

# Local Control and Accountability Plan

Albany Unified School District, California

LEA: **Albany Unified School District**  
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LCAP Year: **2014-2015**

## ***Local Control and Accountability Plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may*

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*be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

### **State Priorities**

*The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.*

#### A. Conditions of Learning:

**Basic:** *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

**Implementation of State Standards:** *implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

**Course access:** *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

**Expelled pupils (for county offices of education only):** *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

**Foster youth (for county offices of education only):** *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

#### B. Pupil Outcomes:

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**Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

**Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

## C. Engagement:

**Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

**Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

**School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

## **Section 1: Stakeholder Engagement**

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

**Instructions:** Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

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## Guiding Questions:

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

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Involvement Process	Impact on LCAP
<p><b>Part ONE: AUSD Strategic Planning</b></p> <p>Albany Unified School District’s Strategic Plan began in August of 2009 when the Board of Education initiated the development and implementation of a plan that prioritizes and aligns district resources (staff, time and funding) for the sole purpose of providing the highest quality education for all students in our community.</p> <p>The Strategic Plan began with an emphasis on involving stakeholders from a wide-range of representative groups, including teachers, administrators, and parents.</p> <p>The Albany Unified School District Strategic Plan identifies three important strategies necessary for improving student academic outcomes. The process of identifying those three strategies included focus groups with School Board, Community and Parent Members, District Cabinet, District Administrators, and a two-day meeting of a Planning Team that represented a wide range of stakeholders. The Planning Team developed the district’s mission, values and beliefs, and after much debate came to consensus on the three strategies that would improve the quality of educational programs.</p> <p>The agreed upon strategies were then handed over to Action Teams. Action teams developed a set of specific goals for each strategy and suggested action steps that could be taken to achieve the strategies. Teachers and Parents throughout the district were surveyed and their input was part of the Action Teams final deliberations. The entire plan was approved by the School Board on April 20th, 2010.</p> <p>The first year of implementation began in the Summer of 2010 with specific action steps for the 2010-2011 school year. Since then, there has been an annual revision process that includes a data-driven focus on student achievement and survey data from parents, staff and students.</p> <p>As part of the Year 1 implementation school site plans were aligned to the three district strategies. This alignment provides greater opportunities for resource allocation and utilization at each site. The alignment increases the likelihood that all students receive programs and supports to optimize their learning.</p> <p>Since Year 1, the AUSD Strategic Plan has continued to serve as the primary document by which we measure our progress, reflect on our successes and areas of need, and plan for the future.</p>	<p>The Albany Unified School District Strategic Plan is comprised of three main strategies which will continue to serve as the primary focus areas for the 2014-2017 Local Control and Accountability Planning process.</p> <p>Strategy One:  “ASSESSING AND INCREASING ACADEMIC SUCCESS”  “We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment and academic growth so that all students will meet or exceed grade level standards.”  LCAP Priority Areas = 1, 2, 4, 5, 7, &amp; 8  AUSD LCAP Goals number 1 through 18.</p> <p>Strategy Two:  SUPPORTING THE WHOLE CHILD  “We will identify individual social-emotional and behavior needs and apply collaborative appropriate interventions.”  LCAP Priority Areas = 1, 2, 3, 4, 5, 6, &amp; 8  LCAP Goals #5, #7, #8, #9, #10, #11, #15, #16, #17, #18</p> <p>Strategy Three:  COMMUNICATING AND LEADING TOGETHER  “All stakeholders will collaborate and communicate about decisions that guide the sites and district.”  LCAP Priority Areas = 1, 2, 3, 4, 5, 6, 7, &amp; 8  AUSD LCAP Goals #s 1-18 were impacted by the engagement process described in strategy three.</p> <p>In the Spring of 2013, Albany Unified School District set out to update the strategies and goals listed in the Strategic Plan. Three different advisory groups consisting of Administrators and Teachers were tasked with reviewing the current strategies and providing input to update the goals with needed improvements and current practices.</p> <p>Also in the Spring of 2013, each school site set out to update their Single Plans for Student Achievement. Parents, Staff, and Students from</p>

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Involvement Process	Impact on LCAP
<p>For more information and detailed reports on the Albany USD Strategic Plan and the extensive involvement process that was used, please visit our website <a href="http://www.ausdk12.org">www.ausdk12.org</a>. Click on the tab "Strategic Plan."</p>	<p>their school sites correlated their site goals and action steps to the district's Strategic Plan.</p>
<p><b>Part TWO: Albany High School, WASC Accreditation</b></p> <p>The Albany High School 2013 Self-Study included a variety of stakeholders with participation from school instructional staff, the School Site Council, the Instructional Improvement Committee (IIC), departments, and members of the Leadership committee.</p> <p>It was noted by the WASC Accreditation Visiting Committee that "All stakeholders assisted the Visiting Committee in the collection and clarification of data that was needed in order to analyze the existing status of the school. The Visiting Committee found a school that was unified by a sense of community and high expectations. There was a high rate of acceptance of students and a positive, safe school environment at Albany High School."</p> <p>There are a variety of site leadership committees that monitor student achievement. These committees are the Site Council, the Instructional Improvement Council, the Parent Teachers Student Association (PTSA), and the department chairs. All stakeholders in the Albany education community are represented. Each committee, except for department chairs, is comprised of students, parents, teachers, and administrators.</p>	<p>The Albany High School 2013 WASC Self Study Report is based on the following vision and expectations.</p> <p>The vision of Albany High School is to provide an environment challenging to our students and educate them to become happy, productive, and responsible citizens of a diverse society. In order to accomplish this vision we expect our graduates to be:</p> <ol style="list-style-type: none"> <li>1. Complex thinkers with the skill to analyze and/or solve problems in a variety of contexts                  LCAP Priority Areas #1 through #8                  LCAP Goals #1 through #18</li> <li>2. Effective communicators in a variety of formats and cultural contexts                  LCAP Priority Areas #1 through #8                  LCAP Goals #1 through #18</li> <li>3. Self-Directed learners with diverse experiences and perspectives that help guide them to healthy and productive lives                  LCAP Priority Areas #1 through #8                  LCAP Goals #1 through #18</li> <li>4. Individuals academically prepared for college and other post-secondary educational opportunities                  LCAP Priority Areas #1 through #8                  LCAP Goals #1 through #18</li> </ol>


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Involvement Process	Impact on LCAP
<p><b>Part THREE:</b> Albany Unified School District English Language Advisory Committee</p> <p>The District English Language Advisory Committee (DELAC) meets on a regular basis and focusses attention on the needs of the English Learners in Transitional Kindergarten through Grade Twelve. The DELAC has recently developed an up-to-date plan for Federal Title III Program Improvement. The plan was a result of stakeholder input that included teachers, administrators, and parents. Most recently, the DELAC has also reviewed an introductory session on the Local Control Accountability Plan (LCAP) and has discussed the correlations between the Title III Program Improvement Plan and the LCAP.</p> <p>The DELAC met on Wednesday evenings from 6:30-7:30 on November 6<sup>th</sup>, January 22<sup>nd</sup>, February 26<sup>th</sup>, and April 2<sup>nd</sup>.</p>	<p>The District English Language Advisory Committee had a direct influence on our LCAP Priority #2, #3, and #4. Committee members drafted the goals in our Title III plan and those goals are now reflected in this LCAP Plan as goals #4 and #6.</p>
<p><b>Part FOUR:</b> LCAP Parent Advisory Committee (representing students from EL, Low-SES, and Foster Youth)</p> <p>As outlined in California Education Code section 52052, AUSD established a parent advisory committee that includes parents or legal guardians of pupils who are eligible for free or reduced-priced meals, Foster Youth, and limited English proficiency.</p> <p>This parent advisory committee was formed with sensitivity to the needs of those parents who have never been called out specifically before to contribute to the leadership and planning of our district. The parent advisory committee met to discuss the new CA state priorities for the LCAP and the strategies that the district has in place to meet the needs of their children.</p> <p>The committee scheduled three meetings; March 6<sup>th</sup>, March 27<sup>th</sup>, and April 3<sup>rd</sup>.</p>	<p>The Parent Advisory Committee had a direct influence on our LCAP Priority #3 “Parental Involvement,” #4 “Student Achievement,” and #6 “School Climate.”</p> <p>The Parent Advisory Committee described the conditions related to parent involvement in Albany. They advised that the district make an effort to reach out to parents who don’t usually get involved. The traditional routes of parent involvement are very successful, but oftentimes, parents who don’t speak English or who cannot contribute their time and resources feel left out.</p> <p>The Parent Advisory Committee described the conditions related to Foster Youth. They advised that the district take specific action to correlate family and student support services between the schools and the county office.</p> <p>The Parent Advisory Committee praised the district’s efforts and achievement at creating a safe and positive school climate. They advised that the district continue to support clubs and after-school activities, especially for those students who are at-risk.</p>
<p><b>Part FIVE:</b> School Site Councils, Site Leadership Teams, and the development of the Single Plans for Student Achievement</p> <p>Albany USD includes seven different school sites. Each school site develops a Single Plan for Student Achievement (SPSA). In the case of our “Albany Children’s Center” which provides early learning programs, the school develops a “Continued Funding Application” and a “Program Evaluation” plan.</p> <p>These plans have been reviewed and updated on an annual basis for many years now. The process includes the involved participation of School Site Councils</p>	<p>The Single Plans for Student Achievement have had a direct influence on all of our LCAP Priorities and Goals.</p> <p>The School Site Councils focus particular attention to LCAP Priority #4, “Student Achievement” and to LCAP Priority #6 “School Climate.”</p> <p>The School Site Councils recommend that we focus on both local and state student achievement measures and on programs that foster positive social behavior.</p>

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Involvement Process	Impact on LCAP
<p>comprised of staff, parents, and in the case of secondary schools, students. There are monthly meetings at every school site.</p>	
<p><b>Part SIX: The future of our Involvement Process</b>            It is the intent of our school district to build upon the strong engagement processes that are currently in place and to develop a broad representative group who can review and revise the Local Control Accountability Plan for the future years.            The broad representative group will include members of students, parents, teachers, support staff such as secretaries and custodians, administrators, and community members. The broad representative group will also include members from local fundraising agencies such as SchoolCARE, Albany Education Foundation, Albany Music Fund, Promoting Albany High Sports, and the Parent/Teachers Associations.</p>	<p>The LCAP Strategic Planning Committee, together with new leadership for the district, will review the engagement process (part one), the goals (part two), and the services &amp; expenditures (part three) of the LCAP on at least an annual basis.</p> 

## Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address



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each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

## Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

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Identified Need and Metric <small>(What needs have been identified and what metrics are used to measure progress?)</small>	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? <small>(based on identified metric)</small>			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Currently, 100% of our students have access to instructional materials aligned with the old CA State Standards in Math, Science, English, and History.</p> <p>There is limited access to standards-aligned instructional materials in Common Core State Standards.</p>	<p><b>Goal #1:</b> 100% of our students will have access to CCSS Standards Aligned Instructional Materials and Practices.</p>	All	All	(coming in 2015)	<p>100% of our TK-5 students will have access to CCSS Aligned Curriculum in Math.</p> <p>We will facilitate a review, development, and adoption of Mathematics Materials for grades 6-12.</p>	<p>100% of our TK-12 students will have access to CCSS Aligned Curriculum in Math.</p> <p>We will facilitate a review and adoption of Science Instructional Materials.</p>	<p>100% of our TK-12 students will have access to CCSS Aligned Curriculum in Math and Science.</p> <p>We will facilitate a review and adoption of English / Language Arts and History Social/Science Materials.</p>	<p>LCAP Priority #1 Standards-Aligned Instructional Materials</p> <p>AUSD Board of Education Goal #3.</p> <p>AUSD Strategic Plan, Goal #1</p> <p>AUSD Single Plans for Student Achievement</p> <p>AHS W.A.S.C. Plan, Goal #2</p>
<p>Currently, AUSD has a teacher miss-assignment rate of less than 1%.</p> <p>Rates of teacher miss-assignment are</p>	<p><b>Goal #2:</b> We will provide all students with appropriately credentialed teachers in grades TK-12.</p>	All	All	(Coming in 2015)	<p>100% of our students will be provided with appropriately credentialed teachers.</p>	<p>100% of our students will be provided with appropriately credentialed teachers.</p>	<p>100% of our students will be provided with appropriately credentialed teachers.</p>	<p>LCAP Priority #1, "Rate of Teacher Misassignment"</p> <p>Board of Education Goal #3</p>

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	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<i>determined by aligning the course &amp; grade level with the appropriate California Credential.</i>					<i>We will maintain a rigorous screening process for appropriate and valid credentials. We will maintain a rigorous review process for clear credentials and the renewal of expired credentials.</i>	<i>We will maintain a rigorous screening process for appropriate and valid credentials. We will maintain a rigorous review process for clear credentials and the renewal of expired credentials.</i>	<i>We will maintain a rigorous screening process for appropriate and valid credentials. We will maintain a rigorous review process for clear credentials and the renewal of expired credentials.</i>	<i>US Federal Title II Plan: "Academic Improvement &amp; Teacher Quality"</i>
<i>Elementary Secretary to Student staffing ratio is 1.7FTE to 625 students. Middle School Secretary staffing ratio is 3.0FTE to 900 students. High School Secretary staffing ratio is 4.3FTE to 1200 students.</i>	<b>Goal #3:</b> <i>100% of our students, staff, and community will have qualified, trained, professional Secretaries on every school site.</i>	<i>All</i>	<i>All</i>	<i>(Coming in 2015)</i>	<i>Secretarial staffing and capacity ratios will be reviewed to assess a baseline amount of necessary service. Increases in staffing will be considered based on budget projections and</i>	<i>Secretarial staffing and capacity ratios will be reviewed to assess a baseline amount of necessary service. Increases in staffing will be considered based on budget projections and</i>	<i>Secretarial staffing and capacity ratios will be reviewed to assess a baseline amount of necessary service. Increases in staffing will be considered based on budget projections and</i>	<i>LCAP Priority #3 Parental Involvement LCAP Priority #4 Student Achievement LCAP Priority #6: School Climate</i>

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	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					<i>priorities.</i>	<i>priorities.</i>	<i>priorities.</i>	
<p><i>One out of seven (14%) of our school sites is in Substandard Condition.</i></p> <p><i>100% of our school sites are inadequate in size in relation to the number of students and staff.</i></p> <p><i>Systems and protocols that facilitate the completion of work orders need to be strengthened.</i></p>	<p><b>Goal #4:</b> <i>We will provide adequate classroom spaces, common areas, lunch facilities for all students in grades TK-12.</i></p>	All	All	<p><i>(Coming in 2015)</i></p>	<p><i>100% of our school sites will be in standard condition related to safety and security.</i></p> <p><i>We will demolish the buildings on San Gabriel and plan for the construction of new facilities.</i></p> <p><i>We will remodel current spaces at AHS and provide temporary classrooms at AMS in order to house the programs currently located at the San Gabriel site.</i></p>	<p><i>100% of our school sites will be in standard condition related to safety and security.</i></p> <p><i>We will prioritize actions outlined in the Facilities Master Plan and articulate a series of actions to achieve the goals.</i></p> <p><i>We will improve our baseline of work-order on time completion by 5%.</i></p>	<p><i>100% of our school sites will be in standard condition related to safety and security.</i></p> <p><i>We will prioritize actions outlined in the Facilities Master Plan and articulate a series of actions to achieve the goals.</i></p> <p><i>We will improve our baseline of work-order on time completion by 5%.</i></p>	<p><b>LCAP Priority #1</b> <i>“Facilities”</i> Board of Education Goal #2</p> <p>AUSD Facilities Master Plan</p> <p>AHS W.A.S.C. Plan Goal #4</p>


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					<p><i>We will provide a base-line measurement of completion rates for work-orders and improve the rate.</i></p> <p><i>We will prioritize actions outlined in the Facilities Master Plan and articulate a series of actions to achieve the goals.</i></p>			
<p><i>New Common Core State Standards have been adopted in Math, English, English Language Development, Science, and History.</i></p> <p><i>100% of our students must receive an instructional</i></p>	<p><b>Goal #5: 100%</b> <i>of Albany students will receive instruction and assessment practices that are aligned with the Common Core State Standards.</i></p>	All	All	(Coming in 2015)	<p><i>We will take a baseline measurement in CCSS-aligned instructional practices in English and Math.</i></p> <p><i>50% of our Local assessments in Math will be</i></p>	<p><i>We will increase our baseline of CCSS-aligned instructional practices by 10%.</i></p> <p><i>75% of our local assessments in Math and English will be</i></p>	<p><i>We will increase our baseline of CCSS-aligned instructional practices by 20%.</i></p> <p><i>100% of our local assessments in English, Math, Science, and</i></p>	<p><b>LCAP Priority #2</b> <i>“Implementation of Common Core State Standards”</i></p> <p><i>Board of Education Goal #3.</i></p> <p><i>AUSD Strategic Plan, Goal #1</i></p> <p><i>AHS W.A.S.C. Goals #2, #3, #4.</i></p>

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	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<i>program based on the newly adopted Common Core State Standards.</i>					<i>CCSS-aligned.  Teachers, Teachers on Special Assignment, Classified Staff, and Administrators will collaborate to support the implementation of CCSS-aligned programs.</i>	<i>CCSS-aligned.  Teachers, Classified Staff, and Administrators will collaborate to support the implementation of CCSS-aligned programs.</i>	<i>History/Social Science will be CCSS-aligned.  Teachers, Classified Staff, and Administrators will collaborate to support the implementation of CCSS-aligned programs.</i>	<i>Single Plans for Student Achievement  CCSS Implementation Plan</i>
								
<i>Current conditions indicate a high level of parent involvement for the majority of students. School Site Councils, PTAs, School Care, Albany Ed Foundation, ELAC, PAHS, and other voluntary activities are strong.  We need to involve the parents from under-represented</i>	<b>Goal #6:</b> <i>We will continue to support the engagement of parents and community members.  We will increase the participation of parents from under-represented and under-performing groups. These groups include low socio-economic, English</i>	<i>All</i>	<i>All</i>	<i>(Coming in 2015)</i>	<i>We will establish a new LCAP community-advisory committee comprised of a variety of members from our school community.  We will measure the rates of under-represented</i>	<i>We will increase the participation rates of all parents in their child's education, with a focus on parents of under-represented groups.  We will provide parents with support and</i>	<i>We will increase the participation rates of all parents in their child's education, with a focus on parents of under-represented groups.  We will provide parents with support and</i>	<i>LCAP Priority #3 "Parental Involvement"  Board of Education Goal #4  AUSD Strategic Plan Goal #3  Single Plans for Student Achievement  PTA, School CARE, AEF, PAHS</i>

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Identified Need and Metric <small>(What needs have been identified and what metrics are used to measure progress?)</small>	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? <small>(based on identified metric)</small>			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>&amp; under-performing groups.</p> <p>We need to involve parents of students who belong to the more mobile community in the University Village.</p>	<p>Language Learners, Foster Youth, Black/African American, &amp; Latino.</p>				<p>parent group involvement and correlate the reports to student groups, school levels, and other pertinent factors.</p> <p>We will increase translation services for print and verbal communications</p>	<p>education opportunities related to home-school partnerships.</p> <p>We will increase the rates of parent access to our online grade-reporting systems.</p>	<p>education opportunities related to home-school partnerships.</p> <p>We will increase the rates of parent access to our online grade-reporting systems.</p>	
<p>Based on data from CASSP, CELDT, Local Assessments, average GPAs, etc.; approximately 80% of our students meet or exceed grade-level standards.</p> <p>Based on these same data points, English Learners, students who are from low socio-economic</p>	<p><b>Goal #7:</b> All students will achieve at high levels and demonstrate progress towards identified learning targets.</p> <p>Students who do not demonstrate progress will be provided with appropriate interventions and</p>	<p>All Students who do not demonstrate progress.</p> <p>Students from under-represented populatio</p>	<p>All</p>	<p>(Coming in 2015)</p>	<p>We will capture a baseline measurement of student achievement on the Smarter Balanced Assessments in English and Math.</p> <p>We will measure growth rates over time</p>	<p>We will increase our achievement on the Smarter Balanced Assessments in English and Math by 10% from the baseline.</p> <p>We will measure growth rates over time</p>	<p>We will increase our achievement on the Smarter Balanced Assessments in English and Math by 10% from the previous year.</p> <p>We will measure growth rates over time</p>	<p>LCAP Priority #4 "Student Achievement"</p> <p>Board of Education Goal #3</p> <p>AUSD Strategic Plan #1</p> <p>AHS W.A.S.C. Goals #2 and #3</p> <p>Single Plans for</p>

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Identified Need and Metric <small>(What needs have been identified and what metrics are used to measure progress?)</small>	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? <small>(based on identified metric)</small>			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<i>backgrounds, Black/African American and Latino student groups achieve at relatively lower levels than students from White, Asian, and High Socio-Economic groups.</i>	<i>services. We will increase engagement and participation for those students who struggle academically. We will differentiate instruction and provide a variety of teaching methods to increase student interest in learning.</i>	<i>ns</i>			<i>using local and state assessments.  We will measure the improvements in proficiency scores on essential standards and final grades in the subject-area classes.  We will measure completion rates, grades, and credits earned for online learning.</i>	<i>using local and state assessments.  We will measure the improvements in proficiency scores on essential standards and final grades in the subject-area classes.  We will measure completion rates, grades, and credits earned for online learning.</i>	<i>using local and state assessments.  We will measure the improvements in proficiency scores on essential standards and final grades in the subject-area classes.  We will measure completion rates, grades, and credits earned for online learning.</i>	<i>Student Achievement</i>
<i>Currently, AUSD provides a variety of project-based, cross-disciplinary, extended learning opportunities. (I.E. 8<sup>th</sup> Grade ISEARCH, 9<sup>th</sup> Grade Renewal</i>	<b>Goal #8:</b> <i>Students will receive instruction that includes project-based, cross-disciplinary extended learning opportunities. We will measure</i>	<i>All</i>	<i>All</i>	<i>(Coming in 2015)</i>	<i>We will measure success rates on cross-disciplinary, extended learning opportunities, correlate</i>	<i>We will measure success rates on cross-disciplinary, extended learning opportunities, correlate</i>	<i>We will measure success rates on cross-disciplinary, extended learning opportunities, correlate</i>	<i>LCAP Priorities #4 "Student Achievement" and #8 "Other Student Outcomes"  AUSD Strategic Plan #1</i>



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	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<i>Debates).</i>	<i>student success rates on a variety of standards-based performance tasks.</i>				<i>reports to include a measure of under-represented student groups, and establish baselines.</i>	<i>reports to include a measure of under-represented student groups. We will increase the achievement rates by 10% above the 14-15 baseline.</i>	<i>reports to include a measure of under-represented student groups. We will increase the achievement rates by 10% above the 15-16 rates.</i>	<i>AHS W.A.S.C. Goal #3  AMS S.P.S.A. Goal #1  Single Plans for Student Achievement</i>
<i>Our current multi-year average rate of daily attendance is 96.5%.  4.8% (or approximately 187 students) are chronically absent. They miss more than 20% of the school year.</i>	<b>Goal #9:</b> <i>We will maintain our high rate of average daily attendance.  We will address the needs of students who are chronically absent.</i>	<i>All</i>	<i>All</i>	<i>(Coming in 2015)</i>	<i>We will reduce the number of chronically absent students by 10%.  We will utilize attendance reporting protocols and counseling services to identify students who are chronically absent for reasons other</i>	<i>We will reduce the number of chronically absent students by 10% as compared to 2014-2015.  We will utilize attendance reporting protocols and counseling services to identify students who are chronically absent for</i>	<i>We will reduce the number of chronically absent students by 10% as compared to 2015-2016.  We will continue to encourage high rates of parent involvement as outlined in LCAP Strategy #3</i>	<b>LCAP Priority #5</b> <i>"Student Engagement"</i>  <i>AUSD Strategic Plans #2 &amp; #3</i>

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	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					<p><i>than illness. We will provide interventions to students who are chronically absent.</i></p> <p><i>We will continue to encourage high rates of parent involvement as outlined in LCAP Strategy #3</i></p>	<p><i>reasons other than illness. We will provide interventions to students who are chronically absent.</i></p> <p><i>We will continue to encourage high rates of parent involvement as outlined in LCAP Strategy #3</i></p>	<p><i>We will utilize attendance reporting protocols and counseling services to identify students who are chronically absent for reasons other than illness. We will provide interventions to students who are chronically absent.</i></p>	
<p><i>Student involvement in clubs and extra-curricular activities can be directly correlated to student success in school. We currently offer a wide range of clubs and extra-curricular activities.</i></p>	<p><b>Goal #10:</b> <i>100% of our students in 4<sup>th</sup>-12<sup>th</sup> grades will have access to clubs and extra-curriculum activities that engage them with a wide array of interests.</i></p>	<i>All</i>	<i>All</i>	<p><i>(Coming in 2015)</i></p>	<p><i>We will create a baseline metric of participation rates. We will correlate reports to include a measure of under-represented student groups. We will provide</i></p>	<p><i>We will increase participation rates by 5% beyond the 2014-15 baseline measurement.</i></p> <p><i>We will provide clubs and extra-curricular activities that</i></p>	<p><i>We will increase participation rates by 5% beyond the 2015-16 measurement.</i></p> <p><i>We will provide clubs and extra-curricular activities that respond to the</i></p>	<p><i>LCAP Priority #5 "Student Engagement"</i></p> <p><i>LCAP Priority #6 "School Climate"</i></p> <p><i>LCAP Priority #8 "Other Student Outcomes"</i></p> <p><i>AUSD Strategic Plan #2</i></p>

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	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					<i>clubs and extra-curricular activities that respond to the interests and needs of the students.</i>	<i>respond to the interests and needs of the students.</i>	<i>interests and needs of the students.</i>	<i>AHS W.A.S.C. Goal #3</i>  <i>AMS Single Plan for Student Achievement</i>
<i>607 (50%) of our high school students are enrolled in one or more Career Technical Education programs.</i>	<b>Goal #11:</b> <i>We will maintain the opportunities and course offerings related to Career Technical Education.</i> <i>When facility constraints are resolved, we will explore the possibility of increasing participation in Career Technical Education programs.</i>	<i>High School</i>	<i>Albany High School and Mac Gregor High School</i>	<i>(coming in 2015)</i>	<i>50% of our high school students will enroll in one or more Career Technical Education programs.</i>  <i>We will establish a new CTE Committee, review current conditions and programs, and advise the district on program changes.</i>	<i>50% of our high school students will enroll in one or more Career Technical Education programs.</i>	<i>50% of our high school students will enroll in one or more Career Technical Education programs.</i>	<i>LCAP Priority #5 "Student Engagement"</i>  <i>AUSD Strategic Plan #1, #2, #3</i>  <i>AHS W.A.S.C. Goal #3</i>

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	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p><i>At day #170 of the 2013-14 school year, Albany had a total of 14 class suspensions and 138 school suspensions.</i></p> <p><i>At day #170 of the 2013-14 school year, Albany has a total of 748 discipline referrals. The four most frequent referrals were for defiance (200/748), class disruption (135/748), cutting class (125/748) and offensive behavior (85/748).</i></p> <p><i>We need to support the whole child by including social-emotional growth &amp; behavior growth as a measure of success.</i></p>	<p><b>Goal #12:</b> <i>Students will be provided a safe, inclusive learning environment and a positive school culture.</i></p> <p><i>Students will be provided services and interventions that foster their social-emotional and behavioral growth.</i></p>	<i>All</i>	<i>All</i>	<p><i>(coming in 2015)</i></p>	<p><i>We will decrease the number of class and school-day suspensions by 10%.</i></p> <p><i>We will decrease our number of discipline referrals for defiance, disruption, cutting class, and offensive behaviors by 10%.</i></p> <p><i>We will identify, collect and analyze social emotional and behavioral data for all students, including those participating in intervention &amp; support programs.</i></p> <p><i>We will provide</i></p>	<p><i>We will decrease the number of class and school-day suspensions by 10%.</i></p> <p><i>We will decrease our number of discipline referrals for defiance, disruption, cutting class, and offensive behaviors by 10%.</i></p> <p><i>We will identify, collect and analyze social emotional and behavioral data for all students, including those participating in intervention &amp; support programs.</i></p> <p><i>We will provide</i></p>	<p><i>We will decrease the number of class and school-day suspensions by 10%.</i></p> <p><i>We will decrease our number of discipline referrals for defiance, disruption, cutting class, and offensive behaviors by 10%.</i></p> <p><i>We will identify, collect and analyze social emotional and behavioral data for all students, including those participating in intervention &amp; support programs.</i></p> <p><i>We will provide</i></p>	<p><i>LCAP Priority #5 "Student Engagement"</i></p> <p><i>LCAP Priority #6 "School Climate"</i></p> <p><i>Board of Education Goal #3</i></p> <p><i>AUSD Strategic Plan #2</i></p> <p><i>Single Plans for Student Achievement</i></p>

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	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					<i>regular time for collaboration focused on student social emotional and behavioral needs.</i>	<i>regular time for collaboration focused on student social emotional and behavioral needs.</i>	<i>regular time for collaboration focused on student social emotional and behavioral needs.</i>	
					<i>We will develop, evaluate and refine instructional practices that support a safe and inclusive learning environment.</i>	<i>We will develop, evaluate and refine instructional practices that support a safe and inclusive learning environment.</i>	<i>We will develop, evaluate and refine instructional practices that support a safe and inclusive learning environment.</i>	
<p><i>There is substantial disparity in the demographic make-up of enrollment in Albany's Advanced Placement/Honors program.</i></p> <p><i>Currently, only non-low-income, White, and Asian students are participating at a rate of 67%.</i></p>	<p><b>Goal #13:</b> <i>We will close the disparity in participation rates among the various demographic groups.</i></p>	<p><i>Low Socio-Economic Students, English Language Learners, Hispanic/Latino Students, Black/African American</i></p>	<p><i>Albany High School</i></p>	<p><i>(Coming in 2015)</i></p>	<p><i>Each student demographic group will have an equal representation of enrollment in AP.</i></p> <p><i>We will identify and recruit students in the Spring of 2014. In 2014-15, we</i></p>	<p><i>Each student demographic group will have an equal representation of enrollment in AP.</i></p> <p><i>We will identify and recruit students in the Spring of 2015. In 2015-16, we</i></p>	<p><i>Each student demographic group will have an equal representation of enrollment in AP.</i></p> <p><i>We will identify and recruit students in the Spring of 2016. In 2016-17, we will adjust our</i></p>	<p><b>LCAP Priority #7 "Course Access"</b></p> <p><i>Board of Education Goal #3</i></p> <p><i>AUSD Strategic Plan #1</i></p> <p><i>AHS W.A.S.C. Plan Goal #3</i></p> <p><i>AHS Single Plan</i></p>

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Identified Need and Metric <small>(What needs have been identified and what metrics are used to measure progress?)</small>	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? <small>(based on identified metric)</small>			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>If all student demographics groups were participating in AP at the same rate, each student demographic group would have about 67% of its students enrolled in AP.</p>		Students			<p>will adjust our support services based on an updated needs assessment.</p> <p><b>Seventy-Eight (78) underrepresented rising 11<sup>th</sup> and 12<sup>th</sup> Grade Students need to enroll in AP to Close Gaps for 2014-2015.</b></p>	<p>will adjust our support services based on an updated needs assessment.</p> <p><b>We will recalculate enrollment projections and continue efforts to close the enrollment gaps.</b></p>	<p>support services based on an updated needs assessment.</p> <p><b>We will recalculate enrollment projections and continue efforts to close the enrollment gaps.</b></p>	for Student Achievement
<p>Currently, we offer six different Humanities AP courses at AHS.</p> <p>Our AP Math and Science course use rigorous pre-requisite criteria as the primary determining factor for student admission.</p>	<p><b>Goal #14: We will increase Humanities AP course offerings.</b></p> <p>We will re-align entrance requirements to include multiple measures.</p> <p>We will provide support services so that more students can successfully pass AP courses.</p>	All Students at Albany High School and MacGreg or High School	Albany High School  MacGreg or High School	(Coming in 2015)	<p>We will identify and recruit students in the Spring of 2014. <b>In 2014-15, we will adjust our support services based on an updated needs assessment.</b></p>	<p>We will identify and recruit students in the Spring of 2015. In 2015-16, we will adjust our support services based on an updated needs assessment.</p>	<p>We will identify and recruit students in the Spring of 2016. In 2016-17, we will adjust our support services based on an updated needs assessment.</p>	<p><b>LCAP Priority #7 "Course Access"</b></p> <p>Board of Education Goal #3</p> <p>AUSD Strategic Plan #1</p> <p>AHS W.A.S.C. Plan Goal #3</p> <p>AHS Single Plan for Student Achievement</p>

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	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Currently, no students in 7 <sup>th</sup> grade receive instruction in <b>Sexual Health and Nutrition standards.</b>	<b>Goal #15:</b> 100% of our 7 <sup>th</sup> grade students will receive instruction in Sexuality Education and Nutrition Education.	7 <sup>th</sup> Graders @ AMS	Albany Middle School	(coming in 2015)	100% of our 7 <sup>th</sup> grade students will receive Sexuality Education and Nutrition Education.	100% of our 7 <sup>th</sup> grade students will receive Sexuality Education and Nutrition Education.	100% of our 7 <sup>th</sup> grade students will receive Sexuality Education and Nutrition Education.	<b>LCAP Priority #7 "Course Access"</b>  Board of Education Goal #1 & #2  AMS Single Plan for Student Achievement
In 2013-2014, the participation rates for <b>Athletic Programs</b> are as follows: AHS = 588 students AMS = 450 students  We provide high-quality physical education instruction to all students in grades TK-8 + two years in high school.	<b>Goal #16:</b> We will provide a comprehensive Athletics program for students.  <b>Goal #17:</b> We will provide a comprehensive Physical Education program for all students.	All	All	(Coming in 2015)	We will maintain enrollment in the AMS and AHS Athletic Programs as follows: AHS = 600 AMS = 450  We will explore the possibility of offering programs at Elementary.	We will increase access to athletic programs by 5% for each secondary campus.	We will increase access to athletic programs by 5% for each secondary campus.	<b>LCAP Priorities #5 "Student Engagement" and #8 "Other Student Outcomes"</b>  AUSD Strategic Plan #2  Promoting Albany High Sports (PAHS)
100% of our 4 <sup>th</sup> and 5 <sup>th</sup> Graders are provided with <b>music instruction</b> one time	<b>Goal #18:</b> We will provide a comprehensive Music Education	All	All	(Coming in 2015)	100% of our 1 <sup>st</sup> -5 <sup>th</sup> grade students will receive a music	100% of our 1 <sup>st</sup> -5 <sup>th</sup> grade students will receive a music	100% of our 1 <sup>st</sup> -5 <sup>th</sup> grade students will receive a music	<b>LCAP Priorities #5 "Student Engagement" and #4 "Student</b>

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	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<i>per week.</i>  <i>100% of our students in 6<sup>th</sup>-12<sup>th</sup> have access to Music as an Elective.</i>	<i>program for students in 1<sup>st</sup> – 12<sup>th</sup> grades.</i>				<i>education program one time per week.</i>  <i>We will assess the current conditions and explore options to increase elective opportunities.</i>	<i>education program one time per week.</i>  <i>We will increase access to programs and increase participation rates by 5%.</i>	<i>education program one time per week.</i>  <i>We will increase access to programs and increase participation rates by 5%.</i>	<i>Achievement” #8 “Other Student Outcomes”</i>  <i>AUSD Strategic Plan #2</i>  <i>Albany Music Fund</i>

### **Section 3: Actions, Services, and Expenditures**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the



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LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

## Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p><b>AUSD Goal #1:</b> 100% of our students will have access to CCSS Standards Aligned Instructional Materials and Practices.</p>	<p><b>LCAP Priority #1</b> Standards-Aligned Instructional Materials</p> <p>AUSD Board of Education Goal #3.</p> <p>AUSD Strategic Plan, Goal #1</p> <p>AUSD Single Plans for Student Achievement</p> <p>AHS W.A.S.C. Plan, Goal #2</p>	<p>We will facilitate review and adoption cycles with teachers and purchase CCSS Standards-Aligned Instructional Materials.</p>	<p>LEA-Wide</p>	<p>Coming in 2015</p>	<p>We will facilitate the 1<sup>st</sup> year adoption of the newly adopted TK-5 Math Curriculum.</p> <p>We will facilitate review and adoption for 6-12 Math.</p> <p>Anticipated rough estimates = \$150 per student, depending on content and grade levels. Funding sources = CA State Lottery Funds + General Funds</p>	<p>We will facilitate review and adoption for TK-12 Science.</p> <p>Anticipated rough estimates = \$150 per student, depending on content and grade levels. Funding sources = CA State Lottery Funds + General Funds</p>	<p>We will facilitate review and adoption for TK-12 ELA &amp; History.</p> <p>Anticipated rough estimates = \$150 per student, depending on content and grade levels. Funding sources = CA State Lottery Funds + General Funds</p>
<p><b>AUSD LCAP Goal #2</b> We will provide all students with appropriately credentialed teachers in grades TK-12.</p>	<p><b>LCAP Priority #1.</b> "Rate of Teacher Mis-assignment"</p> <p>Board of Education Goal #3</p> <p>US Federal Title II Plan: "Academic Improvement &amp; Teacher Quality"</p>	<p>We will actively recruit Highly Qualified Teachers</p>	<p>LEA-wide</p>	<p>Coming in 2015</p>	<p>Post teaching positions on websites aimed at school districts</p> <p>Post positions at nearby universities</p> <p>Attend job fairs</p> <p>Maintain relationships with local universities to acquire student teachers Estimated Cost: \$10,000 Funding Source: General Fund</p>	<p>Post teaching positions on websites aimed at school districts</p> <p>Post positions at nearby universities</p> <p>Attend job fairs</p> <p>Maintain relationships with local universities to acquire student teachers Estimated Cost: \$10,000 Funding Source: General Fund</p>	<p>Post teaching positions on websites aimed at school districts</p> <p>Post positions at nearby universities</p> <p>Attend job fairs</p> <p>Maintain relationships with local universities to acquire student teachers Estimated Cost: \$10,000 Funding Source: General Fund</p>

## Local Control and Accountability Plan

Albany Unified School District, California

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<b>AUSD LCAP Goal #2</b> We will provide all students with appropriately credentialed teachers in grades TK-12.	<b>LCAP Priority #1</b> , "Rate of Teacher Miss-assignment"  Board of Education Goal #3  US Federal Title II Plan: "Academic Improvement & Teacher Quality"	We will support teachers in increasing their subject matter knowledge in order to advance their qualifications to becoming Highly Qualified Teachers.	LEA-Wide	Coming in 2015	Provide financial support for teachers to take classes  Provide financial support for teachers to take required tests.  Estimated Cost: \$20,000 Funding Source: Title II	Provide financial support for teachers to take classes  Provide financial support for teachers to take required tests.  Estimated Cost: \$20,000 Funding Source: Title II	Provide financial support for teachers to take classes  Provide financial support for teachers to take required tests.  Estimated Cost: \$20,000 Funding Source: Title II
<b>AUSD LCAP Goal #2</b> We will provide all students with appropriately credentialed teachers in grades TK-12.	<b>LCAP Priority #1</b> , "Rate of Teacher Miss-assignment"  Board of Education Goal #3  US Federal Title II Plan: "Academic Improvement & Teacher Quality"	We will train Human Resources Personnel and Site Administrators in the required attributes needed to be considered a Highly Qualified Teacher.	LEA-Wide	Coming in 2015	Off-site training for personnel  Webinar training  Estimated Cost: \$1,000 Funding Source: Title II	Off-site training for personnel  Webinar training  Estimated Cost: \$1,000 Funding Source: Title II	Off-site training for personnel  Webinar training  Estimated Cost: \$1,000 Funding Source: Title II
<b>AUSD LCAP Goal #3</b> 100% of our students and community will have	<b>LCAP Priority #1</b> "Basic Services"  <b>LCAP Priority #3</b> Parent Involvement	We will provide each school with secretaries who will facilitate services to students, staff,	LEA-wide	Coming in 2015	We will provide secretarial staffing at the same rates as 2013-14. Estimated cost: \$630,000 Funding source:	We will continue to evaluate our needs for secretarial staffing. Estimated cost: \$630,000 Funding source: General Fund	We will continue to evaluate our needs for secretarial staffing. Estimated cost: \$630,000 Funding source:

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					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<i>highly qualified, trained, professional Secretaries on every school site.</i>		<i>and community members.</i>			<i>General Fund</i>		<i>General Fund</i>
<b>AUSD LCAP Goal #4</b> <i>We will provide adequate and safe classroom spaces, common areas, and lunch facilities for all students in grades TK-12.</i>	<b>LCAP Priority #1</b> "Facilities"  <i>Board of Education Goal #2</i>  <i>AUSD Facilities Master Plan</i>  <i>AHS W.A.S.C. Plan Goal #4</i>	<b>Goal 4:</b> <i>We will provide adequate and safe classroom spaces, common areas, and lunch facilities for all students in grades TK-12.</i>			<i>We will demolish the buildings on San Gabriel and plan for re-construction of new facilities.</i>  <i>We will locate one additional portable classroom at each of the three elementary school-sites.</i> <i>Estimated cost: \$150,000</i> <i>Funding source: General Fund</i>  <i>We will remodel current spaces at AHS and provide temporary portable classroom at AMS in order to house the programs currently located at the San Gabriel site.</i> <i>Estimated cost: \$275,000</i>	<i>We will continue to evaluate our needs for facilities. We will correlate needs and actions as outlined in our facilities master plan.</i>	<i>We will continue to evaluate our needs for facilities. We will correlate needs and actions as outlined in our facilities master plan.</i>

## Local Control and Accountability Plan

Albany Unified School District, California

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					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					<i>Funding source: General Fund &amp; Deferred Maintenance Fund</i>		
<b>AUSD LCAP Goal #5:</b> <i>100% of Albany students will receive instruction and assessment practices that are aligned with the Common Core State Standards.</i>	<i>LCAP Priority #2 "Common Core State Standards"</i>  <i>AUSD Strategic Plan, Goal #1</i>  <i>AHS W.A.S.C. Goals #2, #3, #4.</i>  <i>Single Plans for Student Achievement</i>  <i>CCSS Implementation Plan</i>	<i>We will provide Professional Development, Support, and Training to all staff.</i>	<i>LEA-wide</i>	<i>Coming in 2015</i>	<i>We will provide Teachers on Special Assignment to facilitate support and professional development.</i> <ul style="list-style-type: none"> <li>• <i>3.0 FTE @ Elementary</i></li> <li>• <i>1.0 FTE @ AMS</i></li> <li>• <i>0.8 FTE @ AHS</i></li> </ul> <i>Estimated costs: \$450,000</i> <i>Funding source: CCSS Implementation Funds, General Fund</i>  <i>We will provide opportunities for professional development in a variety of formats.</i> <i>Estimated costs: \$25,000</i> <i>Funding source: Title I, II, and III General Fund</i>  <i>We will provide classified staff with training and support in the gathering of assessment data.</i> <i>Estimated cost: \$10,000</i> <i>Funding source: General Fund</i>	<i>We will provide opportunities for professional development in a variety of formats.</i> <i>Estimated costs: \$25,000</i> <i>Funding source: Title I, II, and III General Fund</i>  <i>We will provide classified staff with training and support in the gathering of assessment data.</i> <i>Estimated cost: \$35,000</i> <i>Funding source: General Fund</i>  <i>We will provide classified staff with training and support in the gathering of assessment data.</i> <i>Estimated cost: \$10,000</i> <i>Funding source: General Fund</i>	<i>We will provide opportunities for professional development in a variety of formats.</i> <i>Estimated costs: \$25,000</i> <i>Funding source: Title I, II, and III General Fund</i>  <i>We will provide classified staff with training and support in the gathering assessment data.</i> <i>Estimated cost: \$35,000</i> <i>Funding source: General Fund</i>  <i>We will provide classified staff with training and support in the gathering of assessment data.</i> <i>Estimated cost: \$10,000</i>

## Local Control and Accountability Plan

Albany Unified School District, California

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					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					<i>of assessment data.</i>  <i>Estimated cost: \$10,000</i> <i>Funding source: General Fund</i>		<i>Funding source: General Fund</i>
<p><b>Goal #6:</b> <i>We will continue to support the engagement of parents and community members.</i> <i>We will increase the participation of parents from under-represented and under-performing groups. These groups include low socio-economic, English Language Learners, Foster Youth, Black/African American, &amp;</i></p>	<p><b>LCAP Priority #3 "Parental Involvement"</b></p> <p><i>Board of Education Goal #4</i></p> <p><i>AUSD Strategic Plan Goal #3</i></p> <p><i>Single Plans for Student Achievement</i></p> <p><i>PTA, School CARE, AEF, PAHS</i></p>	<p><i>We will provide Classified Secretarial staff to manage all aspects of communication with parents and community.</i></p>	<p><i>LEA-wide</i></p>	<p><i>Coming in 2015</i></p>	<p><i>We will support our Classified Secretarial staff with ongoing training on the development of newsletters, websites, phone calls, letter writing, emailing, greeting, note-taking, etree-management, volunteer paperwork, and other means of communication.</i> <i>Estimated cost: \$1,000</i> <i>Funding source: General Fund</i></p>	<p><i>We will support our Classified Secretarial staff with ongoing training on the development of newsletters, websites, phone calls, letter writing, emailing, greeting, note-taking, etree-management, volunteer paperwork and other means of communication.</i> <i>Estimated cost: \$1,000</i> <i>Funding source: General Fund</i></p>	<p><i>We will train and support our Classified Secretarial staff with ongoing training on the development of newsletters, websites, phone calls, letter writing, emailing, greeting, note-taking, etree-management, volunteer paperwork and other means of communication.</i> <i>Estimated cost: \$1,000</i> <i>Funding source: General Fund</i></p>

# Local Control and Accountability Plan

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					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<i>Latino.</i>							
<p><b>AUSD LCAP Goal #7:</b> All students will achieve at high levels and demonstrate progress towards identified learning targets. Students who do not demonstrate progress will be provided with appropriate interventions and services.</p>	<p><b>LCAP Priority #4 "Student Achievement"</b></p> <p>Board of Education Goal #3</p> <p>AUSD Strategic Plan #1</p> <p>AHS W.A.S.C. Goals #2 and #3</p> <p>Single Plans for Student Achievement</p>	<p>We will provide high-quality specialized instruction and intervention for students who are not demonstrating progress.</p>	<p>LEA-wide</p>	<p>Coming in 2015</p>	<p><b><u>For all students not demonstrating progress including low-income students:</u></b> We will hire and train credentialed teachers in the areas of English Language Arts and Mathematics to provide intervention services to students in 1st-12th. Estimated cost: \$600,000 Funding source: Title I + General Fund</p> <p>We will implement the Albany Mentoring Programs (AMP) to provide mentoring and tutoring services. Estimated cost: \$45,000 Funding source: Parcel Tax, General Fund</p> <p>We will implement the Albany High School FLEX program to provide</p>	<p><b><u>For all students not demonstrating progress including low-income students:</u></b> We will hire and train credentialed teachers in the areas of English Language Arts and Mathematics to provide intervention services to students in 1<sup>st</sup>–12<sup>th</sup>. Estimated cost: \$600,000 Funding source: Title I + General Fund</p> <p>We will implement the Albany Mentoring Programs (AMP) to provide mentoring and tutoring services. Estimated cost: \$45,000 Funding source: Parcel Tax, General Fund</p> <p>We will implement the Albany High School FLEX program to provide</p>	<p><b><u>For all students not demonstrating progress including low-income students:</u></b> We will hire and train credentialed teachers in the areas of English Language Arts and Mathematics to provide intervention services to students in 1<sup>st</sup>-12<sup>th</sup>. Estimated cost: \$600,000 Funding source: Title I + General Fund</p> <p>We will implement the Albany Mentoring Programs (AMP) to provide mentoring and tutoring services. Estimated cost: \$45,000 Funding source: Parcel Tax, General Fund</p> <p>We will implement the Albany High School FLEX program to provide</p>

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					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					<i>mentoring, intervention, and tutoring services. Estimated cost: \$120,000 Funding source: Parcel Tax</i>	<i>mentoring, intervention, and tutoring services. Estimated cost: \$120,000 Funding source: Parcel Tax</i>	<i>provide mentoring, intervention, and tutoring services. Estimated cost: \$120,000 Funding source: Parcel Tax</i>
					<p><b><u>For all students identified with Learning Disabilities:</u></b>  <i>We will hire and train credentialed specialists and para-educators in the areas of Special Education to provide specialized instructional programs for students in Individualized Education Plans in TK-12. Estimated cost: \$6,800,000.00 Funding source: Federal, State, and Local Special Education Funds &amp; General Funds</i></p>	<p><b><u>For all students identified with Learning Disabilities:</u></b>  <i>We will hire and train credentialed specialists and para-educators in the areas of Special Education to provide specialized instructional programs for students in Individualized Education Plans in TK-12. Estimated cost: \$6,800,000.00 Funding source: Federal, State, and Local Special Education Funds &amp; General Funds</i></p>	<p><b><u>For all students identified with Learning Disabilities:</u></b>  <i>We will hire and train credentialed specialists and para-educators in the areas of Special Education to provide specialized instructional programs for students in Individualized Education Plans in TK-12. Estimated cost: \$6,800,000.00 Funding source: Federal, State, and Local Special Education Funds &amp; General Funds</i></p>



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					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					<p><b><u>For all students identified as English Language Learners, including those who are re-designated English Fluent:</u></b>                      We will hire and train credentialed teachers in the areas of English Language Development to provide specialized instruction programs to students and support to general education classroom teachers.                      Estimated cost: \$515,000                      Funding source: Title III &amp; General Fund</p>	<p><b><u>For all students identified as English Language Learners, including those who are re-designated English Fluent:</u></b>                      We will hire and train credentialed teachers in the areas of English Language Development to provide specialized instruction programs to students and support to general education classroom teachers.                      Estimated cost: \$515,000                      Funding source: Title III &amp; General Fund</p>	<p><b><u>For all students identified as English Language Learners, including those who are re-designated English Fluent:</u></b>                      We will hire and train credentialed teachers in the areas of English Language Development to provide specialized instruction programs to students and support to general education classroom teachers.                      Estimated cost: \$515,000                      Funding source: Title III &amp; General Fund</p>
					<p><b><u>For Foster Youth:</u></b>                      We will provide the above services. We will provide counseling and administrative support to correlate specialized services coming from Alameda County Office of Social Services.</p>	<p><b><u>For Foster Youth:</u></b>                      We will provide the above services. We will provide counseling and administrative support to correlate specialized services coming from Alameda County Office of Social Services.</p>	<p><b><u>For Foster Youth:</u></b>                      We will provide the above services. We will provide counseling and administrative support to correlate specialized services coming from Alameda County Office of Social Services.</p>

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					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p><b>AUSD LCAP Goal #7:</b> All students will achieve at high levels and demonstrate progress towards identified learning targets.</p> <p>Students who do not demonstrate progress will be provided with appropriate interventions and services.</p>	<p><b>LCAP Priority #4 "Student Achievement"</b></p> <p>Board of Education Goal #3</p> <p>AUSD Strategic Plan #1</p> <p>AHS W.A.S.C. Goals #2 and #3</p> <p>Single Plans for Student Achievement</p>	<p>We will provide staffing ratios at TK-3 that adhere to new ratios defined by CA State Local Control Funding Formula regulations. The ratio is 24 students:1 teacher.</p>	<p>TK &amp; Elementary School Sites</p>	<p>Coming in 2015)</p>	<p>We will hire three additional multiple-subject credentialed teachers and place each one on each elementary school site.</p> <p>Estimated cost: \$285,000.00</p> <p>Funding source: General Fund</p> <p>We will locate one additional portable classroom on each elementary school site.</p> <p>Estimated cost: \$150,000</p> <p>Funding source: General Fund</p>	<p>We will review and maintain 24:1 Student to Teacher class size averages for TK-3.</p>	<p>We will review and maintain 24:1 Student to Teacher class size averages for TK-3.</p>
<p><b>Goal #11:</b> We will increase the opportunities and course offerings related to Career Technical Education.</p> <p>We will</p>	<p><b>LCAP Priority #7 "Course Access"</b></p> <p><b>LCAP Priority #5 "Engagement"</b></p> <p>Board of Education Goal #3</p> <p>AUSD Strategic Plan #1</p> <p>AHS W.A.S.C.</p>	<p>We will create academy and pathways programs with a vocational focus that includes meaningful internships and uses alternative assessment strategies such</p>			<p>We will continue to provide the Broadcast Journalism, Venture Programs, and Edset.</p> <p>We will implement and refine the Career Technical Education Program.</p> <p>We will increase</p>	<p>We will continue to provide the Broadcast Journalism, Venture Programs, and Edset.</p> <p>We will implement and refine the Career Technical Education Program.</p> <p>We will increase</p>	<p>We will continue to provide the Broadcast Journalism, Venture Programs, and Edset.</p> <p>We will implement and refine the Career Technical Education Program.</p> <p>We will increase</p>

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increase our participation in Career Technical Education programs.	Plan Goal #3  AHS Single Plan for Student Achievement	as performance-based and authentic assessments.			enrollment through recruitment efforts.  Estimated cost: \$250,000 Funding source: General Fund & Contra Costa County Office contribution	enrollment through recruitment efforts.  Estimated cost: \$250,000 Funding source: General Fund & Contra Costa County Office contribution	enrollment through recruitment efforts.  Estimated cost: \$250,000 Funding source: General Fund & Contra Costa County Office contribution
<b>Goal #12:</b> Students will be provided a safe, inclusive learning environment and a positive school culture. Students will be provided services and interventions that foster their social-emotional and behavioral growth.	LCAP Priority #5 "Student Engagement"  Board of Education Goal #3  AUSD Strategic Plan #2  Single Plans for Student Achievement	We will coordinate a comprehensive program for safe and inclusive schools.	LEA-Wide	Coming in 2015	We will provide a part-time Teacher on Special Assignment to coordinate the various "Safe and Inclusive Schools" programs in the elementary and middle schools. Estimated Cost: \$47,000 Funding Source: General Fund  We will continue to implement "Safe School Ambassadors" at Albany Middle School. Estimated Cost: \$8,000  We will strengthen our implementation of "Second Step" curriculum in TK-5.	We will provide a part-time Teacher on Special Assignment to coordinate the various "Safe and Inclusive Schools" programs in the elementary and middle schools. Estimated Cost: \$47,000 Funding Source: General Fund  We will continue to implement "Safe School Ambassadors" at Albany Middle School. Estimated Cost: \$8,000  We will strengthen our implementation of "Second Step" curriculum in TK-5.	We will provide a part-time Teacher on Special Assignment to coordinate the various "Safe and Inclusive Schools" programs in the elementary and middle schools. Estimated Cost: \$47,000 Funding Source: General Fund  We will continue to implement "Safe School Ambassadors" at Albany Middle School. Estimated Cost: \$8,000  We will strengthen our implementation of "Second Step" curriculum in TK-5.

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					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					<p><i>Estimated Cost: \$20,000 Funding Source: General Fund</i></p> <p><i>We will provide the Body Positive program. Estimated cost: \$2,500 Funding Source:</i></p> <p><i>We will provide the Conflict Managers Programs at Elementary. Estimated Cost: \$9,000 Funding Source: General Fund</i></p> <p><i>We will strengthen our implementation of "Restorative Justice" practices in TK-12. Estimated Cost: \$5,000 Funding Source: Title II and General Fund</i></p> <p><i>We will provide 0.2FTE at AHS for a Leadership Class. Estimated cost: \$18,000 Funding Source: General Fund</i></p> <p><i>We will support our front office classified</i></p>	<p><i>Estimated Cost: \$20,000 Funding Source: General Fund</i></p> <p><i>We will provide the Body Positive program. Estimated cost: \$2,500 Funding Source:</i></p> <p><i>We will provide the Conflict Managers Programs at Elementary. Estimated Cost: \$9,000 Funding Source: General Fund</i></p> <p><i>We will strengthen our implementation of "Restorative Justice" practices in TK-12. Estimated Cost: \$5,000 Funding Source: Title II and General Fund</i></p> <p><i>We will provide 0.2FTE at AHS for a Leadership Class. Estimated cost: \$18,000 Funding Source: General Fund</i></p> <p><i>We will support our front office classified</i></p>	<p><i>Estimated Cost: \$20,000 Funding Source: General Fund</i></p> <p><i>We will provide the Body Positive program. Estimated cost: \$2,500 Funding Source:</i></p> <p><i>We will provide the Conflict Managers Programs at Elementary. Estimated Cost: \$9,000 Funding Source: General Fund</i></p> <p><i>We will strengthen our implementation of "Restorative Justice" practices in TK-12. Estimated Cost: \$5,000 Funding Source: Title II and General Fund</i></p> <p><i>We will provide 0.2FTE at AHS for a Leadership Class. Estimated cost: \$18,000 Funding Source: General Fund</i></p> <p><i>We will support our front office classified</i></p>

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					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					<p><i>secretaries and clerks to create a warm, welcoming, and service-oriented environment at each school.</i></p> <p><i>We will devote time to provide training on implementing positive discipline models.</i></p>	<p><i>secretaries and clerks to create a warm, welcoming, and service-oriented environment at each school.</i></p> <p><i>We will devote time to provide training on implementing positive discipline models.</i></p>	<p><i>secretaries and clerks to create a warm, welcoming, and service-oriented environment at each school.</i></p> <p><i>We will devote time to provide training on implementing positive discipline models.</i></p>
<p><b>Goal #13:</b> <i>We will close the disparity in participation rates among the various demographic groups.</i></p> <p><i>Seventy-Eight (78) underrepresented rising 11<sup>th</sup> and 12<sup>th</sup> Grade Students need to enroll in AP to Close Gaps for 2014-2015.</i></p>	<p><b>LCAP Priority #7 "Course Access"</b></p> <p><i>Board of Education Goal #3</i></p> <p><i>AUSD Strategic Plan #1</i></p> <p><i>AHS W.A.S.C. Plan Goal #3</i></p> <p><i>AHS Single Plan for Student Achievement</i></p>	<p><i>We will implement the Equal Opportunity Schools (EOS) Grant plans for increasing subgroup enrollment in AP/honors courses.</i></p>	<p><i>High School</i></p>	<p><i>Coming in 2015</i></p>	<p><i>We will continue the EOS Grant plans.</i></p> <p><i>Estimated Cost: \$36,000</i> <i>Funding Source: \$18,000 from EOP Grant + matching \$18,000 from AUSD General Fund.</i></p>	<p><i>We will continue the EOS Grant plans.</i></p> <p><i>Estimated Cost: \$36,000</i> <i>Funding Source: \$18,000 from EOP Grant + matching \$18,000 from AUSD General Fund.</i></p>	<p><i>We will continue the EOS Grant plans.</i></p> <p><i>Estimated Cost: \$36,000</i> <i>Funding Source: \$18,000 from EOP Grant + matching \$18,000 from AUSD General Fund.</i></p>

## Local Control and Accountability Plan

Albany Unified School District, California

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<b>Goal #16:</b> We will provide a comprehensive Athletics program for students.	<p>LCAP Priorities #5 "Student Engagement" and #8 "Other Student Outcomes"</p> <p>AUSD Strategic Plan #2</p> <p>Promoting Albany High Sports (PAHS)</p>	We will hire, train, and support personnel to provide the leadership, administration, and coaching services for AMS and AHS Athletic Programs	<p>Albany Middle School</p> <p>Albany High School</p>	Coming in 2015	<p>We will hire, train, and support a 0.8FTE Athletic Director. Estimated Cost: \$80,000 Funding Source: General Fund</p> <p>We will hire, train, and support Athletic Coaches Estimated Cost: \$100,000 Funding Source: General Fund</p>	<p>We will hire, train, and support a 0.8FTE Athletic Director. Estimated Cost: \$80,000 Funding Source: General Fund</p> <p>We will hire, train, and support Athletic Coaches Estimated Cost: \$100,000 Funding Source: General Fund</p>	<p>We will hire, train, and support a 0.8FTE Athletic Director. Estimated Cost: \$80,000 Funding Source: General Fund</p> <p>We will hire, train, and support Athletic Coaches Estimated Cost: \$100,000 Funding Source: General Fund</p>

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- A. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
<p><b>AUSD LCAP Goal #6:</b> All students will achieve at high levels and demonstrate progress towards identified learning targets. Students who do not demonstrate progress will receive appropriate interventions and services.</p>	<p><i>LCAP Priority #4 "Student Achievement"</i></p> <p><i>Board of Education Goal #3</i></p> <p><i>AUSD Strategic Plan #1</i></p> <p><i>AHS W.A.S.C. Goals #2 and #3</i></p> <p><i>Single Plans for Student Achievement</i></p>	<p><b>For low-include pupils:</b></p> <p><i>We will provide high-quality specialized instruction and intervention for students who are not demonstrating progress.</i></p>	<p><i>LEA-wide</i></p>	<p><i>Coming in 2015</i></p>	<p><i>We will hire and train credentialed teachers in the areas of English Language Arts and Mathematics to provide specialized intervention services to students in 1-12. Estimated cost: \$321,900 Funding source: Title I + General Fund</i></p>	<p><i>We will hire and train credentialed teachers in the areas of English Language Arts and Mathematics to provide specialized intervention services to students in 1-12. Estimated cost: \$321,900 Funding source: Title I + General Fund</i></p>	<p><i>We will hire and train credentialed teachers in the areas of English Language Arts and Mathematics to provide specialized intervention services to students in 1-12. Estimated cost: \$321,900 Funding source: Title I + General Fund</i></p>

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					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
<p><b>AUSD LCAP Goal #7:</b> All students will achieve at high levels and demonstrate progress towards identified learning targets. Students who do not demonstrate progress will be provided with appropriate interventions and services.</p>	<p><b>LCAP Priority #4 "Student Achievement"</b></p> <p>Board of Education Goal #3</p> <p>AUSD Strategic Plan #1</p> <p>AHS W.A.S.C. Goals #2 and #3</p> <p>Single Plans for Student Achievement</p>	<p><b>For English Learners:</b></p> <p>We will provide high-quality specialized instruction and intervention for students who are not demonstrating progress.</p>	<p>LEA-wide</p>		<p><b><u>For all students identified as English Language Learners, including those who are re-designated English Fluent:</u></b></p> <p>We will hire and train credentialed specialists in the areas of English Language Development to provide specialized instruction programs to students and support to general education classroom teachers. Estimated cost: \$620,693 Funding source: Title III &amp; General Fund</p>	<p><b><u>For all students identified as English Language Learners, including those who are re-designated English Fluent:</u></b></p> <p>We will hire and train credentialed specialists in the areas of English Language Development to provide specialized instruction programs to students and support to general education classroom teachers. Estimated cost: \$620,693 Funding source: Title III &amp; General Fund</p>	<p><b><u>For all students identified as English Language Learners, including those who are re-designated English Fluent:</u></b></p> <p>We will hire and train credentialed specialists in the areas of English Language Development to provide specialized instruction programs to students and support to general education classroom teachers. Estimated cost: \$620,693 Funding source: Title III &amp; General Fund</p>



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					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
<p><b>AUSD LCAP Goal #7:</b> All students will achieve at high levels and demonstrate progress towards identified learning targets.</p> <p>Students who do not demonstrate progress will be provided with appropriate interventions and services.</p>	<p><b>LCAP Priority #4</b> "Student Achievement"</p> <p>Board of Education Goal #3</p> <p>AUSD Strategic Plan #1</p> <p>AHS W.A.S.C. Goals #2 and #3</p> <p>Single Plans for Student Achievement</p>	<p><b>For re-designated fluent English proficient pupils:</b></p>	LEA-wide	Coming in 2015)	<p>We will carefully track and monitor the progress of re-designated fluent English proficient pupils in all academic areas and respond with differentiated instruction as appropriate.</p>	<p>We will carefully track and monitor the progress of re-designated fluent English proficient pupils in all academic areas and respond with differentiated instruction as appropriate.</p>	<p>We will carefully track and monitor the progress of re-designated fluent English proficient pupils in all academic areas and respond with differentiated instruction as appropriate.</p>
<p><b>AUSD LCAP Goal #7:</b> All students will achieve at high levels</p>	<p><b>LCAP Priority #4</b> "Student Achievement"</p> <p>Board of Education Goal #3</p> <p>AUSD Strategic Plan</p>	<p><b>For Foster Youth:</b> We will provide high-quality specialized instruction and intervention for</p>	LEA-wide	(coming in 2015)	<p><b>For Foster Youth:</b> We will provide the above services. We will provide</p>	<p><b>For Foster Youth:</b> We will provide the above services. We will provide</p>	<p><b>For Foster Youth:</b> We will provide the above services. We will provide</p>

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					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
<p><i>and demonstrate progress towards identified learning targets. Students who do not demonstrate progress will be provided with appropriate interventions and services.</i></p>	<p>#1 <i>AHS W.A.S.C. Goals #2 and #3</i>  <i>Single Plans for Student Achievement</i></p>	<p><i>students who are not demonstrating progress. We will emphasize a coordination of counseling and other services between AUSD and Alameda County.</i></p>			<p><i>counseling and administrative support to correlate specialized services coming from Alameda County Office of Social Services.</i></p>	<p><i>counseling and administrative support to correlate specialized services coming from Alameda County Office of Social Services.</i></p>	<p><i>counseling and administrative support to correlate specialized services coming from Alameda County Office of Social Services.</i></p>

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- B. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a district-wide or school-wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

*Albany Unified School District will receive \$738,584 in Supplemental Local Control Funding Formula Funds in 2014-2015. These funds are calculated based on the number of English learners, students identified as low income, and foster youth.*

*Albany Unified School District will offer a variety of supplemental, intervention, enrichment, and support services specifically for English learners, low income students, and foster youth. These include: ELD teachers at every site, Reading Specialist Intervention services at every site, mental health support at every site, and counseling at the secondary schools.*

*Albany Unified School District will also offer services and programs that are aligned with LCAP goals that serve all students. These will include enrichment in the arts and sciences, athletics programs at the Middle and High schools, rich elective offerings from 7th through 12th grades, and strong programs that promote a positive and inclusive climate throughout the schools. We will provide Teachers on Special Assignment for literacy and mathematics coaching. We will provide tutoring, coaching, and mentoring through the Albany Mentoring Program and the Albany High School Flex Program.*

*These school-wide and district-wide programs will continue to have a positive impact on all of our students, including those targeted subgroups.*

- C. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

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*Based on the Minimal Proportionality percentage below, services for Low-income students and English Learners are estimated to increase by 2.94% in 2014-2015. Low-income students, English Learners, and Foster Youth will receive services including ELD teachers at every school, reading intervention services at every school, mental health programs, the Albany Mentoring Program, and the Albany High School FLEX program.*

Proportionality Schedule	2014/15
Prior Year LCFF Total	\$23,555,283
Current Year LCFF Total	\$25,852,522
Prior Year LCFF Target	\$30,823,137
Prior Year Supplemental Target	\$1,776,526
Prior Year Concentration Target	\$0
Prior Year Supp/Con Target	\$1,776,526
(1) Determine Supp/Conc Target Funding	\$1,776,526
(2) Determine Prior Year Expenditures for Unduplicated Pupils	\$333,737
(3) Calculate the Gap between 1 and 2	\$1,442,789
(4) Calculate Increase in grant funding	\$404,847
<b>(5) Calculate Total Supplemental and Concentration Funding</b>	<b>\$738,584</b>
<b>(6) Calculate Minimum Proportionality</b>	<b>2.94%</b>
<b>(7) Calculate Base Funding</b>	<b>\$25,113,938</b>

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.