

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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	Amador County Unified School District/Amador County Office of Education		
Contact Name and Title	Amy Slavensky, Superintendent	Email and Phone	aslavensky@acusd.org 209.257.5353

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

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

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

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

LCAP HIGHLIGHTS

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

The key features of this year's LCAP are:

We will improve student achievement through an increase of professional development (PD) including all staff members and the continuation of PD cohorts. This will be supported through an increase in the use of instructional coaches, and the addition of two teachers on special assignment and one director of curriculum.

We will increase student engagement and social emotional health by adding two social workers, two school counselors, and two home liaisons.

We will increase monitoring of student progress through data cycles, instructional coaches and the director of curriculum and instruction.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

Our greatest progress has been due to changes in personnel which include the hiring of a new district and county superintendent and a new assistant superintendent of curriculum, instruction and professional development. This has allowed Amador County Public Schools to offer increased professional development, increased communication, and new systems of collaboration. We plan to continue the professional development offerings to include all staff members, increase our communications with all stakeholders, and continue to review and update goals based on our systems of collaboration.

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

GREATEST NEEDS

Overall performance levels in red or orange performance categories:

Math

- Percent nearly met or not met in Math: Non SES 63% SES 83%

ELA

- Percent nearly met or not met in English: Non SES 46% SES 71%

Students that are A-G compliant

- Argonaut HS 13.7%
- Amador HS 36.7%

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

Standard 2 - 70% of EL in bottom two levels and 82% in bottom levels in Math.

Math

- Percent nearly met or not met in Math: Non SES 63% SES 83%

ELA

- Percent nearly met or not met in English: Non SES 46% SES 71%

Students that are A-G compliant

- Argonaut HS 13.7%
- Amador HS 36.7%

The LEA will continue professional development, develop systems to support schools based on a MTSS model, create data cycles to monitor student progress, continue the instructional leadership team to discuss data cycles and needs of school sites, use instructional coaches to help staff with strategies to meet the needs of our lowest achieving students and continue with staff cohorts to increase knowledge of best practices

**PERFORMANCE
GAPS**

INCREASED OR IMPROVED SERVICES

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

The most significant impacts will be the hiring of our school counselors, social workers and home liaisons which will address the needs of our low-income students, our English learners and our foster youth by providing them with social and emotional support.

Another impact will be increased support of staff members through professional development, teachers on special assignment, instructional coaches and a director of curriculum and instruction which will enable our staff to better meet our lowest level learners' needs.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year
*Includes ACUSD and ACOE

\$49,247,844

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$2,344,168

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

The major expenditures not in the LCAP (\$46,903,726) include employee salaries, health and welfare benefits, unrestricted operational costs such as utilities, property and liability insurance, routine maintenance, and other central services. Restricted costs not in the LCAP include Special Education, a portion of Title I, and other federal, state and private grants.

\$36,425,082

Total Projected LCFF Revenues for LCAP Year
*Includes ACUSD (\$33,655,436) and ACOE (\$2,769,646)

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

ACUSD Goal 1

Recruit, hire, train/retain quality staff who will bridge the achievement gap and help all students excel.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 1.1 Maintain and increase student achievement using local benchmarks
- 1.2 Concentrate on primary - set baseline for K-3 reading level.
- 1.3 Decrease Reading and Math gap by points (decrease in gap points TBD). Set Benchmark and SBAC baseline scores from 2015-2016 school year.
- 1.4 Use Annual Redesignation rate to compare annual % increase. Baseline is 4.9% for 2014-2015 school year.
- 1.5 Increase Graduation rate. Baseline graduation rate for 2014-15 year is 90.5
- 1.6 Reduce dropout rates. Baseline dropout rate for 204-2015 year is 8.9
- 1.7 Increase A-G courses by year over year.
- 1.8 Increase participation in non-traditional CTE courses year over year.
- 1.9 Monitor salary schedules and those in regional districts in order to

ACTUAL

- 1.1. Amador County Public Schools was successful in creating common, K-12 interim assessment in ELA and math; 7-12 NGSS and 7-12 History.
- 1.2. Using Fountas and Pinnell recommendations, K-8 grade level reading expectations have been established.
- 1.3. Spring Interim Assessment and SBAC baseline scores have been determined.
- 1.4. Annual redesignation has been established at 2%.
- 1.5. Graduation rate increase planning has taken place, using MTSS to identify and provide tier 1 interventions.
- 1.6. Reducing dropout rate planning has taken place, using MTSS to identify and provide tier 1 interventions.
- 1.7. An A-G Committee was formed; Argonaut High and Amador High will offer only A-G compliant courses.
- 1.8. A CTE committee was formed to create 5 CTE pathways over the next three years.
- 1.9. School Services conducted a salary schedule audit that was concluded in March 2017 indicating salaries in the mid-range

attract and maintain qualified staff.

1.10 Ensure that all (100%) teachers are properly assigned based on their teacher credentials and services they are able to provide.

of comparable districts.

1.10. As of August 2016, all certificated staff were properly assigned.

ACTIONS / SERVICES

Action **1** Create common benchmarks, baselines, decrease achievement gap, increase Redesignation, reduce dropouts, increase participation in CTE, monitor salary schedules and ensure teachers are properly assigned.

Actions/Services

PLANNED

ACTION 1.1:
100% of staff are highly qualified and appropriately assigned.

SERVICE 1.1A:
Provide stipends, substitutes, training and more contract days for experienced and highly talented teachers to provide instructional coaching for teachers.

SERVICE 1.1B:
Human resources conducts annual salary schedule comparisons with competing districts and negotiates salary adjustments when needed to keep Amador CUSD competitive.

SERVICE 1.1C:
Human resources will hire only highly qualified staff and appropriately assign staff to provide services, based on the credential authorizations they hold.

ACTION 1.2:
Provide high quality training and coaching support for new teachers.

SERVICE 1.2A:
BTSA Professional Development for New Teachers will be provided annually.

SERVICE 1.2B:
Instructional Coach Stipends to help teachers differentiate instruction and learn to aid our most at risk populations.

ACTUAL

1.1 During the 2016-2017 school year, all teachers are highly qualified and placed.

1.1A The district provided more than 60 full days of professional development in the areas of Common Core aligned literacy across content areas, the ELA Framework, Common Core aligned math strategies, Standards for Mathematical Practice, Next Generation Science Standards (NGSS), neuroscience and the teenage brain.

1.1B The district retained the services of School Services for an organizational review. Their recommendations were presented to the Board of Trustees on May 24, 2017.

1.1C Only highly qualified staff were hired and assigned appropriately.

1.2 All new teachers were provided Mentor Induction through Sacramento County Office of Education (SCOE).

1.2 The district provided more than 60 full days of professional development in the areas of Common Core aligned literacy across content areas, the ELA Framework, Common Core aligned math strategies, Standards for Mathematical Practice, Next Generation Science Standards (NGSS), neuroscience and the teenage brain.

1.2A BTSA has a new name. The Commission on Teacher Credentialing refers to new teacher support as Teacher Induction. All new teachers were provided this mentorship through Sacramento County Office of Education.

1.2B Eight instructional coaches were budgeted for the 2016-2017 school year and six were hired.

Instructional Coaches will provide:

- effective support for teachers in the teaching of math.
- effective staff development for secondary language arts teachers and administrators.
- effective staff development for elementary language arts teachers once a new program is adopted.
- Other

ACTION 1.3:
Maintain counselors for non-special education students over 2018-2019 so each school serving K-8 grade students has a day of counseling service per week.

SERVICE 1.3A:
Maintain having at least 1 Spanish speaking counselor who can meet the needs of ELLs and FEP students.

ACTION 1.4:
Continue to have Student Services supervise the counselors, monitor case management and collect data on students, services and outcomes provided so the effectiveness of services and the counseling program can be monitored and evaluated.

SERVICE 1.4A:
The director of Student Services will continue to coordinate services for Foster/Homeless children.

SERVICE 1.4B:
Provide a mid-year and final report on progress to the Superintendent.

ACTION 1.5:
Improve the oversight of support services for English Language Learners and RFEPs to help close the academic and home-school and services support gaps.

SERVICE 1.5A:
Continue to have the Spanish speaking ELL Home-School Parent Liaison support EL families and provide services that will help close the achievement and home-school communication gap. (for ELs)

1.3 Two additional counselors were hired for grades K-8.

1.3A The district was unsuccessful in hiring a Spanish-speaking counselor. There were no Spanish-speaking applicants in the application pool.

1.4 A Director of Student Services is currently being recruited.

1.4A A job description approved by bargaining units has been established and will support foster and homeless students.

1.4B A mid-year report was provided to the superintendent and to the Board of Trustees. A final report is scheduled for July, 2017.

1.5 A series of District English Learner Advisory Council (DELAC) meetings were attempted, without significant attendance. Once the bilingual parent liaison is hired, he/she will focus on outreach in order to build stronger DELAC participation.

1.5A A second series of EL parent liaison interviews are scheduled for June 2017. Once this position is filled, a more robust EL parent outreach will occur.

Expenditures

BUDGETED

Action 1.1

Budget Expenditure:

ESTIMATED ACTUAL

1.1

\$34,117

Stipend & Training, Extra days

Expenditure Amount:

\$37,500

RC: 4035

Object Code:

1100-1170

Action 1.2

RC: 6264

BTSA

\$40,000

Object Code: 1100-1170 &

Object Code: 5000-5999

Budget Expenditure:

Instructional Coaches

Expenditure Amounts:

\$40,000

RC: 4035

Object Code: 1100-1170

Action 1.3

Budget Expenditure:

Hire 2.0 FTE counselors, 1 Bilingual (Spanish) over time. 1 FTE

Expenditure Amount:

Approx. \$84,950 x 2 = \$169,900.

RC: 0000

Object Code: 1215

Action 1.4

Budget Expenditure:

Student Services Director. 1 FTE

1.2

BTSA - \$16,000

Instructional Coaches - \$26,190

1.3

The funds were not expended as planned.

1.4

The funds were not expended as planned.

Expenditure Amount:
 Approx. \$114,000 \$169,900.
 RC: 0000
 Object Code: 1308

Action 1.5
 Budget Expenditures:
 Home-School Parent Liaison 1FTE
 Expenditure Amount:
 \$47,300
 RC: 0000
 Object code: 2930

1.5
 The funds were not expended as planned.

ANALYSIS

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.

Amador County Unified School District implemented goal one by ensuring that 100% of teachers were highly qualified and appropriately assigned during the 2016-2017 school year. In addition, ACUSD provided year 1 of a 3 year professional development plan, including over 60 days of professional development, for ACUSD and ACOE teachers. Six instructional coaches were hired to support this work. Through the district-level instructional leadership team, Smarter Balanced Interim assessments were agreed upon for the 2017-2018 academic year, as well as planning for a Multi-tiered System of Support, with data cycles, to address graduation rates, A-G improvement rates, CTE pathway enrollment and decreasing suspension rates.

Due to the California Data Dashboard being unavailable, it is difficult to say at this time how Goal 1 will be reflected in the data. However, in August 2017, ACUSD and COE are planning to present a 2016-2017 LCAP end-of-the-year review to our Board of Trustees, the outcome of which will assist us in a continuous process of reflection, learning and improvement.

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.

Several years of transition at the district level, in both the USD and COE sides, has resulted in a less coordination and communication over the past two years. However, with the newly elected ACUSD and COE superintendent (a joint position again after two years), a more coordinated approach is currently in place. As a result of past practice, LCAP has been spent to fund base positions during the 2016-2017 and 2017-2018 school years. During the 2016-2017 school year, approximately 1.5 million of LCAP monies went to fund supplemental services, while approximately 1 million of supplemental funding went to base.

Finally, some positions in Goal 1 could not be filled immediately during the 2016-2017 school year (2 FTE counselors, 1 EL School Community), which was a cost savings.

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.

When a new superintendent arrived in October 2016, it was determined that the 2016-2017 LCAP placed too great a focus on the District's 2% English Learner population and not enough focus on 47% of the socio-economically disadvantaged (SES) population. The 2016-2017 LCAP did not provide enough professional development for teachers, who, at the time, had received no district-level common core support. As a result, we increased support professional development.

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

ACUSD Goal 2

Students will be Proficient or higher in core content areas. Core content refers to courses in ELA, Math, History and Science. Proficiency will be determined in the newly adopted local benchmarks.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 2.1 Set local benchmark scores as baseline data starting 2015-2016 results to compare thereon.
- 2.2 Set baseline scores for all local district assessments.
- 2.3 The % of students reading at determined benchmark levels will be compared annually.
- 2.4 Identify gaps in subgroups (Metric measure will be determined this 2016-2017 school year).
- 2.5 CELDT – Redesignation rate in 2015-16 was 4.9% (4 students) set as baseline to compare for growth in coming years.
- 2.6 Textbook Sufficiency Resolution (Williams Settlement state report indicating all students have access to core instructional materials report indicating "Good" or better by school site.)
- 2.7 All students will be taught Common Core State Standards and ELs will also be taught using the New ELD state standards. Core and supplemental materials purchased will be aligned to state standards.
- 2.9 AERIES Parent Portal (K-12) annual parent use data will be compared annually to determine increased parent usage annually.

ACTUAL

- 2.1 The grades 3-8 and grade 11 CAASPP interim assessments were established as baseline in March 2017 and will continue as local benchmark assessments three times a year to monitor student progress.
- 2.2 See 2.1.
- 2.3 Extensive professional development to determine the best, most current research-based reading assessment was provided during the year. During the 2017-2018 school year, a common K-2 reading assessment will be determined and used three times a year to monitor student progress.
- 2.4 Several gaps in achievement and in social emotional wellness have been determined and a comprehensive plan established with the support of all stakeholders through the LCAP committee and LCAP process.
- 2.5 CELDT redesignation is currently taking place at the site-level. A DELAC has been established and is in process to restructure roles and responsibility to support EL students.
- 2.7 85% of teachers participated in professional development focused on the Common Core State Standards and the ELA/ELD Framework.
- 2.9 Aeries parent portal data shows an increase in parent portal usage. Additionally, monthly parent trainings have been scheduled.
- 3.0 All schools held two or more parent engagement meetings. In addition, monthly parent engagement meetings have been scheduled in all three regions

2.10 All schools will hold two or more parent engagement events to inform parents about courses of study, expectations about homework, availability of outreach supports and services, etcetera.

in the county.

Expenditures

BUDGETED	ESTIMATED ACTUAL
<p>Action 2.1 Budget Expenditure: Textbook purchases Expenditure Amount: \$400,000 LCFF Unrestricted Object Code: 4100 Training provided by publishers (included)</p>	<p>2.1 \$424,789</p>
<p>Action 2.2 No Cost</p>	<p>2.2 No cost</p>
<p>Action 2.3 Budget Expenditure: Intervention at all levels, allotment will be distributed amongst all schools. Expenditure Amount: \$300,000 total for all schools LCFF Unrestricted Object Code: 4000 225,000 5000 75,000</p>	<p>2.3 The funds were not expended as planned.</p>
<p>Action 2.4 Budget Expenditure: Library Expenditure Amount: \$40,000 RC: 0000 Object Code: 4000-4999</p>	<p>2.4 \$5,207.22</p>

Action 2.5

Budget Expenditure:

User-friendly data platform

Expenditure Amount:

\$30,000

RC: 1100

Object Code: 5000-5999

2.5

\$30,474

Action 2.6

Budget Expenditure:

Structured "Data Teams" Collaboration Time

Expenditure Amount:

\$30,000

RC: 3010, 4035 and 6264

Object Code: 1100-1170

Budget Expenditure:

Staff Development on Walkthroughs

Expenditure Amount:

\$3,000

Federal Restricted

Object Code: 1000

Budget Expenditure:

Staff Development

Expenditure Amount:

\$475,000

State Restricted \$225,000

Federal Restricted \$250,000

5000 \$475,000

Budget Expenditure:

\$500.00 LCFE Unrestricted

Object Code: 1100-1170

2.6

\$1,000

The funds were not expended as planned.

\$78,300 PD Presenters fees

\$14,144 PD Ohio Literacy PD

ACTIONS / SERVICES

Establish district-level interim assessments, baselines, identify gaps in subgroups, ensure all students have sufficient textbooks aligned with common core and ensure schools engage with parents two or more times.

Action **1**

Action
s/Servi
ces

PLANNED

ACTIONS 2.1:

All students have access to standards-aligned textbooks and instructional material.

SERVICES 2.1A:

Adopt and provide state adopted Language Arts materials for elementary students this 2016-2017 school year.

SERVICE 2.1B:

Provide training for teachers in the new state adopted ELA materials (TK-6)

ACTION 2.2:

Engage parents in the education of their children to raise student proficiency.

SERVICE 2.2A:

To these ends, ACUSD schools plan two parent/student nights

SERVICE 2.2B:

Parents play an active role and are recruited to volunteer in our classrooms and on councils such as Site Councils and the CAC.

SERVICE 2.2C:

ACUSD participates in the CAC -- run by our County SELPA -- whereby students and parents with special needs are encouraged to attend events such as bowling nights and site STEM and math nights. Parents of students with special needs are part of our campus life and participate in all site and district level activities. Additionally, parents of our Gifted students help facilitate Odyssey of the Mind and Nature Bowl. These activities are standards-based, help move students towards standards proficiency and engaged parents.

SERVICE 2.2D:

A DELAC (District English Learner Advisory Committee) will be formed at Plymouth ES to advise on EL services and LCAP stakeholder data analysis and input.

ACTUAL

2.1 All students have access to standards-aligned textbooks and instructional materials.

2.1A Through a K-6 ELA pilot process, Benchmark Advanced was adopted in April 2017 for implementation.

2.1B Four days of ELA professional development are scheduled to support teachers in the new ELA Benchmark Advanced curriculum materials.

2.2 A parent university has been established with upcoming dates for 6 parent classes each month.

2.2A ACUSD will continue to plan 2-3 parent engagement nights at each site, each year. Parent education is included in each school's Single Plan for Student Achievement (SPSA).

2.2B Parents participated in School Site Council meetings, monthly district Amador Parent Advisory Committee (APAC) meetings, and Strategic Planning and LCAP committee work.

2.2C Parents participated in CAC, bowling nights, STEM math nights, the first annual Science Day at Pine Grove Elementary School, and assisted in facilitating Odyssey of the Mind and Nature Bowl.

2.2D DELAC meetings were planned; however, since attendance was low, an EL phone tree in Spanish was conducted to obtain feedback from our EL stakeholders. A revised EL plan and committee was formed to formulate more effective outreach and engagement of our EL parents and

ACTION 2.3:

Fund after school targeted programs for intervention & support.
Principals will use increased site budgets.

ACTION 2.4:

Fund libraries and add non-fiction book selections to align with the requirements of the New California Standards.

ACTION 2.5:

The district will evaluate current data keeping reports producing systems, as well as existing student assessment measures being used (including assessment dates) to determine what improvements can be made to ensure the following services:

SERVICE 2.5A:

A user-friendly data platform that can create assessments, compile data and quickly run fast flexible reports to review student performance, analyze trends, shape curriculum and distribute real-time student data to stakeholders.

SERVICE 2.5B:

Capture every piece of student information to understand the whole picture of an individual student as well as various subgroups of students such as, GATE, EL, Special Ed, Foster, Homeless etcetera.

SERVICE 2.5C:

Ability to disaggregate data through easy to read and user-friendly reports on student data.

SERVICE 2.5D:

Use an easily available toolkit with metrics to more easily asses, analyze, monitor, and diagnose student learning progress and intervention target needs multiple times throughout the year.

SERVICE 2.5E:

Determine yearly schedule of what assessments will be done at each grade level/class, the timeline for administering them and the due date all assessment data is to be entered into the system for quarterly or trimester ongoing evaluation. Train all in this system and hold accountable.

SERVICE 2.5F:

Set benchmarks/targets of what is the expected performance on each assessment.

ACTION 2.6:

students.

2.3 School budgets were increased to empower principals to work with their School Site Councils to build engaging and relevant interventions and supports.

2.4 Classroom libraries were funded at 4 of the 6 elementary school sites.

2.5 Illuminate was purchased to keep current student data maintained. Common Core aligned assessments were uploaded and used.

2.5A Illuminate has been adopted as our data platform. All teachers have been trained and additional training scheduled for continuous support.

2.5B Through the district Instructional Leadership Team, the Amador Parent Advisory Committee, district-wide principal coaching and support, and SPSA workshops, all aspects of student data have been analyzed.

2.5C While not yet perfect, the district has made significant progress in the creation and use of district and site-level assessments. With this foundational work in place, system-wide data cycles will be implemented fully in 2017-18.

2.5D A toolkit with metrics has been established at the district and site levels to assess student progress at interims throughout the year.

2.5E A yearly schedule of assessments at each grade level has been established for interim assessments. All teachers have been trained and ongoing support is scheduled.

2.5F Interim assessment targets have been established at each grade level.

2.6: Data Team training is currently occurring with site principals. Site-

Effectively implement “Data Teams” that will collaborate to build capacity in pre- and post- assessment, data analysis, CCSS curriculum development, selection of best-instructional practices and determining targeted intervention support using a continuous cycle of improvement.

SERVICE 2.6A:

Provide structured collaboration with teachers and administrators and learning coaches. Determine next steps for students who are progressing and next steps for students needing remediation/re-teaching. Proceed with plans, hold all accountable and evaluate to improve student learning and interventions.

SERVICE 2.6B:

Using student performance data and benchmark data, determine if 80% or more of the students are successfully meeting benchmarks. If this is not the case, examine first teaching to make needed improvements. A healthy, effective school yields 80% or higher students succeeding with good first teaching and less than 20% of the students needing remediation.

SERVICE 2.6C:

Provide staff development training on Walkthroughs with a focus on mathematics for site administrators.

SERVICE 2.6D:

Look at a system for effective staff development on Common Core State Standard, ELD Standards, Best-Instructional Practices, Technology, Differentiation, Behavior Management etcetera. The system should include a way for principals to monitor and assign PD needed for individual teachers.

SERVICE 2.6E:

Explore adding a full day kindergarten program at all elementary schools.

training is in the planning and development stage.

2.6A: the district has provided teachers and leaders over 60 days of professional development to collaborate and participate in targeted and relevant professional development.

2.6B The district has established foundational work to build in-depth understanding of the Common Core State Standards, including the ELA/ELD Framework and Standards for Mathematical Practice in order to establish common outcomes and best instructional practices. More achievable annual matrices have been established in the 2017-2018 LCAP to increase student achievement.

Site administrators have participated in in-depth understanding of the Common Core State Standards, including the ELA/ELD Framework and the Standards for Mathematical Practice in order to establish common outcomes and best instructional practices. Professional development and principal coaching are ongoing.

2.6D Professional development cohorts have been established and are ongoing for a period of three years in each professional development area of need, as determined by the LCAP and strategic planning committees.

2.6E All kindergarten classes will be full day as of the 2017-2018 school year. With outreach to underserved families, TK enrollment has doubled.

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.

Beyond aforementioned focus on SES students, teacher professional learning and interim assessments (Goal 1), a focus on standards-aligned text book adoption led to the purchase of a new ELA curriculum (Benchmark Advance). A parent university was implemented and well attended and a plan to continue outreach and learning for our community has been calendared for the 2017-2018 school year. A renewed focus on Single Plan for Student Achievement at each of the school sites, focused on SES students, has been developed and correlated with the LCAP process. School site budgets were decentralized for Title 1 and School Site Councils were encouraged to build in Title 1 supports of each of the K-8 sites for the 2017-2018 school year (additional on-site instructional coaching). On-site principal coaching began in December 2016 and continues in three-week intervals.

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

Student, staff and parent data indicate that these actions have been responsive to the needs of our students and community. However, due to the California Data Dashboard being unavailable, it is difficult to say at this time how Goal 1 will be reflected in the data. However, in August 2017, ACUSD and COE are planning to present a 2016-2017 LCAP end-of-the-year review to our Board of Trustees, the outcome of which will assist us in a continuous process of reflection, learning and improvement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference in expenditures is a result of overestimating the cost of the data system in the original LCAP (Illuminate).

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

A more foundational approach has been taken in the development of professional development in order to provide a baseline for teachers across the district, so that common agreements on interim assessments will be based on shared knowledge developed through a robust, intensive, cohort-designed 3 year process. As a result, common formative assessments are not yet commonplace at grade levels and content areas but will be by the end of the 2017-2018 academic year.

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

ACUSD Goal 3

Close the achievement gap for the lowest performing subgroups (English Language Learners, Foster Youth Homeless, Low-income and Special Education). In addition, we will also work to create a safe and supportive learning environment for these subgroups.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 3.1 The percent of Foster and Homeless youth reading Proficient or higher will increase annually.
- 3.2 Close the achievement gap between target subgroups and the general population in ELA & Mathematics using newly determined benchmarks.
- 3.3 Decrease suspension rate annually. (revised)
- 3.4 Decrease the number of Annual Expulsions with a baseline being 9 in 2015-2016 school year.
- 3.5 Increase Redesignation rate for ELs from 4 students to 8 students or more annually.
- 3.6 Increase EL parent engagement K-12 by offering increased successful services and case-management support.
- 3.7 Administer the CHKS (California Healthy Kids Survey) and disaggregate the data to determine student safety and supportiveness perceived by students.
- 3.8 Increase extracurricular activities for K-8 at the site levels. (from old Goal #7)

ACTUAL

- 3.1 Data for foster and homeless youth has not been released as of May 2017 for the 2016-2017 school year.
- 3.2 A system of professional development, targeted to areas of need and based on interim assessment data has been established.
- 3.3 Suspension rates have not been released as of May 2017 for the 2016-2017 school year.
- 2.4 Expulsion rates have not ben released as of May 2017 for the 2016-2017 school year.
- 3.5 Redesignation rates have not increased, but a plan to centralize EL redesignation is in place for the 2017-2018 school year.
- 3.6 EL parent engagement has increased through the use of Spanish-speaking phone tress led by our EL aides. This strategy will be used to increase parent involvement in 2017-2018.
- 3.7 CHKS was administered to students, parents and staff in the spring of 2017. As of May 2017, data has not been analyzed.
- 3.8 This year, Pine Grove Elementary hosted its first annual Science Saturday, which brought together students, parents and community members to explore scientific phenomenon and was a success.

Expenditures

BUDGETED

Action 3.1

Budget Expenditure:
Credit recovery for Foster & Native American youth (BYU)
Expenditure Amount:
\$3,000
RC: 0000
Object Code: 5000-5999

Action 3.2

Budget Expenditure:
Link-Crew/Web support (9-12)
Expenditure Amount:
\$4,000
RC: 0000
Object Code: 1100-1170
Object Code: 4000-4999

Action 3.3

Budget Expenditure:
Consultant to write a state and federal compliant EL Master Plan
Expenditure Amount:
\$15,000
RC: 0000
Object Code: 5000-5999
Budget Expenditure:
11 Stipends at \$1,400 each = 36 hours per year
Expenditure Amount:
\$15,400
RC: 0000
Object Code: 1100-1170

ESTIMATED ACTUAL

3.1 The funds were not expended as planned.

3.2 \$5,776

3.3 The funds were not expended as planned.

The funds were not expended as planned.

Budget Expenditure:

\$37,500 for 3 bilingual aides

RC 0000

Object Code: 2000-2999

\$38,143

Action 3.4

Adult Education will fund this service

Budget Expenditure:

Summer School

Expenditure Amount:

\$4,000

RC: 0000

Object Code: 1100-1170

Budget Expenditure:

ELL I-Lit Virtual Library for Literacy-Based ELD 4-12

Expenditure Amount:

\$30,000 (3 year licenses for 133 students) RC: 0000

Object Code: 5000-5999

TELL Cost is part of I-Lit ELL 3 year contract

Budget Expenditure: Stipend for assigned Site EL Teachers

Expenditure Amount:

\$14,000

RC: 0000

Object Code: 1100-1170

Paid out of C&I Budget TBD

The funds were not expended as planned.

The funds were not expended as planned.

The funds were not expended as planned.

Action 3.5

Budget Expenditure:

Pupil Services Director. 1 FTE

Expenditure Amount:

Approx. \$114,000 \$169,900.

3.5

The funds were not expended as planned.

RC: 0000
 Object Code: 1308

Action 3.6
 Budget Expenditure:
 Increase site budgets for extracurricular activities at K-8 schools.
 (C & I budget will backfill additional requests for interventions beyond the amount below.)
 Expenditure Amount:
 Approx. \$300,000
 LCFF Unrestricted
 Object Code: 4000 \$225,000
 5000 \$75,000

3.6
 The funds were not expended as planned.

ACTIONS / SERVICES

Action
 on
 1
 Actions/Services

Increase foster and homeless data, close achievement gap, decrease suspension and expulsion rates, increase parent engagement, administer California Healthy Kids Survey and increase extra-curricular activities.

PLANNED

ACTION 3.1:
 To provide on-line credit recovery support.

SERVICE 3.1A:
 Offer credit recovery for Foster and Native American youth (BYU Classes)

ACTION 3.2:
 Provide support for services that improve school culture and create a safe and supportive school environment.

SERVICE 3.2A:
 Continue to provide Link-Crew/Web support at secondary schools, currently helping to create a safe and supportive school environment.

ACTION 3.3:
 Implement a systemic process, for overseeing, monitoring, and supporting ELs districtwide according to district policy and EL Master Plan.

ACTUAL

3.1 High schools piloted three online programs and selected one online support system, which will be presented to the Board of Trustees in June of 2017.

3.1A The online line credit recovery system will support all students, including Native American youth.

3.2 A teacher team at all secondary schools has attend Link Crew and WEB training. A collaborative cohort for all site teams hs been developed to share ideas and best practices.

3.3 A committee to support EL students has been formed and

SERVICE 3.3A:

Based on CDE Data-Quest for 2014-2015: Of 731 Hispanic students, 81 are identified ELs. Of the 81 ELs, 24 were tested in CELDT. The data indicates students are not being annually tested. An EL Master Plan is needed. The district will work with an EL Consultant who will also solicit input from DELAC and administration to create an EL Master Plan that can be effectively implemented and monitored systemically.

SERVICE 3.3B:

Assistant Superintendent of Curriculum & Instruction and site principals will coordinate, monitor and administer districtwide EL Services.

SERVICES 3.3C

A teacher at each site will be assigned as extra duty to oversee and ensure district and school site compliance is occurring in regards to State and Federal Program Monitoring (FPM) Guidelines for English Learner Services under the district Assistant Superintendent of Curriculum & Instruction. In addition, these teachers will be trained in EL services and provide training and support services around ELs to classroom teachers.

SERVICES 3.3D

Continue the support of 3.0 EL aides for EL students.

ACTION 3.4:

Increase EL parent engagement K-12 by offering increased successful services and case-management support. (new)

SERVICE 3.4A:

Provide ESL (English as a Second Language) for EL parents in our community in the summer and regular school year with a goal in developing English language acquisition, build English Literacy skills and increase parent's cultural proficiency and awareness of American citizenship, everyday societal survival skills and how to become "Partners" in their children's education.

SERVICE 3.4B:

Provide districtwide training for parents on how to use the AERIES Parent Portal in English and Spanish.

SERVICE 3.4C:

Provide ELL summer school elementary beginning June 2016. (\$4,000)
RC: 0709

SERVICE 3.4D:

Explore ELL I-Lit Literacy-based ELD program (books in cloud). In

continues to make improvements to improve systems and supports.

3.3A A committee has been formed to determine a needs assessment and formulate a plan for improvement in the 2017-2018 school year.

3.3B A system as been created and monitoring is ongoing.

3.3C It was determined that EL monitoring should be a centralized service. A plan is in place for implementation.

3.3D Three instructional aides were retained and supported EL students.

3.4 Case management data system has been determined and implementation will begin in the 2017-2018 school year.

3.4A District's Adult Education (AE) provides ESL instruction to parents and students.

3.4B District-wide parent education classes have been established and calendared for the 2017-2018 school year.

3.4C EL summer school was provided in the summer of 2016.

3.4D A review of the data determined this action was not the best at this time. Instead, overall professional development

addition, explore adult education funding to use this as well for summer ESL and Literacy access for parents.

SERVICE 3.4E:

Include CELDT, and TELL (from ELL I-Lit) as language proficiency assessments, into District Assessment Plan and new student data system to evaluate ELL progress in English Language Proficiency growth bi-monthly.

SERVICE 3.4F:

Ensure English Language Development is occurring for all ELs by site administrator monitoring, and targeting necessary supports for students, Aides, and teachers around ELD.

SERVICE 3.4G:

Principals, Assistant Superintendent of Curriculum & Instruction and Site EL Teachers will use CELDT/TELL to monitor ELs and use EL Master Plan protocol to Redesignate EL students as they meet set redesignation criteria.

SERVICES 3.4-I

Our forms and written notices will be provided in English/Spanish. The EL Parent Liaison will be helping the district provide this kind of support for the Spanish speaking community.

ACTION 3.5:

Administer the CHKS (California Healthy Kids Survey) and disaggregate the data needed to determine the level of student safety and supportiveness perceived by students.

SERVICE 3.5A:

In the 2016-2017 school year, Director of Student Services will coordinate administration of the CHKS (California Healthy Kids Survey), disaggregate the data and report level of student safety and supportiveness perceived by students as well as other pertinent data that can help us address student safety and support systems

ACTION 3.6:

To better meet the needs of each school site and to ensure greater equity in funding, a less centralized approach will be used in the budgeting process when it comes to site allocation of funds.

SERVICE 3.6C:

Schools serving grades TK-8 will have an increase to their site budget utilizing a formula that reflects size and complexity of schools. Principals working with site councils may then have more resources for funding

focused on literacy for all students was provided.

3.4E Data systems and a data cycle were established for all students and will be implemented in 2017-2018 through a cycle of inquiry process.

3.4F A focus on literacy across the content areas and foundational training/support for the ELA/ELD Framework and Common Core State Standards for all teachers was necessary. The district provided over 60 days of professional development in these and other areas.

3.4G A system of data cycles has been established to monitor all students, including EL students.

3.4I All forms are provided in both languages.

3.5 CHKS has been administered to parents, students and staff. As of May 2017, the data is in the process of being analyzed.

3.5A CHKS was completed on May 22, 2017.

3.6 A Budget Review Committee consisting of representation from all labor groups and an LCAP writing committee have been formed and are participating in budget development.

3.6 School teams have worked through their School Site Councils to determine how additional LCAP site funds

enrichment programs for students at their given school sites.

should be spent based on the needs of their 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 LCFE Evaluation Rubrics, as applicable.

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

Beyond the aforementioned focus on SES students, teacher professional learning and interim assessments (Goal 1), a focus on standards-aligned text book adoption led to the purchase of a new ELA curriculum (Benchmark Advance), a parent university implementation, a renewed focus on Single Plan for Student Achievement at each of the school sites, focused on SES student, and on-site principal coaching (Goal 2), Link and WEB were extended to all secondary sites to improve student transitions between sites and student relationships on site. In addition, principals were offered professional development on SES populations, Common Core and ELA/ ELD, math, and NGSS frameworks, collaborative leadership, and system of supports monthly to support a continuous improvement mindset at the district and school site-level.

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

Student, staff and parent data indicate that these actions have been responsive to the needs of our students and community. However, due to the California Data Dashboard being unavailable, it is difficult to say at this time how Goal 1 will be reflected in the data. However, in August 2017, ACUSD and COE are planning to present a 2016-2017 LCAP end-of-the-year review to our Board of Trustees, the outcome of which will assist us in a continuous process of reflection, learning and improvement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 3 allocated a significant amount to EL services. As a result of a decreased focus on EL (2% of the population) and an increase in the District's SES needs (47% of the population), Goal 3 monies were reallocated to support professional development in the area of poverty, curriculum and instructional improvement.

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 LCFE Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The most significant change has been an increased focus in understanding the needs of students of poverty, increasing leadership capacity around curriculum and instruction, as well as building a foundation of knowledge in common core for all of the district's teachers. This process has resulted in aligned SPSAs with the LCAP and Strategic Plan, a process and plan for data cycles and intervention in an MTSS framework.

ACUSD Goal 4

Prepare all students to be College and Career ready.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 4.1 Increase graduation rate from 89% to 100%.
- 4.2 Increase number of a-g completers annually.
- 4.3 Increase pathway completer rate annually.
- 4.4 Increase the number of students who take ELA EAP annually.
- 4.5 Increase the number of students who take the math EAP annually.
- 4.6 Increase the EAP English Language Arts passing rate annually.
- 4.7 Increase the EAP math passing rate from annually.
- 4.8 Increase the number of parents who participate in our CTE advisory committee.
- 4.9 Offer a broad course of study that supports preparing students to be career and college ready.

ACTUAL

- 4.1 Graduation rate increase planning has taken place, using MTSS to identify and provide tier 1 interventions.
- 4.2 A-G completion rate increase planning has taken place, through the formation of an A-G committee which received approval for both comprehensive high schools to offer A-G courses and use an MTSS approach to identify and provide tier 1 interventions.
- 4.3 Pathways at each school and 3-year plans for full implementation have been established and were presented to the Board of Trustees on May 24, 2017.
- 4.4 As of May 2017, SBAC data for the current year has not been released.
- 4.5 As of May 2017, EAP data for the current year has not been released.
- 4.6 As of May 2017, EAP data for the current year has not been released.
- 4.7 As of May 2017, EAP data for the current year has not been released.
- 4.8 A CTE cohort of teacher leaders was developed in 2017. Parent involvement in advising and planning will increase in 2017-18.
- 4.9 Through the LCAP process and strategic planning, a plan is in place to focus on college and career readiness.

ACTIONS / SERVICES

Action **1** Increase graduation rate, A-G rate, CTE Pathways, ELA EAP passing rate, CTE parents in advisory committee, and offer a broad course of study.

Actions/Services	PLANNED	ACTUAL
Expenditures	<p>ACTION 4.1: Expand STEM by providing various services such as training and materials to various sites over-time.</p> <p>SERVICE 4.1A: At Pine Grove Elementary STEM Magnet School, provide “Project Lead the Way” training and materials.</p> <p>SERVICE 4.1B: Develop/implement STEM programs of study at the elementary, junior high, and high school levels so that it is a K-12 pathway. Begin with staff development and materials for Project Lead the Way at Pine Grove Elementary STEM Magnet School and continue to expand upward and throughout other schools.</p> <p>ACTION 4.2: Offer a broad selection of courses, as well as targeted pathways, to ensure all students are college and career ready.</p> <p>SERVICE 4.2A: Evaluate and act on current Advanced Placement (AP) and Career Technology Education (CTE) courses to determine if new classes are needed, current classes need updating. Also research the possibility of using web conferencing to allow courses to be offered simultaneously at both high schools.</p> <p>SERVICE 4.2B: Independence changing to a PBL, college and career readiness model.</p> <p>ACTION 4.3: Incorporate 21st Century skills of coordination, communication, critical thinking and creativity into the curriculum.</p> <p>SERVICE 4.3A: Coordinate GATE program to ensure that our academically talented have access to 21st Century skills and advanced achievement.</p> <p>ACTION 4.4:</p>	<p>4.1 STEM training for Jackson Junior High School and Argonaut High School staff has been scheduled, and an NGSS/STEM cohort team of teachers provides leadership.</p> <p>4.1A Pine Grove STEM Elementary School has completed year 1 of Project Lead the Way and continues to make significant progress toward full implementation for 2017-2018.</p> <p>4.1B STEM development pathways continue at Pine Grove STEM Elementary, Jackson Junior High and Argonaut High Schools in order to establish an engineering pathway.</p> <p>4.2 A Career Technical Education (CTE) committee and a three-year plan to implement career pathways at each high school were created.</p> <p>4.2A An AP and CTE committee were established to determine training and supports necessary to ensure AP and pathway enrollment and improved student achievement in each area.</p> <p>4.2B Independence High School (IHS) is successfully implementing Project Based Learning (PBL) evidenced by completing a successful WASC accreditation process which highlighted their success in PBL. IHS has teamed with each high school to coordinate with their CTE programs.</p> <p>4.3 Through all professional development cohorts, 21st century skills have been supported and implemented and will expand as the three-year cohorts continue to develop.</p> <p>4.3A The district will focus on providing student-centered education experiences, including intervention for high-achieving and struggling students using an MTSS approach.</p>

In order to prepare students K-12 to be Career and College Ready and develop 21st Century Skills at every grade level, ACUSD will look at purchasing and adopting K-16 Bridge.

SERVICE 4.4A:

Create a College & Career Readiness partnership with our nearest community college campus through the K-16 Bridge program. for 11 schools (\$2,000 per school).

SERVICE 4.4B:

To prepare students K-12 to be Career and College Ready and develop 21st Century Skills at every grade level, every school at Amador USD will access the career and college readiness suite of services, including explicitly teaching 10 or more ready-made lessons on this topic at every grade level. These lessons help prepare students to be career and college ready, as well as develop 21st Century Skills over the years, starting as early as Kinder.

SERVICE 4.5C:

The EL Home-School Parent Liaison will be the conduit to the Spanish speaking community and work towards fully engaging them as "Partners" in their children's education as well as helping families learn and understand what being College and Career ready and 21st Century Skills is and what it requires. K-16 Bridge resources may be used.

4.4 Pending Board approval in June 2017, Naviance will be used as a tool to support college/career planning for all secondary students. Elementary school staffs will continue to explore which program they may adopt, by Spring 2018.

4.4A CTE partnerships with Amador College Connect, the Amador Community College Foundation, and the Los Rios Community College District continue to be explored through our CTE cohort.

4.4B The CTE cohort will recommend how to infuse more CTE concepts throughout the content areas as part of the three-year plan.

4.5C An EL parent liaison was not hired due to an insufficient pool of applicants. Additional interviews will be conducted in June 2017.

BUDGETED

Action 4.1

Budget Expenditure: Project Lead the Way training and materials for Pine Grove.

Expenditure Amount:
\$33,000.

LCFF Unrestricted

Object Code: 5000

Budget Expenditure:

STEM expansion at various schools: TBD.

Expenditure Amount:
\$100,000

LCFF Unrestricted

Object Code: 4000 \$50,000

ESTIMATED ACTUAL

4.1 \$22,000

The funds were not expended as planned.

Expenditures

5000 \$50,000	
Action 4.2 No cost	4.2 No cost
Action 4.3 Budget Expenditure: GATE support Expenditure Amount: RC: 0000 \$20,000 Object Code: 1100-1170	4.3 \$4,769
Action 4.4 and 4.5 Budget Expenditure: K-16 Bridge program. for 11 schools (\$2,000 per school) Expenditure Amount: \$22,000 RC: 0000 Object Code: 5000-5999	4.4 & 4.5 Expenditure amounts are reimbursed from First Five

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 District received a Career Technical Education (CTE) as well as a College and Career Readiness Grant. The result of these two grants resulted in the need to coordinate between multiple stakeholder groups to build a multi-year improvement plan. In addition, LCAP dollars were replaced with grant-funded monies. STEM through Project Lead the Way (PLTW) was implemented at Pine Grove Elementary and planning for a CTE pathway through high school continues as part of a multi-year process. Career Technical Education committee has been formed, with a multi-year plan for full implementation of pathways at the end of the

2018-2019 school year. A data system and cycles have been created to monitor student achievement so that school sites can be supported in identified areas of need, in a continuous improvement model of support.

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

Due to an increase in grant funding for CTE and college and career readiness, as well as an interest in CTE pathways within the community, every action from the 2016-2017 Goal 4 has been implemented.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Decrease in LCAP funding needed because of an increase in CTE and A-G readiness monies resulted in fewer LCAP dollars spend for Goal 4.

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.

None.

ACOE Annual Update

LCAP Year Reviewed: 2016-17

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

NOTE: The current administration of ACOE was not involved in the development of this plan and is not familiar with data or background information on which the goals and actions/services seem to be based.

ACOE Goal 1

Recruit, hire, train and retain high quality staff who are committed, collaborative, caring and exemplary.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

72% of students will read within three months of grade level as measured by STAR 360: Community and Shenandoah Valley School

10% increase in math proficiency on district benchmark STAR 360 – from 50% to 60%: Community School and Shenandoah Valley Charter School

All ELL students will achieve Intermediate on CELDT. Reclassification rate of ELL Students of 50%

School Climate Survey results increase by 10%

14-15 Stated: The percentage of students earning proficient or higher on the Smarter Balanced Assessment will improve in ELA and Mathematics

ACTUAL

Progress was made, however, this outcome was not met.

Progress was made, however, this outcome was not met.

Progress was made, however, this outcome was not met.

No baseline data available as School Climate Survey was not given until 16-17 school year.

once baseline data is received.

- Baseline ELA
 - 2% Exceeded Standards
 - 11% Met Standards
 - 14% Nearly Met
 - 73% Did not Meet
- Baseline Math
 - 3% Exceeded Standards
 - 7% Met Standards
 - 14% Nearly Met
 - 74% Did not Meet

GOAL:

- ELA – raise each level (Exceeded, Met and Nearly Met by 10 percentage points)
- Math – raise each level (Exceeded, Met and Nearly Met by 10 percentage points)

Teachers will continue training in California Common Core State Standards and implementing and developing teacher designed lessons that utilize the Common Core State Standards. There will be monthly training and support in CCSS development for both teacher and administration per Professional Development calendar as verified by teacher/administrator sign in sheets.

Progress was made, however, this outcome was not met.

Progress was made, however, this outcome was not met.

This outcome was met as teachers had robust training for CCSS as well as the newly adopted frameworks in both math and ELA.

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.

Actions/Services

PLANNED

1.1 Hire, train and retain high qualified and properly credentialed staff.

1.2 Train teachers in new California Standards and instructional techniques.

ACTUAL

1.1 All staff are highly qualified and properly placed.

1.2 The district provided more than 60 full days of professional development in the areas of Common Core aligned literacy across content areas, the ELA Framework, Common Core

1.3 Run Small County Opportunity program, driven by SPSA and County Office of Education needs, to support the at risk students in our county. Each site will have an individual plan and COE will determine teacher, administrator and site needs based on plans.

Inclusive will be County Homeless Grant – to meet the academic, social, placement and transitional needs of the Homeless Students within our county – goal will be met by teachers, counselors, nurses and administrators.

1.4 Train teachers to work with ELL students in order to prepare them to be ready for reclassification. Our ELL population is small, four, thus it is imperative for teachers to understand how to meet their needs and provide universal access; however, it is imperative for our ELL population to gain progress in academic content knowledge and EL proficiency.

aligned math strategies, Standards for Mathematical Practice, Next Generation Science Standards (NGSS), neuroscience and the teenage brain.

1.3 There is an Opportunity teacher at every elementary site.

1.4 This action was not completed as planned.

BUDGETED

1.1 Salaries \$660,000 and benefits \$300,000
LCFF Basic, tuition from district, federal revenue
1000s and 3000s

1.2 Basic Hourly \$20,000 (5000)s

1.3 Basic LCAP old small county Opportunity
(5000s)
1,000,000
County Homeless Grant
(5000s)
150,000

ESTIMATED ACTUAL

1.1 Not enough and/or inaccurate information in this budgeted item to run actuals.

1.2 Not enough and/or inaccurate information in this budgeted item to run actuals.

1.3 Not enough and/or inaccurate information in this budgeted item to run actuals.

1.4 Not enough and/or inaccurate information in this budgeted

Expenditures

1.4 Basic Hourly
\$1,500
(5000s)

item to run actuals.

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.

Amador County Office of Education implemented goal one by ensuring that 100% of teachers were highly qualified and appropriately assigned during the 2016-2017 school year. In addition, ACOE provided year 1 of a 3 year professional development plan, including over 60 days of professional development, for ACUSD and ACOE teachers. Six instructional coaches were hired to support this work.

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

Due to CAASPP results being embargoed, it is difficult to say at this time how Goal 1 will be reflected in the data.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Several years of transition at the district level, in both the USD and COE sides, has resulted in less coordination and communication over the past two years. However, with the newly elected ACUSD and COE superintendent (a joint position again after two years), a more coordinated approach is currently in place. As a result of past practice, LCAP has been spent to fund base positions during the 2016-2017 and 2017-2018 school years. During the 2016-2017 school year, approximately 1.5 million of LCAP monies went to fund supplemental services, while approximately 1 million of supplemental funding went to base.

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.

With the newly elected ACUSD and COE superintendent (a joint position again after two years), a more coordinated approach to our LCAP is currently in place. Because we are a single school-district county, effective with the 2017-18 school year, all COE goals are being combined with ACUSD to have one comprehensive LCAP plan.

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

ACOE Goal 2

Increase student success in ELA, math, science and literacy and provide academic and emotional supports to increase academic achievement.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

100% Williams Compliant on Textbook Sufficiency Resolution.

Increase student proficiency on ELA STAR (AR) by 20%.

Close the achievement gap between our low income and general population by 10%. Increase student proficiency on Math STAR 360 by 5 percentage points.

Embed math in CTE and elective courses as measured by syllabi and curriculum that will be available for parent and public view on school sites and at the county office.

Decrease our drop-out rate by 6 percentage points for Community School.

Continuously enrolled students will improve .5 on the program-wide writing assessment from pre (fall) to post (spring) test.

ACTUAL

This outcome was met.

Progress was made, however, this outcome was not met.

Progress was made, however, this outcome was not met.

Progress was made, however, this outcome was not met. For 17-18 math is embedded in all CTE and elective courses through Project Based Learning.

This outcome was met.

Development of program-wide writing assessment is in progress.

Due to the nature of court and community schools, data related to a-g courses, AP course enrollment, CTE completion and EAP participation/pass rate is not applicable. All students will have access to a-g and AP coursework via UC Scout.

All students had access to A-G and AP coursework through Edgenuity.

PBIS and counseling services: measure attendance rates

This outcome was not met.

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.

Actions/Services

PLANNED

2.1 Provide instructional material to all students according to the Williams Act.

2.2 In order to monitor and adjust instruction, and to ensure students are learning at their individual potential -- educational staff – both classified and certificated -- will meet and discuss student needs and progress.

Time to meet and collaborate teacher to aide and teacher to teacher \$35.15 x 10 hours X 10 teachers \$3515.00 Classified aides get number average per hour \$3000 for classified \$8,000 to add before school begins hours for aides to meet with teachers.

2.3 Continue professional development for all staff to raise achievement, help staff help students attain grade level standards proficiency, graduate on time, stay in school and help close the achievement gap between our low income and general population.

ACTUAL

2.1 All students have access to standards-aligned textbooks and instructional materials.

2.2 Progress was made, however, this action was not fully completed as planned.

2.3 The district provided more than 60 full days of professional development in the areas of Common Core aligned literacy across content areas, the ELA Framework, Common Core aligned math strategies, Standards for Mathematical Practice, Next Generation Science Standards (NGSS), neuroscience and the teenage brain.

<p>Stakeholders will work together to begin preparing CTE pathways for our County Office Youth</p> <p>2.4 Continue Intensive Intervention classes on the lone Elementary School Campus and increase counseling services. Both programs to serve all campuses.</p>	<p>This action was completed as planned with the implementation of a district CTE plan for all students.</p> <p>2.4 This action was completed as planned.</p>
<p>BUDGETED</p> <p>2.1 Textbooks \$120,000 LCFF Basic (4000s)</p> <p>2.2 \$11,000 (1000s, 2000s and 3000s)</p> <p>2.3 Continue professional development for SBAC, ELD and CCSS – including behavioral supports. \$15,000 (5000s) Release days, meetings and articulations. Built into calendar \$15,000 (1000s, 2000s, 3000s) LCFF Basic</p> <p>2.4 Intensive Intervention and counseling. Staff (1000s, 2000s, 3000s) Tuition from district, LCFF Basic, Foster Youth Grant</p>	<p>ESTIMATED ACTUAL</p> <p>2.1 Not enough and/or inaccurate information in this budgeted item to run actuals.</p> <p>2.2 Not enough and/or inaccurate information in this budgeted item to run actuals.</p> <p>2.3 Not enough and/or inaccurate information in this budgeted item to run actuals.</p> <p>2.4 Not enough and/or inaccurate information in this budgeted item to run actuals.</p>

Expenditures

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.

All students had access to standards-aligned instructional materials and textbooks. Special education teachers met with their aides before and after school hours to discuss student needs and progress. The district provided more than 60 full days of professional development in the areas of Common Core aligned literacy across content areas, the ELA Framework, Common Core aligned math strategies, Standards for Mathematical Practice, Next Generation Science Standards (NGSS), neuroscience and the teenage brain. A CTE plan was developed of the course of the 16-17 school year. The Intensive Intervention classes on the Ione Elementary School Campus continued and counseling services were increased.

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

Due to CAASPP results being embargoed, it is difficult to say at this time how Goal 1 will be reflected in the data.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Several years of transition at the district level, in both the USD and COE sides, has resulted in less coordination and communication over the past two years. However, with the newly elected ACUSD and COE superintendent (a joint position again after two years), a more coordinated approach is currently in place. As a result of past practice, LCAP has been spent to fund base positions during the 2016-2017 and 2017-2018 school years. During the 2016-2017 school year, approximately 1.5 million of LCAP monies went to fund supplemental services, while approximately 1 million of supplemental funding went to base.

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.

With the newly elected ACUSD and COE superintendent (a joint position again after two years), a more coordinated approach to our LCAP is currently in place. Because we are a single school-district county, effective with the 2017-18 school year, all COE goals are being combined with ACUSD to have one comprehensive LCAP plan.

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

ACOE Goal 3

Engage students, parents and families to support student success.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Decrease in chronic absenteeism by 5%.

Parent sign-in sheets from parent nights and feedback on feedback forms.

Keep expulsion rate at 9.1% and decrease suspension rate by 10% year over year. Decrease truancy rate by 2%.

CHKS Results – currently 50% of COE students report feel engaged and attached at school. Increase that by 10% year over year.

ACTUAL

This outcome was not met.

This outcome was not met.

Progress was made, however, this outcome was not met.

This data is incorrect and this outcome was not met.

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.

Actions/Services

PLANNED

3.1 At least four family nights per program or school, continue CAC and offer opportunities for parents during the school day and evenings– as planned individual and program site plans.

3.2 SART is a team approach to chronic

ACTUAL

3.1 Progress was made, however, this action was not fully met.

absenteeism before the SARB process is necessary. SART is similar to the student study team process whereby parents, teachers, counselors and family members team up to find positive solutions to chronic absenteeism and truancy. Contracts are developed and positive reinforcements are put in place to help families and students be successful.

3.2 Progress was made, however, this action was not fully met.

BUDGETED

3.1 Parent nights and meeting \$2000 (4000s)

ESTIMATED ACTUAL

3.1 The funds were not expended as planned.

3.2 Salaries for meetings embedded (1000s, 2000s, 3000s)

3.2 Not enough and/or inaccurate information in this budgeted item to run actuals.

Expenditures

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.

Many efforts were made to engage students, parents and families to support student success; however, there is inadequate data to measure the articulated goal.

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

There is insufficient data to measure the effectiveness of the articulated goals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not enough and/or inaccurate information in the budgeted items to run actuals on 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.

With the newly elected ACUSD and COE superintendent (a joint position again after two years), a more coordinated approach to our LCAP is currently in place. Because we are a single school-district county, effective with the 2017-18 school year, all COE goals are being combined with ACUSD to have one comprehensive LCAP plan.

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

ACOE Goal 4

Prepare students to be college and career ready and provide standards-based instruction academic rigor in all courses.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Access to technology -- including Chromebooks, ipads and laptop computers -- especially as it relates to college and career readiness -- will be increased by 20% to all students. Twenty percent is defined as 20% more chromebooks, computers and digital equipment per site and/or program.

Each student, in grades 3-12 will produce one project or assignment, per semester, using technology as measured by teacher lesson plans and technology portfolios on Google docs – that is standards-based and rigorous. Increase reading proficiency – 75% of students will move

ACTUAL

This outcome was not met.

Progress was made, however, this outcome was not met.

towards grade level reading by end of year 1 as measured by STAR 360.

All students in grades 7-12 will complete 1 CTE course before graduation as measured by Aeries student database.

CTE plan put in place for 2017-18 school year. This outcome is in progress.

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.

<p>Actions/Services</p>	<p>PLANNED 4.1 Continue to purchase technology for student and teacher use. RTI Technology instructional support to help all students access standards-based technology and computer adaptive testing.</p>	<p>ACTUAL 4.1 This action was not completed as planned.</p>
<p>Expenditures</p>	<p>BUDGETED 4.1 \$30,000 for hardware and software 4000s \$6,000 for instructional staff (1000s, 2000s, 3000s) Supplemental</p>	<p>ESTIMATED ACTUAL 4.1 The funds were not expended as planned.</p>

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.

While ACOE made progress in preparing students to be college and career ready, neither of the two planned actions/services were completed as planned.

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

Since neither of the planned actions/services were completed, we are not able to measure the overall effectiveness.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Because the actions/services were not implemented as planned, the budgeted expenditures were not carried out.

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

With the newly elected ACUSD and COE superintendent (a joint position again after two years), a more coordinated approach to our LCAP is currently in place. Because we are a single school-district county, effective with the 2017-18 school year, all COE goals are being combined with ACUSD to have one comprehensive LCAP plan.

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

ACOE Goal 5

Ensure all facilities are in, and remain, in good repair.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

All sites will be clean and well maintained as measured by the Facilities Inspection Tool rating of at least Good

ACTUAL

This outcome was met.

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.

Actions/Services

PLANNED

5.1 Retain skilled maintenance and custodial staffs at the district and school site levels and make sure they have adequate supplies.

Ensure custodial is able to meet the demands of specific facilities.

ACTUAL

5.1 Skilled maintenance and custodial staff are employed at all school sites and the district office and adequate supplies were provided.

Custodial staff met the needs of all facilities.

Expenditures

BUDGETED
5.1 Operations and housekeeping (8000s) \$50,000

ESTIMATED ACTUAL
5.1 The 8000's are a revenue code. Because of this, no actual expenditures can be run with this code.

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.

Custodial staff are employed at all school sites and at the district level, skilled maintenance workers keep our facilities in good repair. Adequate supplies were provided and custodial staff met the needs of all facilities.

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

While our facilities are aging, our maintenance department ensures that they all continue to remain in good repair.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Because the budgeted code is a revenue code (8000s), it is impossible to run 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.

With the newly elected ACUSD and COE superintendent (a joint position again after two years), a more coordinated approach to our LCAP is currently in place. Because we are a single school-district county, effective with the 2017-18 school year, all COE goals are being combined with ACUSD to have one comprehensive LCAP plan.

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

ACOE Goal 6

Revise and implement Foster Youth Plan with the incorporation of individual college and career readiness ILPs (Individual Learning Plans for each Foster Youth. A copy of the current Foster Youth Plan can be accessed [here](#).

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increase foster youth graduation rate to 90%.

Decrease drop-out rate to 0 – including those who complete summer school after their 12th grade year.

Use the individual ILP team leader as a student mentor and contact to increase student engagement – as measured by foster youth absentee rate and team leader reports.

Chronic absenteeism of Foster youth will decrease by 30%

ACTUAL

This outcome was met.

We had 1 drop out.

Friday night live with Nexus. ILP had more of a presence.

This outcome was not met.

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.

Actions/Services

PLANNED

6.1 Continue to support the County Foster Youth coordinator in her efforts to work with child welfare

ACTUAL

6.1 There was continued support to the County Foster Youth coordinator with child welfare services to keep students in their

services to keep students in their home schools – including transportation.

Continue to support the transfer of information to child welfare including: education information when requested for court or services or placement.

We are a single county district and as such are able to provide quite and efficient transfer for education and health records. We will continue to support processed for students who transfer out of county

6.2 Teams will be assembled to discuss Foster Youth Individual Education Plans. Counselors and student will meet, at least quarterly to go over progress of student towards plan goals.

Mentor teachers will provide a check point for students as well as a point of support.

home schools. The transfer of information to child welfare continued. We continued to support the process for students who transferred out of the county.

6.2 Teams met to discuss Foster Youth IEP's. Counselors met with foster youth students to discuss goals.

BUDGETED

6.1 1000s-3000s School support staff hours embedded in salaries \$12,000 Basic.

6.2 1000s-3000s School support staff hours embedded in salaries \$10,000 Basic.

1000s-3000s counseling services \$7,244 Supplemental

ESTIMATED ACTUAL

6.1 Not enough and/or inaccurate information in this budgeted item to run actuals.

6.2 Not enough and/or inaccurate information in this budgeted item to run actuals.

6.3 Not enough and/or inaccurate information in this budgeted item to run actuals.

Expenditures

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.

There was continued support to the County Foster Youth coordinator with child welfare services to keep students in their home schools. The transfer of information to child welfare continued. We continued to support the process for students who transferred out of the county. Teams met to discuss Foster Youth IEP's. Counselors met with foster youth students to discuss goals.

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

The actions and services helped us move closer to the articulated goal of having an ILP for every Foster Youth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is not enough and/or inaccurate information in the budgeted items to run actuals on 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.

With the newly elected ACUSD and COE superintendent (a joint position again after two years), a more coordinated approach to our LCAP is currently in place. Because we are a single school-district county, effective with the 2017-18 school year, all COE goals are being combined with ACUSD to have one comprehensive LCAP plan.

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

ACOE Goal 7

To improve our capacity for building and growing relationships between our program, students, parents and the community.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Average Parent/guardian/caregiver and student participation/attendance in School Site Council and DAC will increase from 4 to 6.

All school sites will host Back to School Nights and Open House. All school sites will host semester parent/teacher conferences.

Community partners of service will be surveyed for input regarding improvement of service for students.

COE programs serve unduplicated student population and efforts to seek parental involvement and feedback made is for all parents of enrolled students in all subgroups, including parents of unduplicated and exceptional needs students. Translators are provided as needed, and parents of exceptional needs students are encouraged to attend IEP meetings for their students.

ACTUAL

Progress was made, however, this outcome was not met.

This outcome was met.

Community partners were not surveyed during the 16-17 school year, however a district-wide strategic plan was put in place for the 17-18 school year.

This outcome was met.

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.

Actions/Services

PLANNED

7.1 Collaborate and jointly participate with Amador County Probation, Child Abuse Prevention Council and Amador Behavioral Health Services in professional development training regarding mental health and truancy.

7.2 Using the information from expelled student referrals, appropriate mental health supports and/or interventions will be integrated into their school day.

ACTUAL

7.1 Collaboration among these agencies occurred, but professional development offerings did not.

7.2 This outcome was partially met.

Expenditures

7.3 Parent/guardian/caregiver and student participation in School Site Council and DAC will increase by 10% with emphasis on having representation for Foster Youth, Low Income, English Learners and redesignated English Learner students.

7.3 This outcome was not met.

BUDGETED

7.1 1000 - 3000 Salaries & Benefits Basic \$100,000
5000s Services and other operating expenses

ESTIMATED ACTUAL

7.1 Not enough and/or inaccurate information in this budgeted item to run actuals.

7.2 4000-4999: Books & Supplies Base \$1000
1000 - 3000 Salaries & Benefits Base \$14,000

7.2 Not enough and/or inaccurate information in this budgeted item to run actuals.

Using the information from expelled student referrals, appropriate mental health supports and/or interventions will be integrated into their school day.

7.3 4000s Books and Supplies 200 for copies of plans, trainings and other supplies.

7.3 Not enough and/or inaccurate information in this budgeted item to run actuals.

Parent/guardian/caregiver and student participation in School Site Council and CAC will increase by 10% with emphasis on having representation for Foster Youth, Low Income, English Learners and redesignated English Learner students.

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.

Some of the actions and services were implemented, but they are not directly related to the articulated goal.

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

While some of the actions and services were carried out, it is hard to say whether they had an impact on the articulated goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is not enough and/or inaccurate information in the budgeted items to run actuals on 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.

With the newly elected ACUSD and COE superintendent (a joint position again after two years), a more coordinated approach to our LCAP is currently in place. Because we are a single school-district county, effective with the 2017-18 school year, all COE goals are being combined with ACUSD to have one comprehensive LCAP plan.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 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?

From January – April 2017, three rounds of stakeholder surveys and meetings were conducted to share data and establish common goals, common priorities and common actions. The following stakeholder groups engaged in informational meetings and open discussions about current district data, on-going results from surveys, and ideas for future district goals. In April-May 2017, the LEA identified stakeholder groups representing students, parents, faculty/staff, administrators and community members to review LEA LCAP data and stakeholder feedback relative to the ten state priorities.

- Student groups (all junior high and high schools)
- School Site Councils (all schools)
- Site based parent meetings
- Site based staff meetings
- Districtwide Strategic Planning Committee
- Instructional Leadership Team
- Amador Parent Advisory Committee
- Community Advisory Council (Special Education)
- Parent/Guardian Survey
- Faculty/Staff Survey
- Bargaining Unit/Labor Group Leaders

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

IMPACT ON LCAP AND ANNUAL UPDATE

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

The stakeholder engagement meetings provided a framework for discussion about how to improve educational performance related to the California State Priorities. Survey data and feedback meetings provided input regarding needs as well as strengths. Survey results were prioritized and aligned to the LEA Strategic Plan. The feedback from this process impacted the LCAP in the following ways: (1) it narrowed the collective ACOE/ACUSD focus to two main goal areas: rigorous, standards-aligned student achievement and social-emotional wellness/learning; (2) it identified a significant need related to social-emotional learning; and (3) it identified a significant need related to students from poverty.

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.

<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
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Goal 1

By 2020, all students will advance along multiple academic measures toward meeting/exceeding standards in order to close achievement gaps and accelerate progress, including increasing the number of students successfully completing college preparatory and career technical education (vocational) courses by 100%. * *State Priority 2A: State Standards – Implementation of state board adopted academic and content performance standards for all students. State Priority 8: Pupil Outcomes – Addresses pupil outcomes for the State adopted Courses of Study.*

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

[Identified Need](#)

- The SES/All Students achievement gap is visible in all local metrics including standardized testing results, graduation rates, A-G completion rates, AP course passing rates, and school disciplinary actions.
- SARC shows that 96% of teachers are fully credentialed. There is a need for Special Education, Math, and Advanced Science teachers.
- District attendance rate of 97.0%.
- Suspension rates are disproportional. California Dashboard indicator is green for the district but orange for the Hispanic student group.
- Achievement gap of 54 scaled points between Latino students and all students, 84 compared to white students on CAASPP ELA.
- Dashboard indicator shows 2 level difference: Hispanic compared to all students. Achievement Gap of 74 Scale points between Latino students and all students, 91 compared to white students on CAASPP Math.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual School Accountability Report Card (SARC) <i>State Priority 1A Teachers are appropriately assigned</i>	100% of teachers fully credentialed All sites are rated “Good” or better All students have access to the approved curriculum materials	100% of teachers fully credentialed All sites will be rated “Good” or better by inspection All students have access to the approved curriculum materials	100% of teachers fully credentialed All sites will be rated “Good” or better by inspection All students have access to the approved curriculum materials	100 % of teachers fully credentialed All sites will be rated “Good” or better by inspection All students have access to the approved curriculum materials
Teacher Curriculum Mastery Survey – Self Reported <i>State Priority 2A Implementation of state board adopted academic and content performance standards for all students.</i>	Establish 2017-2018	5% increase in baseline will report mastery of CA Standards curriculum/pedagogy	10% increase in baseline will report mastery of CA Standards curriculum/pedagogy	15% increase in baseline will report mastery of CA Standards curriculum/pedagogy
CAASPP ELA <i>State Priority 4A Statewide assessments State Priority 8 Addresses pupil outcomes for the State adopted Courses of Study.</i>	All 41% SES 46% Non SES 53% SPED 12% EL 12% Male 33% Female 49% COE All 28% COE SPED 7%	All 46% SES 51% Non SES 58% SPED 17% EL 17% Male 38% Female 54% COE All 33% COE SPED 12%	All 51% SES 56% Non SES 62% SPED 22% EL 22% Male 42% Female 59% COE All 38% COE SPED 17%	All 56% SES 61% Non SES 67% SPED 25% EL 27% Male 47% Female 64% COE All 43% COE SPED 22%
CAASPP MATH <i>State Priority 4A Statewide</i>	All 28% SES 17%	All 33% SES 22%	All 38% SES 27%	All 43% SES 32%

<i>assessments</i> <i>State Priority 8</i> <i>Addresses pupil</i> <i>outcomes for the</i> <i>State adopted</i> <i>Courses of Study.</i>	Non SES 37% SPED 10% EL 6% Male 27% Female 27% COE All 23% COE SPED 4%	Non SES 42% SPED 15% EL 11% Male 32% Female 33% COE All 28% COE SPED 9%	Non SES 47% SPED 20% EL 16% Male 37% Female 38% COE All 33% COE SPED 14%	Non SES 52% SPED 25% EL 21% Male 42% Female 43% COE All 38% COE SPED 19%
ELPAC <i>State Priority 4D</i> <i>Increase percentage</i> <i>of English learner</i> <i>(EL) pupils who</i> <i>make progress</i> <i>toward English</i> <i>proficiency</i> <i>State Priority 4E</i> <i>EL classification rate</i>	Students Redesignated Fluent English Proficient (FEP) 18.5%	Students Redesignated Fluent English Proficient (FEP) 21.5%	Students Redesignated Fluent English Proficient (FEP) 24.5%	Students Redesignated Fluent English Proficient (FEP) 27.5%
A-G Completion (College Readiness) <i>State Priority 4C/4G</i> <i>UC/CSU course</i> <i>requirement</i> <i>completion</i> <i>State Priority 7A/7B</i> <i>Course access</i>	Argonaut 13% Amador 36%	Argonaut 18% Amador 41%	Argonaut 23% Amador 46%	Argonaut 28% Amador 51%
AP 3 or better (Advanced Placement) <i>State Priority 7A/7B</i> <i>Course access</i>	ACUSD: 48%	ACUSD: 53%	ACUSD: 58%	ACUSD: 63%

CTE Pathway Enrollment and Completion <i>State Priority 7A/7B</i> <i>Course access</i>	0%	10%	20%	30%
Attendance Rates <i>State Priority 5B</i> <i>Pupil engagement</i>	All 74%	All 79%	84%	89%
School Safety & Connectedness (CHKS Data) <i>State Priority 6C</i> <i>Pupil engagement</i>	Elementary: School Connectedness 62% Caring Adult Relationships 60% Meaningful Participation 11% Secondary: School Connectedness 48% Caring Adult Relationships 33% Meaningful Participation 15%	Elementary: School Connectedness 67% Caring Adult Relationships 65% Meaningful Participation 16% Secondary: School Connectedness 53% Caring Adult Relationships 38% Meaningful Participation 20%	Elementary: School Connectedness 72% Caring Adult Relationships 70% Meaningful Participation 21% Secondary: School Connectedness 58% Caring Adult Relationships 43% Meaningful Participation 25%	Elementary: School Connectedness 77% Caring Adult Relationships 75% Meaningful Participation 26% Secondary: School Connectedness 63% Caring Adult Relationships 48% Meaningful Participation 30%
Suspension Rates <i>State Priority 6A</i> <i>Pupil engagement</i> <i>(State Priority 6B does not apply as expulsion rates are very low.)</i>	All 5.6 % SES 6.9%	All 4.0 % SES 4.3%	All 3.5 % SES 3.8%	All 2.5 % SES 2.5%
High School Graduation Rate <i>State Priority 5E</i> <i>Pupil engagement</i>	All 89.7%	All 92.7%	All 94.7%	All 96.7
High School Dropout Rate <i>State Priority 5D</i> <i>Pupil engagement</i> <i>(State Priority 5C</i>	All 10.3%	All 7.3%	All 5.3%	All 3.3%

does not apply.)



PLANNED ACTIONS / SERVICES

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

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

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Teacher on Special Assignment (Secondary) Teacher on Special Assignment (Elementary) Cohort Professional Development Staff Meeting Professional Development Principal Coaching Instructional Leadership Team Instructional Coaches High-Poverty School Visitations Professional Learning Communities	Director of Curriculum and Instruction Teacher on Special Assignment (Technology) Teacher on Special Assignment (Secondary) Teacher on Special Assignment (Elementary) Cohort Professional Development Staff Meeting Professional Development Principal Coaching Instructional Leadership Team High-Poverty School Visitations	Director of Curriculum and Instruction Teacher on Special Assignment (Technology) Teacher on Special Assignment (Secondary) Teacher on Special Assignment (Elementary) Cohort Professional Development Staff Meeting Professional Development Principal Coaching Instructional Leadership Team High-Poverty School Visitations

(Secondary)
 Instructional Coaches
 Classified Professional Development
 Textbook Adoption, Elementary

Professional Learning Communities
 (Secondary)
 Instructional Coaches
 Classified Professional Development

Professional Learning Communities
 (Secondary)
 Instructional Coaches
 Classified Professional Development

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$1,011,200	Amount	\$824,280	Amount	\$824,280
Source	Base, Supplemental, Title 1	Source	Base, Supplemental, Title 1	Source	Base, Supplemental, Title 1
Budget Reference	Cert Salary/Subs: \$273,500 Class Salary: \$ Benefits: \$87,700 Materials: \$400,000 Contracts: \$250,000	Budget Reference	Cert Salary/Subs: \$432,500 Class Salary: \$ Benefits: \$141,780 Materials: \$ Contracts: \$250,000	Budget Reference	Cert Salary/Subs: \$432,500 Class Salary: \$ Benefits: \$141,780 Materials: \$ Contracts: \$250,000

Action 2 Provide increased and targeted English learner support in schools with a significant unduplicated English learner population.
**State Priority 2B: State Standards – How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.*

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: Ione Elem., Plymouth, Elem., Argonaut High School Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
EL Aide Continuing Services (3) English Learner Home/School Liaison (+1) ELD supplemental materials	EL Aide Continuing Services English Learner Home/School Liaison ELD supplemental materials	EL Aide Continuing Services English Learner Home/School Liaison ELD supplemental materials

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$107,500	Amount \$107,500	Amount \$107,500
Source Supplemental	Source Supplemental	Source Supplemental
Budget Reference Cert Salary/Subs: \$ Class Salary: \$74,500 Benefits: \$23,000 Materials: \$ 10,000 Contracts: \$	Budget Reference Cert Salary/Subs:\$ Class Salary: \$ Benefits: \$ Materials: \$ Contracts: \$	Budget Reference Cert Salary/Subs:\$ Class Salary: \$ Benefits: \$ Materials: \$ Contracts: \$

PLANNED ACTIONS / SERVICES

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

Action **3**

Develop, implement and monitor multi-tiered systems of support (MTSS) at every school including differentiated instruction, tiered interventions and progress monitoring to improve social/emotional learning, behavioral health, and academic progress for all students including low income students, foster youth, English learners, expelled pupils, and students with special needs. **State Priority 7C: Course Access – Programs and services developed and provided to individuals with exceptional needs. State Priority 8: Pupil Outcomes – Addresses pupil outcomes for all students for courses described under Sections 51210 and 51220(a)(i). State Priority 9: Coordination of Instruction of Expelled Pupils – Addresses how the county superintendent of schools will coordinate instruction of expelled pupils.*

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Director of Student Services MTSS Cohort MTSS/Differentiated Instruction Professional Development (all) Data Systems/Cycles (all) Illuminate	Director of Student Services MTSS Cohort MTSS/Differentiated Instruction Professional Development (all) Data System/Cycles (all) Illuminate	Director of Student Services MTSS Cohort MTSS/Differentiated Instruction Professional Development (all) Data System/Cycles (all) Illuminate

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$264,600	Amount	\$264,600	Amount	\$264,600
Source	Base, Supplemental, Lottery	Source	Base, Supplemental, Lottery	Source	Base, Supplemental, Lottery
Budget Reference	Cert Salary/Subs:\$104,000 Class Salary: \$ Benefits: \$40,600 Materials: \$30,000 Contracts: \$90,000	Budget Reference	Cert Salary/Subs: \$104,000 Class Salary: \$ Benefits: \$40,600 Materials: \$30,000 Contracts: \$90,000	Budget Reference	Cert Salary/Subs: \$104,000 Class Salary: \$ Benefits: \$40,600 Materials: \$30,000 Contracts: \$90,000

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

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Instructional Leadership Training Principal Coaching Teacher Professional Development Data System/Cycles Illuminate Student Information System Naviance College/Career Readiness Technology Solution Edgenuity Online Blended Learning	Instructional Leadership Training Principal Coaching Teacher Professional Development Data System/Cycles Illuminate Student Information System Naviance College/Career Readiness Technology Solution Edgenuity Online Blended Learning	Instructional Leadership Training Principal Coaching Teacher Professional Development Data System/Cycles Illuminate Student Information System Naviance College/Career Readiness Technology Solution Edgenuity Online Blended Learning

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$387,000	Amount	\$387,000	Amount	\$387,000
Source	Base, Title 1, Lottery, CTE, Adult Ed B.G., College Readiness	Source	Base, Title 1, Lottery, CTE, Adult Ed B.G., College Readiness	Source	Base, Title 1, Lottery, CTE, Adult Ed B.G., College Readiness
Budget Reference	Cert Salary/Subs:\$ Class Salary: \$ Benefits: \$ Materials: \$10,000 Contracts: \$377,000	Budget Reference	Cert Salary/Subs:\$ Class Salary: \$ Benefits: \$ Materials: \$ Contracts: \$	Budget Reference	Cert Salary/Subs:\$ Class Salary: \$ Benefits: \$ Materials: \$ Contracts: \$

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.

New
 Modified
 Unchanged

Goal 2

By 2020, through multiple measures, all students will show an increase in positive school engagement and connectedness with staff, peers, and community, including demonstrating improvement in social/emotional and physical health. * *State Priority 3: Parental Involvement, State Priority 5: Pupil Engagement, and State Priority 6: School Climate.*

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Reduce the suspension rate which is “High” based on the California Dashboard. Eliminate current disproportionality of suspension rate for the following student groups English Learners, Hispanic/Latino, Special Needs Students: Although the district suspension rate is “Orange”, the noted student groups are “Red” according to the California Dashboard. Reduce Chronic Absenteeism: Based on district attendance data, Chronic Absenteeism disproportionately impacts Low income, Foster Youth and English Learner students

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
California Healthy Kids Survey (CHKS) <i>State Priority 6C School Climate</i>	Elementary: School Connectedness 62% Caring Adult Relationships 60% Meaningful Participation 11% Secondary: School Connectedness 48% Caring Adult Relationships 33% Meaningful Participation 15%	Elementary: School Connectedness 67% Caring Adult Relationships 65% Meaningful Participation 16% Secondary: School Connectedness 53% Caring Adult Relationships 38% Meaningful Participation 20%	Elementary: School Connectedness 72% Caring Adult Relationships 70% Meaningful Participation 21% Secondary: School Connectedness 58% Caring Adult Relationships 43% Meaningful Participation 25%	Elementary: School Connectedness 77% Caring Adult Relationships 75% Meaningful Participation 26% Secondary: School Connectedness 63% Caring Adult Relationships 48% Meaningful Participation 30%
Physical Fitness Test	Aerobic Capacity	Aerobic Capacity	Aerobic Capacity	Aerobic Capacity

<p><i>State Priority 8</i> <i>Pupil Outcomes</i></p>	<p>5th: 63%, 7th: 65%, 9th: 69% Body Composition 5th: 57%, 7th: 69%, 9th: 67%</p>	<p>5th: 73%, 7th: 75%, 9th: 79% Body Composition 5th: 67%, 7th: 79%, 9th: 77%</p>	<p>5th: 83%, 7th: 85%, 9th: 89% Body Composition 5th: 77%, 7th: 89%, 9th: 87%</p>	<p>5th: 93%, 7th: 95%, 9th: 99% Body Composition 5th: 87%, 7th: 89%, 9th: 97%</p>
<p>Attendance Rates <i>State Priority 5</i> <i>Pupil Engagement</i></p>	All 74%	All 76%	81%	86%
<p>Suspension Rates <i>State Priority 5</i> <i>Pupil Engagement</i></p>	All 5.6 % SES 6.9%	All 4.0 % SES 4.3%	All 3.5 % SES 3.8%	All 2.5 % SES 2.5%
<p>Parent Engagement <i>State Priority 3</i> <i>Parental Involvement</i></p>	Establish baseline through collection of data provided by site and district level sign-in sheets, Aeries Parent Portal log-ons, and other related data.	Increase level of parent participation by 5 percentage points.	Increase level of parent participation by additional 5 percentage points.	Increase level of parent participation by additional 5 percentage points.

PLANNED ACTIONS / SERVICES

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

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

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Supplemental Social-Emotional Well-being Materials (Pilot Elementary Sites) AVID (Jr. High Schools) WEB/Link Crew (All Secondary) CTE Courses A-G Compliant (2) High School Graduation Requirements Planning & Implementation Year 1	Elementary approach pending pilot outcomes AVID (All Secondary) WEB/ Link Crew (All Secondary) CTE Courses A-G Compliant (4) High School Graduation Requirements Implementation Year 2	Elementary approach pending pilot outcomes AVID (All Secondary) WEB/Link Crew (All Secondary) CTE Courses A-G Compliant (6) High School Graduation Requirements Implementation Year 3

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
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Amount	\$52,685
Source	Base, Educator Effectiveness
Budget Reference	Cert Salary/Subs: \$8,600 Class Salary: \$ Benefits: \$2,085 Materials: \$17,000 Contracts: \$25,000

Amount	\$122,685
Source	Base, Educator Effectiveness
Budget Reference	Cert Salary/Subs: \$8,600 Class Salary: \$ Benefits: \$2,085 Materials: \$87,000 Contracts: \$25,000

Amount	\$122,685
Source	Base, Educator Effectiveness
Budget Reference	Cert Salary/Subs: \$8,600 Class Salary: \$ Benefits: \$2,085 Materials: \$87,000 Contracts: \$25,000

PLANNED ACTIONS / SERVICES

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

Action **2**

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

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
School/Community Social Workers (+2) Family Nights/Activities (Schools) Family Resource Centers (Schools) School Site Councils (Schools) Parent Teacher Organizations (Schools) Amador Community University (District) Amador Parent Advisory Committee (District)	Home/School Liaison (+1) School/Community Social Workers Family Nights/Activities (Schools) Family Resource Centers (Schools) School Site Councils (Schools) Parent Teacher Organizations (Schools) Amador Community University (District)	Home/School Liaison School/Community Social Workers Family Nights/Activities (Schools) Family Resource Centers (Schools) School Site Councils (Schools) Parent Teacher Organizations (Schools) Amador Community University (District)

Aeries Parent Portal (Schools/District)
 LCAP Surveys (District)
 Strategic Plan Stakeholder Team (District)
 Superintendent's Advocacy Leadership Team (SALT) (District)

Amador Parent Advisory Committee (District)
 Aeries Parent Portal (Schools/District)
 LCAP Surveys (District)
 Strategic Plan Stakeholder Team (District)
 Superintendent's Advocacy Leadership Team (SALT) (District)

Amador Parent Advisory Committee (District)
 Aeries Parent Portal (Schools/District)
 LCAP Surveys (District)
 Strategic Plan Stakeholder Team (District)
 Superintendent's Advocacy Leadership Team (SALT) (District)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$102,000	Amount	\$158,520	Amount	\$158,520
Source	Base, Supplemental, Title 1	Source	Base, Supplemental, Title 1	Source	Base, Supplemental, Title 1
Budget Reference	Cert Salary/Subs:\$11,500 Class Salary: \$38,500 Benefits: \$21,000 Materials: \$17,000 Contracts: \$14,000	Budget Reference	Cert Salary/Subs: \$11,500 Class Salary: \$77,000 Benefits: \$39,020 Materials: \$17,000 Contracts: \$14,000	Budget Reference	Cert Salary/Subs:\$11,500 Class Salary: \$77,000 Benefits: \$39,020 Materials: \$17,000 Contracts: \$14,000

PLANNED ACTIONS / SERVICES

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

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

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Counselors Security Camera Upgrades Positive Behavior Interventions & Supports Mindfulness (Elementary) Restorative Justice District Professional Development School Ambassadors Safe and Civil Schools (Secondary) Associated Student Body (Secondary) Student Leadership	Counselors (+2) Security Camera Upgrades Positive Behavior Interventions & Supports Mindfulness Restorative Justice District Professional Development School Ambassadors Safe and Civil Schools (Secondary) Associated Student Body (Secondary) Student Leadership	Counselors Security Camera Upgrades Positive Behavior Interventions & Supports Mindfulness Restorative Justice District Professional Development School Ambassadors Safe and Civil Schools (Secondary) Associated Student Body (Secondary) Student Leadership

Trauma Informed Practices
Breaking Down the Walls (Secondary)

Trauma Informed Practices
Breaking Down the Walls (Secondary)

Trauma Informed Practices
Breaking Down the Walls (Secondary)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$316,683	Amount	\$470,283	Amount	\$470,283
Source	Supplemental, Title 2	Source	Supplemental, Title 2	Source	Supplemental, Title 2
Budget Reference	Cert Salary/Subs: \$110,000 Class Salary: \$ Benefits: \$44,000 Materials: \$10,000 Contracts: \$152,683	Budget Reference	Cert Salary/Subs: \$220,000 Class Salary: \$ Benefits: \$87,300 Materials: \$10,300 Contracts: \$152,683	Budget Reference	Cert Salary/Subs: \$220,000 Class Salary: \$ Benefits: \$87,300 Materials: \$10,300 Contracts: \$152,683

Action 4

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

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Best, first instruction MTSS intervention supports Counselor support/case management MOU with Child Welfare Services Partnership/communication with Juvenile Court Positive Behavior Interventions & Supports District Professional Development Coordinated Services through Executive Advisory Council consisting of many community/county agencies	Best, first instruction MTSS intervention supports Counselor support/case management MOU with Child Welfare Services Partnership/communication with Juvenile Court Positive Behavior Interventions & Supports District Professional Development Coordinated Services through Executive Advisory Council consisting of many community/county agencies	Best, first instruction MTSS intervention supports Counselor support/case management MOU with Child Welfare Services Partnership/communication with Juvenile Court Positive Behavior Interventions & Supports District Professional Development Coordinated Services through Executive Advisory Council consisting of many community/county agencies

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
Amount \$102,500	Amount \$102,500	Amount \$102,500
Source Supplemental, FYSCP	Source Supplemental, FYSCP	Source Supplemental, FYSCP
Budget Reference Cert Salary/Subs:\$69,500 Class Salary: \$ Benefits: \$23,000 Materials: \$5,000 Contracts: \$5,000	Budget Reference Cert Salary/Subs:\$ Class Salary: \$ Benefits: \$ Materials: \$ Contracts: \$	Budget Reference Cert Salary/Subs:\$ Class Salary: \$ Benefits: \$ Materials: \$ Contracts: \$

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$2,838,427

Percentage to Increase or Improve Services:

9.64%

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

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

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

New LEA actions to the 2017-2018 LCAP include:

- Director of Student Services – Focused time and work to support student learning through coordination, support and management of programs focused on students from poverty, English learners, and foster youth, i.e., MTSS leadership, counseling program, etc.
- Teacher on Special Assignment (Secondary) – Focused time and work to support grades 7-12 student learning through provision of specific, differentiated resources/coaching support with focus on student needs related to poverty, English learners, and foster youth
- Professional Learning Communities (Secondary) – Teacher collaboration through common prep periods and common study halls to support student needs related to poverty, English learners, and foster youth
- Instructional Coaches – Adjunct positions to support student learning through peer coaching with focus on student needs related to poverty, English learners, and foster youth
- Classified Employees Professional Development – Designed to help all employees better understand the needs of students related to poverty, English learners, and foster youth
- MTSS Cohort & Professional Development – Cohort of teachers and leaders to build capacity and systems for multi-tiered systems of support, intervention, and progress monitoring, not currently systemic, focused on students from poverty, English learners, and foster youth
- Data System/Cycles – Data inquiry cycles and related professional development to support the MTSS work
- Elementary social-emotional program pilots (various sites) – Based on site needs, supplemental materials and professional development to improve social-emotional wellness focused on students from poverty, English learners, and foster youth

- AVID (both junior high schools) – College, career and citizenship readiness support focused on students from poverty, English learners, and foster youth
- CTE Courses A-G Compliant (2) – Revision of CTE courses to increase level of rigor and access to programs and increase career path entry options focused on students from poverty, English learners, and foster youth
- Rigorous High School Graduation Requirements Planning & Implementation Year 1 – Collaborative joint committee to study and recommend rigorous, appropriate 21st century graduation requirements for all students and to increase the number of students from poverty, English learners, and foster youth who are on track for graduation and college-readiness
- English Learner Home/School Liaison – Focused on building positive home/school relationships, resources and supports for English learners
- School/Community Social Workers (2) – Focused on students from poverty, English learners, and foster youth to help families and students access needed resources to support basic needs, mental health, social-emotional well-being
- Parent Classes/Activities – Monthly Amador Community University offered in each major region of the county designed to increase parent education/engagement at all locations focused on students from poverty, English learners, and foster youth
- Family Resource Centers – Centers developed at sites to provide better access for families to technology use, information/resources, and basic needed (i.e., clothes closet, etc.)
- Security Camera Upgrades – Designed to assist school administrators in ensuring school safety at all times for all students
- Restorative Justice Approach – Professional learning to support positive, educational alternatives to suspension and expulsion, focused on students from poverty, English learners, and foster youth

Continuing LEA actions include:

- Teacher on Special Assignment (Elementary) – Focused time and work to support grades TK-6 student learning through provision of specific, differentiated resources/coaching support targeted to student needs related to poverty, English learners, and foster youth
- Cohort Professional Development – Designated teacher collaboration time focused on secondary English language arts, secondary math, and K-12 NGSS with embedded best practices for differentiated instruction (i.e., English learners, foster youth, and low income students)
- Staff Meeting & Minimum Days (5) Professional Development - Designated teacher collaboration time with embedded best practices for differentiated instruction (i.e., English learners, foster youth, and low income students)
- Principal Coaching Cycles – Site coaching visits every 4-6 weeks with the Principal and Superintendent/Assistant Superintendent focused on improving student learning for English learners, foster youth, and low income students
- Instructional Leadership Team – Team of teachers and leaders from every school who meet monthly to lead and guide the teaching and learning work with a focus on English learners, foster youth, and low income students
- High-Poverty School Visitations – Teams of teachers and leaders periodically visit model schools to enhance learning and best practices
- WEB/Link Crew (All Secondary) – Designed to improve sense of belonging and social-emotional wellness by all students with focus on English learners, foster youth, and low income students
- Positive Behavior Interventions & Supports – Designed to improve citizenship, sense of belonging, and social-emotional wellness by all students with focus on English learners, foster youth, and low income students
- Mindfulness (Elementary) – Best practices to support student engagement and learning for all students

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

