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 ~~SED~~ *socioeconomically disadvantaged (SED)* level district wide is 47%.

LCAP HIGHLIGHTS

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

The key features of this year's LCAP are:

~~We will 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.~~

The key features of this year's LCAP are:

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

Another major initiative will be the expansion of our AVID program to 8th grade for the 2018-19 school year. Our 9th grade teachers will receive professional learning in the summer of 2019 for planned AVID expansion to 9th grade in 2019-20.

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

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

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

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

~~Our 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.~~

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

Our greatest progress has been due to:

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

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

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

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

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

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

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

GREATEST NEEDS

~~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%~~

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

Math (3-8):

- Students with Disabilities, Foster Youth

English Language Arts (3-8):

- Students with Disabilities, Homeless

Graduation Rate:

- None

Suspension Rate:

- Students with Disabilities, Foster Youth, Socioeconomically Disadvantaged

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

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

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

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

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

PERFORMANCE GAPS

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~~

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

Suspension Rate:
Students with Disabilities, Foster Youth, Socioeconomically Disadvantaged

English Language Arts (3-8):
Students with Disabilities

Math (3-8):
Students with Disabilities

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

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.~~

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

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

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year ***Includes ACUSD and ACOE**	$52,305,304
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$2,840,210

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 ($49,465,094) 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.

$39,840,961	Total Projected LCFF Revenues for LCAP Year ***Includes ACUSD ($37,071,315) and ACOE ($2,769,646)**

Annual Update

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

Goal 1	By 2020, all students will advance along multiple academic measures toward meeting/exceeding standards in order to close achievement gaps and accelerate progress, including increasing the number of students successfully completing college preparatory and career technical education (vocational) courses by 100%. *State 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 _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
Annual School Accountability Report Card: *100% of teachers fully credentialed* *All sites will be rated "Good" or better by inspection* *All students have access to the approved curriculum materials* *Teacher Curriculum Mastery Survey – Self Reported* *5% increase in baseline will report mastery of CA Standards curriculum/pedagogy* *CAASPP ELA:* *All 46%* *SES 51%* *Non SES 58%* *SPED 17%* *EL 17%* *Male 38%*	*Annual School Accountability Report Card:* *96% of teachers fully credentialed* *19/23 ACUSD/ACOE sites rated "Good" or better by inspection* *All students have access to the approved curriculum materials.* *Teacher Curriculum Mastery Survey – Self Reported* *Baseline was not established in 2016-17. (23.5% report "Mastery" in 2017-18)* *CAASPP ELA: (All Areas TBD…)* *All* *SES* *Non SES* *SPED* *EL* *Male*

Female 54%
COE All 33%
COE SPED 12%

CAASPP Math:
All 33%
SES 22%
Non SES 42%
SPED 15%
EL 11%
Male 32%
Female 33%
COE All 28%
COE SPED 9%

ELPAC:
Students Redesignated Fluent English Proficient (FEP) 21.5%

A-G Completion:
Argonaut 18%
Amador 41%

AP 3 or Better:
ACUSD: 53%

CTE Pathway Enrollment and Completion:
10%

~~Attendance Rate 76%~~
Chronic Absenteeism:
16%

School Safety & Connectedness (CHKS Data)

Elementary:
School Connectedness 67%
Caring Adult Relationships 65%
Meaningful Participation 16%
Secondary:
School Connectedness 53%
Caring Adult Relationships 38%
Meaningful Participation 20%

Female
COE All
COE SPED

CAASPP Math: (All Areas TBD…)
All %
SES %
Non SES %
SPED %
EL %
Male %
Female %
COE All %
COE SPED %

ELPAC:
Students Redesignated Fluent English Proficient (FEP) 4.6%

A-G Completion: (TBD…)
Argonaut
Amador

AP 3 or Better: (TBD…)
ACUSD:

CTE Pathway Enrollment and Completion: (TBD…)
%

~~Attendance Rate~~ (Metric Changed)
Chronic Absenteeism: (TBD…)
%

School Safety & Connectedness (CHKS Data TBD…)

Elementary:
School Connectedness %
Caring Adult Relationships %
Meaningful Participation %
Secondary:
School Connectedness %
Caring Adult Relationships %
Meaningful Participation %

Suspension Rate: *All: 4.0% SED 4.3%* *High School Graduation Rate:* *All: 92.7%* *High School Dropout Rate:* *All: 7.3%*	*Suspension Rate: (TBD…)* *All: % SED %* *High School Graduation Rate: (TBD…)* *All: %* *High School Dropout Rate: (TBD…)* *All: %*

ACTIONS / SERVICES

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.*

Actions/Services

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

Expenditures	BUDGETED	ESTIMATED ACTUAL
	Budgeted Expenditures: *$1,011,200*	*Estimated Actual Expenditures:* *$1,150,901*

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.

Actions/Services	PLANNED	ACTUAL
	EL Aide Continuing Services (3) *English Learner Home/School Liaison (+1)* *ELD supplemental materials*	*EL Aide Continuing Services (3)* *English Learner Home/School Liaison (+1)* *ELD supplemental materials*

Expenditures	BUDGETED	ESTIMATED ACTUAL
	$107,500	*$74,044*

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.*

Actions/Services

PLANNED	ACTUAL
Director of Student Services	*Director of Student Services*
MTSS Cohort	*MTSS Cohort*
MTSS/Differentiated Instruction Professional Development (all)	*MTSS/Differentiated Instruction Professional Development (all)*
Data Systems/Cycles (all)	*Data Systems/Cycles (all)*
Illuminate	*Illuminate*

Expenditures

BUDGETED	ESTIMATED ACTUAL
$264,600	*$160,291*

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.*

Actions/Services	PLANNED	ACTUAL
	Instructional Leadership Training	*Instructional Leadership Training*
	Principal Coaching	*Principal Coaching*
	Teacher Professional Development	*Teacher Professional Development*
	Data System/Cycles	*Data System/Cycles*
	Illuminate Student Information System	*Illuminate Student Information System*
	Naviance College/Career Readiness Technology Solution	*Naviance College/Career Readiness Technology Solution*
	Edgenuity Online Blended Learning	*Edgenuity Online Blended Learning*

Expenditures	BUDGETED	ESTIMATED ACTUAL
	$387,000	*$113,092*

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.~~ *We are pleased to report that all but one planned action/service was carried out this year. A change in leadership resulted in the reduction of capacity to carry out the Goal 1 Action 1 action of a separate strand for classified professional development.* *Amador County Public Schools implemented goal 1 by ensuring that our teachers were highly qualified and*

appropriately assigned during the 2017-2018 school year. In addition, we continued to provide high leverage professional development. Seven instructional coaches continued to support this work. On-site principal coaching continues in four week intervals.

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

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

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

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

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

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

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

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

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

year process.

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

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

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

~~Due to the California Data Dashboard being unavailable, it is difficult to say at this time how Goal 1will 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.~~

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

~~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.~~

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

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

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

than the expected budget.

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

~~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.~~

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

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

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

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

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

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

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.

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

Goal 2	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 _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
California Healthy Kids Survey (CHKS): *Elementary:* *School Connectedness 67%* *Caring Adult Relationships 65%* *Meaningful Participation 16%* *Secondary:* *School Connectedness 53%* *Caring Adult Relationships 38%* *Meaningful Participation 20%* *Physical Fitness Test:* *Aerobic Capacity* *5th: 73%, 7th: 75%, 9th: 79%* *Body Composition* *5th: 67%, 7th: 79%, 9th: 77%* ~~*Attendance Rate 76%*~~ *Chronic Absenteeism:* *16%* *Chronic Absenteeism:* *16%*	*California Healthy Kids Survey (CHKS): (TBD…)* *Elementary:* *School Connectedness %* *Caring Adult Relationships %* *Meaningful Participation %* *Secondary:* *School Connectedness %* *Caring Adult Relationships %* *Meaningful Participation %* *Physical Fitness Test: (TBD…)* *Aerobic Capacity* *5th: %, 7th: %, 9th: %* *Body Composition* *5th: %, 7th: %, 9th: %* ~~*Attendance Rate*~~ (Metric Changed) *Chronic Absenteeism: (TBD…)* *%* *Chronic Absenteeism: (TBD…)* *%*

Suspension Rate: *All 4.0 % SES 4.3%* *Parent Engagement:* *Increase level of parent participation by 5 percentage points.*	*Suspension Rate: (TBD…)* *All % SES %* *Parent Engagement: (TBD…)* *Metric changed and baseline percentage TBD through California School Parent Survey (See analysis in Goal 2 Annual Update).*

ACTIONS / SERVICES:

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.*

Actions /Services

PLANNED	ACTUAL
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*	*AVID (Jr. High Schools)* *WEB/Link Crew (All Secondary)* *CTE Courses A-G Compliant (2)* *High School Graduation Requirements Planning & Implementation Year 1*

Expenditures

BUDGETED	ESTIMATED ACTUAL

$52,685	$48,483

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.*

Actions/Services	PLANNED	ACTUAL
	School/Community Social Workers (+2) *Family Nights/Activities (Schools)* *Family Resource Centers (Schools)* *School Site Councils (Schools)* *Parent Teacher Organizations (Schools)* *Amador Community University (District)* *Amador Parent Advisory Committee (District)* *Aeries Parent Portal (Schools/District)* *LCAP Surveys (District)* *Strategic Plan Stakeholder Team (District)* *Superintendent's Advocacy Leadership Team (SALT) (District)*	*Family Nights/Activities (Schools)* *Family Resource Centers (Schools)* *School Site Councils (Schools)* *Parent Teacher Organizations (Schools)* *Amador Community University (District)* *Amador Parent Advisory Committee (District)* *Aeries Parent Portal (Schools/District)* *LCAP Surveys (District)* *Strategic Plan Stakeholder Team (District)* *Superintendent's Advocacy Leadership Team (SALT) (District)*

Expenditures	BUDGETED	ESTIMATED ACTUAL
	$102,000	*$4,803*

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.*

Actions /Services	PLANNED	ACTUAL
	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* *Trauma Informed Practices* *Breaking Down the Walls (Secondary)*	*Counselors* *Positive Behavior Interventions & Supports* *Mindfulness (Elementary)* *Restorative Justice* *District Professional Development* *Safe and Civil Schools (Secondary)* *Associated Student Body (Secondary)* *Student Leadership* *Trauma Informed Practices* *Breaking Down the Walls (Secondary)*

Expenditures	BUDGETED	ESTIMATED ACTUAL
	$316,683	*$148,073*

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.*

Actions /Services	PLANNED	ACTUAL
	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

Expenditures	BUDGETED	ESTIMATED ACTUAL
	$102,500	$102,500

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 plant 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.~~ *We had a successful first year at each Junior High rolling out the Advancement Via Individual Determination (AVID) program for 7th grade students. Link Crew and Where Everyone Belongs (WEB) were extended to all secondary sites to improve student transitions between sites and student relationships on site.* *Significant progress was made this year in getting all of our CTE courses A-G compliant in contrast from the goal of just two courses. A College and Career Readiness committee has been formed and will begin a more in depth study of our graduation requirements in the 2018-2019 school year.* *A parent university was implemented but was not well-attended and a plan to continue outreach and learning for our community has been calendared for the 2018-2019 school year. School site family nights and activities, school site councils, and parent teacher organizations are all ongoing opportunities for families to be engaged in the school community. The Amador Parent Advisory Committee (APAC) met monthly and provided opportunities for families to learn and collaborate around current initiatives in our schools. In the Spring of 2018 the Superintendents Advocacy Leadership Team was launched as an additional opportunity for families to be engaged and provide feedback about current initiatives and topics of interest. Aeries Parent Portal continues to be available to all families to monitor student progress. The annual LCAP survey was conducted between January and April 2018.* *We added two counselors to further support students' social/emotional and school climate needs. Restorative Justice professional learning was provided in an effort to reduce our suspension rate.*

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

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

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

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

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

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

~~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 1will 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.~~

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

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.

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

~~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.~~

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

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

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

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

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

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

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

Under Goal 2 Action 2, A Home/School Liaison and School/Community Social Workers were planned

actions/services for the 2018-19 school year. Based on our stakeholder feedback and LCAP advisory committee prioritization process it was determined that the budget allocated for this position could be used for other actions/services related to this goal.

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

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

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

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

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.~~

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

The following groups were involved in the stakeholder engagement process:

- *School Site Councils*
- *Site based parent-teacher organizations*
- *Site based staff meetings*
- *Amador Arts Alliance*

- *Instructional Leadership Team*
- *Amador Parent Advisory Committee*
- *District English Learner Advisory Committee (DELAC)*
- *Community Advisory Council (Special Education)*
- *Parent/Guardian Survey*
- *Faculty/Staff Survey*
- *Bargaining Unit/Labor Group Leaders*

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

IMPACT ON LCAP AND ANNUAL UPDATE

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

~~The stakeholder engagement meetings provided a framework for discussion about how to improve educational performance related to the 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.~~

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

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

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.

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

rates, and school disciplinary actions.
- *District Chronic Absenteeism rate of 18%.*
- *Suspension rates are disproportional. California Dashboard indicator is yellow for "All Students" but red for the foster youth, students with disabilities, and socioeconomically disadvantaged (SED) student groups.*
- *Achievement gap between SED students and "All Students" on CAASPP ELA and Math.*

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual School Accountability Report Card (SARC) *State Priority 1A Teachers are appropriately assigned*	100% of teachers fully credentialed All sites are rated "Good" or better All students have access to the approved curriculum materials	100% of teachers fully credentialed All sites 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 *State Priority 2A Implementation of state board adopted academic and content performance standards for all students.*	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 *State Priority 4A Statewide assessments State Priority 8 Addresses pupil*	All 41% SES 46% Non SES 53% SPED 12% EL 12%	All 46% SES 51% Non SES 58% SPED 17% EL 17%	All 51% SES 56% Non SES 62% SPED 22% EL 22%	All 56% SES 61% Non SES 67% SPED 25% EL 27%

outcomes for the State adopted Courses of Study.	Male 33% Female 49% COE All 28% COE SPED 7%	Male 38% Female 54% COE All 33% COE SPED 12%	Male 42% Female 59% COE All 38% COE SPED 17%	Male 47% Female 64% COE All 43% COE SPED 22%
CAASPP MATH *State Priority 4A Statewide assessments* *State Priority 8 Addresses pupil outcomes for the State adopted Courses of Study.*	All 28% SES 17% Non SES 37% SPED 10% EL 6% Male 27% Female 27% COE All 23% COE SPED 4%	All 33% SES 22% Non SES 42% SPED 15% EL 11% Male 32% Female 33% COE All 28% COE SPED 9%	All 38% SES 27% Non SES 47% SPED 20% EL 16% Male 37% Female 38% COE All 33% COE SPED 14%	All 43% SES 32% Non SES 52% SPED 25% EL 21% Male 42% Female 43% COE All 38% COE SPED 19%
ELPAC *State Priority 4D Increase percentage of English learner (EL) pupils who make progress toward English proficiency* *State Priority 4E EL classification rate*	Students Redesignated Fluent English Proficient (FEP) 18.5%	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) *State Priority 4C/4G UC/CSU course requirement completion* *State Priority 7A/7B Course access*	Argonaut 13% Amador 36%	Argonaut 18% Amador 41%	Argonaut 23% Amador 46%	Argonaut 28% Amador 51%

AP 3 or better (Advanced Placement) *State Priority 7A/7B Course access*	ACUSD: 48%	ACUSD: 53%	ACUSD: 58%	ACUSD: 63%
CTE Pathway Enrollment and Completion *State Priority 7A/7B Course access*	0%	10%	20%	30%
~~Attendance Rates~~ *Chronic Absenteeism Rate:* *State Priority 5B Pupil engagement*	All ~~74%~~ 18%	All ~~76%~~ 16%	~~81%~~ 14%	~~86%~~ 12%
School Safety & Connectedness (CHKS Data) *State Priority 6C Pupil engagement*	Elementary: School Connectedness 62% Caring Adult Relationships 60% Meaningful Participation 11% Secondary: School Connectedness 48% Caring Adult Relationships 33% Meaningful Participation 15%	Elementary: School Connectedness 67% Caring Adult Relationships 65% Meaningful Participation 16% Secondary: School Connectedness 53% Caring Adult Relationships 38% Meaningful Participation 20%	Elementary: School Connectedness 72% Caring Adult Relationships 70% Meaningful Participation 21% Secondary: School Connectedness 58% Caring Adult Relationships 43% Meaningful Participation 25%	Elementary: School Connectedness 77% Caring Adult Relationships 75% Meaningful Participation 26% Secondary: School Connectedness 63% Caring Adult Relationships 48% Meaningful Participation 30%
Suspension Rates *State Priority 6A Pupil engagement* *(State Priority 6B does not apply as expulsion rates are very low.)*	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 *State Priority 5E*	All 89.7%	All 92.7%	All 94.7%	All 96.7

Pupil engagement				
High School Dropout Rate *State Priority 5D Pupil engagement* *(State Priority 5C does not apply.)*	All 10.3%	All 7.3%	All 5.3%	All 3.3%

PLANNED ACTIONS / SERVICES

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

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

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

Students to be Served	☒ 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
☒ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ 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) $98,392 Teacher on Special Assignment (Elementary) $86,425 Cohort Professional Development $170,000 Staff Meeting Professional Development $0 Principal Coaching $0	~~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 | Instructional Leadership Team $9,000
High-Poverty School Visitations $2,000
Professional Learning Communities (Secondary) $0
Instructional Coaches $61,479
Classified Professional Development $20,000
Teacher Induction $36,000 | Professional Learning Communities (Secondary)
Instructional Coaches
Classified Professional Development
Teacher Induction $36,000 |

BUDGETED EXPENDITURES

2017-18

Amount	$1,011,200
Source	Base, Supplemental, Title 1
Budget Reference	Cert Salary/Subs: $273,500 Class Salary: $ Benefits: $87,700 Materials: $400,000 Contracts: $250,000

2018-19

Amount	~~$824,280~~ *$483,296*
Source	~~Base~~, Supplemental, ~~Title 1~~, Title II, *Lottery*
Budget Reference	Cert Salary/Subs: ~~$432,500~~ *$332,526* Class Salary: ~~$0~~ *$14,000* Benefits: ~~$141,780~~ *$94,770* Materials: ~~$0~~ *$4,000* Contracts: ~~$250,000~~ *$38,000*

2019-20

Amount	~~$824,280~~ *$483,296*
Source	~~Base~~, Supplemental, ~~Title 1~~, Title II, *Lottery*
Budget Reference	Cert Salary/Subs: ~~$432,500~~ *$332,526* Class Salary: ~~$0~~ *$14,000* Benefits: ~~$141,780~~ *$94,770* Materials: ~~$0~~ *$4,000* Contracts: ~~$250,000~~ *$38,000*

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

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

Students to be Served ☐ 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
☒ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
EL Aide Continuing Services (3) English Learner Home/School Liaison (+1) ELD supplemental materials	EL Aide Continuing Services $46,370 English Learner Home/School Liaison $47,612 ELD supplemental materials $8,250 *EL Aide Additional Hours $24,880*	EL Aide Continuing Services English Learner Home/School Liaison ELD supplemental materials *EL Aide Additional Hours*

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$107,500	Amount	~~$107,500~~ *$127,112*	Amount	~~$107,500~~ *$127,112*
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Cert Salary/Subs: $ Class Salary: $74,500	Budget Reference	Cert Salary/Subs:$ Class Salary: *$86,685*	Budget Reference	Cert Salary/Subs:$ Class Salary: *$86,685*

Benefits: $23,000
Materials: $ 10,000
Contracts: $

Benefits: $32,177
Materials: $8,250
Contracts: $

Benefits: $32,177
Materials: $8,250
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 Sections51210 and 51220(a)(i). State Priority 9: Coordination of Instruction of Expelled Pupils – Addresses how the county superintendent of schools will coordinate instruction of expelled pupils.*

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
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Director of Student Services MTSS Cohort MTSS/Differentiated Instruction Professional Development (all) Data Systems/Cycles (all) Illuminate	Director of Student Services $132,527 MTSS Cohort $20,000 MTSS/Differentiated Instruction Professional Development (all) $20,000 Data System/Cycles (all) $0 Illuminate $26,000 *Intervention Teachers $419,720*	Director of Student Services MTSS Cohort MTSS/Differentiated Instruction Professional Development (all) Data System/Cycles (all) Illuminate *Intervention Teachers*

	MTSS Intervention Supports (previously only under Goal 2 Action 4) $125,000 *Secondary Math Intervention $50,000* *Summer School Secondary $20,000* *Summer School Elementary $17,000* *TK/K Aides $168,799* *Psychologists- Student Testing (.25 FTE Each) $119,790*	*MTSS Intervention Supports (previously only under Goal 2 Action 4)* *Secondary Math Intervention* *Summer School Secondary* *Summer School Elementary* *TK/K Aides* *Psychologists- Student Testing (.25 FTE Each)*

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$264,600	Amount	~~$264,600~~ *$1,118,836*	Amount	~~$264,600~~ *$1,118,836*
Source	Base, Supplemental, Lottery	Source	~~Base~~, *COE* Supplemental, Lottery, *SUMS Grant, Title I*	Source	~~Base~~, *COE* Supplemental, Lottery, *SUMS Grant, Title I*
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~~ *$556,342* Class Salary: *$151,716* Benefits: ~~$40,600~~ *$199,778* Materials: ~~$30,000~~ *$175,000* Contracts: ~~$90,000~~ *$36,000*	Budget Reference	Cert Salary/Subs: ~~$104,000~~ *$556,342* Class Salary: *$151,716* Benefits: ~~$40,600~~ *$199,778* Materials: ~~$30,000~~ *$175,000* Contracts: ~~$90,000~~ *$36,000*

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
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ 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 $0 Principal Coaching $0 Teacher Professional Development $25,000 Data System/Cycles $0 Illuminate Student Information System (already accounted for in action 3) Naviance College/Career Readiness Technology Solution $46,300	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

	Edgenuity Online Blended Learning $33,100 *Technology Chromebook Refresh $94,000*	*Technology Chromebook Refresh*

[BUDGETED EXPENDITURES](#)

2017-18

Amount	$387,000
Source	Base, Title 1, Lottery, CTE, Adult Ed B.G., College Readiness
Budget Reference	Cert Salary/Subs:$ Class Salary: $ Benefits: $ Materials: $10,000 Contracts: $377,000

2018-19

Amount	~~$387,000~~ *$198,400*
Source	~~Base~~, Supplemental, ~~Title 1, Lottery, CTE~~*IG*, ~~Adult Ed B.G.~~, ~~College Readiness~~, Title II
Budget Reference	Cert Salary/Subs:$8,300 Class Salary: $ Benefits: $1,700 Materials: $94,000 Contracts: $94,400

2019-20

Amount	~~$387,000~~ *$198,400*
Source	~~Base~~, Supplemental, ~~Title 1, Lottery, CTE~~*IG*, ~~Adult Ed B.G.~~, ~~College Readiness~~, Title II
Budget Reference	Cert Salary/Subs:$8,300 Class Salary: $ Benefits: $1,700 Materials: $94,000 Contracts: $94,400

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☒ 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 disproportionally 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) *State Priority 6C School Climate*	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

State Priority 8 *Pupil Outcomes*	5th: 63%, 7th: 65%, 9th: 69% Body Composition 5th: 57%, 7th: 69%, 9th: 67%	5th: 73%, 7th: 75%, 9th: 79% Body Composition 5th: 67%, 7th: 79%, 9th: 77%	5th: 83%, 7th: 85%, 9th: 89% Body Composition 5th: 77%, 7th: 89%, 9th: 87%	5th: 93%, 7th: 95%, 9th: 99% Body Composition 5th: 87%, 7th: 89%, 9th: 97%
~~Attendance Rates~~ *Chronic Absenteeism Rate* *State Priority 5* *Pupil Engagement*	All ~~74%~~ 18%	All ~~76%~~ 16%	~~81%~~ 14%	~~86%~~ 12%
Suspension Rates *State Priority 5* *Pupil Engagement*	All 5.6 % SES 6.9%	All 4.0 % SES 4.3%	All 3.5 % SES 3.8%	All 2.5 % SES 2.5%
Parent Engagement *State Priority 3* *Parental Involvement*	Establish baseline through collection of data provided ~~by site and district level sign-in sheets, Aeries Parent Portal log-ons, and other related data~~ *through Califiornia School Parent Survey.*	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.

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

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

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

Students to be Served: ☒ 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**
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ 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 $8,000 ~~AVID (All Secondary)~~ *AVID Expansion 8th Grade $156,516* *AVID (Maintain) $43,290* *AVID Expansion (H.S.) $64,080* WEB/ Link Crew (All Secondary) $10,000 CTE Courses A-G Compliant (4) $0 High School Graduation Requirements Implementation Year 2 $10,000	Elementary approach pending pilot outcomes ~~AVID (All Secondary)~~ *~~AVID Expansion 8th Grade~~* *AVID (Maintain)* *AVID Expansion (H.S.)* WEB/ Link Crew (All Secondary) CTE Courses A-G Compliant (4) High School Graduation Requirements Implementation Year ~~2~~ 3

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$52,685	Amount	~~$122,685~~ *$291,886*	Amount	~~$122,685~~ *$291,886*
Source	Base, Educator Effectiveness	Source	Base, ~~Educator Effectiveness,~~ Supplemental, County	Source	Base, ~~Educator Effectiveness,~~ Supplemental, County
Budget Reference	Cert Salary/Subs: $8,600 Class Salary: $ Benefits: $2,085 Materials: $17,000 Contracts: $25,000	Budget Reference	Cert Salary/Subs: ~~$8,600~~ *$115,453* Class Salary: $ Benefits: ~~$2,085~~ *$33,053* Materials: ~~$87,000~~ *$14,100* Contracts: ~~$25,000~~ *$129,280*	Budget Reference	Cert Salary/Subs: ~~$8,600~~ *$115,453* Class Salary: $ Benefits: ~~$2,085~~ *$33,053* Materials: ~~$87,000~~ *$14,100* Contracts: ~~$25,000~~ *$129,280*

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
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
School/Community Social Workers (+2)	~~Home/School Liaison (+1)~~	~~Home/School Liaison~~
Family Nights/Activities (Schools)	~~School/Community Social Workers~~	~~School/Community Social Workers~~
Family Resource Centers (Schools)	Family Nights/Activities (Schools) $16,000	Family Nights/Activities (Schools)
School Site Councils (Schools)	Family Resource Centers (Schools) $0	Family Resource Centers (Schools)
Parent Teacher Organizations (Schools)	School Site Councils (Schools) $0	School Site Councils (Schools)
Amador Community University (District)	Parent Teacher Organizations (Schools) $0	Parent Teacher Organizations (Schools)
Amador Parent Advisory Committee (District)	Amador Community University (District)	Amador Community University (District)

Aeries Parent Portal (Schools/District) LCAP Surveys (District) Strategic Plan Stakeholder Team (District) Superintendent's Advocacy Leadership Team (SALT) (District)	$1,000 Amador Parent Advisory Committee (District) $1,400 Aeries Parent Portal (Schools/District) $0 LCAP Surveys (District) $2,600 Strategic Plan Stakeholder Team (District) $0 Superintendent's Advocacy Leadership Team (SALT) (District) $0	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

Amount	$102,000
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

2018-19

Amount	~~$158,520~~ *$21,000*
Source	~~Base~~, Supplemental, Title 1
Budget Reference	Cert Salary/Subs: ~~$11,500~~ *$2,200* Class Salary: ~~$77,000~~ *$0* Benefits: ~~$39,020~~ *$400* Materials: ~~$17,000~~ *$18,400* Contracts: ~~$14,000~~ *$0*

2019-20

Amount	~~$158,520~~ *$21,000*
Source	~~Base~~, Supplemental, Title 1
Budget Reference	Cert Salary/Subs: ~~$11,500~~ *$2,200* Class Salary: ~~$77,000~~ *$0* Benefits: ~~$39,020~~ *$400* Materials: ~~$17,000~~ *$18,400* Contracts: ~~$14,000~~ *$0*

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:

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**
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ 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) *$316,927* ~~Security Camera Upgrades~~ Positive Behavior Interventions & Supports $0 (Already accounted for in MTSS Intervention Supports) Mindfulness $0 (Already accounted for in MTSS Intervention Supports) Restorative Justice $0 (Already accounted for in MTSS Intervention Supports) District Professional Development $10,000	Counselors ~~Security Camera Upgrades~~ Positive Behavior Interventions & Supports (Already accounted for in MTSS Intervention Supports) Mindfulness (Already accounted for in MTSS Intervention Supports) Restorative Justice (Already accounted for in MTSS Intervention Supports) District Professional Development

Trauma Informed Practices	~~School Ambassadors~~	~~School Ambassadors~~
Breaking Down the Walls (Secondary)	Safe and Civil Schools (Secondary) $0 (Site Title I)	Safe and Civil Schools (Secondary)
This action was not implemented in 2017-18.	Associated Student Body (Secondary) $8,000	Associated Student Body (Secondary)
This action was not implemented in 2017-18.	Student Leadership $0 (School-Based)	Student Leadership
	Trauma Informed Practices $5,300	Trauma Informed Practices
	Breaking Down the Walls (Secondary) $0	Breaking Down the Walls (Secondary)
	Arts Education $42,500	*Arts Education*
	Vice Principals 2 (.5 FTE Each) $113,342	*Vice Principals 2 (.5 FTE Each)*

[BUDGETED EXPENDITURES](#)

2017-18

Amount	$316,683
Source	Supplemental, Title 2
Budget Reference	Cert Salary/Subs: $110,000 Class Salary: $ Benefits: $44,000 Materials: $10,000 Contracts: $152,683

2018-19

Amount	$~~470,283~~ *$496,069*
Source	Supplemental, Title 2, *Lottery*
Budget Reference	Cert Salary/Subs: $~~220,000~~ $327,608 Class Salary: $ Benefits: $~~87,300~~ $120,961 Materials: $~~10,300~~ $40,000 Contracts: $~~152,683~~ $7,500

2019-20

Amount	$~~470,283~~ *$496,069*
Source	Supplemental, Title 2, *Lottery*
Budget Reference	Cert Salary/Subs: $~~220,000~~ $327,608 Class Salary: $ Benefits: $~~87,300~~ $120,961 Materials: $~~10,300~~ $40,000 Contracts: $~~152,683~~ $7,500

Action 4

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

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

Students to be Served	☐ 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
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ 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	Best, first instruction $0 MTSS intervention supports $0 (Already accounted for in Goal 1, Action 3) Counselor support/case management $98,611 MOU with Child Welfare Services $0 Partnership/communication with Juvenile Court $0 Positive Behavior Interventions & Supports $0 District Professional Development $0	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	Coordinated Services through Executive Advisory Council consisting of many community/county agencies $0	community/county agencies
This action was not implemented in 2017-18.	*Foster Youth Support Materials $5,000*	*Foster Youth Support Materials*

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$102,500	Amount	$~~102,500~~ *$103,611*	Amount	$~~102,500~~ *$103,611*
Source	Supplemental, FYSCP	Source	*COE* Supplemental, FYSCP	Source	*COE* 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:$73,625 Class Salary: $ Benefits: $24,986 Materials: $5,000 Contracts: $	Budget Reference	Cert Salary/Subs:$73,625 Class Salary: $ Benefits: $24,986 Materials: $5,000 Contracts: $

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☐ 2017–18   ☒ 2018–19   ☐ 2019–20

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

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

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

~~During the 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

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

New LEA actions to the 2018-2019 LCAP include:

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

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

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

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

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

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

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

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

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

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

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

• *AVID expansion to 8th grade (2018/19), 9th grade summer teacher PD (summer 2019), continuing current program – College, career and citizenship readiness support focused on students from poverty, English learners, and foster youth.*

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

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

Continuing LEA actions for the 2018-19 LCAP include:

- *Director of Student Services – Focused time and work to support student learning through coordination, support and management of programs focused on students from poverty, English learners, and foster youth, i.e., MTSS leadership, counseling program, etc.*
- *Teacher on Special Assignment (Elementary) – Focused time and work to support grades TK-6 student learning through provision of specific, differentiated resources/coaching support targeted to student needs related to poverty, English learners, and foster youth*
- *Teacher on Special Assignment (Secondary) – Focused time and work to support grades 7-12 student learning through provision of specific, differentiated resources/coaching support with focus on student needs related to poverty, English learners, and foster youth*
- *MTSS Cohort & Professional Development – Cohort of teachers and leaders to build capacity and systems for multi-tiered systems of support, intervention, and progress monitoring, not currently systemic, focused on students from poverty, English learners, and foster youth*
- *AVID (junior high school 7th grade) – College, career and citizenship readiness support focused on students from poverty, English learners, and foster youth*
- *Cohort Professional Development – Designated teacher collaboration time focused on secondary English language arts, math, History Social-Science (HSS) and K-12 NGSS with embedded best practices for differentiated instruction (i.e., English learners, foster youth, and low income students)*
- *Instructional Coaches – Adjunct positions to support student learning through peer coaching with focus on student needs related to poverty, English learners, and foster youth*
- *Staff Meeting & Minimum Days (5) Professional Development - Designated teacher collaboration time with embedded best practices for differentiated instruction (i.e., English learners, foster youth, and low income students)*
- *English Learner Home/School Liaison – Focused on building positive home/school relationships, resources and supports for English learners*
- *Principal Coaching Cycles – Site coaching visits every 4-6 weeks with the Principal and Superintendent/Assistant Superintendent focused on improving student learning for English learners, foster youth, and low income students*
- *Professional Learning Communities (Secondary) – Teacher collaboration through common prep periods and common study halls to support student needs related to poverty, English learners, and foster youth*
- *Data System/Cycles – Data inquiry cycles and related professional development to support the MTSS work*
- *Instructional Leadership Team – Team of teachers and leaders from every school who meet monthly to lead and guide the teaching and learning work with a focus on English learners, foster youth, and low income students*
- *Rigorous High School Graduation Requirements Planning & Implementation Year 1 – Collaborative joint committee to study and recommend rigorous, appropriate 21st century graduation requirements for all students and to increase the number of students from poverty, English learners, and foster youth who are on track for graduation and college-readiness*
- *CTE Courses A-G Compliant – Revision of CTE courses to increase level of rigor and access to programs and increase career path entry options focused on students from poverty, English learners, and foster youth*
- *High-Poverty School Visitations – Teams of teachers and leaders periodically visit model schools to enhance learning and best practices*
- *Restorative Justice Approach – Professional learning to support positive, educational alternatives to suspension and expulsion, focused on students from poverty, English learners, and foster youth*
- *Parent Classes/Activities – Amador Community University offered in each major region of the county designed to increase parent*

education/engagement at all locations focused on students from poverty, English learners, and foster youth

- *WEB/Link Crew (All Secondary) – Designed to improve sense of belonging and social-emotional wellness by all students with focus on English learners, foster youth, and low income students*
- *Positive Behavior Interventions & Supports – Designed to improve citizenship, sense of belonging, and social-emotional wellness by all students with focus on English learners, foster youth, and low income students*
- *Mindfulness (Elementary) – Best practices to support student engagement and learning for all students*
- *Bilingual Aides (3) – Academic and ELA/ELD support for English learners*