovery program and 27,340 student absences have been recovered.
	
	Engage 360° serves approx. 56 K-8 students daily. The program contains three part rotations that students engage in daily: 1) academic assistance, 2) health and wellness - social emotional learning, physical activities and nutrition, and 3) enrichment. The program partners with six community provides to offer enrichment services, including dance,leadership/technology, science, mariachi, art, and karate. Several Engage 360° sites are participating in the expansion of the Peer Assisted Literacy program, Girl Scouts, and SEL curriculum. Five (5) Engage 360 intermediate sites received funding to implement the AppJams+ program, which includes app development with college mentors.
	
	Through summer enrichment, SAUSD provided students with opportunities to participate in engaging and interactive summer enrichment programs that exposed
		LCFF sources
		Before and After School Learning & Safe Neighborhood
		
		Object Category:
		
		1000 10,121
		2000 89,399
		3000 31,599
		4000 8,480
		5000 40
		
		  139,639
			LCFF sources
			Title I, Part A
			Before and After School Learning & Safe Neighborhood
			
			Object Category
			1000 20,464
			2000 94,377
			3000 32,432
			4000 8,350
			5000 1,469
			
			  157,092

students to unique learning experiences in the arts, STEM, SEL, and other high-interest content areas. Enrichment programs simultaneously targeted literacy and critical thinking skills and exposed students to new experiences. Teams of teachers applied for funding. Teacher teams worked collaboratively to develop enrichment proposals that provided engaging learning experiences for students. There was a formal selection process using a blind read of proposals. Criteria for assessing proposals were clearly outlined to ensure high quality enrichment programs that promoted critical thinking, creativity, and connections to college and career pathways. Curriculum/Program Specialists evaluated/scored the summer enrichment proposals.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.3 Provide supports so that foster students are able to access appropriate levels of service to ensure academic progress leading to successful graduation.	Collaboration with OC Social Services Agency, probation, wrap around support (ie. Olive Crest), OC Department of Education Foster Youth Services, and multiple SAUSD Departments has increased to allow for ease in transition and support for foster youth, and has also supported a reduction in discrepancies in Aeries tracking/coding. Youth Leadership Opportunities (YOLO)	N/A N/A	N/A N/A

clubs have increased from 3 sites to 11 sites and continue to allow for youth to connect with other peers, and participate in pro-social activities. Experiential field trips have increased and included site visits to community colleges and museums. Increased efforts to reach out to students in their junior year to provide individualized academic/social support, and reduce barriers to graduation has allowed for a 100% graduation rate for all SAUSD Foster Youth. Foster Youth Services provided through SAUSD has also provided trainings/inservices for SAUSD Community Liaisons and Workers, new employees (ie. registrars), counselors, and administration.

In collaboration with Soapy Hai laundromat, Reunion Church, and SAUSD, 4 sites and 205 students have participated in the "Laundry Project" program that allows families to do no cost loads of wash and dry on a monthly basis. This is incredibly important as clean clothing and adequate access to resources supports increased attendance. In support of academic progress, the McKInney- Vento Liaison regularly attends weekly School Attendance Review Board (SARB) meetings as the student's advocate to determine McKinney-Vento status and if that status contributes to an attendance issue. On average, 4 McKinney-Vento students per week attend SARB. To date 1,157

eleventh and twelfth grade students identified as McKinney-Vento have been reviewed to determine their eligibility for AB 1806 status (allowing them to graduate with state required 130 credits). In support of financial aid for college/university, FAFSA letters have been provided to students identified as Unaccompanied Youth. To ensure continued professional development of SAUSD team members and providers, inservice trainings have been provided to SAUSD Community Liaisons and Workers, district employees in district wide staff development days, Santa Ana/Tustin Rotary club, Continuum of Care County Housing Group and others. Five McKinney-Vento Site Designee meetings are held annually that showcase best practices and new resources/services provided by community agencies. It is because of these collaborative efforts that students have been able to benefit from the following generous donations: 3000 pairs of socks (Honda), school supplies and books (Feed the Children), sweatshirts (Assistance League of Santa Ana), 2600 backpacks with school supplies (Time to Give Back Foundation), weekly backpacks of food (Giving Children Hope/We've Got Your Back), 60 bag beds (Church in Anaheim), Holiday gifts and baby diapers (Thomas House).

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.4: Provide timely and appropriate services to English learners and reclassified English learners in need of support with linguistic and/or academic skills to successfully access, engage and interact with grade-level content commensurate with their English-only peers.	The EL Programs Department creates EL and RFEP monitoring reports to assist sites in determining the appropriate level of differentiation and intervention. The reports identify EL and RFEP students that are at risk of not meeting the challenging academic standards and sites use these reports to target students in need of additional support and intervention. School sites use Title I funds to target struggling students and create programs to meet the needs of struggling students. EL Progress is a school goal on each SPSA and each school articulates the path to fluent academic language acquisition for all English Learners and a plan for supporting Reclassified English learners for 4 years beyond reclassification. EL student progress is monitored regularly to ensure effective and appropriate program placement. Progress is monitored through the regular analysis of the results local assessments and communicated to parents through progress reports, parent conferences and site-based parent-teacher communication systems. If interventions are needed to support EL students,parents will be notified by the site of the options, both during and beyond the school day, for additional instructional	N/A N/A	N/A N/A

| | intervention programs and opportunities. | | |

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.5 Provide English learners with linguistically-appropriate program placement options and services, which support effective and rapid English language development and specifically address their instructional needs at each level of their language acquisition.	The core Elementary Curriculum, Benchmark and core secondary curriculum Study Sync, provide strategies for differentiation for English Learners within core courses. All English learners are placed in core classes and teachers differentiate instruction to meet each student's need. Students receive both integrated and designated ELD instruction utilizing Benchmark Advance ELA/ELD materials which include resources, lessons, curriculum maps and pacing guides to support daily integration. Grades 6-8 has three ELA proficiency levels (emerging, expanding, and bridging) based upon ELPAC scores and grade level performance as evidenced by their scores on the SBAC and district benchmark tests. EL students may be placed in: • Honors English Language Arts (StudySync) • Standard English Language Arts (StudySync) • Core ELA with ELD Supports (StudySync, Prog. 2)	N/A N/A	N/A N/A

- Intensive Intervention: ELA/ELD (Program 4 - iLit)
- ELD: A or B (Program 5) PROOF

Program Placement Options for ELs at the High School Level: Regardless of language proficiency status,

have full access to all ELA and core content program options, including all A – G approved courses, Honors and Advanced Placement courses.Placement recommendations and guidelines are provided to assist sites in determining the program continuum options which will best meet the unique instructional needs of each EL student through their language acquisition journey.

Recommendations are based upon performance on multiple measures including ELPAC, SBAC and local measures such as MAP and district benchmarks.

If an EL is identified at risk, they may be provided a supplemental support class at the secondary level to enable students to make up language gaps. ELs are also provided supplemental tutoring or in class differentiation depending on student needs and the nature of their struggle.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.6: Provide interventions, supplemental and core replacement programs in order to ensure equitable student access to a high quality rigorous, CA state standards-based, core instructional program with CA standards for all sub-groups.	SAUSD's MTSS Leadership Team, lead by the Assistant Superintendent of K-12 School Performance and Culture, includes site and district representatives including program specialists, curriculum specialists, coordinators, directors, principals, counselors, and psychologists. The annual LEA Assessment is utilized to determine next steps as the District builds a robust MTSS model that is built to serve all students. The SWIFT-FIA MTSS Site Assessment Pilot, has been expanded to all school sites. Each participating school's selected SWIFT-FIA facilitator has received professional development regarding the assessment components and facilitation guidelines as they implement the protocols with their site Leadership Teams. SAUSD counselors provide individual and group counseling to improve academic achievement through the personal/social, academic and career domains as they relate to behavior, academics, health and attendance concerns. They serve as a resource on student behavior management strategies, welfare and attendance problems and concerns. They consult with teachers and administrators to assist in	N/A N/A	LCFF Sources Object Category 4000 68,825 68,825

developing interventions and alternatives to facilitate student academic performance and emotional adjustment. Along with administrators and teachers, counselors attend Student Support Team Meetings, such as SSTs, IEPs, and Section 504 meetings to provide guidance and leadership in the asset approach when designing a Student Success Plan to include and improve behavior, academic achievement, health, and attendance concerns. They help create a referral system for mental health resources outside of the school community for evaluations, counseling, and/or other issues for the individual student or family.

At the secondary level, Pearson's iLit program is employed and available as a core replacement ELA course of study program option designed to "catch up" literacy and language development skills by employing effective, research-based instructional strategies to promote successful access and interaction with grade level content for students who are performing two or more grade levels below expectations. Placement should be metered, with the expectation that students exit into core, grade level ELA within a two-year period. 9 elementary school sites continued to use SIPPS for foundational skills. with the support of ELA Curriculum Specialists.

9 elementary school sites continued to use SIPPS for foundational skills. with the support of ELA Curriculum Specialists. Teachers continued to have access to Reading Academy trainings online through CANVAS.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.7 Provide additional support to identified schools on the California Dashboard, to improve achievement in ELA and Math.	In the absence of a state definition of program improvement or differentiated assistance for low performing schools, SAUSD developed it's own internal criteria for determining our "dashboard schools."	N/A N/A	N/A N/A

Action 8

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

4.8 Provide targeted Restorative Practice strategies, drop-out prevention and retention efforts, diversion programs, mentoring, mental health services and other wellness programs.	Restorative Practices strategies provided this year for students included restorative mediations, mediations, impromptu conversations, classroom circles, small group circles, 10-12 week character development program, check-in's and mentorship. Restorative Practices strategies provided this year for staff and families include trainings, modified trainings for Activity Supervisors, presentations, coaching, assistance with classroom circles, small staff circles, small parent circles, embedding classroom	LCFF sources
		
		Object Category:
		
		1000 2,500
		3000 478
		5000 4,550
		
		  7,528
			LCFF sources
			
			Object Category:
			
			1000 2,500
			3000 479
			5000 3,550
			
			  6,529

circles with an emphasis on Social Emotional Learning. As of March 2019, 440 small group circles were conducted, 520 restorative mediations were held, 8,385 students had individual restorative check in's and meetings, 4,083 quick check in sessions occurred, as a result of restorative conversations 388 referrals to additional services (ie. mental health, etc.) were made. 214 staff members attended Restorative Practices training. 20 staff circles have been facilitated. Two Restorative Practices Youth Conferences were held with over 150 students in attendance.

SAUSD counselors provide individual and group counseling to improve academic achievement through the personal/social, academic and career domains as they relate to behavior, academics, health and attendance concerns. They work collaboratively with Pupil Support Services and Educational Options schools to refer students to appropriate learning environments that allow students to graduate and provide dropout prevention.

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.9 Provide professional development for certificated and	Day 4 of the elementary ELA curriclum implementation professional development focused	N/A N/A	N/A N/A

classified staff to support each of the activities identified in MTSS.	on differentiated instruction. Using the SAUSD Diagnostic Plan, teachers learned how to identify the individual student needs and aligned that to an instructional focus and Benchmark Advance instructional materials. Math Curriculum Specialists trained three sites' Instructional Aides on the adopted math curriculum and best ways to support student learning in math classrooms.Teachers continued to have access to Reading Academy trainings online through CANVAS. SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)Training was offered to schools employing this program targeted for struggling readers. 10 customer service courses have been offered throughout the year that were specific to job classifications including after school instructional providers, nutrition services, custodial, activities monitors, all front office staff, managers, Head Start Teachers, Human Resources, as well as two different customer service courses that were open to all employees. In total over 1000 employees participated in these trainings. The Extended Learning department (Engage 360 and ASSETs) provides training throughout the school year for all employees and includes the following topics: Effective Supervision, Supporting students

with special needs, literacy, social emotional learning, classroom management, child abuse, PBIS, restorative practices, etc.

A Program Specialists provides training, information and resources related to McKinney-Vento (M-V) and maintains a website to ensure the resources are accessible. A school site M-V designee is identified, and a list of site designees is available on the website. The M-V Program Specialists participated in the district-side conferences to ensure our teaching staff is aware of this vulnerable population and the resources available to support them. This provided 90 teachers with the opportunity to understand the issue of homelessness and learn of resources available. Transition Support Services provided mandatory ASCA/MTSS PD to all counselors, Higher Education Coordinators, and Admin this school year (7 PD days).

At monthly Title I/ELD meeting school staff members are trained on the ELD continuum and the key placement options for English Learners. EL Programs support sites through the development of an ELD continuum that makes recommendations to sites on where and how to place English Learners to best meet their language acquisition needs.

Participation in CORE (CORE Districts, Data Collaborative, Improvement Communities) has included a math collaborative at intermediate schools on the Dashboard. Local Improvement Facilitator Trainings have prepared key personnel to lead the work of improvement science with math departments at these schools.

Demonstration Teachers have been identified at each of these schools. These teachers provide opportunities for support staff and PD providers to model lessons in their classrooms. Collectively the Instructional Coaches, Demo Teachers, and LIFT coaches gather monthly to learn and apply improvement science in an effort to implement new approaches that will address the root cause of challenges at these sites.

Site Administrators at these schools have been supported by District Leadership through the Instructional Leadership Cycle and monthly professional learning sessions.

In addition to the work of the coaches, demo teachers, and LIFT coaches, Math Curriculum Specialists supported the CORE Instructional Coaches as content experts, collaborating monthly with site coaches at school site, and quarterly at LIFT convenings. Math Curriculum Specialist also

	implemented Improvement Science at school site.

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.

The annual LEA Assessment is utilized to determine next steps as the District builds a robust MTSS model that is built to serve all students. The SWIFT-FIA MTSS Site Assessment Pilot, has been expanded to all school sites. Each participating school's selected SWIFT-FIA facilitator has received professional development regarding the assessment components and facilitation guidelines as they implement the protocols with their site Leadership Teams.
ELA/ELD placement recommendations are based upon performance on multiple measures including ELPAC, SBAC and local measures such as MAP and district benchmarks. Pearson's iLit core replacement program is utilized to assist secondary to "catch up" literacy and language development for students who are performing two or more grade levels below expectations. Nine elementary school sites continued to use SIPPS for foundational skills, with the support of ELA Curriculum Specialists. In 2018-19, the district offered 30 hours of intervention tutoring to each certificated staff member in order to facilitate targeted intervention and support for identified students.

The Engage 360° program partners with six community providers to offer enrichment services, including dance, leadership/technology, science, mariachi, art, and karate. Through summer enrichment and Engage 360, SAUSD provided students with opportunities to participate in engaging and interactive summer programs that exposed students to unique learning experiences in the arts, STEM, SEL, and other high-interest content areas. The summer school credit recovery program serves approximately 5,000 high school students. Transition Support Services provide and support summer SAT Prep curriculum at no cost to SAUSD students. Engage 360° Summer program serves K-8 students daily. Extended School Year services are provided to support and maintain mastery of critical skills and will receive services and supports for students as listed in their Individualized Education Programs (IEPs).

SAUSD counselors provide individual and group counseling to improve academic achievement through the personal/social, academic and career domains as they relate to behavior, academics, health and attendance concerns. They serve as a resource on student behavior management strategies, welfare and attendance problems, concerns and support/attend SSTs, IEPs, and Section 504 meetings. District counselors, higher education coordinators, and administrators received professional development and continuous training in a variety of areas including ASCA model, MTSS, enhancing school counseling practices, dual enrollment processes and planning, effective use of technology in regards to district's student information system (AERIES), creating and sharing digital curriculum via google apps, CCGI, Parchment, (52 Counselors, 6 Higher Ed Coordinators, K-8 Admin, Int. & HS admin., and FACE Liaisons).

Collaboration with OC Social Services Agency, probation, wrap around support (ie. Olive Crest), OC Department of Education Foster Youth Services, and multiple SAUSD Departments has improved transition and support for foster youth. Youth Leadership Opportunities (YOLO) clubs have increased from 3 sites to 11 sites and allow youth to connect with other peers, and participate in pro-social activities. Increased individualized academic/social support in the junior year reduced barriers to graduation, resulting in a 100% graduation rate for all SAUSD Foster Youth. 1,157 11th and 12th grade students identified as McKinney-Vento have been reviewed to determine their eligibility for AB 1806 status (allowing them to graduate with state required 130 credits). Soapy Hai laundromat and Reunion Church engaged 205 students in the "Laundry Project" program each month.

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

SAUSD has made great strides in building its MTSS Framework. In addition to defining the foundational tier for ELA, Mathematics, SEL and Behavior, SAUSD has established its MTSS Vision and Misson, Framework, and Action Plan. Key indicators that have been maintained or increased are as follows:
- ALA's EL Redesignation rate has also continued to increase to 70.9% in 2018.
- ELPI performance indicator per the CA School Dashboard has been maintained at Yellow with 11.9% at Well-developed, 59.5% at Moderately, 26.2% Somewhat and 2.4% Beginning levels
- Attendance is maintained at 96.7%
- Percentage of students who participated in more than one extra curricular activity (High School was maintained at 46%)
- Suspension rate was maintained at 2.9% in 2017-2018
- Expulsion rate was 0% in 2017-2018

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences include increases in expenditures related to expansion of the Advanced Learning Academy as well as budgeting of intervention tutoring in the Title I, Part A grant.

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.

Goal 4 has been designed to focus on Tier 2 and Tier three interventions, resources and supports. Actions 4.04 and 4.05 have been moved to goal 1 as they address core programming for English learners. Actions 4.6, 4.07, and 4.08 have been renumbered to 4.04, 4.05, and 4.06 respectively.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

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

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.

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.

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.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

Advanced Learning Academy and Santa Ana Unified School District value stakeholder engagement to inform decisions related to the Local Control Accountability Plan. Engagement includes the dissemination of information, reflection on implementation and revision of implementation practice. Engagement includes the dissemination of information, reflection on implementation and revision of implementation practice. The Cal-SCHLS survey elicited responses from Advanced Learning Academy parents, staff and 5,7,and 9th grade students. This data was used to inform the metrics shared with stakeholders and the questions asked during the listening sessions. In order to ensure that feedback was an honest and comprehensive reflection of all stakeholder groups, the listening sessions took place within the context of specific stakeholder focus groups and were conducted using listening session discussion guides to provide uniformity. All staff conducting the listening session were trained on LCAP protocol and provided standardized forms to ensure fidelity of distribution of information.

The Advanced Learning Academy LCAP is in year two of its three-year plan. The plan details how ALA will serve all students, including English learners and those from low-income or foster homes. The LCAP requires the school to present its goals, metrics, actions, and expenditures and show how they support the state's eight priority areas. In 2015, the ALA staff reviewed the priorities and developed three major goals: To support all students in the district, to improve teaching and learning, and to close the achievement gap. In 2018, ALA added a fourth goal: To provide a Multi-Tiered System of Supports. Every year the district evaluates its progress and makes revisions.

ALA's LCAP includes a description of annual goals for all pupils and for each pupil subgroup, as stipulated in California Education Code sections 52060 and 52061. The district's plan addresses the eight state priorities by incorporating them into its goals. The eight state priorities are: Basic services, academic standards, parent involvement, student achievement, student engagement, school climate, course access, and other outcomes. SAUSD addresses the eight state priorities through its four goals:
- Goal 1: Teaching and Learning
- Goal 2: Stakeholder Communication and Engagement
- Goal 3: Safety and Wellness
- Goal 4: Multi-Tiered System of Supports

Parent and Community Engagement:

During the month of November 2018, Advanced Learning Academy hosted several LCAP Stakeholder Engagement Meetings both in the morning and the evening to support parental and community input. Parents and community members participated in the conversations and offered suggestions for school improvement. The Principal provided an update on school actions and school progress, to meet the LCAP Goals on Teaching and Learning, Engagement and Climate/Culture, and Multi Tiered Systems of Support. The Principal and school staff asked for input from parents and staff to address areas of need for growth and improvement. From there, high priority items were identified in each of the goals areas from the meetings, and the information was added onto a Google Document to help to identify school-wide priorities as identified by the stakeholders. Parents maintained the need for safe schools, student enrichment activities and parent education programs.

Internal Stakeholder Engagement:

In addition to providing opportunity for staff to attend the parent and community members' meetings, an individual meeting teachers and staff participated during a regular staff meeting. They were asked to speak freely and make recommendations for next steps. After reviewing data and metrics, the groups were asked specific "next step" questions. Teachers suggested that there is a need for new instructional materials aligned to the state standards. Additionally, they requested support and professional development in the integration of technology and in restorative practice strategies. Classified staff recommended that the playground and common areas receive additional support to maintain student safety and school cleanliness.

Student Voice:

We believe that students bring meaningful perspectives and insights into their own educational experience within our district and our schools. Our respect for our own students, combined with the intent of the LCAP to encourage schools to engage with and listen to their community stakeholders, has led to our commitment over multiple years to include student voice in our LCAP planning in meaningful ways.

We chose a random sample across the school, to respond to essential questions related to a range of school-related topics. Individual students recorded their personal responses, and then discussed them with student colleagues and school staff. We then collected this data, transcribed or photo-captured student responses, and shared back with site leadership teams. While we offered nearly a dozen discussion topics, students across schools overwhelmingly chose to discuss issues related to school discipline, expansion of opportunities to pursue personal interests, and experimentation with alternative and personalized school schedules.

Future Process:

Ongoing LCAP Target monitoring and an annual review will be utilized to capture data at critical points in the school year. It is the intention to report to stakeholders the outcomes of the metrics in the fall 2019, after Smarter Balanced Assessment Consortium (SBAC), other State level data, and local metrics are reported. In November 2019, the process of engaging stakeholders through site and district level LCAP meeting will begin again to allow staff, parents and members of the community to continue the LCAP engagement and review process. The LCAP Task Force will continue to meet on a regular basis to review metric progress in addition to aggregate new stockholder input. With the new alignment of goals, actions and now services, all school site and department budgets will be posted for full transparency.

The final data metrics will be reviewed in September 2019 (pending release of metric data) with all stakeholders to adjust and to begin the revision of the next LCAP for 2020-2021 school year.

Information from all of the Stakeholder meetings has been documented and provided to all site leaders and committees. The top three recommendations in each goal area from each meeting. This information has been reviewed and will provide direction for the revision or development of new action steps to better serve our students.

Approval Process
May 7, 2019 - LCAP Draft presented and provided to School Site Council/ELAC to gain additional input from parent leaders.
June 16, 2019 - LCAP and Budget overview will be presented to the ALA Advisory Board in general session.
June 16, 2019 - LCAP will be posted on the school website for public input.
June 25, 2019 - LCAP will be presented during the Public Hearing at the ALA Advisory Board meeting.
June 28, 2019 - LCAP and Budget will be submitted to the ALA Advisory Board for final approval.

The final data metrics will be reviewed in September 2019 with all stakeholders to adjust and to begin the revision of the next LCAP for 2020-21 school year

Impact on LCAP and Annual Update

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

ALA staff, parents, students and community stakeholders have come to view the LCAP process as a legitimate means for contribution to our collective impact at the site level.

Overall, the top priority for parents as we look at the revision to the Local Control Accountability Plan addressed the need to continue to provide programs to support literacy and mathematics, provide tutoring and support for students who may be having difficulty, ensure that schools are safe and that they have ample supervision to ensure safety. Parents and community members also requested that the District continue to support the arts and provide extra-curricular activities to engage more students. Increased collaboration and transparency with regards to LCAP goals, actions, metrics and aligned budget allocations and expenditures. The LCAP goals have been integrated into each school's Single School-wide Plan for Student Achievement to ensure alignment of the site-based decision-making and budgeting processes. Parents, students, and staff at the sites have direct input via the School Site Council. In addition, Key Performance Indicators aligned to each of the 4 LCAP goals have been developed to support the monitoring of progress throughout the year at the site level.

Direct impact on the LCAP is evident in the following goals and actions:
Goal 4 has been added to clearly identify areas of targeted support to students.
Goal 2 has been modified to place emphasis on student, parent, staff and community communication and engagement. Each goal has an action specific to professional development (PD) in order to capture PD by each action and service.
Action 3.2 has been modified in order to explicitly support effective and efficient emergency response and preparedness in response to community feedback to focus on school safety.

All budgets will be posted for transparency on school websites and LCAP will be posted after Board approval of LCAP and associated Budget.

SAEA, CSEA and SASPOA Members, school and district management and community members agreed with the progress made toward meeting the goals of the LCAP to date. Teachers requested support for student literacy by providing additional instructional tutoring hours at all grade levels. They also noted the need for increased mental health and restorative practices. Finally, they also requested additional support through professional development opportunities to support implementation of the ELA and Math adoptions and integration of technology. In addition, stakeholders requested additional support for students with disabilities by increasing hours they support students.
Students relayed experiences of their personal life challenges, stressors in the community and and providing hopeful messages and support to siblings and friends in the desire to succeed in college. Students discussed their hopes and dreams and knew that the adults in the room were there to listen and to work to remove barriers and provide needed support. Students advocated for other student groups on their campus suggesting support to students with disabilities, maintaining and expanding elective experience, and additional access to dual enrollment courses across the District not just a few schools. Also students discussed increasing real world,

experiential learning opportunities. The District continues to improve this area through development of innovative programs to address student voice and choice.
Revision to metrics and goals were determined by outcomes of progress monitoring and input received from members of the Board of Education, internal and external stakeholders.

Staff members also made recommendation to continue to support literacy by expanding library hours at all school sites. Additionally, teachers requested support for student literacy by providing additional instructional support by providing smaller class sizes at all grade levels. Finally, they also requested additional support through professional development opportunities to support implementation of the new state standards and integration of digital learning and technology integration.
We again collected student responses - scanning student written responses in school learning environment discussions, and collecting the student video narratives. While our intermediate students were more reserved in their critiques of their experiences, they did offer lots of helpful feedback in terms of their perceptions of academic rigor and challenge, their desire for more universally available support and guidance, and at some schools, a call for improved safety and supervision.

It's important to note that these LCAP sessions not only generate a tremendous amount of student perception data and suggestions for improvement, but provide a venue for students to practice and engage the education system in ways that recognize their role as important stakeholders.

Students spoke of the need to provide understanding and support of the lives they live each day. The impact on the LCAP is that students need opportunity to continue to have opportunity to learn and achieve at high levels. Students need to be treated with respect and individually to achieve goals. We continue to work to provide students with opportunity to personalized learning through the development of college and career pathways and virtual learning programs at each of the high schools.   It's important to note that these LCAP sessions not only generate a tremendous amount of student perception data and suggestions for improvement, but provide a venue for students to practice and engage the education system in ways that recognize their role as important stakeholders.

Revision of metrics and goals will be determined by outcomes of progress monitoring and input received from members of the Board of Education, internal and external stakeholders.
Input received from the parent meetings were transcribed and additional services have been added to the LCAP.   Parents, Students, Teachers, other staff members and community members made the following recommendations:

Continued access to tutoring and intervention;
Improved communication with parents to inform them of student achievement and needs
Continued access to athletics and field trip opportunities for enrichment
Continued support to schools to increase library hours for student and families
Ensure that all school have ample supervision to support a safe learning environment

Continue to provide personalized learning opportunities
Continue to support instructional practice with professional learning opportunities.

Community Stakeholders had opportunity to review and provide additional commentary regarding the LCAP.
Progress updates were presented at the parent meetings and DAC/DELAC to inform the community about progress toward our goals, activities and metrics.

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)

Unchanged Goal

Goal 1

Goal 1: All Students will have equitable access to a high quality core curricular and instructional program.

State and/or Local Priorities addressed by this goal:

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

Identified Need:

Based on the outcomes of State and District internal metrics, our students need and deserve additional supports and opportunities with a focus on early literacy, numeracy and personalized learning, to gain the knowledge, skills, and values to become productive citizens in the 21st century.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Early Literacy | Percent (%) of 3rd graders will be at grade level reading proficiency (foundational skills) as	Early Literacy | 37.0% of 3rd graders are at grade level reading proficiency (foundational skills) as measured by DIBELS Next (Spring 2017)	Early Literacy | 40.0% of 3rd graders will be at grade level reading proficiency (foundational skills) as measured by	Early Literacy | 39.0% of 3rd graders will be at grade level reading proficiency (foundational skills) as measured by	Early Literacy | 40.0% of 3rd graders will be at grade level reading proficiency (foundational skills) as measured by

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
measured by DIBELS Next		DIBELS Next (Spring 2018) Result: 36.1% of 3rd graders are at grade level reading proficiency (foundational skills) as measured by DIBELS Next (Spring 2018)	DIBELS Next (Spring 2019) Result: 30% of 3rd graders are at grade level reading proficiency (foundational skills) as measured by DIBELS Next (Spring 2019)	DIBELS Next (Spring 2020)
Academic Indicator per the California School Dashboard for grades 3-8 for ELA and Math	Academic Indicator | ELA Performance Level of Yellow (Low Status, Increased Change) (2015-16) | Math Performance Level of Orange (Low Status, Maintained Change) (2015-16)	Academic Indicator | ELA Performance Level of Yellow (Low Status, Increased Change) (2016-17) | Math Performance Level of Yellow (Low Status, Increased Change) (2016-17) Result: Academic Indicator | ELA Performance Level of Yellow (Low Status of 33.7 points below level 3, Decreased Change of 6.8 points) (2017-18) | Math Performance Level of Orange (Low Status of 72 points below level 3, Decreased Change of 7 points) (2017-18)	Academic Indicator | ELA Decrease the distance from level 3 by 6.8 points from the prior year. (2017-18) | Math Decrease the distance from level 3 by 7 points from the prior year. (2017-18) Result: ELA Performance Level of Yellow decreased the distance from level 3 by 6.8 points from the prior year. (2017-18) | Math Performance Level of Orange maintained the distance from level 3 by 7 points from the prior year. (2017-18)	Academic Indicator | ELA Decrease the distance from level 3 by 5 points from the prior year. (2018-19) | Math Decrease the distance from level 3 by 5 points from the prior year. (2018-19)
Algebra Readiness | Percent (%) of 8th graders will score at or	Algebra Readiness | 37.5% of 8th graders scored at or above a	Algebra Readiness | 41.0% of 8th graders will score at or above a	Algebra Readiness | 41.0% of 8th graders will score at or above a	Algebra Readiness | 31.0% of 8th graders will score at or above a

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
above a MAP RIT score of 230 (Spring)	MAP RIT score of 230 (Spring 2017)	MAP RIT score of 230 (Spring 2018) Result: 21.9% of 8th graders scored at or above a MAP RIT score of 230 (Spring 2018)	MAP RIT score of 230 (Spring 2019) Result: 26.58% of 8th graders scored at or above a MAP RIT score of 230 (Spring 2019)	MAP RIT score of 230 (Spring 2020)
Algebra Proficiency	Percent (%) of 9th graders will score at or above a MAP RIT score of 235 (Spring)	Algebra Proficiency	31.5% of 9th graders scored at or above a MAP RIT score of 235 (Spring 2017)	Algebra Proficiency	35.0% of 9th graders will score at or above a MAP RIT score of 235 (Spring 2018) Result: 50% of 9th graders scored at or above a MAP RIT score of 235 (Spring 2019)	Algebra Proficiency	35.0% of 9th graders will score at or above a MAP RIT score of 235 (Spring 2019) Result: 27% of 9th graders scored at or above a MAP RIT score of 235 (Spring 2019)	Algebra Proficiency	32.0% of 9th graders will score at or above a MAP RIT score of 235 (Spring 2020)
AP Course access	Percent (%) of HS students who will be enrolled in at least one AP course during the academic year	AP Course access	27.5% of HS students were enrolled in at least one AP course during the academic year (2015-16)	AP Course access	30.0% of HS students will be enrolled in at least one AP course during the academic year (2016-17) Result: AP Course access	27.6% of HS students enrolled in at least one AP course during the academic year (2016-17)	This metric was discontinued and replaced with a new metric for AP/IB/Dual Enrollment course access.	This metric was discontinued and replaced with a new metric for AP/IB/Dual Enrollment course access.
New: Dual Enrollment Course access	Percent (%) of HS students who	Dual Enrollment Course access	30.3% of HS students were enrolled	Not applicable. New metric starting 2018-19 LCAP year.	Dual Enrollment Course access	33.0% of HS students will be enrolled	Dual Enrollment Course access	30% of HS students will be enrolled

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
will be enrolled in at least one AP/IB/Dual Enrollment course during the academic year.	in at least one AP/IB/Dual Enrollment course during the academic year (2016-17).		in at least one AP/IB/Dual Enrollment course during the academic year.

Result: 26% of HS students were enrolled in at least one Dual Enrollment course during the academic year (2017-18). | in at least one Dual Enrollment course during the academic year. |
AP Passage | The percentage (%) of Grade 12 students who have attempted and passed one or more AP exams	AP Passage | The percentage (%) of Grade 12 students who have attempted and passed one or more AP exams was 54.0% (2015-16)	Not Applicable	Not Applicable	Not Applicable
High School Graduation | High school cohort graduation rate	High School Graduation | The high school cohort graduation rate is 91.6% (2015-16)	Not Applicable	Not Applicable	Not Applicable
A-G Course Completion | Percent (%) of graduates will meet UC/CSU A-G course requirements	A-G Course Completion | 42.3% of graduates met UC/CSU A-G course requirements (2015-16)	Not Applicable	Not Applicable	Not Applicable
CTE Pathway Completion | % of Grade 12 students who have completed a CTE Pathway	CTE Pathway Completion | 39.6% of Grade 12 students have completed a CTE Pathway (2015-16)	Not Applicable	Not Applicable	Not Applicable
College Readiness | Percent (%) of 11th	College Readiness | 41% of 11th grade	Not Applicable	Not Applicable	Not Applicable

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
grade students will be college ready or conditional status in ELA (SBAC) | Percent (%) of 11th grade students will be at college ready or conditional status in Math (SBAC)	students are college ready or conditional status in ELA (SBAC 15-16) | 19% of 11th grade students are at college ready or conditional status in Math (SBAC 15-16)			
Enrollment in Post-Secondary Education | Percent (%) of students will be enrolled in college at any time during the first year after high school	Enrollment in Post-Secondary Education | 70% of students were enrolled in college at any time during the first year after high school (Class of 2015)	Not Applicable	Not Applicable	Not Applicable
Post-Secondary Persistency | Percent (%) of graduates enrolled in post-secondary education persisted into their second year of school	Post-Secondary Persistency | 78% of graduates enrolled in post-secondary education persisted into their second year of school (Class of 2014)	Not Applicable	Not Applicable	Not Applicable
College and Career Indicator (CCI) per the California School Dashboard	Baseline data will be available Fall 2017 for cohort 2015-16 students	Not Applicable	Not Applicable	Not Applicable
Teacher Assignments| Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions	Teacher Assignments | 3 EL teachers missassigned, 9 total misassigned teachers (2016-17)	Teacher Assignments | 0 misassigned teachers (2017-18) Result: 0 EL teachers missassigned, 5 total missassigned teachers (2017-18)	Teacher Assignments | 0 misassigned teachers (2018-19) Result: 0 misassigned teachers (2018-19)	Teacher Assignments | 0 misassigned teachers (2019-20)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Standards-aligned Materials | Percent (%) of pupils that have standards-aligned instructional materials	Standards-aligned Materials | 100% of pupils have standards-aligned instructional materials (2016-17)	Standards-aligned Materials | Maintain 100% of pupils have standards-aligned instructional materials (2017-18) Result: 100% of pupils have standards-aligned instructional materials (2017-18)	Standards-aligned Materials | Maintain 100% of pupils have standards-aligned instructional materials (2018-19) Result: 100% of pupils have standards-aligned instructional materials (2018-19)	Standards-aligned Materials | Maintain 100% of pupils have standards-aligned instructional materials (2019-20)
Student access to technology | Percent (%) of students surveyed who indicate that they have access to Internet and wireless at home | Percent (%) of students surveyed who indicate that they have access to computers at home | Percent (%) of students who use computers daily at school as reported by surveyed teachers | The ratio of students to technology that is 4 years or newer | The ratio of students to "access for all" 1:1 access to mobile device	Student access to technology | 88% of students surveyed indicate that they have access to Internet and wireless at home | 85% of students surveyed indicate that they have access to computers at home | 68% of students use computers daily at school as reported by surveyed teachers | The ratio of students to technology that is 4 years or newer was 1.0 to 1.0 | The ratio of students to "access for all" 1:1 access to mobile device was 0.95 to 1.0. (2016-17)	Student access to technology | 89% of students surveyed will indicate that they have access to Internet and wireless at home | 91% of students surveyed will indicate that they have access to computers at home | 75% of students will use computers daily at school as reported by surveyed teachers | The ratio of students to technology that is 4 years or newer will be maintained at 1 to 1 or better | The ratio of students to "access for all" 1:1 access to mobile device will be maintained at 1 to 1 or better. (2017-18)	Student access to technology | 90% of students surveyed will indicate that they have access to Internet and wireless at home | 85% of students surveyed will indicate that they have access to computers at home | 78% of students will use computers daily at school as reported by surveyed teachers | The ratio of students to technology that is 4 years or newer will be maintained at 1 to 1 or better | The ratio of students to "access for all" 1:1 access to mobile device will be maintained at 1 to 1 or better. (2018-19) Result:	Student access to technology | 91% of students surveyed will indicate that they have access to Internet and wireless at home | 86% of students surveyed will indicate that they have access to computers at home | 79% of students will use computers daily at school as reported by surveyed teachers | The ratio of students to technology that is 4 years or newer will be maintained at 1 to 1 or better | The ratio of students to "access for all" 1:1 access to mobile device will be maintained at 1 to 1 or better. (2019-20)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Result: 89% of students surveyed indicated that they have access to the internet at home | 84% of students surveyed indicated that they have access to computers at home | 77% of students use computers daily at school as reported by surveyed teachers | The ratio of students to technology that is 4 years or newer was 1.0 to 1.2 | The ratio of students to "access for all" 1:1 access to mobile device was 1.0 to 1.0. (2017-18)	Student access to technology | The survey was not conducted this year in order to revisit the alignment between metrics and technology plan. The ratio of students to technology that is 4 years or newer is 1:1.3 | The ratio of students to "access for all" 1:1 access to mobile device is 1:1 (2018-19)	
New: Certificated PD | Certificated employees' participation in professional learning Post-workshop evaluation results for certificated employees	Baseline data will be collected in 2018-19.	Not applicable. New metric starting 2018-19 LCAP year.	Certificated employees' participation in professional learning: 19 CE employees/570 hours Post-workshop evaluation results for certificated employees: Baseline: 3.62 Average Rating (1-4; 4 = Very Good)	Certificated employees' participation in professional learning: Baseline: Increase 15% of certificated staff who attend a training and complete a post-training survey Baseline: Increase by 15% of Total Hours of Training. Post-workshop evaluation results for certificated employees:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				Baseline: Maintain or Improve Average Rating (1-4; 4 = Very Good)

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

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.1: Provide equitable student access to a rigorous, standards-based, instructional program that include, but is not limited to high-quality instruction, Standards-aligned	1.1: Provide equitable access for all students to a high quality rigorous, CA state standards-based, core instructional program with CA standards aligned	1.1:Provide equitable access for all students to a high quality rigorous, CA state standards-based, core instructional program with CA standards aligned

| instructional materials, academic supports, and technology-based resources. Full implementation of the new CA State Standards and assessments. | instructional materials, differentiated academic supports, aligned assessments, and technology-based resources. | instructional materials, differentiated academic supports, aligned assessments, and technology-based resources. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	16,524	0	0
Budget Reference	Lottery: Instructional Materials Object Categories: 4000 16,524	N/A	N/A

Action 2

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

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

OR

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

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

Actions/Services

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

Unchanged Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.2: Continue administration of progress monitoring (growth) assessments for all academic programs.	1.2: Ensure that all teachers at every school are highly qualified to teach and be knowledgeable of the CA state standards, have an aligned core instructional program, and can effectively utilize the aligned assessment tools to plan for instruction that addresses student need.	1.2: Ensure that all teachers at every school are highly qualified to teach and be knowledgeable of the CA state standards, have an aligned core instructional program, and can effectively utilize the aligned assessment tools to plan for instruction that addresses student need.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	1,545,513	2,459,110
Budget Reference	N/A	LCFF Sources Lottery Object Category: 1000 1,088,686 3000 438,827 4000 17,480 5000 520	LCFF sources Education Protection Account Title I, Part A Lottery: Unrestricted Object Category: 1000 1,748,288 3000 710,322 4000 - 5000 500

Action 3

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

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

All

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

All Schools Specific Grade Spans: 9-12

<div align="center">

OR

</div>

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

1.3: Maintain partnerships with institutions of higher education and community organizations that support desired student-learning outcomes, including support for A-G completion and Dual enrollment and Early College.

2018-19 Actions/Services

1.3: Ensure effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA state standards aligned core instructional program.

2019-20 Actions/Services

1.3: Ensure effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA state standards aligned core instructional program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	99,011	30,000
Budget Reference	N/A	LCFF sources Object Category: 2000 57,234 3000 25,369 4000 16,408	LCFF sources Object Category: 4000 30,000

Action 4

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

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

All
[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

Specific Grade Spans: 6-12
[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.4: Implement actions as noted in the Equal Opportunity Audit - Blueprint for Action and College and Career Readiness Plan.	1.4: Provide school-to-school support matriculation between 5th to 6th grade, 8th to 9th grade, and 12th grade to college/career) to increase levels of academic success for all students, which includes low-income pupils, ELs, foster youth, and students with disabilities.	1.4:Provide school-to-school matriculation support between 5th to 6th grade, 8th to 9th grade, and 12th grade to college/career) to increase levels of academic success for all students, which includes low-income pupils, ELs, foster youth, and students with disabilities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	92,191
Budget Reference	N/A	N/A	LCFF Sources Object Category: 1000 64,344 3000 17,847 5000 10,000

Action 5

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

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

All

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

Specific Schools: Elementary Schools, Preschools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

1.5: Ensure access for low-income pupils to the core instructional program by increasing access to early childhood education, full day kinder at pilot schools, age appropriate literacy and numeracy programs, supports, and interventions (e.g., AVID, credit recovery)

2018-19 Actions/Services

1.5: Provide all student sub-groups with increased access to early childhood education programs including preschool, full day kinder at pilot schools, age appropriate literacy and numeracy programs, and early interventions.

2019-20 Actions/Services

1.5: Provide increased access to early childhood education programs including preschool, full day kinder at pilot schools, high quality TK program, age appropriate literacy and numeracy programs, and early interventions to all student sub-groups.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	27,294	0	0
Budget Reference	Title I, Part A Object Category: 1000 23,245 3000 4,049	N/A	N/A

Action 6

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

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

All
[Add Students to be Served selection here]

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

Specific Schools: Secondary Schools
[Add Location(s) selection here]

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

Specific Schools: All High Schools
[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.6: Provide equity of access to Advanced Placement (AP) course options, AP training for teachers, and AP summer boot camp, and continue implementation of the International Baccalaureate (IB) program.	1.6: Provide equitable access to courses and supports that will develop college and career readiness which may include A-G approved classes, CTE pathways, Advanced Placement (AP) courses and summer bridge programs, International Baccalaureate (IB) program, Early College/dual enrollment courses, and AVID. (Equal Opportunity Audit - EOA, College and Career Readiness Plan - CCRP)	1.6:Provide high school students with equitable access to courses and supports that will develop college and career readiness which includes A-G approved and Advanced Placement (AP) courses, CTE pathways, summer bridge programs, International Baccalaureate (IB) program, Early College/dual enrollment courses, and AVID.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	2,500	6,398
Budget Reference	N/A	LCFF sources Object Category: 5000 2,500	LCFF sources Object Category: 1000 4,500 2000 - 3000 898 5000 1,000

Action 7

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.7: Expand access to math and science programs by increasing Science Technology Engineering Arts Mathematics (STEM/STEAM) opportunities at all schools.	1.7: Ensure that all schools provide students with access to math and science core programs that build awareness and academic proficiency in Science Technology Engineering Arts Mathematics (STEM/STEAM) core content.	1.7:Ensure that all schools provide students with access to math and science core programs that build awareness and academic proficiency in Science Technology Engineering Arts Mathematics (STEM/STEAM) core content.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	4,541	3,540
Budget Reference	N/A	Title I, Part A Object Category: 4000 4,541	Title I, Part A Object Category: 4000 3,540

Action 8

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

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

All
[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

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)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	Specific Schools: Secondary Schools [Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.8: Increase availability of Career Technical Education (CTE) courses and academies at all secondary schools. Ensure all CTE courses are A-G approved to support college readiness.	1.8: Cultivate and provide high quality instructional leadership that ensures equitable student access to core curricular and instructional program.	1.8: Cultivate and provide high quality instructional leadership that ensures equitable student access to core curricular and instructional program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	172,966	331,213
Budget Reference	N/A	LCFF sources Object Category: 1000 133,836 3000 39,130	LCFF sources Object Category: 1000 249,962 3000 81,251

Action 9

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

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

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

Students with Disabilities	All Schools

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.9: Continue to expand online/hybrid course availability to promotes choice at the secondary school level and to enhance personalized learning options across all grade levels, i.e.Flex 2.0.	1.9: In addition to services provided to low income students, foster youth, and English learners, students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) in order to improve outcomes and close the achievement gap, which may graduation rate and/or performance on statewide assessments.	1.9:Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	253,279	201,697
Budget Reference	N/A	Special Ed Object Category: 1000 143,267 2000 20,326 3000 89,386 4000 300	Special Ed Classified School Employee Block Grant Object Category: 1000 118,628 2000 23,824 3000 58,466 4000 780

Action 10

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.10: Support extended learning opportunities for low-income pupils by expanding before, after and Saturday school programs, tutoring, academic and enrichment summer school programs, and transportation services.	1.10: Provide professional development for certificated and classified staff to support each of the activities to support high quality delivery of the core academic program.	1.10: Provide professional development for certificated and classified staff to support each of the activities to support high quality delivery of the core academic program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	142,857	1,900	9,199
Budget Reference	Before and After School Learning & Safe Neighborhood Object Category: 2000 79,065 3000 22,985 4000 40,807	LCFF Sources Object Category: 5000 1,900	LCFF Sources Object Category: 1000 3,500 3000 699 5000 5,000

Action 11

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

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

All

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

Specific Grade Spans: TK-5

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.11: Ensure the academic success of low-income pupils by providing transition support (bridge programs) from school-to-school (5th to 6th grade, 8th to 9th grade, and 12th grade to college/career).	1.11: Modified and combined with Action 1.4	Provide TK-5 grade students with equitable access to a broad course of study that will develop college and career readiness through integration of Visual and Performing Arts (VAPA), physical education, Career Technical Education (CTE), STEM, and technology into the core instructional program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Budget Reference	N/A	N/A	N/A

Action 12

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	Specific Schools: King, Jefferson, Lowell, Pio Pico, Romero Cruz Academy, Carr, McFadden ~~Specific Grade Spans: TK-8~~

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)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.12: Provide EL student services including, but not limited to, newcomer programs and summer English Language Development (ELD) academy.	1.12: Action modified and combined with action 4.5	Increase access to high quality dual immersion programs in alignment with Proposition 58.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Budget Reference	N/A	N/A	N/A

Action 13

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

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

All

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

Specific Grade Spans: 6-12 Grade

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.13: Provide foster students with appropriate levels of service to ensure academic success.	1.13: Modified and combined into action 4.3	Ensure equitable access for all 6th - 12th grade students to a broad course of study that will develop college and career readiness through STEM, CTE Pathway Programs, VAPA, foreign language, physical education options.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Budget Reference	N/A	N/A	N/A

Action 14

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

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

Specific Student Groups:
[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
[Add Students to be Served selection here]

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

LEA-wide
[Add Scope of Services selection here]

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.14: In addition to services provided to low income students, special education students will receive services and supports as listed in the Individualized Education Programs (IEPs).	1.14: Modified into Action 4.7	Provide timely and appropriate services to English learners and reclassified English learners in need of support with linguistic and/or academic skills to successfully access, engage and interact with grade-level content commensurate with their English-only peers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Budget Reference	N/A	N/A	N/A

Action 15

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.15 Provide professional development for certificated and classified staff to support each of the activities identified in Goal I.	1.15 Split into Actions 1.8 and 4.10	Provide English learners with linguistically-appropriate program placement options and services, which support effective and rapid English language development and specifically address their instructional needs at each level of their language acquisition.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Budget Reference	N/A	N/A	N/A

Action 16

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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)

Specific Schools: Identified Schools by the Dashboard

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.16. Provide additional support to identified schools in the "Very Low" category, to improve achievement in ELA and Math.	1.16. Moved to 4.8	See 2018-19 action.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Budget Reference	N/A	N/A	N/A

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

Goal 2

Establish collaboration and communication across all levels to support and promote engagement and school connectedness amongst students, staff, families and community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                     Priority 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

In order for our students to demonstrate measurable growth and to close the achievement gap, as measured by State and internal District assessments, there needs to be high levels of engagement and transparency of communication across all stakeholder groups.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Survey Data | Number of parents who participate in the annual survey	Parent Survey Data | 104 parents participated in the annual survey (2017-18)	Parent Survey Data | At least 135 parents will participate in the annual survey (2016-17) Result: 104 parents participated in the annual survey (2016-17)	Parent Survey Data | At least 150 parents will participate in the annual survey (2017-18) Result:	Parent Survey Data | At least 150 parents will participate in the annual survey (2019-20)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			69 parents participated in the annual survey (2017-18)	
Parent Engagement | Host monthly (Sept-June) Community Advisory Committee meetings to engage parents of students with disabilities	Parent Engagement | Hosted monthly (Sept-June) Community Advisory Committee meetings to engage parents of students with disabilities (2015-16)	Parent Engagement | Host monthly (Sept-June) Community Advisory Committee meetings to engage parents of students with disabilities (2016-17) Result: Hosted monthly (Sept-May) Community Advisory Committee meetings to engage parents of students with disabilities (2016-17)	Parent Engagement | Host monthly (Sept-May) Community Advisory Committee meetings to engage parents of students with disabilities (2017-18) Result: Hosted monthly (Sept-May) Community Advisory Committee meetings to engage parents of students with disabilities (2017-18)	Parent Engagement | Host monthly (Sept-May) Community Advisory Committee meetings to engage parents of students with disabilities (2018-19)
New: Welcoming Environment | % of parents that agree/strongly agree that school allows input and welcomes parents' contributions. | % of parents that agree/strongly agree that they feel welcome to participate at school.	Welcoming Environment | 91% of parents that agree/strongly agree that school allows input and welcomes parents' contributions. | 92% of parents that agree/strongly agree that they feel welcome to participate at school. (2016-17)	Not applicable. New metric for 2018-19 LCAP year.	Welcoming Environment | Maintain 90% or above of surveyed parents that agree/strongly agree that school allows input and welcomes parents' contributions. | Maintain 90% or above of surveyed parents that agree/strongly agree that they feel welcome to participate at school. (2017-18) Result:	Welcoming Environment | Maintain 90% or above of surveyed parents that agree/strongly agree that school allows input and welcomes parents' contributions. | Maintain 90% or above of surveyed parents that agree/strongly agree that they feel welcome to participate at school. (2019-20)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			90% of surveyed parents indicated they agree/strongly agree that school allows input and welcomes parents' contributions. | 90% of surveyed parents indicated they agree/strongly agree that they feel welcome to participate at school. (2017-18) 92% of surveyed parents indicated they agree/strongly agree that school allows input and welcomes parents' contributions. | 93% of surveyed parents indicated they agree/strongly agree that they feel welcome to participate at school. (2018-19)	

Planned Actions / Services

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

Action 1

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

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

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

All		All Schools	

<div align="center">**OR**</div>

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)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.1: Ensure access to the core instructional program by providing highly qualified teachers at each site to ensure full implementation of the new CA State Standards and assessments.	2.1: Enhance student learning and engagement by offering real world experiences and learning opportunities such as science camps, experiential field trips, summer enrichment programs and industry internships and work based learning.	2.1: Enhance student learning and engagement by offering real world experiences and learning opportunities such as science camps, experiential field trips, summer enrichment programs and industry internships and work based learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,443,490	63,000	56,000
Budget Reference	LCFF sources Object Category: 1000 1,067,072 3000 376,418	LCFF sources Title I, Part A Object Category: 5000 63,000	LCFF sources Title I, Part A Object Category: 5000 56,000

Action 2

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.2: Support extended learning opportunities for special education students as provided in their Individualized Education Programs (IEPs).	2.2: Utilize a family engagement framework to expand family and community engagement programs, extend library hours, and increase access to computer resources, support, and training for all student subgroups and their parents.	2.2: Utilize a family engagement framework to expand family and community engagement programs, extend library hours, and increase access to computer resources, support, and training for all student subgroups and their parents.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	97,712	58,871	42,221
Budget Reference	Special Education Object Category: 1000 67,119 3000 30,293 4000 300	LCFF sources Object Category: 2000 35,620 3000 23,251	LCFF sources Object Category: 2000 31,482 3000 10,739

Action 3

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

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

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

All	All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

2.3: Ensure sufficient resources are available to schools to support extracurricular programs for students, instructional materials and other programs and supplies to enhance student outcomes.

2018-19 Actions/Services

2.3: Provide engagement opportunities for all stakeholders, including family and community, to District events (e.g. Annual Parent Conference, Open House, Back to School Nights, and School Choice Events).

2019-20 Actions/Services

2.3:Provide District-wide family and community engagement (FACE) opportunities for all stakeholders, including family and community, (e.g. Annual Parent Conference, Open House, Back to School Nights, Health and Resource Fairs, and School Choice Events).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	66,807	2,991	6,500
Budget Reference	LCFF sources Object Category: 4000 66,037 5000 770	LCFF sources Object Category: 2000 1,000 3000 91 5000 1,900	LCFF sources Object Category: 5000 6,500

Action 4

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.4: Provide professional development for certificated and classified staff to support each of the activities identified in Goal 2.	2.4: Provide respectful programs that are reflective of race, language, disability and culture, including community social service resources, workshops, leadership opportunities (CAC,SCC, etc), school-based Family and Community Liaisons, parent volunteer training, fingerprinting, adult education classes, and child care.	2.4:Provide site-based family and community engagement (FACE) opportunities for all stakeholders that are culturally responsive, inclusive, and reflective of race, language, disability and culture to ensure equitable access to community social service resources, workshops, leadership opportunities (CAC,SCC, etc.), school-based Family and Community Liaisons, parent volunteer training, fingerprinting, adult education classes, and child care.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	2,057	0
Budget Reference	N/A	Title I, Part A Object Category: 2000 2,000 3000 57	0

Action 5

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.5: Ensure equitable access to the core instructional program and enrichment opportunities, including Visual and	2.5: Ensure parents of English Learners (EL) have access to and are aware of	2.5: Ensure parents of English Learners (EL) have access to and are aware of

Performing Arts (VAPA), foreign language, physical education and intramural athletics.	information related to reclassification criteria and procedures.	information related to reclassification criteria and procedures.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Budget Reference	N/A	N/A	N/A

Action 6

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners

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

LEA-wide

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

All Schools

Actions/Services

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

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

2.6: Ensuring access for low income pupils to the core instructional program including, but not limited to, STEM, VAPA, CTE and other high quality elective courses.	2.6 : Provide home language translations of District communication including school to home communiques, website, and parent meetings (Spanish & Vietnamese).	2.6: Provide home language translations of District communication including school to home communiques, website, and parent meetings (Spanish & Vietnamese).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	31,460	0	150
Budget Reference	Title I, Part A Object Category: 4000 5,980 5000 25,480	N/A	LCFF sources Object Category: 5000 150

Action 7

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.7: Ensure student access to technology that is available for use at school and at home and by implementing a refresh cycle to replace technology at grades 3, 6, and 9.	2.7: Expand and maintain partnerships which support student academic success and social emotional well-being by partnering with institutions of higher education, community based organizations and district staff through MOU's and grants	2.7: Expand and maintain partnerships which support student academic success and social emotional well-being by partnering with institutions of higher education, community based organizations and district staff through MOU's and grants

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	25,956	0
Budget Reference	N/A	LCFF sources Object Category: 5000 25,956	N/A

Action 8

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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)

Foster Youth

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

LEA-wide

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2.8: Review and expand access to dual immersion/bilingual programs and other methods to increase the number of recipients of the State Seal of Biliteracy.

2018-19 Actions/Services

2.8: Implement procedures to ensure foster students have access to interventions and enrichment activities that support academic development, social emotional well-being, social capital development, and school and community connectedness and collaboration.

2019-20 Actions/Services

2.8: Implement procedures to ensure foster students have access to interventions and enrichment activities that support academic development, social emotional well-being, social capital development, and school and community connectedness and collaboration.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Budget Reference	N/A	N/A	N/A

Action 9

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2.9: Support learning opportunities for low-income pupils and their parents by developing and utilizing a parent engagement framework and rubric, extending library, access to computer resources, and computer training.

2018-19 Actions/Services

2.9: Build and grow instructional programs, such as dual immersion and heritage language programs, and expand world language options which support increasing numbers of high school seniors graduating from SAUSD schools with the Seal of Biliteracy and equipped with valuable college and career ready linguistic skills.

2019-20 Actions/Services

2.9: Build and grow instructional programs, such as dual immersion and heritage language programs, and expand world language options which support increasing numbers of high school seniors graduating from SAUSD schools with the Seal of Biliteracy and equipped with valuable college and career ready linguistic skills.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	39,907	0	0
Budget Reference	LCFF sources Title I, Part A Object Category: 2000 30,919 3000 8,988	N/A	N/A

Action 10

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2.10: Increase student access to science camps, experiential field trips, and summer enrichment programs for elementary, intermediate and high schools.	2.10: Continue to expand offerings and access to online/hybrid course availability to promote school choice and enhance personalized learning options across all grade levels.	2.10: Continue to expand offerings and access to online/hybrid course availability to promote school choice and enhance personalized learning options across all grade levels.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	7,000	28,000
Budget Reference	N/A	LCFF sources Object Category: 5000 7,000	LCFF sources Object Category: 5000 28,000

Action 11

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.11: Expand partnerships that support student academic success and social emotional well-being, including, partnering with non-profit organizations.	2.11: Provide professional development and support for certificated and classified staff to support each of the activities in Goal 2.	2.11: Provide professional development and support for certificated and classified staff to support each of the activities in Goal 2.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Budget Reference	N/A	N/A	N/A

Action 12

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners

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

LEA-wide

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

Actions/Services

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

Unchanged Action	Modified Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
2.12: Address language barriers by ensuring access for parents of EL students to English classes, including online learning resources and courses offered through the community college, and develop native language translations of website (Spanish & Vietnamese).	2.12: Blended into 3.6.	2.12: See 2018-19 action.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Budget Reference	N/A	N/A	N/A

Action 13

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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)

Foster Youth

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

LEA-wide

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.13: Provide foster students with access to enrichment activities that support social emotional well-being and school connectedness.	2.13: Deleted. Action embedded in 4.3	See 2018-19 action.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Budget Reference	N/A	N/A	N/A

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)

Unchanged Goal

Goal 3

Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                     Priority 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)
                     Priority 7: Course Access (Conditions of Learning)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Research studies consistently show that in order to improve student learning and achievement, our students and staff need healthy, safe and secure environments in which to learn.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
California Healthy Kids Survey (CHKS) | Percent (%) of surveyed students who feel safe or very safe at school: Gr 5, Gr 7, Gr 9, and Gr 11	3a: Percent of surveyed students who feel safe or very safe at school: Gr 5 77%, Gr 7 67%, Gr 9 60% (2015-16)	California Healthy Kids Survey (CHKS) | Increase percent of surveyed students who feel safe or very safe at school: Gr 5 78% and Gr 7 68%	California Healthy Kids Survey (CHKS) | Increase percent of surveyed students who feel safe or very safe at school: Gr 5 92%, Gr 7 56%, and Gr 9 50%	California Healthy Kids Survey (CHKS) | Increase percent of surveyed students who feel safe or very safe at school: Gr 5 95%, Gr 7 70%, Gr 9 70%, Gr 11 70% (2019-20)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
California School Parent Survey (CSPS) | Percent (%) of surveyed parents indicating they Agree/Strongly agree that school is a safe place for their child	California School Parent Survey (CSPS) | 93% of surveyed parents indicating they Agree/Strongly agree that school is a safe place for their child (2015-16)	California School Parent Survey (CSPS) | Maintain 90% or above of surveyed parents indicating they Agree/Strongly agree that school is a safe place for their child (2016-17) Result: 93% of surveyed parents indicating they Agree/Strongly agree that school is a safe place for their child (2016-17)	California School Parent Survey (CSPS) | Maintain 90% or above of surveyed parents indicating they Agree/Strongly agree that school is a safe place for their child (2017-18) Result: 90% of surveyed parents indicated they Agree/Strongly agree that school is a safe place for their child (2017-18) 100% of surveyed parents indicated they Agree/Strongly agree that school is a safe place for their child (2018-19)	California School Parent Survey (CSPS) | 95% of surveyed parents indicating they Agree/Strongly agree that school is a safe place for their child (2019-20)
California School Climate Survey (CSCS) | Percent (%) of surveyed staff indicating they Agree/Strongly agree that school is a safe place for students	California School Climate Survey (CSCS) | 89% of surveyed staff indicating they Agree/Strongly agree that school is a safe place for students (2015-16)	California School Climate Survey (CSCS) | Maintain 90% or above of surveyed staff indicating they Agree/Strongly agree that school is a safe place for students (2016-17)	California School Climate Survey (CSCS) | Maintain 90% or above of surveyed staff indicating they Agree/Strongly agree that school is a safe place for students (2017-18)	California School Climate Survey (CSCS) | 90% of surveyed staff indicating they Agree/Strongly agree that school is a safe place for students (2019-20)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Result: 92% of surveyed staff indicating they Agree/Strongly agree that school is a safe place for students (2016-17)	87% of surveyed staff indicated they Agree/Strongly agree that school is a safe place for students (2018-19)	
New: Survey on Facilities | % of parents that agree/strongly agree that the school has clean and well-maintained facilities and properties	Survey on Facilities (CSPS) | 92% of parents agree/strongly agree that school has clean and well-maintained facilities and properties (2016-17)	Not applicable. New metric starting 2018-19 LCAP year.	Survey on Facilities (CSPS) | Maintain 92% or above of parents agree/strongly agree that school has clean and well-maintained facilities and properties (2017-18) Result: 91% of parents indicated they agree/strongly agree that school has clean and well-maintained facilities and properties (2017-18) 92% of parents indicated they agree/strongly agree that school has clean and well-maintained facilities and properties (2018-19)	Survey on Facilities (CSPS) | Maintain 92% or above of parents agree/strongly agree that school has clean and well-maintained facilities and properties (2019-20)
Facilities Inspection Tool | Schools meeting the	Facilities Inspection Tool | All schools met the	Facilities Inspection Tool | All schools meet the	Facilities Inspection Tool | All schools meet the	Facilities Inspection Tool | All schools meet the

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
exemplary or good standard on the FIT survey	exemplary or good standard on the FIT survey (2015-16)	exemplary or good standard on the FIT survey (2016-17) Result: All schools met the exemplary or good standard on the FIT survey (2016-17)	exemplary or good standard on the FIT survey (2017-18) Result: All schools met the exemplary or good standard on the FIT survey (2017-18)	exemplary or good standard on the FIT survey (2018-19)
New: Classified PD | Post-workshop evaluation results for classified employees Classified employees' participation in professional learning	Baseline data will be collected in 2018-19.	Not applicable. New metric starting 2018-19 LCAP year.	Classified employees' participation in professional learning: Baseline: 19 classified staff who attended a training and completed a post-training survey Baseline: 146 Total Hours of Training Post-workshop evaluation results for certificated employees: Baseline: 3.80 Average Rating (1-4; 4 = Very Good)	Classified employees' participation in professional learning: Baseline: 10% increase of classified staff who attend a training and complete a post-training survey Baseline: 5% increase in Total Hours of Training Post-workshop evaluation results for certificated employees: Baseline: 3.9 Average Rating or higher (1-4; 4 = Very Good)

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

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.1: Provide adult supervision/staff before/after school, during recess and lunch periods.	3.1: Ensure sufficient adult supervision/staff before and after school, as well as during recess and lunch periods.	3.1: Ensure sufficient adult supervision/staff before and after school, as well as during recess and lunch periods.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	104,092	0	61,155
Budget Reference	LCFF sources Object Category: 2000 101,070 3000 3,022	N/A	LCFF sources Object Category: 2000 59,455 3000 1,700

Action 2

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

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

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

All	All Schools

OR

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

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

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

3.2: Support learning opportunities for all stakeholders including family events, (e.g. Annual Parent Conference, Open House, Back to School Nights, and School Choice Events).	3.2: Ensure effective and efficient emergency response and preparedness.	3.2: Ensure effective and efficient emergency response and preparedness.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Budget Reference	N/A	N/A	N/A

Action 3

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.3: Maintain current facilities to ensure school safety and high quality learning environments.	3.3: Continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments.	3.3: Continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	67,346	0	500
Budget Reference	LCFF sources Object Category: 2000 52,145 3000 15,201	N/A	LCFF Sources Object Category: 4000 500

Action 4

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.4: Support welcoming and productive school environments that include anti-bullying awareness and safe and sensitive school campaigns (LGBTQ), that include outreach to staff, parents, and students.	3.4: Support outreach to students, staff, and parents to establish welcoming and inclusive school environments via anti-bullying awareness, LGBT safe and sensitive school campaigns, suicide prevention and school-based wellness resource centers.	3.4: Support outreach to students, staff, and parents to establish welcoming and inclusive school environments via anti-bullying awareness, LGBT safe and sensitive school campaigns, suicide prevention and school-based wellness resource centers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	239,317	0	0
Budget Reference	LCFF sources Object Category: 2000 169,579 3000 69,138 5000 600	N/A	N/A

Action 5

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.5: Ensure access for low income pupils to the core instructional program via Positive Behavior Interventions and Supports (PBIS), restorative practices, drop-out prevention and retention efforts, mentoring, and other wellness programs.	3.5: Ensure equitable access for all students to the core instructional program through District-wide implementation of Positive Behavior Interventions and Supports (PBIS) by embedding restorative and trauma informed practices and social emotional learning into school structures.	3.5: instructional program through District-wide implementation of Positive Behavior Interventions and Supports (PBIS) by embedding restorative and trauma informed practices and social emotional learning into school structures needed to create a safe school environment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Budget Reference	N/A	N/A	N/A

Action 6

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.6: Provide parent training on accessing the student information system (attendance, grades, progress reports, etc.), leadership and college readiness information, to improve connections with the school community.	3.6 Provide parents with training and support on, parenting programs, health and resource fairs, leadership and other supports to improve their connections within the school community.	3.6: Provide Police Services and programs to Ensure School Safety and Security.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	1,000	0
Budget Reference	N/A	LCFF sources Object Category: 5000 1,000	N/A

Action 7

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

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

OR

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

Students to be Served: (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)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

| 3.7: Provide parenting programs including links to community social service resources and workshops; additional resources may include school-based Parent and Community Liaisons, structured recess training, health fairs, race, language, culture and finger printing for parent volunteers. Support these efforts with transportation and childcare. | 3.7: Support the enhancement of school climate through smooth operations, processes, and customer service by ensuring that all staff engage in culturally proficient interaction with the public and customer service. | 3.7: Support the enhancement of school climate through smooth operations, processes, and customer service by ensuring that all staff engage in culturally proficient interaction with the public and customer service. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,049	408,632	570,682
Budget Reference	Title I, Part A Object Category: 2000 1,990 3000 59	LCFF sources Object Category: 2000 282,880 3000 125,352 5000 400	LCFF Sources Object Category: 2000 374,338 3000 196,343

Action 8

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.8: Support parents of EL students with translation services and access to English, leadership, and computer classes.	3.8: Provide professional development for certificated and classified staff to promote working in a healthy, safe, and secure environment that supports learning.	3.8: Provide professional development for certificated and classified staff to promote working in a healthy, safe, and secure environment that supports learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Budget Reference	N/A	N/A	N/A

Action 9

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

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

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

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

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

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

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

English Learners	LEA-wide	

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.9: Provide appropriate levels of targeted and timely intervention service to Redesignated Fluent English Proficient (RFEP) students including procuring and implementing a student information system/dashboard to provide early identification of areas of need in ELA, Mathematics , as well as A-G progress.	3.9: Moved to Action 4.4	See 2018-19 Action

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Budget Reference	N/A	N/A	N/A

Action 10

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.10: Support the enhancement of school climate through smooth operations and processes, providing regular and timely professional development and training for all staff, on culturally proficient interaction with the public.	3.10: Embedded with Action 3.7	3.10:See action in 2018-19.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Budget Reference	N/A	N/A	N/A

Action 11

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners

Foster Youth

Low Income

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

LEA-wide

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.11: Maintain and embed restorative and trauma informed practice and professional development for administrators, teachers and classified staff, within the learning program, to promote student connections to school.	3.11:Embedded in action 4.9.	3.11:See 2018-2019 action.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Budget Reference	N/A	N/A	N/A

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)

Unchanged Goal

Goal 4

Implement a robust Multi-Tiered System of Support (MTSS) framework that provides timely and responsive support to targeted students within identified subgroups to meet individual academic, behavioral and social-emotional learning (SEL) needs.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

A comprhensive MTSS system is necessary to monitor student academic, social-emotional, and behavioral needs in order to leverage resources effectively to support student continual growth and proficiency attainment.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EL Redesignation | Percent (%) of EL students will be	EL Redesignation | 64.2% of EL students were reclassified with	EL Redesignation | 68.0% of EL students will be reclassified with	EL Redesignation | 67.0% of EL students will be reclassified with	EL Redesignation | 72.0% of EL students will be reclassified with

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
reclassified with five (5) years of entering an EL program	five (5) years of entering an EL program (2015-16)	five (5) years of entering an EL program (2016-17) Result: 66.0% of EL students were reclassified with five (5) years of entering an EL program (2016-17)	five (5) years of entering an EL program (2017-18) Result: 70.9% of EL students were reclassified within five (5) years of entering an EL program (2017-18)	five (5) years of entering an EL program (2018-19)
English Learner Progress Indicator (ELPI) per the California School Dashboard	ELPI	Performance Level of Yellow (Medium Status, Maintained Change) (2014-15)	ELPI	Performance Level of Green (Medium Status, Increased Change) (2015-16) Result: Performance Level of Yellow (Medium Status, Maintained Change) (2016-17)	Metric based on ELPAC transition from CELDT and upon final CDE guidance Result: % of Students in ELPAC Peformance Levels (2017-18), as reported on CA School Dashboard: 11.9% Well-developed 59.5% Moderately 22.6% Somewhat 2.4% Beginning	Metric based on ELPAC transition from CELDT and upon final CDE guidance Goal: 25% Well-Developed 75% Moderately 25% Somewhat 0% Beginning
Extracurricular participation rates	Percent (%) of High School students who participate in more than one extracurricular activity	Percent (%) of Intermediate School students who participate in more than one extracurricular activity	Extracurricular participation rates	50% of High School students participated in more than one extracurricular activity; 46% of Intermediate School students participated in more than one extracurricular activity (Spring 2016)	Extracurricular participation rates	55% of High School students will participate in more than one extracurricular activity; 51% of Intermediate School students will participate in more than one extracurricular activity (Spring 2017)	Extracurricular participation rates	50% of High School students will participate in more than one extracurricular activity; 47% of Intermediate School students will participate in more than one extracurricular activity (Spring 2018)	Extracurricular participation rates	52% of High School students will participate in more than one extracurricular activity; 50% of Intermediate School students will participate in more than one extracurricular activity (Spring 2019)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Result: As self reported, 46% of High School students participated in more than one extracurricular activity; 44% of Intermediate School students participated in more than one extracurricular activity (Spring 2017)	Result: 46% of High School students participated in more than one extracurricular activity; 41% of Intermediate School students participated in more than one extracurricular activity (Spring 2018)	
Attendance	Districtwide attendance rate	Attendance	The districtwide attendance rate is 96.9% (2015-2016)	Attendance	Maintain or increase the districtwide attendance rate from the prior year Result: The districtwide attendance rate is 96.9% (2016-2017)	Attendance	Maintain or increase the districtwide attendance rate from the prior year Result: Maintained the districtwide attendance rate of 96.7% (2017-2018)	Attendance	Maintain or increase the districtwide attendance rate from the prior year
Chronic absenteeism	Districtwide chronic absenteeism rate: Elementary, Intermediate, High School	Chronic absenteeism	The chronic absenteeism rate is: 3.2% (elementary), 3.9% (intermediate), 9.9% (high school) (2015-16)	Chronic absenteeism	Maintain or reduce the chronic absenteeism rate from the prior year Result: The district-wide chronic absenteeism rate was 6.2% (2016-17)	Chronic absenteeism	Maintain or reduce the chronic absenteeism rate from the prior year Result: 5.9% of K-8 students chronically absent (2017-18)	Chronic absenteeism	Maintain or reduce the chronic absenteeism rate from the prior year
Middle School Dropout	Number of adjusted grade 8 dropouts	Middle School Dropout	The number of adjusted grade 8 dropouts is 0 (2015-16)	Middle School Dropout	Maintain the number of adjusted grade 8 dropouts at 0 (2016-17)	Middle School Dropout	Maintain the number of adjusted grade 8 dropouts at 0 (2017-18)	Middle School Dropout	Maintain the number of adjusted grade 8 dropouts at 0 (2018-19)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Result: The number of adjusted grade 8 dropouts is 0 (2016-17)	Result: Internal estimate of 0 grade 8 dropouts (2017-18). CDE to release official reports around August.	
High School Dropout | High school cohort dropout rate	High School Dropout | Reduce the high school cohort dropout rate to 0% (2015-16)	High School Dropout | Reduce the high school cohort dropout rate to 0% (2016-17) Result: High school cohort dropout rate increased to 0% (2016-17)	High School Dropout | Reduce the high school cohort dropout rate to 0% (2017-18) Result: High school cohort dropout rate increased to 0% (2017-18)	High School Dropout | Reduce the high school cohort dropout rate to 0% (2018-19)
Suspension Rates | Districtwide suspension rate	Suspension Rates | District suspension rate was 3.6% (2014-15)	Suspension Rates | Reduce the suspension rate to 3.5% (2015-16) Result: District suspension rate was 3.1% (2015-16) District suspension rate was 6.2% (2016-17)	Suspension Rates | Reduce the suspension rate to 2.9% (2017-18) Result: Suspension rate maintained at 2.9% (2017-18)	Suspension Rates | Reduce the suspension rate to 2.0% (2018-19)
Student Suspensions | The total number of instructional days lost due to suspensions	The total number of instructional days lost due to suspensions was 11 (2015-16)	Reduce the total number of instructional days lost due to suspensions to 15 (2016-17) Result: The total number of instructional days lost due to suspensions was 15(2016-17)	Reduce the total number of instructional days lost due to suspensions to 20 (2017-18) Result: Total number of instructional days lost due to suspensions increased to 20 (2017-18)	Reduce the total number of instructional days lost due to suspensions to 16 (2018-19)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Expulsion Rates | Districtwide expulsion rate	Expulsion Rates | Districtwide expulsion rate was 0.0% (2014-15)	Expulsion Rates | Maintain expulsion rate at 0.0% or below (2015-16)	Expulsion Rates | Maintain expulsion rate at 0.0% or below (2017-18)	Expulsion Rates | Maintain expulsion rate at 0.0% or below (2018-19)

Planned Actions / Services

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

Action 1

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide
Schoolwide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	4.1 Ensure equitable access for all sub-groups to enrichment opportunities (i.e. STEM, CTE, Visual and Performing Arts (VAPA), foreign language, physical education and intramural athletics.)	4.1 Ensure equitable grades TK-12 access for all sub-groups, including low income pupils to supplemental enrichment opportunities (i.e. STEM, CTE, Visual and Performing Arts (VAPA), and intramural athletics.)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	7,256	16,883
Budget Reference	N/A	LCFF sources Object Category: 1000 3,500 2000 3,000 3000 756	LCFF sources Object Category: 1000 8,500 2000 6,500 3000 1,883

Action 2

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

English Learners Foster Youth Low Income	Schoolwide	All Schools

Actions/Services

	New Action	Unchanged Action

	4.2: Provide access to targeted students within all sub-groups to extended learning opportunities by expanding before, after and Saturday school programs, tutoring, summer school programs, and access to transportation services as needed.	4.2: Provide access to targeted students within all sub-groups to extended learning opportunities by expanding before, after and Saturday school programs, tutoring, summer school programs, and access to transportation services as needed.

Budgeted Expenditures

Amount	0	139,639	196,090
Budget Reference	N/A	LCFF sources Before and After School Learning & Safe Neighborhood Object Category: 1000 10,121 2000 89,399 3000 31,599 4000 8,480 5000 40	LCFF sources Before and After School Learning & Safe Neighborhood Object Category: 1000 30,000 2000 94,208 3000 39,444 4000 32,438

Action 3

All [Add Students to be Served selection here]	[Add Location(s) selection here]

OR

Foster Youth [Add Students to be Served selection here]	LEA-wide Schoolwide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]

Actions/Services

	New Action	Modified Action
	4.3 Provide supports so that foster students are able to access appropriate levels of service to ensure academic progress leading to successful graduation.	4.3 Provide grade TK-12 supports so that foster and homeless students are able to access appropriate levels of service to ensure academic progress leading to successful graduation.

Budgeted Expenditures

Amount	0	0	0
Budget Reference	N/A	N/A	N/A

Action 4

All [Add Students to be Served selection here]	All Schools [Add Location(s) selection here]

OR

English Learners Foster Youth Low Income [Add Students to be Served selection here]	LEA-wide Schoolwide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]

Actions/Services

	New Action	Modified Action

	4.4: Provide timely and appropriate services to English learners and reclassified English learners in need of support with linguistic and/or academic skills to successfully access, engage and interact with grade-level content commensurate with their English-only peers.	4.4: Provide interventions and supplemental programs in order to ensure equitable student access to a high quality rigorous, CA state standards-based, core instructional program with CA standards for all sub-groups.

Budgeted Expenditures

Amount	0	0	0
Budget Reference	N/A	N/A	N/A

Action 5

[Add Students to be Served selection here]	All Schools [Add Location(s) selection here]

<div align="center">OR</div>

English Learners Foster Youth Low Income [Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	Specific Schools: Schools that have indicators in the "very low" category on the CA Dashboard [Add Location(s) selection here]

Actions/Services

	New Action	Modified Action
	4.5 Provide English learners with linguistically-appropriate program placement options and services, which support effective and rapid English language development and specifically	4.5 Provide additional support to identified schools in the "Very Low" category on the California Dashboard, to improve achievement in ELA and Math.

	address their instructional needs at each level of their language acquisition.	

Budgeted Expenditures

Amount	0	0	0
Budget Reference	N/A	N/A	N/A

Action 6

[Add Students to be Served selection here]	[Add Location(s) selection here]

<div align="center">OR</div>

English Learners Foster Youth Low Income	Schoolwide	All Schools

Actions/Services

	New Action	Modified Action
	4.6: Provide interventions, supplemental and core replacement programs in order to ensure equitable student access to a high quality rigorous, CA state standards-based, core instructional program with CA standards for all sub-groups.	4.6: Provide targeted Restorative Practice strategies, drop-out prevention and retention efforts, diversion programs, mentoring, mental health services and other wellness programs.

Budgeted Expenditures

Amount	0	0	2,399
Budget Reference	N/A	N/A	LCFF sources Object Category: 1000 2,000 3000 399

Action 7

[Add Students to be Served selection here]	Specific Schools: [Add Location(s) selection here]

OR

English Learners Foster Youth Low Income [Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]

Actions/Services

	New Action	Modified Action
	4.7 Provide additional support to identified schools on the California Dashboard, to improve achievement in ELA and Math.	4.7 Provide professional development for certificated and classified staff to support each of the activities identified in MTSS, Goal 4.

Budgeted Expenditures

Amount	0	0	0
Budget Reference	N/A	N/A	N/A

Action 8

All [Add Students to be Served selection here]	All Schools [Add Location(s) selection here]

OR

English Learners Foster Youth Low Income [Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]

Actions/Services

	New Action	Modified Action
	4.8 Provide targeted Restorative Practice strategies, drop-out prevention and retention efforts, diversion programs, mentoring, mental health services and other wellness programs.	4.8 Collapsed into Action 4.6.

Budgeted Expenditures

Amount	0	7,528	
Budget Reference	N/A	LCFF sources Object Category: 1000 2,500 3000 478 5000 4,550	

Action 9

All [Add Students to be Served selection here]		All Schools [Add Location(s) selection here]

OR

[Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	Modified Action
	4.9 Provide professional development for certificated and classified staff to support each of the activities identified in MTSS.	4.9 Moved to Action 4.7

Budgeted Expenditures

Amount	0	0	
Budget Reference	N/A	N/A	

Action 10

OR

Actions/Services

Budgeted Expenditures

Amount

Budget
Reference

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)

New Goal

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$873,855	30.62%

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).

Advanced Learning Academy has an unduplicated pupil percentage of 83.3%, therefore, the LCAP supplemental and concentration grant funding will be expended on a district wide basis, as allowed for in 5 CCR 15496 and as described in the LCAP. The District's strategic goals maintain the focus of and coherence among the District's educational programs and services. All LCFF supplemental/concentration fund allocations align with the District's four strategic goals.

Goal 1: All Students will have equitable access to a high-quality core curricular and instructional program.
- Continue professional development and coaching to support the adopted ELA/ELD and Mathematics curriculum and materials
- Extend college and career elementary to intermediate to high school pathways by expanding CTE options, schoolwide AVID, Dual Enrollment at Santa Ana College, and place-based learning oppertunities
- Refinement of Key Performance Indicators to mirror California Dashboard and local Dashboard indicators
- Development and expansion of Data Warehouse system to provide prompt, accurate and easily accessible data to support classroom, site level decision-making
- Development of program overview documents for core components of the educational program: Core Academic Program, EL Master Plan, VAPA Strategic Plan, SAUSD Technology Plan.
- Development of Special Education Professional Development catalog to increase collaboration to best meet the needs of all students

Goal 2: Establish collaboration and communication across all levels to support and promote engagement and school connectedness amongst students, staff, families and community.

- Fully staffed elementary, intermediate and high school site wellness centers to support all stakeholders with resources to improve communication and collaboration in order to increase academic, behavioral, health and social emotional outcomes for children and their families
- Expansion of Dual Enrollment offerings through Santa Ana College.
- Collaboration at the District level fostering cross- departmental communication to advance alignment of system
- Continue to expand Higher Education partnerships to provide students with field trips and college recruitment opportunities such as expanding college recruiter connections, college nights, FAFSA late nights, application review and completion, and scholarships
- Improve promotion of District successes and specialized programs such as Dual language, Speech and Debate, CTE pathways, Restorative Practice, After-school Enrichment programs, Intramural Sports, Mental Health, and Wellness Center resources, etc.
- In collaboration with community and university partners which resulted in grant awards to support CTE pathways, high quality teachers, and extended learning opportunities for students
- Increased opportunities to develop bi-literacy including Dual immersion expansion, additional world language courses including American Sign Language, and a "Language Program for a Multilingual SAUSD" course
- Maintain sports program at all intermediate schools to support student engagement in extra-curricular activities.
- Restructuring of extended learning program based on parent and student feedback to provide additional tutoring, homework assistance and extracurricular variety

Goal 3: Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all.
- Continue alignment of board policy and administrative regulations to support safe and inclusive schools
- Continue to recruit and develop new partnerships with community agencies to increase mental health, restorative practices and violence prevention in schools
- Embed Trauma Informed Practices in all schools
- Sustain effective Positive Behavior Intervention and Supports (PBIS) and restorative practices to improve fidelity of implementation to create a positive school climate and promote social emotional wellness
- Deliver social emotional learning curriculum to ensure Universal Tier 1 support for students
- Sustain professional development and preparedness in the area of emergency response and procedures to support site to district communication in case of disaster of critical incident
- Train various support staff professional using Non-Conflict Intervention (NCI)
- Continue cross collaboration with Educational Service departments (Special Education, Pupil Support, School Climate, etc.) and School Police to enhance positive relationships with students, parents and community

Goal 4: Implement a robust Multi-Tiered System of Support (MTSS) framework that provides timely and responsive support to targeted students within identified subgroups to meet individual academic, behavioral and social-emotional learning (SEL) needs.
- Recruit and develop new partnerships with community agencies to increase restorative practices and violence prevention in schools for students in need of Tier 2 and 3 interventions

- Continue to provide students who require additional ongoing support with mental health counseling by expanding community agencies partnership and internal mental health clinicians
- Continue implementation of the Positive Behavior Intervention and Supports (PBIS) and restorative practices to targeted subgroups
- Implement District level MTSS Action Plan with MTSS Leadership Team oversight and sub-committee teams to review and streamline targeted evidence-based academic, behavior and social emotional structures, supports and resources that are informed by appropriate screening, progress monitoring and diagnostic tools
- Continue in California Scale UP MTSS Statewide Training Initiative (SUMS), Sustaining Cohort, in order to restructure systems of support in the areas academic, behavior and social emotional learning
- Expand support to foster students and their families by implementing tutorial programs, field trips and monthly leadership
- Provide and maintain differentiated expanded services/supports for identified high need schools identified on the California Dashboard (CSI, ATSI)
- Alignment of Student Success Teams, Coordination of Services Team, and Section 504 Service Plan Redigitized
- Use of tutoring hours to support targeted intervention with students in need of academic support

In sum, ALA's actions and services will support all students in the following areas: Continued professional learning aligned to each LCAP goal in order to ensure effective delivery of instructions using the District adopted, State approved grades 3-12 curricula for ELA and mathematics. Our 3rd grade literacy initiatives will continue to be implemented in order to support acquisition of foundational literacy skills that will lead to at-grade level reading proficiency by 3rd grade. Our MTSS initiative is designed to support a high quality core instructional program that is supported by differentiation of instruction along with tiered interventions and supports, extended learning and enrichment opportunities for all students. The establishment of wellness centers on each school site, along with the District wellness center, will result in increased parental involvement, access to mental health, restorative practices and wrap around services to support the social emotional well being of students at the foundational and targeted need levels. SAUSD's educational options, including Early College and personalized learning and on-line hybrid school with both first instruction and credit recovery options, and CTE pathways, Advancement Via Individual Determination (AVID), dual enrollment, programs support students to be successful in pursuing college and career goals. Maintaining safe and secure schools while promoting a positive learning environment, and maintaining connectedness and transparency with students, parents, staff and community will augment the quality of the educational program and learning environment for all students. Single Plans for Student Achievement (SPSA) for all schools will be reviewed annually to maintain strong site level alignment to LCAP goals, metrics and expenditures for fiscal transparency.

Improved

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$990,246	31.24%

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).

Advanced Learning Academy has an unduplicated pupil percentage of 87.02%, therefore, the LCAP supplemental and concentration grant funding will be expended on a district wide basis, as allowed for in 5 CCR 15496 and as described in the LCAP. The District's strategic goals maintain the focus of and coherence among the District's educational programs and services. All LCFF supplemental/concentration fund allocations align with the District's four strategic goals.

The new features of the 2018-19 LCAP are:

The shift from 3 to 4 goals in order to differentiate more clearly between core and supplemental services. The goals have been modified in response to our Stakeholder input process so that a greater emphasis can be put on communication and collaboration processes that foster parent and community engagement and establish clearer transparency at all stakeholder levels. Professional Development has been included as a separate action for each goal. Our internal process will allow us to identify the specific goal and action that each professional development expenditures supports.

Goal 1: All Students will have equitable access to a high-quality core curricular and instructional program.
- Maintain adopted math curriculum and materials with planning for ongoing professional development and coaching.
- Provide professional development to support the adopted ELA/ELD curriculum and materials.
- Expand early literacy efforts through expansion of the Santa Ana Early Literacy Initiative.
- Expand CTE pathways, including addition of multiple intermediate school pathways in articulation with existing high school programs.
- Launch of an instructional leadership cycle to develop clarity of instructional vision and goals and establish Key Performance Indicators across school sites.

Goal 2: Establish collaboration and communication across all levels to support and promote engagement and school connectedness amongst students, staff, families and community.

- All elementary, intermediate and high schools will have established site wellness centers to support ALL parents with resources to improve communication and collaboration with school sites in order to increase academic, behavioral and social emotional outcomes for their child/children.
- Expansion of Circulos @ Advanced Learning Academy High School.
- Expansion of Dual Enrollment offerings through a partnership with Santa Ana College.
- Provide increased access to enrichment and elective course options and to accelerate core academic completion.

Goal 3: Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all.
- Recruit and develop new partnerships with community agencies to increase restorative practices and violence prevention in schools.
- Expand Trauma Informed Practices.
- Implementation of the Positive Behavior Intervention and Supports (PBIS) and restorative practices to improve fidelity of implementation to create a positive school climate for ALL.
- Deliver social emotional learning curriculum to ensure Universal Tier 1 support for students.
- Activity supervisor's hours increased at both sites to ensure student safety.
- Emergency response and preparedness added to support site to district communication in case of disaster of critical incident.
- Create a plan and comprehensive vision of classified staff development across all departments.

Goal 4: Implement a robust Multi-Tiered System of Support (MTSS) framework that provides timely and responsive support to targeted students within identified subgroups to meet individual academic, behavioral and social-emotional learning (SEL) needs.
- Recruit and develop new partnerships with community agencies to increase restorative practices and violence prevention in schools for students in need of Tier 2 and 3 interventions.
- Provide students who require additional ongoing support with mental health counseling by expanding community agencies partnership and internal mental health clinicians.
- Continue implementation of the Positive Behavior Intervention and Supports (PBIS) and restorative practices to targeted subgroups.
- Creation of District level MTSS team to review and streamline targeted academic, behavior and social emotional structures, supports and resources.
- Participation in California Scale UP MTSS Statewide Training Initiative (SUMS) in order to restructure systems of support in the areas academic, behavior and social emotional learning.
- Provide and maintain differentiated expanded services/supports for identified high need schools identified on the California Dashboard.
- Expansion of speech and debate to accommodate more student participants, including expansion into the elementary and upper high school grades.
- Develop a set of high quality Tier 2 and Tier 3 intervention supports in literacy and numeracy at all grade levels.
- Maintain sports program at all intermediate schools to support student engagement in extra-curricular activities.

In sum, Advanced Learning Academy's actions and services will support all students in the following areas: Continued professional learning aligned to each LCAP goal in order to ensure effective delivery of instructions using the approved grades 3-12 curricula for ELA and mathematics. Our 3rd grade literacy initiatives will continue to be implemented in order to support acquisition of foundational literacy skills that will lead to at-grade level reading proficiency by 3rd grade. Our MTSS initiative is designed to support a high quality core instructional program that is supported by differentiation of instruction along with tiered interventions and supports, extended learning and enrichment opportunities for all students. The establishment of wellness centers on each school site, along with the District wellness center, will result in increased parental involvement, access to mental health, restorative practices and wrap around services to support the social emotional well being of students at the foundational and targeted need levels. Maintaining safe and secure schools, promoting a positive learning environment, and maintaining connectedness and transparency with students, parents, staff and the community will augment the quality of the educational program and learning environment for all students. Single Plans for Student Achievement (SPSA) for all schools will be reviewed annually to maintain strong site level alignment to LCAP goals, metrics and expenditures for fiscal transparency.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$400,872	13.91%

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).

Advanced Learning Academy has an unduplicated pupil percentage of 87.02%, therefore, the LCAP supplemental and concentration grant funding will be expended on a district wide basis, as allowed for in 5 CCR 15496 and as described in the LCAP. All actions and services will support all students in the following areas: Continued professional learning to support implementation of the new state standards at all grade levels; implementation of the literacy initiatives to ensure reading by 3rd grade; extended learning and instructional programs to increase access and enrichment opportunities for all students; increased access to technology and STEAM to support the development of 21st century skills for all students in preparation of college and career readiness; support for Advancement Via Individual Determination (AVID) at all schools; career technical education (CTE) coursework to support career pathways at all high schools; increased partnership with the Santa Ana College to support dual enrollment opportunities for students; increased parent and community involvement and educational opportunities at schools and at district level; implementation of virtual school programs to support online learning for first time learning and credit recovery; project based learning, blended learning, personalized learning and virtual learning programs to meet the needs of all students; social and emotional support to promote social and emotional health and school connectedness for all students; continued focus on safe and secure schools to promote a positive learning environment.

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 California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

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

Comprehensive Support and Improvement

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

   A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

   B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

   C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

   A. The implementation of state board adopted academic content and performance standards for all students, which are:

      a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

      b. Mathematics – CCSS for Mathematics

      c. English Language Development (ELD)

      d. Career Technical Education

      e. Health Education Content Standards

      f. History-Social Science

      g. Model School Library Standards

      h. Physical Education Model Content Standards

      i. Next Generation Science Standards

      j. Visual and Performing Arts

      k. World Language; and

   B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

   A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

   B. How the school district will promote parental participation in programs for unduplicated pupils; and

   C. How the school district will promote parental participation in programs for individuals with exceptional needs.

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

   A. Statewide assessments;

   B. The 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 K-8 students who were absent 10 percent or more of the school days excluding students who were:
    (A) enrolled less than 31 days
    (B) enrolled at least 31 days but did not attend at least one day
    (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
        (i) are enrolled in a Non-Public School
        (ii) receive instruction through a home or hospital instructional setting
        (iii) are attending a community college full-time.
    (2) The number of students who meet the enrollment requirements.
    (3) Divide (1) by (2).

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

(c) "High school graduation rate" shall be calculated as follows:
    (1) For a 4-Year Cohort Graduation Rate:
    (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    (B) The total number of students in the cohort.
    (C) Divide (1) by (2).
    (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    (A) The number of students who either graduated as grade 11 students or who earned any of the following:
    (i) a regular high school diploma
    (ii) a High School Equivalency Certificate
    (iii) an adult education diploma
    (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    (B) The number of students in the DASS graduation cohort.
    (C) Divide (1) by (2).

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

(e) "Expulsion rate" shall be calculated as follows:
    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS
Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	2,803,241.00	3,851,801.00	2,278,855.00	2,803,640.00	4,113,928.00	9,196,423.00
	2,803,241.00	3,851,801.00	2,278,855.00	2,803,640.00	4,113,928.00	9,196,423.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	2,803,241.00	3,851,801.00	2,278,855.00	2,803,640.00	4,113,928.00	9,196,423.00
	2,803,241.00	3,851,801.00	2,278,855.00	2,803,640.00	4,113,928.00	9,196,423.00

* Totals based on expenditure amounts in goal and annual update sections.

		Total Expenditures by Object Type and Funding Source					
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	2,803,241.00	3,851,801.00	2,278,855.00	2,803,640.00	4,113,928.00	9,196,423.00
		2,803,241.00	3,851,801.00	2,278,855.00	2,803,640.00	4,113,928.00	9,196,423.00

* Totals based on expenditure amounts in goal and annual update sections.

	Total Expenditures by Goal					
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	1,997,107.00	2,955,940.00	186,675.00	2,079,710.00	3,133,348.00	5,399,733.00
Goal 2	159,875.00	103,085.00	1,679,376.00	159,875.00	132,871.00	1,972,122.00
Goal 3	491,836.00	534,174.00	412,804.00	409,632.00	632,337.00	1,454,773.00
Goal 4	154,423.00	258,602.00	0.00	154,423.00	215,372.00	369,795.00

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

	Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources					