

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name Albany Unified School District

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2017-20 Plan Summary

THE STORY

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

In the current year, 2016-17, Albany Unified School District serves approximately ~3,700 students in Transitional Kindergarten through 12th grades. 17% of the students come from low-income households, 18% are English Language Learners, and less than 1% are Foster Youth. In total, 29% of the students enrolled in TK-12th grades qualify as Low-Income, English Learner, and/or Foster Youth.

The student enrollment by ethnicity is as follows:

3709 total number of students:

16.45% Hispanic (#610)

00.13% Am Indian/Alaskan Native (#5)

27.02% Asian (#1002)

03.18% African American (#118)

00.19% Native Hawaiian/Other Pacific Islander (#7)

36.64% White (#1359)

13.86% Multiple (#514)

00.75% Missing (#28)

01.78% Not Reported (#66)

Albany Community

The city of Albany is primarily urban residential, located at the north end of Alameda County. For a small town of 18,539 Albany has quite a diverse population. This is due in part to its proximity to UC Berkeley and the fact that University Village, the family housing complex of 974 apartments, is located within the Albany city limits. According to the 2010 census, Albany's population consists of 54.6% Caucasian, 31.2% Asian, 10.2% Hispanic, and 3.5% African American. Thirty-two percent of Albany residents are foreign born. In addition, 67.6% of residents hold managerial or professional employment and 69% have completed a bachelor's or graduate degree. The median household income is \$71,994, and the median home price in Albany, as of

06/2017, is \$963,600. Real estate values in Albany are higher than in some surrounding areas, in large part due to the school district's reputation. Many families are attracted to Albany because of its strong community support for education, as evidenced by the generous contributions made from non-profit fundraising agencies Albany Education Foundation, Albany Music Foundation, School CARE, Albany Athletics Boosters, and the five Parent Teacher Associations.

Albany Unified School District

Within the Albany Unified School District there are three elementary schools, one early childhood development center, one middle school, one comprehensive high school and one continuation high school. Albany High School (AHS) serves approximately 1200 students in grades nine through twelve. MacGregor High School is the District's continuation high school and serves about 32 students. The notion of AHS as a comprehensive high school is expanded by the inclusion of MacGregor's programs and services. Albany Middle School serves approximately 900 students in grades 6, 7, and 8. Cornell Elementary, Marin Elementary, and Ocean View Elementary schools serve students in grades Transitional Kindergarten through Five. The Albany Children's Center serves approximately 75 pre-school students between the ages of 3 and 5 years old.

The District spends an average of \$12,252 annually on each student and carefully ties services and expenditures to three overarching goals:

- 1) Assess & Increase Academic Success
- 2) Support the Whole Child
- 3) Communicate and Lead Together

LCAP HIGHLIGHTS

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

The Albany Unified School District LCAP features three overarching goals:

Goal #1: The District will provide a comprehensive educational experience with expanded opportunities for engagement, assessment, and academic growth so that all students will achieve their fullest potential.

Goal #2: The District will foster the social and emotional growth of all students, implement an array of strategies to increase student engagement, identify individual socio-emotional and behavioral needs, and apply collaborative appropriate interventions.

Goals #3: All stakeholders will collaborate and communicate about decisions that guide the sites and district.

All of the outcomes, metrics, actions, and expenditures are tied to one of these three goals.

In goal #1, the District demonstrates a strong commitment to providing students with a wide-array of core academic and elective programs. Overall student achievement is high on multiple measures and some of the longstanding achievement gaps commonly found across various demographic subgroups are closing. However, the District needs to continue to work on helping all students succeed by strengthening the District's approach to differentiated and culturally sensitive instruction.

In goal #2, the District demonstrates a strong commitment to providing students with counseling, mental health, and social services so that they can learn in a safe and healthy school climate. Overall response rates on the most recent CA Healthy Kids survey, administered in 2016, indicate a safe and healthy climate. However, recent events related to discrimination and harassment have emphasized the need to improve efforts at teaching students to be respectful and inclusive of other people who are different from themselves.

In goal #3, the District demonstrates a strong commitment to engaging the community and is especially proud of recent accomplishments in partnering with African American/Black and Hispanic/Latino parents. In addition, the community recently supported a bond measure for school construction and the District is making progress

on projects that will alleviate over-crowded facilities and will provide more modern learning environments. In response recent events related to discrimination and harassment, the District is engaging staff and community members in the development of more inclusive and culturally sensitive practices.

REVIEW OF PERFORMANCE

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

The following is a review of school district performance on multiple measures.

IMPLEMENTATION OF ACADEMIC STANDARDS and INSTRUCTIONAL MATERIALS

Students have access to instructional materials. Whether the District has provided newly adopted materials that are aligned to the new CA State Standards, or whether the District continues to utilize previously adopted materials based on older standards, every student in every classroom has access to instructional materials in English, Math, Science, History/Social Science, and Electives. The implementation of new English, Math, and Science standards is strong. Every year since the adoption of new standards in Math, English, and Science, the District has made significant progress in reviewing, adopting, and implementing new curriculum. The District has adopted and provided all students in grades TK-11 standards-aligned mathematics, with advanced coursework aligned to specific content and Advanced Placement guidelines. The District has adopted and provided all students in grades 6-11 with NGSS-aligned science programs. Other high school science programs are aligned to Advanced Placement criteria and/or Career Technical Education criteria. The District has updated the History/Social Science curriculum materials in grades 6-8.

The District needs to make progress in reviewing and adopting new English Language Arts/English Language Development materials in grades TK-5, reviewing and adopting new Next Generation Science Standards-aligned materials in grades TK-5, and updating History/Social Science materials in grades TK-5 and 9-12.

ACCESS TO COURSEWORK

All students in grades TK-12 have access to coursework in English, Math, Science, History, and Physical Education. All students in grades 6-12 have access to elective coursework in various subject areas including visual and performing arts, career technical education, and world languages. The District eliminated tracking and acceleration in mathematics in grades six through eight. Furthermore, all students in grades 6-12 receive mathematics instruction that is at least at their grade level standards. Students in grades 7-12 have access to two elective options in addition to their core programs. Students in grade have access to music electives in addition to their core program, and students in grades 1-5 receive music instruction at least once per week.

HIGHLY QUALIFIED TEACHERS

All students have access to teachers who are fully credentialed. More than 99% of the District's teachers are credentialed in the subject matter for which they are assigned.

GREATEST PROGRESS

ENGLISH LANGUAGE DEVELOPMENT PROGRAMS AND ENGLISH LANGUAGE LEARNER PROGRESS

English Learner Instructional Programs are strong for several reasons:

- 1) All students at the beginning and early-intermediate levels of English fluency are provided with targeted instructional services by English Language Development Specialists.
- 2) All other English Learners are provided either targeted instructional services inside the core classrooms or by English Language Development Specialists.
- 3) The overall rates for making progress and for reclassification are high. English Learner reclassification rates are well above the US Federal Dept. of Education Annual Measurable Objectives.
 - In 2015-16, 42% of the District's English Learners who had been enrolled in US public schools less than five years were reclassified as fluent in English.
 - In 2015-16, 76% of AUSD's English Learners who had been enrolled in US public schools more than five years were reclassified as fluent in English.
 - In 2015-16, 80% of students who were enrolled in Albany public schools for five years or more attained English proficiency.
 - Based on the initial assessments administered at the beginning of the 2016-17 school year, 78% of English Learners made progress.

The District needs to make progress on providing both general education teachers and English Language Development teachers with professional development on meeting the needs of English Language Learners in core educational programs.

SPECIAL EDUCATION

Special Education Programs met the following 2015-16 indicators based on the CA Department of Education (CDE) Assessment, Evaluation, and Support Unit Special Education Division.

- 1) Graduation 4-year rate: 81%
- 2) Drop-out 4-year rate NC (n-size too small)
- 3) Statewide Assessments achievement: ELA 32.62% at level 3 or 4; Math 24.6% at level 3 or 4.
- 4) Suspension/Expulsion: NC (n-size too small)
- 5) Least Restrictive Environment: 65.75% in regular classes more than 80% of the day.
- 6) Parent involvement: 98.92% (367/371) parents reported that schools facilitated parent involvement as a means of improving services.
- 7) Racial and Ethnic Disproportionality (Both types: policies/procedures + disability type.): NO disproportionality for any groups.
- 8) Initial Eligibility timelines: 100% of eligibility was determined on time.

Special Education Programs only missed one target in 2015-2016: the percentage of students participating in statewide assessments was lower than 95%. The criteria for this CA State evaluation of Special Education programs are different than the criteria established in the newly adopted CA School Dashboard. For example, in the report from the CDE Special Education Division, 81% Albany students with individualized education plans graduated in 2016, far exceeding the target of 68%. However, the CA School Dashboard establishes this graduation rate as a performance gap, in part because it is a 4.9% decline from the previous year.

PARENT ENGAGEMENT

Overall parent participation is high. All schools have active Parent-Teacher Associations. The African American and Latino Parent Engagement Groups have active programs that involve parents in matters related to student achievement and the recognition of culture, ethnicity, and diversity.

CHRONIC ABSENTEEISM AND DROP-OUT RATES

Attendance rates are high. On average, 95% of students attend school regularly. Dropout rates are low. The cohort dropout rate for the class of 2015-16 is 4.1%.

SUSPENSION RATES

Overall suspension rates are low (1.4%).

According to data pulled from the newly adopted CA School Dashboards, 4% of African American students are suspended, which represents a significant decline of 7.6%, but is still disproportionately higher than the overall suspension rate of 1.4%. Students with disabilities are at 3.5%, which represents a significant decline of 2.4%, but is still disproportionately higher than the overall rate.

GRADUATION RATE (GRADES 9-12)

Overall graduation rates are high with the 2015-16 rate at 93.3%, a 2% increase as compared to 2014-15.

However, the 2015-16 graduation rate for Hispanic students is 86.8%, which represents a 7.8% decrease as compared to 2014-2015. The 2015-16 graduation rate for students with disabilities is 84.4%, which represents a 4.9% decline as compared to 2014-15. Both of these groups are in the orange status.






The 2015-16 graduation rate for socioeconomically disadvantaged students is 92.5%, which represents a 1.2% decline as compared to 2014-15. This group is in the yellow status.

ACADEMIC ACHIEVEMENT (GRADES 3-8)

Overall academic achievement for grades 3-8 in English is high, but African American students and students with disabilities are in the yellow status.

Overall academic achievement for grades 3-8 in Math is high, but students with disabilities are in the orange status.

While academic achievement for Black and Latino students is relatively lower than White and Asian students, gains are being made to close the gaps.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		9	0
English Learner Progress (K-12)		1	0
Graduation Rate (9-12)		6	2
College / Career <small>Available Fall 2017. Select for Grade 11 assessment results.</small>		N/A	N/A
English Language Arts (3-8)		8	0
Mathematics (3-8)		8	1

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

The Albany Unified School District demonstrates blue and green status levels across all the state indicators.

The following are the identified greatest needs. These are not listed in priority order. The first set of needs is aligned to the new CA state dashboard indicators and the second set is based on a review of CA State Dashboard performance indicators.

GRADUATION RATE (GRADES 9-12)

Overall graduation rates are high with the 2015-16 rate at 93.3%, a 2% increase as compared to 2014-15.

However, the 2015-16 graduation rate for Hispanic students is 86.8%, which represents a 7.8% decrease as compared to 2014-2015. The 2015-16 graduation rate for students with disabilities is 84.4%, which represents a 4.9% decline as compared to 2014-15. Both of these groups are in the orange status.

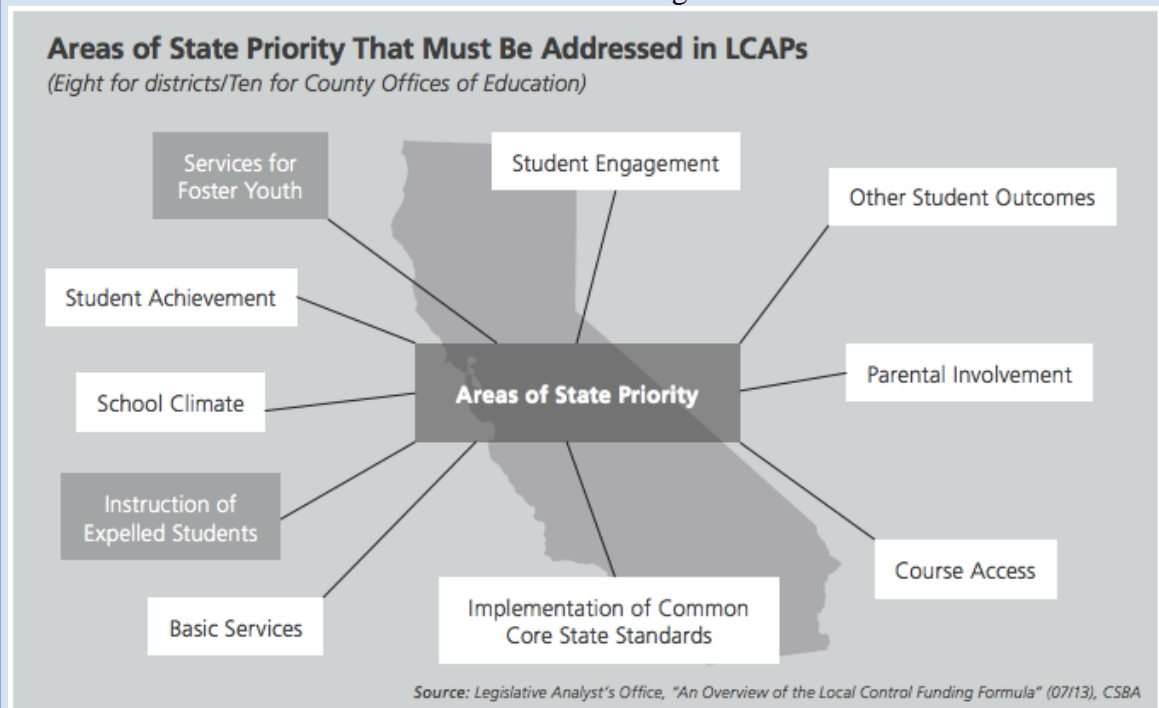
Next Steps = The District will allocate general academic counseling, at-risk counseling, and college/career counseling services to serve students at both Albany High School and MacGregor High School. The District will sponsor and support a Hispanic/Latino Parent Engagement Team that will, in partnership with the District, help address the need to improve the Hispanic student graduation rates. The Special Education Department will collaborate with parents, teachers, and counselors to determine support services for high school students in special education who are at risk of not graduating.

GREATEST NEEDS

ACADEMIC ACHIEVEMENT (GRADES 3-8)

Overall academic achievement for grades 3-8 in Math is high, but students with disabilities are in the orange status.

Next Steps = The District will allocate special education services and academic intervention services for student with disabilities in grades 3-8.



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

PERFORMANCE GAPS

SUSPENSION RATES

The suspension rate for the overall student group is green (status = low 1.4% & change = declined by 1.1%). No student group was two or more levels below the overall student suspension rate. The suspension rate for African American students was 4%, which represents a significant decline of 7.6%, but is still disproportionately higher than the overall suspension rate.

The suspension rate for students with disabilities was 3.5%, which represents a significant decline of 2.4%, but is still disproportionately higher than the overall suspension rate.

Next Steps = The District will engage staff in learning more about culturally responsive curriculum and strengthen school climate programs that promote respect and inclusiveness.

GRADUATION RATES

The overall student performance level is green (status = high 93.9% & change = increased by 2%). Two student groups are two performance levels below the overall student performance. The performance level for students with disabilities is orange (status = low 84.4% & change = decline by 4.9%). The performance for Hispanic students is orange (status = low 86.8% & change = decline by 7.8%).

Next Steps = The District will strengthen support for the Hispanic/Latino parent engagement team and include those parents in decision making about programs that will increase student success.

ACADEMIC PERFORMANCE

English Language Arts (Academic Performance grades 3-8): The overall student performance level is blue (status = very high 55.1 points above level 3 & change = increase by 12.8 points). Two student groups are two performance levels below the overall student performance level. The performance level for students with disabilities is yellow (status = low 16.7 points below level 3 & change = maintained +4.3 points). The African American student performance level is yellow (status = medium 2.8 points above level 3 & change = maintained 1.8 points).

Next Steps = The District will allocate funding and services to provide academic intervention.

Mathematics (Academic Performance grades 3-8): The overall student performance level is blue (status = very high 45 points above level 3 & change = increased by 11.1 points). One student group is three performance levels below the overall student performance level. The performance level for students with disabilities is orange (status = low 41.4 points below level 3 & change = declined by 7.5 points).

Next Steps = The District will allocate funding and services to provide academic intervention.

INCREASED OR IMPROVED SERVICES

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

For English Language Learners, the District will emphasize the needs of English Language acquisition during the review and adoption phase of TK-5th grade English Language Arts curriculum, providing teachers with specific training and professional development in the areas of vocabulary development and reading comprehension. The District will also continue to provide English Language Development services at all elementary, middle, and high school sites, including specialist teachers trained in English Language acquisition.

For low-income students, the District will continue to provide access to intervention services in mathematics and English in grades K-8 and access to intervention services in multiple content areas in grades 9-12. These services will include teachers who provide small group instruction, as well as high school alternative education and tutoring services.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$45,648,576.00

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

\$9,543,197.00

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

The District uses general fund expenditures for the following core programs: classroom teachers, special education programs, custodial staffing, classified staffing, administrative staffing, and general operating expenditures, including utilities, materials & supplies, insurance & legal fees. The Budget can be found here under Fiscal Reports:

http://www.ausdk12.org/apps/pages/index.jsp?uREC_ID=92444&type=d&pREC_ID=907730

\$29,852,806

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

Goal #1: The District will provide a comprehensive educational experience with expanded opportunities for engagement, assessment and academic growth so that all students will reach their fullest potential.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL Albany Strategic Plan One "Assessing and Increasing Student Success;"
AUSD Single Plans for Student Achievement; AHS W.A.S.C. Plan, Goal #2

ANNUAL MEASURABLE OUTCOMES

EXPECTED

State Priority/Metric 1a. Appropriately Credentialed Teachers
 The District will maintain that 99-100% of the students in the district have teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.
 The District will maintain that 100% of the students have access to highly qualified and fully credentialed Administrators, full-time librarians, Teaching Specialists in Literacy and Language Development, and for those students who qualify, Teachers of Special Education.

State Priority/Metric 1b. Instructional Materials
 100% of the students in grades TK-10 will have access to Board-adopted, Common Core State Standards-aligned instructional materials in Mathematics. (The District is in a year-by-year transition plan to carry the Algebra/Geometry/Algebra II mathematics program forward for those students who began that traditional pathway before the new math standards were adopted. In each subsequent year, the District has added the next year's

ACTUAL

State Priority/Metric 1a. Appropriately Credentialed Teachers
 99% of the students in the district have had teachers who were appropriately assigned and fully credentialed in the subject area and for the pupils they were teaching.

99% of the students in the district have had access to highly qualified and fully credentialed Administrators, full-time librarians, Teaching Specialists in Literacy and Language Development, and for those students who qualify, Teachers of Special Education.

State Priority/Metric 1b. Instructional Materials
 100% of the students in grades TK-10 have had access to board-adopted, Common Core State Standards-aligned instructional materials in Mathematics. (The District is in a year-by-year transition plan to carry the Algebra/Geometry/Algebra II mathematics program forward for those students who began that traditional pathway before the new standards were adopted. In each subsequent year, the District has added the next year's version of the new Integrated Math program. 2017-18 will mark the final year of the

version of the new Integrated Math program.)

100% of the students in grades TK-12 will have access to board-adopted, Common Core State Standards-aligned instructional materials in English-Language Arts.

The ratio of computer-to-student devices in grades 3-12 will be maintained at approximately 2 devices for every 5 students.

State Priority/Metric 2a: State Standards

100% of the students in grades TK-10 will have access to CA State Standards in Math as evidenced by textbook/curriculum adoptions, professional development plans, pacing guides, benchmark assessments, lesson plans, unit plans, meeting notes, and classroom observations. (The District is in a year-by-year transition plan to carry the Algebra/Geometry/Algebra II mathematics program forward for those students who began that traditional pathway before the new math standards were adopted. In each subsequent year, the District has added the next year's version of the new Integrated Math program.)

State Priority/Metric 2b: State Standards

100% of the English Language Learner students who are identified as Beginners, Early Intermediates, and Intermediates will be provided with sheltered instructional services. 100% of the English Language Learner students who are identified as Early Advanced and Advanced will be provided with access to core and elective programs with ongoing monitoring by an English Language Development specialist teacher.

State Priority/Metric 4a-c: Pupil Achievement

4a. Statewide Assessments, English and Math

2016-17: Baseline data from the 2015 Smarter Balanced Assessment in English and Math show that 72% of the students met or exceeded standards in English and 69% of the students

implementation plan with the implementation of 11th grade Integrated Math III.)

100% of the students in grades TK-12 have had access to board-adopted, Common Core State Standards-aligned instructional materials in English-Language Arts. (At K-5, components of this program have been phased in: Writing in 2016-17, Language in 2017-18, Reading in 2018-19).

The ratio of computer-to-student devices in grades 3-12 was maintained at approximately 2 devices for every 5 students.

State Priority/Metric 2a: State Standards

100% of the students in grades TK-10 have had access to CA State Standards in Math as evidenced by textbook/curriculum adoptions, professional development plans, pacing guides, benchmark assessments, lesson plans, unit plans, meeting notes, and classroom observations. (The District is in a year-by-year transition plan to carry the Algebra/Geometry/Algebra II mathematics program forward for those students who began that traditional pathway before the new standards were adopted. In each subsequent year, the District has added the next year's version of the new Integrated Math program. 2017-18 will mark the final year of the implementation plan with the implementation of 11th grade Integrated Math III.)

State Priority/Metric 2b: State Standards

100% of the English Language Learner students who were identified as Beginners, Early Intermediates, and Intermediates have been provided with sheltered instructional services. 100% of the English Language Learner students who were identified as Early Advanced and Advanced have been provided with access to core and elective programs with ongoing monitoring by an English Language Development specialist teacher.

State Priority/Metric 4a-c: Pupil Achievement

4a. Statewide Assessments, English and Math

2016-17: In the 2016 administration 77% of the students in grades 3-8 & 11 met or exceeded standards in English and 73% of the students in grades 3-8 & 11 met or exceeded standards in Math. New targets, aligned with the new CA

met or exceeded standards in Math. The District will measure performance on the second administration of SBAC, compare results, and set targets for improvement.

State Priority/Metric 4a. Statewide Assessments, Science
2016-17: 85% of the students in grades 5, 8, and 10 will perform at proficient or advanced. Based on a review of the NGSS Systems Implementation Plan from the CA Dept. of Education, the District expects this to be the final administration of these outdated CA State Standards Tests in Science.

State Priority/Metric 4a. CA High School Exit Exam (CAHSEE)
(The CA State Legislature passed legislation to cancel the CAHSEE.)

State Priority/Metric 4b. Academic Performance Index (API)
In 2012, the Albany District Base Academic Performance Index (API) was 892. Since then, the State of California has suspended the API program. When a new API is formulated and calculated for Albany USD, The District will measure the baseline results and set improvement goals.

State Priority/Metric 4c. Percentage of pupils completing UC/CSU requirements
2015-16: Approximately 65% of high school students will successfully complete the requirements for CSU and UC entrance.

State Priority/Metric 4d. English Language Learner Progress as measured by the CA English Language Development Test (CELDT)
2016-17: 85% of the English Language Learner students will make progress learning English.

Accountability system were set and articulated in the Goals, Actions, & Services section of this plan.

State Priority/Metric 4a. Statewide Assessments, Science
2016-17: 83% of the students in grade 5, 78% of the students in grade 8, and 86% of the students in grade 10 performed at proficient or advanced. As expected, this was the final administration of these outdated CA State Standards Tests in Science.

State Priority/Metric 4a. CA High School Exit Exam (CAHSEE)
(The CA State Legislature passed legislation to cancel the CAHSEE.)

State Priority/Metric 4b. Academic Performance Index (API)
In 2012, the Albany District Base Academic Performance Index (API) was 892. Since then, the State of California has suspended the API program. The new CA Accountability system does not produce an API score.

State Priority/Metric 4c. Percentage of pupils completing UC/CSU requirements
2015-16: 64% of high school students have successfully completed the requirements for CSU and UC entrance.

State Priority/Metric 4d. English Language Learner Progress as measured by the CA English Language Development Test (CELDT)
2016-17: 78% of the English Language Learner students made progress learning English.

State Priority/Metric 4e. English Language Learner
Reclassification Rate

2015-16: 55% of the District's EL students who will have been in US schools less than 5 years will attain English proficiency; 85% of the EL students who will have been in US schools for 5 years or more will attain English proficiency.

2015-16: 99%-100% of the students who will have been enrolled in Albany schools for 5 years or more will attain English proficiency.

State Priority/Metric 4f. AP Exam Passage rates

2015-16: The District will maintain that approximately 35% of the high school's total 10th-12th grade enrollment will be enrolled in at least one AP class. The District will maintain that approximately 80% of AP exams will score at 3 or better.

State Priority/Metric 4e. English Language Learner Reclassification Rate
2015-16: 42% of the District's EL students who were enrolled in US schools less than 5 years attained English proficiency; 76% of AUSD EL students who were enrolled in US schools for 5 years or more attained English proficiency.

2015-16: 80% of the students who were enrolled in Albany schools for 5 years or more attained English proficiency.

State Priority/Metric 4f. AP Exam Passage rates

2015-2016: 47% (277/ 587 11th and 12th grader students enrolled.)

2015-2016: 85% of AP exams scored a 3 or better.

11th and 12th grade African American/Black and Hispanic/Latino Enrollment.
(This includes any students who identify as multiracial and partly African American/Black or Hispanic/Latino.)

2016-2017

- 68.29% (28 of 41) of African American/Black students enrolled in AP/Honors coursework
- 29.14% (44 of 151) of Hispanic/Latino students enrolled in AP/Honors coursework

2015-2016:

- 54.54% (24 of 44) of African American/Black students enrolled in AP coursework
- 35% (49 of 140) of Hispanic/Latino students enrolled in AP coursework

2014-2015:

- 39.62% (21 of 53) of African American/Black students enrolled in AP coursework
- 36.24% (54 of 149) of Hispanic/Latino students enrolled in AP coursework

2015-16: The District will continue to address the underrepresentation of African American/Black and Hispanic/Latino students in AP coursework. The District will increase enrollment counts for these two groups by approximately 1-5%.

State Priority/Metric 4g. Early Assessment Program

2015-16: The EAP for English and Mathematics is now correlated to the Smarter Balanced Assessments in English and Math. Results from 2015-16 are expected in September 2016. The District is expecting that at least 75% of students will meet or exceed standards in English and 65% of students will meet or exceed standards in Math. The District will measure results and set improvement goals.

State Priority/Metric State Priority/Metric 7a-c: Course Access
7a: Broad Course of study

100% of the students in grades 6-8 will continue to have access to five core subject courses (English, Math, History, Science, and Physical Education) and up to two elective courses.
100% of the students in grades 9-12 will continue to have access to all University of California “a-g subject course requirements,” and up to two elective courses per semester term.

State Priority/Metric 7b: Programs and services developed and provided to English Language Learners, Low Socio-Economic, and Foster Youth

100% of the students in grades K-12 identified through the CELDT as Beginner, Early Intermediate, and Intermediate will continue to be provided with additional specialized services appropriate to their needs.

2016-17: The District continued to address the underrepresentation of African American/Black and Hispanic/Latino students in AP coursework. The District increased enrollment counts for these two groups by approximately 1-5%.

State Priority/Metric 4g. Early Assessment Program

2015-16: 84% of 11th grade students met or exceeded standards in English and 76% met or exceeded standards in Math.

State Priority/Metric 7a-c: Course Access

7a: Broad Course of study

100% of the students in grades 6-8 have had access to five core subject classes (English, Math, History, Science, and Physical Education) and up to two elective/enrichment classes.
100% of students in grades 9-12 have had access to all University of California “a-g subject course requirements,” and up to two elective courses per semester term.

State Priority/Metric 7b: Programs and services developed and provided to English Language Learners, Low Socio-Economic, and Foster Youth

100% of the students in grades K-12 identified through the CELDT as Beginner, Early Intermediate, and Intermediate were provided with additional specialized services appropriate to their needs.

State Priority/Metric 7c: Programs and services developed and provided to individuals with exceptional needs
 100% of the students in grades TK-12 who are identified through the Special Education or 504 assessment processes will continue to be provided with additional specialized services, modifications, and/or accommodations appropriate to their needs.

State Priority/Metric State Priority/Metric 8: Other Student Outcomes

The District will maintain that 98% of students in grade 8 (~300) will successfully complete a multi-disciplinary, extended learning project (also known as the “I-Search”).

The District will maintain that 97% of students in grade 9 (~300) will successfully complete a multi-disciplinary, extended learning project (also known as the “Renewal Debate Project”).

State Priority/Metric 7c: Programs and services developed and provided to individuals with exceptional needs
 100% of the students in grades TK-12 who were identified through the Special Education or 504 assessment processes were provided with additional specialized services, modifications, and/or accommodations appropriate to their needs.

State Priority/Metric State Priority/Metric 8: Other Student Outcomes

99% of students in grade 8 successfully completed a multi-disciplinary, extended learning project (also known as the “I-Search”).

96% of students in grade 9 successfully completed a multi-disciplinary, extended learning project (also known as the “Renewal Debate Project”).

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED

Action 1.1: The District will implement the California Standards in English, English Language Development, Math, Science, and History/Social Studies. The District will review and adopt California Standards-based curriculum materials.

Services:

1.1.1 The District will staff, train, and support 6.0 Teachers on Special Assignment to provide coaching and to facilitate planning and collaboration with staff. 5 TSAs will focus on English, Math and Science; 1 TSA will focus on English Language Development Standards.

1.1.2 The District will collaboratively plan professional development to include district-wide professional development days, summer and Saturday workshops, and extra projects for hourly pay.

1.1.3 The District will support the newly adopted math curriculum in grades 6-10 by providing training, materials & supplies, time for collaboration and planning, conference registration fees and related travel expenses.

1.1.4 The District will support the newly adopted writing curriculum in grades K-5 by providing training, materials & supplies, time for collaboration and planning, conference registration fees and related travel expenses.

1.1.5 The District will conduct a review and adoption of new math materials in grade 11.

ACTUAL

Action 1.1: The District implemented the California Standards in English, English Language Development, Math, Science, and History/Social Studies. The District reviewed and adopted California Standards-based curriculum materials.

Services:

1.1.1 The District staffed, trained, and supported 6.0 Teachers on Special Assignment (TSA) to provide coaching and to facilitate planning and collaboration with staff. TSAs focused on English, Math, and Science; 1 TSA focused on English Language Development Standards at Elementary.

1.1.2 The District collaboratively planned professional development to include district-wide professional development days, summer and Saturday workshops, and extra projects for hourly pay.

1.1.3 The District supported the newly adopted math curriculum in grades 6-10 by providing training, materials & supplies, time for collaboration and planning, conference registration fees and related travel expenses.

1.1.4 The District supported the newly adopted writing curriculum in grades K-5 by providing training, materials & supplies, time for collaboration and planning, conference registration fees and related travel expenses.

1.1.5 The District conducted a review and adoption of new math materials in grade 11.

1.1.6 The District will conduct a review and adoption of new reading and language arts instructional materials in grades TK-5.

1.1.7 The District will provide professional development in Culturally Responsive Pedagogy.

1.1.8 The District will support the development and implementation of a new Comprehensive Sexuality Education Program for students in 7th Grade.

1.1.6 The District began a review of new reading and language arts instructional materials in grades TK-5, and will extend the pilot of materials into 2017-18.

1.1.7 The District provided professional development in Culturally Responsive Pedagogy at Albany Middle School.

1.1.8 The District supported the development and implementation of a new Comprehensive Sexuality Education Program for students in 7th Grade.

Expenditures

BUDGETED

Salary & Benefits CA Standards One-Time Allocation	\$650,000
Materials & Supplies CA Standards One-Time Allocation	\$1,500
Other Services CA Standards One-Time Allocation	\$35,500
Salary & Benefits Supplemental	\$115,000
Other Services Supplemental	\$35,000
Salary & Benefits Parcel Tax	\$21,000
Materials & Supplies Parcel Tax	\$250,000
Salary & Benefits Educator Effectiveness Grant	\$69,192

ESTIMATED ACTUAL

Salary & Benefits CA Standards One-Time Allocation	\$557,536
Materials & Supplies CA Standards One-Time Allocation	\$7,306
Other Services CA Standards One-Time Allocation	\$15,290
Salary & Benefits Supplemental	\$175,000
Other Services Supplemental	\$25,276
Salary & Benefits Parcel Tax	\$23,180
Materials & Supplies Parcel Tax	\$249,852
Salary & Benefits Educator Effectiveness Grant	\$69,192

Action **2**

Actions/Services

PLANNED
 Action 1.2: The District will provide academic intervention for students who struggle in English and Math.

Services:

1.2.1 The District will staff Reading Specialists at the Elementary Schools to provide research-based instructional strategies in literacy standards.

1.2.2 The District will provide course sections of ELA and Math at the Secondary Schools to provide research-based intervention instruction that supports core access to ELA and Math Standards.

1.2.3 The District will provide the FLEX Program to offer mentoring, intervention, and tutoring to students in High School who struggle to meet CA State Standards.

1.2.4 The District will provide a summer “bridge” intervention program for at-risk 8th grade students who are transitioning to high school.

1.2.5 The District will pilot a new data management software system that houses and reports on student achievement data from both local and statewide sources.

ACTUAL
 Action 1.2: The District provided academic intervention for students who struggle in English and Math.

Services:

1.2.1 The District staffed Reading Specialists at the Elementary Schools to provide research-based instructional strategies in literacy standards.

1.2.2 The District provided course sections of ELA and Math at the Secondary Schools to provide research-based intervention instruction that supports core access to ELA and Math Standards.

1.2.3 The District provided the FLEX Program to offer mentoring, intervention, and tutoring to students in High School who struggle to meet CA State Standards.

1.2.4 The District provided a summer “bridge” intervention program for at-risk 8th grade students who are transitioning to high school.

1.2.5 The District Technology Department piloted a new data management software system that houses and reports on student achievement data from both local and statewide sources.

Expenditures

BUDGETED
 Salary & Benefits Supplemental \$655,000
 Materials & Supplies Supplemental \$43,060
 Salary & Benefits Title I \$100,000
 Other Services Base \$40,000

ESTIMATED ACTUAL
 Salary & Benefits Supplemental \$650,000
 Materials & Supplies Supplemental \$23,906
 Salary & Benefits Title I \$67,394
 Other Services Title I \$890
 Salary & Benefits Base \$4,028
 Other Services Base \$15,274

Action **3**

Actions/Services

PLANNED
 Action 1.3: The District will provide English Language Development Programs for students who are identified as English Language Learners.

Services:
 1.3.1: The District will staff English Language Development (ELD) Specialist Teachers for each school site.

1.3.2: The District will administer CA English Language Development Tests in late summer and/or early in the school year so that instructional services can begin as soon as possible.

1.3.3: The District will review and purchase curriculum that is aligned with the new English Language Development Standards.

1.3.4: The District will provide Professional Development to ELD Teachers and General Education Teachers in the areas of California Standards and Language Development Instructional Strategies.

1.3.5: The District will provide a summer “bridge” program for 5th grade English Learners who are transitioning to the middle school.

ACTUAL
 Action 1.3: The District provided English Language Development Programs for students who were identified as English Language Learners. (7.3 total certificated teachers)

Services:
 1.3.1: The District staffed 7.3 total English Language Development (ELD) Specialist positions and assigned the staff to schools proportionately throughout the District based on English Learner enrollment patterns.

1.3.2: The District administered CA English Language Development Tests early in the school year so that instructional services could begin as soon as possible.

1.3.3: The District did not review and purchase curriculum that is aligned with the new English Language Development Standards.

1.3.4: The District did not provide Professional Development to ELD Teachers and General Education Teachers in the areas of California Standards and Language Development Instructional Strategies.

1.3.5: The District provided a summer “bridge” program for 5th grade English Learners transitioning to the middle school.

Expenditures

BUDGETED
 Salary & Benefits Supplemental \$573,397
 Materials & Supplies Supplemental \$5,000
 Other Services Supplemental \$10,000
 Salary & Benefits Title I \$121,000
 Salary & Benefits Title III \$76,761

ESTIMATED ACTUAL
 Salary & Benefits Supplemental \$644,850
 Materials & Supplies Supplemental \$0
 Other Services Supplemental \$960
 Salary & Benefits Title I \$126,265
 Other Services Title I \$60,000
 Salary & Benefits Title III \$73,967

Action

4

Actions/Services

PLANNED
 Action 1.4: The District will provide project-based, cross-disciplinary extended learning opportunities to students.

Services:
 1.4.1: The District will provide professional development to teachers on how to provide instruction in research, reading for information, writing informational reports, and writing opinion/argumentative essays.

1.4.2: The District will purchase instructional materials and supplies.

ACTUAL
 Action 1.4: The District provided project-based, cross-disciplinary extended learning opportunities in to students.

Services:
 1.4.1: The District provided professional development to teachers on how to provide instruction in research, reading for information, writing informational reports, and writing opinion/argumentative essays.

1.4.2: The District purchased instructional materials and supplies.

Expenditures

BUDGETED
 Salary & Benefits Base \$5,000
 Materials & Supplies, Base \$5,000

ESTIMATED ACTUAL
 Salary & Benefits Educator Effectiveness Grant \$5,000
 Materials & Supplies Educator Effectiveness Grant \$5,000

Action **5**

Actions/Services

PLANNED
 Action 1.5: The District will provide Career Technical Education Programs. (Estimated 20 sections)

Services:
 1.5.1: The District will staff and train teachers.

1.5.2: The District will purchase materials and supplies, including specialized equipment.

ACTUAL
 Action 1.5: The District provided Career Technical Education Programs (CTE). (Estimated 20 sections)

Services:
 1.5.1: The District provided staffing for CTE Programs and provided training for teachers.

1.5.2: The District purchased materials and supplies, including specialized equipment.

Expenditures

BUDGETED
 Salary & Benefits CCCOE-ROP Funds & LCFF 9-12 Add-On Funds \$400,000
 Materials & Supplies CCCOE-ROP Funds & LCFF 9-12 Add-On Funds \$35,000

ESTIMATED ACTUAL
 Salary & Benefits Base \$276,692
 Materials & Supplies Base \$29,117
 Salary & Benefits, California Career Pathways Trust \$93,474
 Materials & Supplies, California Career Pathways Trust \$10,000

Action **6**

Actions/Services

PLANNED
 Action 1.6: The District will provide Advanced Placement Courses in Math, Science, Humanities, and other departments. (Estimated 27 sections)

Services:
 1.6.1: The District will staff and train teachers.

ACTUAL
 Action 1.6: The District provided Advanced Placement Courses in Math, Science, Humanities, and other departments. (Estimated 27 sections)

Services:
 1.6.1: The District provided staffing for AP Courses and provided training for teachers teaching AP courses.

Expenditures

BUDGETED
 Salary and Benefits, Base \$540,000

ESTIMATED ACTUAL
 Salaries & Benefits, Base \$600,000

Action **7**

Actions/Services

PLANNED
 Action 1.7: The District will provide a Visual and Performing Arts (VAPA) program for students in grades K-12.

Services:
 1.7.1: The District will provide music instruction to all students in grades 1-5 and music electives in grades 6-12.

1.7.2: The District will provide visual arts electives in grades 7-12.

1.7.3: The District will provide performing arts electives in grades 7-12.

ACTUAL
 Action 1.7: The District provided a Visual and Performing Arts (VAPA) program for students in grades K-12.

Services:
 1.7.1: The District provided music instruction to all students in grades 1-5 and music electives in grades 6-12.

1.7.2: The District provided visual arts electives in grades 7-12.

1.7.3: The District provided performing arts electives in grades 7-12.

Expenditures

BUDGETED
 Salary & Benefits Base \$400,000
 Salary & Benefits Parcel Tax \$500,000
 Materials & Supplies Parcel Tax \$5,000

ESTIMATED ACTUAL
 Salary & Benefits Base \$375,000
 Salary & Benefits Parcel Tax \$445,000
 Materials & Supplies Parcel Tax \$5,000

Action **8**

Actions/Services

PLANNED
 Action 1.8: The District will provide access to technology for students and staff to support learning and assessment.

Services:
 1.8.1: The District will maintain the staffing of two technicians to update and maintain hardware and software.

1.8.2: The District will maintain and refresh current computer devices for student and staff use.

ACTUAL
 Action 1.8: The District provided access to technology for students and staff to support learning and assessment.

Services:
 1.8.1: The District maintained the staffing of two technicians to update and maintain hardware and software.

1.8.2: The District maintained and refreshed current computer devices for student and staff use.

Expenditures

BUDGETED
 Salary & Benefits Base \$165,000
 Materials & Supplies Base \$175,000

ESTIMATED ACTUAL
 Salary & Benefits Base \$269,007
 Materials & Supplies Base \$100,568

Action **9**

Actions/Services

PLANNED
 Action 1.9: The District will provide library programs to students and staff to support learning.

Services:
 1.9.1: The District will staff fully credentialed librarians. (5.0 FTE)
 1.9.2: The District will staff qualified library technicians. (0.5FTE)

ACTUAL
 Action 1.9: The District provided library programs to students and staff to support learning.

Services:
 1.9.1: The District provided five fully credentialed librarians.
 1.9.2: The District provided a 0.5 qualified library technician.

Expenditures

BUDGETED
 Salary & Benefits Base \$620,000

ESTIMATED ACTUAL
 Salary & Benefits Parcel Tax \$610,830

Action **10**

Actions/Services

PLANNED
 Action 1.10 The District will attract and retain a diverse and highly qualified staff.

Services:
 1.11.1 The District will recruit for positions using multiple strategies for communicating and networking.
 1.11.2 The District will provide a BTSA-Induction Program for teachers who need to clear their preliminary credentials.

ACTUAL
 Action 1.10 The District attracted and retained a diverse and highly qualified staff.

Services:
 1.11.1 The District recruited for positions using multiple strategies for communicating and networking.
 1.11.2 The District provided a BTSA-Induction Program for teachers who need to clear their preliminary credentials.

Expenditures

BUDGETED
 Salary & Benefits Educator Effectiveness Grant \$25,000
 Other Services Educator Effectiveness Grant \$10,000

ESTIMATED ACTUAL
 Salary & Benefits Educator Effectiveness Grant \$25,582
 Other Services Educator Effectiveness Grant \$10,000

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The District was successful at providing access to instructional materials, especially in the area of mathematics and writing. New adoptions were implemented and plans to review and adopt new materials are ongoing. The District was successful in offering students a wide range of core and elective courses. The District was successful at staffing classrooms with highly qualified teachers whose credentials were in alignment with their course assignments more than 99% of the time. Furthermore, the teachers were provided with professional development and training in the areas of instructional practice and social-emotional needs.

The English Language Development programs were implemented at every school site and the rates of English Learners making progress or gaining proficiency are strong. Parent engagement programs were strengthened for African American/Black and Hispanic/Latino parent groups. Meetings were held regularly, events were planned to engage the community, and support was provided from the District to hire consultants and presenters, to pay for materials and supplies, and to coordinate activities and events.

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

Overall student performance on standardized assessments was very strong. In the 2016 administration, 77% of students (grades 3-8 & 11) met or exceeded standards in English and 73% of students (grades 3-8 & 11) met or exceeded standards in Math. Based on the 2016-17 initial assessments, 78% of English Learners made progress in learning English. In 2015-16, 42% of EL students who were enrolled in US schools less than 5 years attained English proficiency; 76% of EL students who were enrolled in US schools for 5 years or more attained English proficiency.

The student performance results from the 8th and 9th grade cross-disciplinary projects are also very strong with more than 95% of 8th and 9th grade students successfully accomplishing their goals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Each Action and Service of this goal has been updated from the Original Budgeted Expenditures in June 2016 to the Estimated Actuals Expenditures in Spring 2017 to account for actual staffing, compensation adjustments, and finalized grant amounts.

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

There are changes to Action step 1.1. Instead of a Teacher on Special Assignment for English Language Development, the District will support targeted professional development and training to general education teachers and English Language Development specialists. The professional development will target the instructional practices in English Language Arts and English Language Development standards.

The District was successful in 2015-16 and 2016-17 in reviewing, adopting, and implementing a new CA Standards-aligned writing curriculum in grades K-5. Therefore the change to Action step 1.0 includes a shift to focus on reviewing, adopting and implementing a new CA Standards-aligned reading and language arts curriculum in grades K-5. Finally, the District will provide professional development in culturally responsive pedagogy.

There are changes to Action step 1.2. The summer “bridge” intervention program, Action 1.2.4, for at-risk 8th grade students transitioning to high school will not be provided in summer, 2017. The feedback from the summer school staff from 2016 presented mixed results. The program will be revisited and possibly re-designed for a future summer school program.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2

Goal #2: The District will identify individual social-emotional and behavior needs and apply collaborative appropriate interventions.
 The District will review, refine and implement Social-Emotional and Behavioral Interventions, support programs and policies to reflect current research and best practices.
 The District will foster students' social-emotional development by providing a safe and inclusive learning environment and a positive school culture.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL	<u>Albany Strategic Plan Two "Supporting the Whole Child" AUSD Single Plans for Student Achievement</u>															

ANNUAL MEASURABLE OUTCOMES

EXPECTED

State Priority/Metric 5a-e Pupil Engagement
 5a: Average Daily Attendance Rates will remain above 95%.
 5b: Chronic Absence Rates will remain below 5%.
 5c: The Middle School Drop-Out rate will remain at 0%.
 5d: The High School Drop-Out rates will be below 5%.
 5e: The High School Graduation rates will be above 95%.

 6a: The High School Suspension rates will remain below 4%.

 6b: The High School Expulsion rates will remain below 1%.
 6c: The District administered the CA Healthy Kids Survey in 2016 and is awaiting the results. 95% of 7th, 9th, and 11th graders will report Moderate to High levels of School Connectedness and 80% of 7th, 9th, and 11th graders will report Moderate to High levels of Meaningful Participation.

ACTUAL

State Priority/Metric 5a-e Pupil Engagement
 5a: Average Daily Attendance Rate is ~94%.
 5b: Chronic Absence Rate is ~1.4%.
 5c: The 2015-16 Middle School Drop-Out rate is 0% (0 students).
 5d: The 2015-16 High School Drop-Out rate is 4.8% (15 students).
 5e: The 2015-16 High School Graduation rate is 93.3%.

 6a: The High School Suspension rate for 2014-15 school year was 2.4%.
 6a. The Middle School Suspension rate for 2014-15 school year was 2.5%.
 6b: The High School Expulsion rates for 2014-15 was 0.2%.
 6c: In the 2016 administration of the CA Healthy Kids Survey, 95% of 7th, 91% of 9th, and 91% of 11th graders reported Moderate to High levels of School Connectedness. 78% of 7th, 91% of 9th, and 91% of 11th graders reported Moderate to High levels of Meaningful Participation.

ACTIONS / SERVICES

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

<p>Action 1</p>		
<p>Actions/Services</p>	<p>PLANNED Action 2.1: The District will provide a robust attendance reporting and intervention program.</p> <p>Services: 2.1.1: The District will identify students at-risk of “severe chronic (>20%)” and “moderate (between 10% and 19.99%)” absence rates.</p> <p>2.1.2: The District will intervene with communication and counseling services.</p> <p>2.1.3: The District will staff and train classified clerical staff for every school site and at the district office.</p>	<p>ACTUAL Action 2.1: The District provided a robust attendance reporting and intervention program.</p> <p>Services: 2.1.1: The District identified students at-risk of “severe chronic (>20%)” and “moderate (between 10% and 19.99%)” absence rates.</p> <p>2.1.2: The District intervened with communication and counseling services.</p> <p>2.1.3: The District hired and trained classified clerical staff for every school site and at the district office.</p>
<p>Expenditures</p>	<p>BUDGETED Salary & Benefits Base \$295,000</p>	<p>ESTIMATED ACTUAL Salary & Benefits Base \$101,414 Salary & Benefits Parcel Tax \$194,191</p>

Action **2**

Actions/Services

PLANNED
 Action 2.2: The District will provide academic counseling services for to students in grades 6-12.

Services:
 2.2.1: The District will staff and train counselors for Albany Middle, Albany High, and MacGregor High Schools.
 AMS: 6-8: 1.5 Counselors
 AHS: 9-12: 3.6 Counselors
 MAC: 10-12: 0.4 FTE Counselors
 2.2.2: The District will staff specific counselors to provide services to struggling and at-risk students.
 AHS 0.2 FLEX Counselor
 AHS 0.2 At-Risk Counselor
 AMS 0.5 At-Risk Counselor
 2.2.3: The District will provide counselors with program funds, training and professional development.

ACTUAL
 Action 2.2: The District provided academic counseling services to students in grades 6-12.

Services:
 2.2.1: The District hired and trained counselors for Albany Middle, Albany High, and MacGregor High Schools.
 AMS: 6-8: 1.5 Counselors
 AHS: 9-12: 3.6 Counselors
 MAC: 10-12: 0.4 FTE Counselors
 2.2.2: The District hired and trained specific counselors to provide services to struggling and at-risk students.
 AHS 0.2 FLEX Counselor
 AHS 0.2 At-Risk Counselor
 AMS 0.5 At-Risk Counselor
 2.2.3: The District provided counselors with program funds, training and professional development.

Expenditures

BUDGETED
 Salary & Benefits Parcel Tax \$560,000
 Salary & Benefits Supplemental \$88,000

ESTIMATED ACTUAL
 Salary & Benefits Parcel Tax \$566,383
 Salary & Benefits Supplemental \$83,583

Action **3**

Actions/Services

PLANNED
 Action 2.3: The District will provide a School Social Worker and Mental Health services programs.

Services:
 2.3.1: The District will staff Mental Health Specialists.

2.3.2: The District will contract with a coordinator of Mental Health programs who will supervise Interns.

2.3.3: The District will staff a School Social Worker.

ACTUAL
 Action 2.3: The District provided a School Social Worker and Mental Health services programs.

Services:
 2.3.1: The District hired Mental Health Specialists.

2.3.2: The District contracted with a coordinator of Mental Health programs who will supervise Interns.

2.3.3: The District hired a School Social Worker.

Expenditures

BUDGETED
 Salary & Benefits Parcel Tax \$196,000
 Other Services Parcel Tax \$11,000
 Salary & Benefits Supplemental \$60,000

ESTIMATED ACTUAL
 Salary & Benefits Parcel Tax \$196,000
 Other Services Parcel Tax \$11,000
 Salary & Benefits Supplemental \$58,386

Action **4**

Actions/Services

PLANNED
 Action 2.4: The District will provide a comprehensive “wrap-around” set of services (AKA The Albany Mentoring Program) for African-American and Hispanic male students who struggle in school.

Services:
 2.4.1: The District will provide after school academic tutoring.
 2.4.2: The District will provide counseling.

2.4.3: The District will provide coordination and family outreach.

2.4.4: The District will provide a “big-brother” mentoring program.

ACTUAL
 Action 2.4: The District did not provide this service. There were no available staff members to coordinate and provide the services.

Therefore, the District provided alternative services such as one-on-one counseling, mental health, social services, and academic intervention. In some cases, the original identified need did not exist every year at every school on a regular basis. The original identified need was defined as a cohort of 5 to 10 African American/Black or Hispanic/Latino boys in grades 2-5 who struggle with social-emotional and academic issues and who would benefit from a small group approach and the provision of other students who serve as mentors.

Expenditures

BUDGETED
 Salary & Benefits Parcel Tax \$15,000

ESTIMATED ACTUAL
 Salary & Benefits Parcel Tax \$0

Action

5

Actions/Services

PLANNED
 Action 2.5: The District will implement programs that are geared to provide all students with schools that maintain a safe, inclusive, and positive climate.

Services:
 2.5.1: The District will provide a part-time Safe & Inclusive Schools Coordinator.

2.5.2: The District will coordinate programs including the Elementary Conflict Managers, the Middle School Safe School Ambassadors, the AHS Advisory and AHS Associated Student Body Leadership Team.

2.5.3: The District will teach curriculum specific to character building, social-emotional growth, and empowerment. These include Speak-Up/Be Safe, Second-Step, Physical and Sexual Health, & 9th Grade Identity, Health, & Society.

2.5.4: The District will provide clubs and extra-curricular activities so that students are engaged with activities that broaden their interests.

ACTUAL
 Action 2.5: The District implemented programs that are geared to provide all students with schools that maintain a safe, inclusive, and positive climate.

Services:
 2.5.1: The District provided a part-time Safe & Inclusive Schools Coordinator.

2.5.2: The District coordinated programs including the Elementary Conflict Managers, the Middle School Safe School Ambassadors, the AHS Advisory and AHS Associated Student Body Leadership Team.

2.5.3: The District taught curriculum specific to character building, social-emotional growth, and empowerment. These include Speak-Up/Be Safe, Second-Step, Physical and Sexual Health, & 9th Grade Identity, Health, & Society.

2.5.4: The District provided clubs and extra-curricular activities so that students are engaged with activities that broaden their interests.

Expenditures

BUDGETED
 Salary & Benefits Parcel Tax \$65,000
 Materials & Supplies Parcel Tax \$5,000

ESTIMATED ACTUAL
 Salary & Benefits Parcel Tax \$64,373
 Materials & Supplies Parcel Tax \$6,029

Action **6**

Actions/Services

PLANNED
 Action 2.6: The District will provide an athletics program for students in grades 4-12.

Services:
 2.6.1: The District will staff an Athletics Director to coordinate programs.

2.6.2: The District will staff Athletics Coaches.

2.6.3: The District will provide equipment, supplies, and transportation.

ACTUAL
 Action 2.6: The District provided an athletics program for students in grades 6-12.

Services:
 2.6.1: The District hired an Athletics Director to coordinate programs.

2.6.2: The District hired Coaches for athletics programs.

2.6.3: The District provided equipment, supplies, and transportation.

Expenditures

BUDGETED
 Salary & Benefits Parcel Tax \$235,000
 Materials & Supplies Parcel Tax \$5,000
 Other Services Parcel Tax \$40,000

ESTIMATED ACTUAL
 Salary & Benefits Parcel Tax \$243,459
 Other Services Parcel Tax \$40,000

Action **7**

Actions/Services

PLANNED
 Action 2.7: The District will provide a Physical Education program so that all students are engaged in physical activity that keeps them healthy and engaged in school.

Services:
 2.7.1: The District will staff credentialed Physical Education teachers for every school site.

ACTUAL
 Action 2.7: The District provided a Physical Education program so that all students are engaged in physical activity that keeps them healthy and engaged in school.

Services:
 2.7.1: The District hired credentialed Physical Education teachers for every school site.

Expenditures

BUDGETED
 Salary & Benefits Base \$1,150,000

ESTIMATED ACTUAL
 Salary & Benefits Base \$1,150,000

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The District was successful at providing academic counseling, mental health, and social work services. The District also provided physical education and athletics programs, but did not expand the athletics programs to grades 4 and 5.
The District maintained programs that promote a safe and inclusive school climate, including a safe and healthy schools coordinator. However, recent discriminatory and hate-related actions at Albany High School indicate a need to improve efforts in this area.

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

100% of students in grades 6-12 had access to academic counseling services. Counselors are the liaisons between home and school and provided in-class educational programs on academic supports and college readiness. In addition to meeting with students during course of the day, activities also took place after school and in the evenings. The counselors monitored students with specific needs and met with, on average, 50 individual students every week to resolve issues and encourage success. As a result, district attendance rate averages 96%, discipline rates are low, and 90% of students in grades 6-12 passed all of their classes in the first semester for the 2016/17 school year.

At Albany High School, academic counselors take advantage of the option to attend the UC/CSU and Community College annual conferences. Counselors also participate in site based professional development activities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The District did not provide this service 2.4, the “Albany Mentoring Program.” There were no available staff members to coordinate and provide the services after school and in some cases; the defined needs did not exist. The original identified need was defined as a cohort of 5 to 10 African American/Black or Hispanic/Latino boys in grades 2-5 who struggle with social-emotional and academic issues and who would benefit from a small group approach and the provision of other students who serve as mentors. The District will revisit whether the service is needed in each of the subsequent years.
Each Action and Service of this goal has been updated from the Original Budgeted Expenditures in June 2016 to the Estimated Actuals Expenditures in Spring 2017 to account for actual staffing, compensation adjustments, and finalized grant amounts.

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

This current goal is related to social-emotional learning competencies, but does not clearly name any social justice competencies. The District is beginning the process to refine this goal to include both social-emotional and social justice competencies. The expected outcomes will continue to be measured using the attendance statistics, discipline statistics, and CA Healthy Kids Survey results, but the strategies will include more targeted instruction to students regarding issues of racism,

sexism, and other forms of harassment and discrimination that impact student and community wellness. These changes can be found in the Actions and Services related to Goals #2 and #3. Also, Action step 2.4 has been eliminated for several reasons: 1) there were not enough African American male students who demonstrated the needs for both the social/emotional and academic services. So, instead, targeted academic intervention or counseling/social work services were provided in other ways to individual students; 2) providing a program after school was difficult for staff and for parents; and 3) the boys preferred outdoor activities and athletics as opposed to counseling and academic intervention.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3

Goal #3: All Stakeholders will Collaborate and Communicate about decisions that guide the sites and the district.

- The District will collaboratively plan professional development and meeting time that responds to current needs.
- The District will make proactive and effective decisions.
- The District will communicate effectively throughout the district.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Albany Strategic Plan One "Assessing and Increasing Student Success" AUSD
Single Plans for Student Achievement AHS W.A.S.C. Plan, Goal #2

ANNUAL MEASURABLE OUTCOMES

EXPECTED

State Priority/Metric 1c: School Facilities

The District will maintain that 100% of the schools will be clean and safe.

The District will continue to work on short- and long-term plans to increase the percentage of schools that are earthquake safe as measured by the Division of the State Architects.

The District will continue to work on short- and long-term plans for new construction. The District will maintain that 100% of the school sites have temporary portable buildings to alleviate overcrowding.

State Priority/Metric 3a: Parental Input in Making Decisions

The District will maintain that 100% of the schools have active School Site Councils composed of parents and staff.

The District will maintain that 100% of our schools have active Parent-Teacher Associations.

The District will maintain that 100% of the students have schools with active Parent & Community Volunteer programs.

ACTUAL

State Priority/Metric 1c: School Facilities

100% of the District's schools are clean and safe, but ongoing repairs are needed.

The District made some short- and long-term plans to increase the percentage of schools that are earthquake safe as measured by the Division of the State Architects.

The District made some short- and long-term plans for new construction. 100% of the school sites continue to have temporary portable buildings to alleviate overcrowding.

State Priority/Metric 3a: Parental Input in Making Decisions

100% of the District's schools have active School Site Councils composed of parents and staff.

100% of the District's schools have active Parent-Teacher Associations.

100% of the District's students have schools with active Parent & Community Volunteer programs.

The District provides 100% of the parents of African American/Black,

The District will provide 100% of the parents of African American/Black, Hispanic/Latino, and low-income students with targeted outreach programs.

State Priority/Metric 3b: Parental Participation in Programs for English Language Learners, Low Socio-Economic, and Foster Youth

The District will maintain that 100% of its schools have active site-based English Language Advisory Committees composed of parents and staff, and a District English Language Advisory Committee composed of parents and staff.

State Priority/Metric 3c: Parental Participation in Programs for Individuals with Exceptional Needs

The District will maintain that 100% of the students have schools and a district staff who implement a Student Study Team Process as needed, and when appropriate, a section 504 Plan or an Individualized Education Program that includes the parental participation of individuals with exceptional needs.

Hispanic/Latino, and low-income students with targeted outreach programs.

State Priority/Metric 3b: Parental Participation in Programs for English Language Learners, Low Socio-Economic, and Foster Youth

100% of the District's schools have active site-based English Language Advisory Committees composed of parents and staff, and a District English Language Advisory Committee composed of parents and staff.

State Priority/Metric 3c: Parental Participation in Programs for Individuals with Exceptional Needs

100% of the District's students have schools and a district staff who implemented a Student Study Team Process as needed, and when appropriate, a section 504 Plan or an Individualized Education Program that includes the parental participation of individuals with exceptional needs.

ACTIONS / SERVICES

Action **1**

Actions/Services

PLANNED
 Action 3.1: The District will continue to support the engagement of parents and community members.

Services:
 3.1.1: The District will increase the participation of parents from under-represented and under-performing groups, including Low Socio-Economic, English Language Learners, Foster Youth, Black/African American, & Latino.

3.1.2: The District will strengthen a task force of parents and staff to plan for events to engage more parents from African-American/Black and Hispanic families.

3.1.3: The District will maintain English Language Advisory Committees, School Site Councils, and PTAs at every school site. The District will maintain a district level English Language Advisory Committee (DELAC) and a District Community Fundraising Advisory Committee.

3.1.4: The District will provide a Student Study Team and Individualized Educational Process that includes the participation of parents with exceptional needs.

3.1.5 The District will strengthen student stakeholder input through the formation of a “Student Equity Advisory Council” facilitated by the Superintendent and the Director of Curriculum, Instruction, and Assessment.

ACTUAL
 Action 3.1: The District continues to support the engagement of parents and community members.

Services:
 3.1.1: The District increased the participation of parents from under-represented and under-performing groups, including Low Socio-Economic, English Language Learners, Foster Youth, Black/African American, & Latino.

3.1.2: The District strengthened a task force of parents and staff to plan for events to engage more parents from African-American/Black and Hispanic families.

3.1.3: The District maintained English Language Advisory Committees, School Site Councils, and PTAs at every school site. The District maintained a District English Language Advisory Committee (DELAC) and a District Community Fundraising Advisory Committee.

3.1.4: The District provided a Student Study Team and Individualized Educational Process that includes the participation of parents with exceptional needs.

3.1.5 The District strengthened student stakeholder input through the formation of a “Student Equity Advisory Council” facilitated by the Superintendent and the Director of Curriculum, Instruction, and Assessment.

Expenditures

BUDGETED
 Other Services Supplemental \$25,000

ESTIMATED ACTUAL
 Salary & Benefits Supplemental \$1,521
 Other Services Supplemental \$11,512
 Other Services Base \$6,397

Action **2**

Actions/Services

PLANNED
 Action 3.2: The District will provide highly qualified clerical support throughout the district.

Services:
 3.2.1: The District will provide all schools with appropriately staffed clerical support.

3.2.2: The District will hire and train secretarial staff to support the Education and Curriculum, Instruction, and Assessment Department.

ACTUAL
 Action 3.2: The District provided highly qualified clerical support throughout the district.

Services:
 3.2.1: The District provided all schools with appropriately staffed clerical support.

3.2.2: The District hired and trained a secretary to support the Education and Curriculum, Instruction, and Assessment Department. The secretary supported the coordination of annual English Language learner assessments as well as the supplemental educational services mandated by Title One.

Expenditures

BUDGETED
 Salary & Benefits Base \$700,000

ESTIMATED ACTUAL
 Salary & Benefits Base \$691,777
 Salary & Benefits Supplemental \$14,403
 Salary & Benefits Title I \$20,163

Action **3**

Actions/Services

PLANNED
 Action 3.3: The District will maintain and improve the facilities across the school district.

Services:
 3.3.1: The District and School Board Trustees will review the 2014 Facility Master Plan, ongoing facility needs, and continue to prioritize next steps.

3.3.2: The District will design two elementary schools in preparation for new construction in future years.

3.3.3: The District will design facilities on the San Gabriel site for new construction in the future years.

3.3.4: The District will explore a permanent location for the District Office.

3.3.5: The District will recruit and retain maintenance staff to maintain clean and safe learning environments for students.

3.3.6: The District will recruit and retain secretarial staff to support the Business and Maintenance Departments.

ACTUAL
 Action 3.3: The District maintained and improved the facilities across the school district.

Services:
 3.3.1: The District and School Board Trustees reviewed the 2014 Facility Master Plan, ongoing facility needs, and continue to prioritize next steps.

3.3.2: The District is still working on the process to design two elementary schools in preparation for new construction in future years.

3.3.3: The District designed facilities on the San Gabriel site for new construction of the Albany Middle School Annex to begin in 2017-2018.

3.3.4: The District continues to explore a permanent location for the District Office.

3.3.5: The District recruited and retained maintenance staff to maintain clean and safe learning environments for students.

3.3.6: The District recruited and retained secretarial staff to support the Business and Maintenance Departments.

Expenditures

BUDGETED
 Salary & Benefits Restricted Routine Maintenance \$400,000
 Salary & Benefits Base \$15,000

ESTIMATED ACTUAL
 Salary & Benefits Restricted Routine Maintenance \$435,102
 Salary & Benefits Base \$15,000

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The District strengthened the African American/Black and Hispanic/Latino parent engagement teams. The District maintained English Language Advisory Councils, School Site Councils, and partnered with several community parent groups, including PTA, to support the school sites.

The District strengthened the Student Equity Advisory Committee at Albany High School. Overall, the District has made progress in maintaining and improving facilities. However, some of the specific actions were implemented and others were placed on hold.

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

The African American/Black and Hispanic/Latino parent engagement teams increased the number of programs and activities that engaged parents in issues related to student success and community building. The Student Equity Advisory Committee met monthly with the Superintendent and other staff to discuss issues of inequity and student access to opportunity. The students themselves were successful in facilitating student engagement for the Local Control Accountability Plan. Clerical support positions were fully staffed throughout the District.

Facilities continue to be an area of needed attention. Progress has been made on the design and construction preparation for the expansion of Albany Middle School using the property on San Gabriel Avenue, but progress for the other remaining projects halted mid-year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

3.2.2: The District hired and trained a secretary to support the Educational Services Department. The secretary supported the coordination of annual English Language Learner assessments as well as the supplemental educational services mandated by Title One. Each Action and Service of this goal has been updated from the Original Budgeted Expenditures in June 2016 to the Estimated Actuals Expenditures in Spring 2017 to account for actual staffing, compensation adjustments, and finalized grant amounts.

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

In light of recent events related to discrimination and hate speech, the District has added specific actions and services related to community engagement. The District will strengthen parent and community stakeholder input through the formation of the "Albany Coming Together" task force to address program improvements in curriculum, professional development, student engagement, parent engagement, policy development, and safe use of technology.

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Introduction

We are the Albany City Unified School District. We are proud of our schools and all of the people who work together to make them such great places for our students to learn. We are also aware of our needs to improve so that all students have an equitable opportunity to reach their full potential.

We believe that our engagement process is special because it depends on a model of shared leadership and responsibility. In Albany, this is not a bureaucratic process led by administrators alone. Instead, parents, teachers, school board members, and students share in the work of asking essential questions, facilitating conversations, and then summarizing the feedback into realistic programs that put students' needs first.

The following narrative describes the process we used to engage our stakeholders in the development of this plan. It includes a description of the information that was shared, the specific ways in which advisory committee members served as ambassadors for community outreach, as well as how various members of the community, including students, were able to express their ideas.

Three Principles of Practice

We began by re-establishing the LCAP Advisory Committee, composed of a majority of parents, as well as two trustees from the School Board of Education, the Superintendent, a Principal, an Assistant Principal and other staff.

We reaffirmed our three principles of practice: 1) Focus on Students, 2) Keep it Simple, 3) Be Realistic

- The first principle, Focus on Students, reminds us that we are not engaging people in a debate about budget priorities and how best to serve the needs of the adults in the system. Instead, we are here to talk honestly about what we want our students to learn and whether or not we are creating the conditions for our students to succeed.
- The second principle, Keep it Simple, reminds us of our experience with complicated bureaucracy. We have learned that when we lead with lengthy slideshows and an emphasis on paperwork, we lose stakeholder interest and diminish the trust our community has in our leadership. The LCAP templates are not user-friendly and certainly not the type of material that engages people in rich conversation. Hence, our engagement process uses simple questions with simple forms, as well as a consistent process that most anyone can present to a group.
- The third principle, Be Realistic, reminds us that the new state finance reform, LCFF, has sent a mixed message to the staff and the community. Some believe that districts are receiving substantially more money. We try hard to remind our stakeholders that we are working with a limited amount of resources. While new programs may be nice to have, we are also responsible to maintain a fiscally sound organization.

Advisory Committee Process

The LCAP Advisory Committee, composed of a majority of parents, met on Jan. 26 Feb. 9, Mar. 23, Apr. 27, May 18, and May 30th. In sum, the committee held three primary responsibilities: a) review data points that represent the needs of our students, b) present to a wide-variety of audiences throughout the district, and c) summarize the feedback and look for trends, new ideas, and possibilities to include in the plan.

Assessment of Student Needs

The committee reviewed a large amount of information, including the new CA Dashboard and the indicators for district performance. The committee generated a set of essential questions to ask of every stakeholder in the community. Overall, the feedback from stakeholders indicated that the large amount of data was challenging to understand, but several important student needs were evident. Most notably, students need highly qualified teachers who are well compensated and who can afford to live in the local area.

Preparing to Engage

We reaffirmed our commitment to engage as many stakeholder groups as possible and to make that engagement process as smooth and inclusive as possible. Towards this end, plans were designed so that staff and community groups would be engaged within their current schedules and locations. The plans were also designed so that a variety of people, including both experts in education as well as parents and students, could be successful at presenting the information and gathering the stakeholder feedback. The plans included an open-ended process that allowed for as much feedback as possible.

The Advisory Committee revised the essential questions used in last year's process. The questions we asked were as follows:

1. Please review our areas of strength and areas of needed improvement. What do you notice?
2. What data do you use that is also important to consider and what does it tell you? (Or what do you hope it tells you?)
3. What do all students need to be successful?
4. What do students need to be successful given their unique circumstances?

The LCAP Advisory Committee reviewed a list of the various existing school site and community-wide groups and their meeting dates and times. Advisory committee members signed up to present at meetings and eventually, at least one LCAP committee member served as an advisory representative at every site-based meeting in the district from March through April 2017.

The Stakeholder Engagement Process

Approximately 20 district-wide and site-based meetings were organized and tools and materials were created, translated, and used to reach an estimated 500 stakeholders including parents, students, staff, bargaining unit members, and community members. Representatives from the LCAP Advisory Committee engaged the Albany Education Foundation, High School Students, the District English Language Advisory Committee, the English Language Advisory Committees at all five school sites, the Promoting Albany High Sports group, the Parent Teacher Student Association meetings at all school sites, the school site councils at all school sites, the site-based Instructional Leadership Teams at all three elementary schools, the Instructional Leadership Team at the Middle School, the Instructional Improvement Council at the high school, and general staff meetings across the district. Resources used in these meetings were made available in English, Mandarin, Japanese, and Spanish and were housed on the AUSD.org public website.

Every engagement opportunity provided an introduction to the process, a presentation of student needs, and a conversation about the essential questions. Notes from each meeting were taken and gathered together for future review by the Advisory Committee. Feedback was submitted from

every group throughout the months of March and April. The committee reviewed all the feedback and provided summary statements and ideas that are now included in this plan.

Parents of English Learners were involved at all levels with the development of the District's LCAP. LCAP engagement meetings were well publicized throughout the district. CA State Ed Code expects that whenever a District has more than 15% of the student population coming from any one home language other than English, the District must provide translation services. While the Albany Unified School District does not have at least 15% of any one language, meeting notices were provided in both English and two of the District's most common second languages: Mandarin and Spanish.

Each school site in the district operates an English Learner Advisory Committee (ELAC). Each and every site-based ELAC is composed of a majority of parents. The same engagement process used for other stakeholder groups was used with each ELAC and the District English Language Advisory Committee (DELAC). The DELAC is composed of a majority of parents. All ELAC and DELPAC feedback was provided in a written format, and recorded by site and district staff. Parents of English Learners are also represented on School Site Councils, Parent groups, and the LCAP Advisory Committee.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Introduction

All groups involved had an impact on the development of the 2016/17, 2017/18, 2018/19 Albany Local Control Accountability Plan. This final plan reflects a focus on student needs, an attempt to keep things simple, and a strong effort to be realistic. The voices of our stakeholders can be heard in the following components of our plan:

Impact on Overall Organization

The 2017-2020 LCAP is aligned with the Albany City Unified School District Strategic Goals. Our goals fall into three broad categories:

Albany Strategic Plan Goal #1: Assessing and Increasing Academic Success

“The District will provide a comprehensive educational experience with expanded opportunities for engagement, assessment and academic growth so that all students will achieve their fullest potential.”

Albany Strategic Plan Goal #2: Supporting the Whole Child

“The District will identify individual social-emotional and behavior needs and apply collaborative appropriate interventions.”

Albany Strategic Plan Goal #3: Communicating and Leading Together

“All Stakeholders will collaborate and communicate about decisions that guide the sites and the district.”

Patterns Related to Student Needs

The 2017 LCAP Stakeholder Engagement Process identified patterns. Overall, we found that students need the following:

Highly qualified staff, including well-compensated teachers.

Accessible Intervention Services

A School Climate that promotes respect for cultural differences, racial and ethnic backgrounds, and a variety of learning styles.

Translating Engagement and Feedback into the LCAP

Following the process of involving stakeholders and inviting feedback, the committee processed the information at our April 27th meeting, looking for patterns and trends in the responses from the four questions.

In response to question #1 (“Please review some of the data points on the district’s most critical areas of need. What do you notice?”), we noticed several patterns in the feedback. This year's presentation of essential student needs was much more detailed and included more than 30 statements. The feedback from stakeholders on this part indicates that there was too much information and that some statements were too vague or seemed subjective. This was a first attempt at translating the new CA Dashboard indicators and combining those with the 27 expected metrics from the CA Department of Education. Next year, we will refine the material to be more explicit and provide the statistics that substantiate each claim. Beyond that issue, stakeholders did notice that there continue to be performance gaps for African American/Black and Hispanic/Latino students as well as for students with disabilities.

In response to question #2 (“What data do you use that is also important to consider and what does it tell you? Or what do you hope it tells you?”), there were several requests for more data that correlates to our LCAP Goal #2 "Supporting the Whole Child." As it relates to climate, the District incorporates the mandated statistics related to attendance, suspension, and expulsion rates. However stakeholder feedback indicates that many people in the school community want more detailed information about how students, parents, and staff perceive the quality and health of the school climate.

In response to question #3 and #4 (“What do all students need to be successful?” and “What do students need to be successful given their unique circumstances?”) responses confirmed similar patterns found in last year’s engagement process. Stakeholders emphasized the needs that all students have for high-quality and well-compensated teachers, a wide array of school supports, and programs that promote engagement and motivation.

This LCAP incorporates this feedback by outlining the following:

In relation to providing highly qualified and well-compensated staff, for example, we specifically outline professional development (Action 1.1, Service 1.3.4, Service 1.8.3), Intervention specialists (Service 1.2.1), English Language Development specialists (Service 1.3.1), Visual and Performing Arts teachers (Action 1.7), Technicians in the technology department (Action 1.8.1), Librarians and library technicians (Action 1.9), human resource recruitment strategies and BTSA-Induction (Action 1.10), Classified Clerical Staff (Service 2.1.3, Service 3.2.2, Service 3.3.3), Counselors (Action 2.2), Mental Health School Social Worker services (Action 2.3), a Safe and Inclusive Schools Coordinator (service 2.4.1), Athletics coaches (Action 2.5.2), Physical Education Teachers (Service 2.6.1) and At-Risk Counselors (Action 2.7).

In relation to providing accessible intervention services, for example, we specifically outline intervention services in Reading and Math, and the FLEX program at Albany High School (Action 1.2), English Language Development (Action 1.3), Counselors (Action 2.2), Mental Health School Social Worker services (Action 2.3), and At-Risk Counselors (Action 2.7).

In relation to providing a healthy school climate, we specifically outline school-wide character education programs (Action 2.4), parent and community engagement activities (Action 3.1) and the rebuilding of school facilities (Action 3.3).

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New Modified Unchanged

Goal 1

Goal #1: The District will provide a comprehensive educational experience with expanded opportunities for engagement, assessment and academic growth so that all students will reach their fullest potential.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL Strategic Plan #1 "Assessing and Increasing Student Success" AUSD
Single Plans for Student Achievement AHS W.A.S.C. Plan, Goal #2

Identified Need

Identified Essential Need #1: Elementary Grade Students, including English Language Learners, need access to CA State Standards aligned instructional materials in reading, writing and vocabulary.

Identified Essential Need #2: Elementary Grade Students need access to instructional materials aligned to the CA State Next Generation Science Standards.

Identified Essential Need #3: The District needs to address the gaps in opportunity and performance for Black/African American and Hispanic/Latino students. There are a disproportionately higher number of Black/African American and Hispanic/Latino students who did not meet or exceed standards as compared to the overall student population. There are a disproportionately lower number of Black/African American and Hispanic/Latino students who are enrolled in Advanced Placement coursework.

Other identified needs are as follows:

State Priority/Metric 1a. Students need access to Highly Qualified and appropriately credentialed staff.

State Priority/Metric 1b. Students need access to high quality, standards-aligned instructional materials and technology.

State Priority/Metric 1c. Students need access to safe, clean, spacious and engaging school facilities. (Refer to LCAP Goal #3.)

State Priority/Metric 2a: Students need access to California State Standards in all subject matter.

State Priority/Metric 4a-c: Pupil Achievement

Students need access to the skills and competencies necessary to demonstrate mastery of core content standards in English, Math, and Science as measured by state standardized tests.

State Priority/Metric 4d-g: Pupil Achievement

English Language Learners need access to programs that help them acquire fluency in English.

State Priority/Metric 7a-c: Course Access

Students need access to core classes in English, Math, History, and Science/Social Science. Secondary students in grades 6-12 need access to elective classes.

State Priority/Metric 8: Other Student Outcomes

Students need access to locally developed programs that teach the necessary skills to complete a long-term, multi-disciplinary project.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>State Priority/Metric 1a. Appropriately Credentialed Teachers, as measured by a review of valid CA credentials correlated to classroom assignments</p>	<p>State Priority/Metric 1a. Appropriately Credentialed Teachers</p> <p>2016-2017: 99% of the students in the district have teachers who are highly qualified, fully credentialed, and appropriately assigned in the subject area and for the pupils they are teaching.</p> <p>2016-2017: 100% of the students have access to highly qualified and fully credentialed Administrators, credentialed librarians, Teaching Specialists in Literacy and Language Development, Teachers of Special Education, and highly qualified Secretaries.</p>	<p>State Priority/Metric 1a. Appropriately Credentialed Teachers</p> <p>The District will maintain that 99-100% of the students in the district have teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.</p> <p>The District will maintain that 100% of the students have access to highly-qualified, fully credentialed, and well-compensated Teachers, Administrators, full-time librarians, Teaching Specialists in Literacy and Language Development, and for those students who qualify, Teachers of Special Education.</p>	<p>State Priority/Metric 1a. Appropriately Credentialed Teachers</p> <p>The District will maintain that 99-100% of the students in the district have teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.</p> <p>The District will maintain that 100% of the students have access to highly-qualified, fully credentialed, and well-compensated Teachers, Administrators, full-time librarians, Teaching Specialists in Literacy and Language Development, and for those students who qualify, Teachers of Special Education.</p>	<p>State Priority/Metric 1a. Appropriately Credentialed Teachers</p> <p>The District will maintain that 99-100% of the students in the district have teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.</p> <p>The District will maintain that 100% of the students have access to highly-qualified, fully credentialed, and well-compensated Teachers, Administrators, full-time librarians, Teaching Specialists in Literacy and Language Development, and for those students who qualify, Teachers of Special Education.</p>

State Priority/Metric 1b.
Instructional Materials as
measured by annual inventory
checks and adoption cycles.

State Priority 1b.
Instructional Materials

2016-17 100% of the students in grades TK-10 have had access to Common Core State Standards-aligned instructional materials in Mathematics, as well as access to higher-level mathematics courses including Pre Calculus, AB & BC Calculus, and Statistics. In 2016-17, the 11th graders were the final cohort of students enrolled in the traditional mathematics pathway, taking Algebra II as the final course in the traditional sequence.

2015-2016: 100% of the students in grades K-8 students have access to Common Core State Standards-aligned instructional materials in Writing. 0% of students in grades K-6 have access to Common Core State Standards-aligned instructional materials in Reading/Language Arts.

State Priority/Metric 1b.
Instructional Materials

100% of the students in grades TK-12 will have access to board-adopted, Common Core State Standards-aligned instructional materials in Mathematics.

100% of the students in grades TK-12 will have access to board-adopted, Common Core State Standards-aligned instructional materials in English-Language Arts.

State Priority/Metric 1b.
Instructional Materials

100% of the students in grades TK-12 will have access to board-adopted, Common Core State Standards-aligned instructional materials in Mathematics.

100% of the students in grades TK-12 will have access to board-adopted, Common Core State Standards-aligned instructional materials in English-Language Arts.

State Priority/Metric 1b.
Instructional Materials

100% of the students in grades TK-12 will have access to board-adopted, Common Core State Standards-aligned instructional materials in Mathematics.

100% of the students in grades TK-12 will have access to board-adopted, Common Core State Standards-aligned instructional materials in English-Language Arts.

State Priority/Metric 1b.
Instructional Materials as
measured by annual inventory
of computer devices.

2016-17: 0% of the students
in grades TK-5 have access to
Next Generation Science
Standards-aligned
instructional materials in
Science.

2016-17: 100% of the
students in grades 6-12 have
access to Next Generation
Science Standards-aligned
instructional materials in
Science.

State Priority/Metric 1b.
Instructional Materials,
computer devices
2015-16: The ratio of
student-to-computer devices
in 3rd through 12th grades is
2 devices to every 5 students.

100% of the students in
grades TK-12 will have
access to some
supplementary instructional
materials that are aligned to
the Next Generation Science
Standards. (The CA State
NGSS Transition Plan
projects that NGSS-aligned
materials will be available for
review in 2018.)

State Priority/Metric 1b.
Instructional Materials,
computer devices
The ratio of computer-to-
student devices in grades 3-
12 will be maintained at
approximately 2 devices for
every 5 students.

100% of the students in
grades TK-8 will have access
to instructional materials that
are aligned to the Next
Generation Science
Standards.

State Priority/Metric 1b.
Instructional Materials,
computer devices
The ratio of computer-to-
student devices in grades 3-
12 will be maintained at
approximately 2 devices for
every 5 students.

100% of the students in
grades TK-8 will have access
to instructional materials that
are aligned to the Next
Generation Science
Standards.

State Priority/Metric 1b.
Instructional Materials,
computer devices
The ratio of computer-to-
student devices in grades 3-
12 will be maintained at
approximately 2 devices for
every 5 students.

State Priority/Metric 2a: State Standards Implementation for core content areas, as measured by curriculum adoptions and professional development activities.

State Priority/Metric 2a: State Standards Implementation

2016-17: 100% of the students in grades TK-10 had access to CA State Standards in Math as evidenced by textbook/curriculum adoptions, professional development plans, pacing guides, benchmark assessments, lesson plans, unit plans, meeting notes, and classroom observations.

2016-17: 100% of the instruction in grades TK-10 provides students with access to CA State Standards in Math as evidenced by textbook/curriculum piloting exercises, professional development plans, pacing guides, benchmark assessments, lesson plans, unit plans, meeting notes, and classroom observations. (We are in a year-by-year transition plan to carry the Algebra/Geometry/Algebra II mathematics program forward for those students who began that pathway. Hence, each year, we add the next year's version of the new Integrated Math program.)

State Priority/Metric 2a: State Standards Implementation

100% of the students in grades TK-12 will have access to CA State Standards in Math and English as evidenced by textbook/curriculum adoptions, professional development plans, pacing guides, benchmark assessments, lesson plans, unit plans, meeting notes, and classroom observations.

State Priority/Metric 2a: State Standards Implementation

100% of the students in grades TK-12 will have access to CA State Standards in Math and English as evidenced by textbook/curriculum adoptions, professional development plans, pacing guides, benchmark assessments, lesson plans, unit plans, meeting notes, and classroom observations.

State Priority/Metric 2a: State Standards Implementation

100% of the students in grades TK-12 will have access to CA State Standards in Math and English as evidenced by textbook/curriculum adoptions, professional development plans, pacing guides, benchmark assessments, lesson plans, unit plans, meeting notes, and classroom observations.

State Priority/Metric 2a: State Standards Implementation for Science, as measured by curriculum adoptions and professional development activities.

State Priority/Metric 2a: State Standards Implementation for Science

2016-17: 100% of students in grades 6-12 had access to Next Generation Science Standards in Science. 0% in grades TK-5 had access to Next Generation Science Standards.

State Priority/Metric 2a: State Standards Implementation for Science

2017-18: 100% of students in grades 6-12 will have access to Next Generation Science Standards. 0% in grades TK-5 will have access to Next Generation Science Standards.

State Priority/Metric 2a: State Standards Implementation for Science

100% of the students in grades TK-12 will have access to Next Generation Science Standards as evidenced by textbook/curriculum adoptions, professional development plans, pacing guides, benchmark assessments, lesson plans, unit plans, meeting notes, and classroom observations.

State Priority/Metric 2a: State Standards Implementation for Science:

100% of the students in grades TK-12 will have access to Next Generation Science Standards as evidenced by textbook/curriculum adoptions, professional development plans, pacing guides, benchmark assessments, lesson plans, unit plans, meeting notes, and classroom observations.

State Priority/Metric 2b: State Standards Implementation for English Language Development, as measured by curriculum adoptions, professional development activities, and specialized programs.

State Priority/Metric 2b: State Standards Implementation, English Language Development

2015-16: 100% of the English Language Learner students who are identified as Beginners, Early Intermediates, and Intermediates are provided with sheltered instructional services. 100% of the English Language Learners who are identified as Early Advanced and Advanced are provided with access to core and elective programs with ongoing monitoring by an English Language Development specialist teacher.

State Priority/Metric 2b: State Standards Implementation, English Language Development

100% of the English Language Learner students who are identified as Beginners, Early Intermediates, and Intermediates will be provided with sheltered instructional services. 100% of the English Language Learners who are identified as Early Advanced and Advanced will be provided with access to core and elective programs with ongoing monitoring by an English Language Development specialist teacher.

State Priority/Metric 2b: State Standards Implementation, English Language Development

100% of the English Language Learner students who are identified as Beginners, Early Intermediates, and Intermediates will be provided with sheltered instructional services. 100% of the English Language Learners who are identified as Early Advanced and Advanced are provided with access to core and elective programs with ongoing monitoring by an English Language Development specialist teacher.

State Priority/Metric 2b: State Standards Implementation, English Language Development

100% of the English Language Learner students who are identified as Beginners, Early Intermediates, and Intermediates will be provided with sheltered instructional services. 100% of the English Language Learners who are identified as Early Advanced and Advanced are provided with access to core and elective programs with ongoing monitoring by an English Language Development specialist teacher.

State Priority/Metric 4a-c:
Pupil Achievement

4a. Statewide Assessments, English and Math as measured by 3rd-8th grade performance on the Smarter Balanced Assessments.

4b. Statewide Assessments, Science as measured by the upcoming assessments, aligned to the Next Generation Science Standards and administered in grades 5, 8, and 10.

4c. Percentage of pupils completing UC/CSU requirements as measured by an analysis of the transcripts of the graduating 12th grade students.

State Priority/Metric 4a-c:
Pupil Achievement

4a. Statewide Assessments, English and Math 2015-16: Overall, 72% of the students met or exceeded standards in English Language Arts/Literacy and 69% met or exceeded standards in Mathematics.

4b. Statewide Assessments, Science
There are no baseline assessment results available because the new assessments are being piloted and no results will be published.

4c. Percentage of pupils completing UC/CSU requirements 2015-16: 62.3% of students successfully completed the requirements for CSU and UC entrance.

State Priority/Metric 4a-c:
Pupil Achievement

4a. Statewide Assessments, English and Math 2015-16 Baseline data from the Smarter Balanced Assessment in English and Math show that 72% of the students met or exceeded standards in English and 69% of the students met or exceeded standards in Math. The District will measure performance on the 2016-17 administration of SBAC, compare results, and set targets for improvement.

4b. Statewide Assessments, Science
2017-18: Based on a review of the NGSS Systems Implementation Plan from the CA Dept. of Education, we expect to administer the Field Test versions of the CA State Tests for Science. Results from this Field Test may not be available.

4c. Percentage of pupils completing UC/CSU requirements 2017-18: Approximately 65% of high school students will successfully complete the requirements for CSU and UC entrance.

State Priority/Metric 4a-c:
Pupil Achievement

4a. Statewide Assessments, English and Math
The District will measure performance on the 2016-17 and 2017-18 administrations of SBAC, compare results, and set targets for improvement.

4b. Statewide Assessments, Science
If data are available from the 2017-18 school year, the District will analyze the results and set goals for improvement.

4c. Percentage of pupils completing UC/CSU requirements 2018-19: Approximately 65% of high school students will successfully complete the requirements for CSU and UC entrance.

State Priority/Metric 4a-c:
Pupil Achievement

4a. Statewide Assessments, English and Math
The District will measure performance on the 2017-18 and 2018-19 administrations of SBAC, compare results, and set targets for improvement.

4b. Statewide Assessments, Science
The District will analyze results from the prior year and set goals for improvement.

4c. Percentage of pupils completing UC/CSU requirements 2019-20: Approximately 65% of high school students will successfully complete the requirements for CSU and UC entrance.

State Priority/Metric 4d-g:
Pupil Achievement

4d. English Language Learner Progress as measured by the CA English Language Development Test (CELDT) and the soon to be implemented CA English Language Proficiency Assessment for California (ELPAC)

State Priority/Metric 4d-g:
Pupil Achievement

4d. English Language Learner Progress
2015-16: 78% of EL students made progress learning English.
The CA State Transition Plan for English Language Development Standards projects that 2017-18 to be the final year to use the current CELDT assessments. It is projected that the District will administer either a pilot or a baseline assessment in spring 2018 using the new English Language Proficiency Assessments for California (ELPAC). If this is the case, the District will measure baseline results and set improvement goals.

State Priority/Metric 4d-g:
Pupil Achievement

4d. English Language Learner Progress
90% of EL students will make progress learning English.
99%-100% of students who will have been enrolled in Albany schools for 5 years or more will attain English proficiency.

State Priority/Metric 4d-g:
Pupil Achievement

4d. English Language Learner Progress
95% of EL students will make progress learning English.
99%-100% of students who will have been enrolled in Albany schools for 5 years or more will attain English proficiency.

State Priority/Metric 4d-g:
Pupil Achievement

4d. English Language Learner Progress
95% of EL students will make progress learning English.
99%-100% of students who will have been enrolled in Albany schools for 5 years or more will attain English proficiency.

4e. English Language Learner Reclassification Rate as measured by the CA English Language Development Test (CELDT) and the upcoming "CA English Language Proficiency Assessment for California (ELPAC)," other local assessments, and staff recommendations.

4e. English Language Learner Reclassification Rate

- 2015-16: 42% of the EL students who had been in US schools less than 5 years attained English proficiency.
- 2015-16: 75.5% of the ELs who had been in US schools for 5 years or more attained English proficiency.
- 2015-16: 80% of students who were enrolled in Albany schools for 5 years or more attained English proficiency.

4e. English Language Learner Reclassification Rate

- 60% of the EL students who will have been in US schools less than 5 years will attain English proficiency.
- 85% of the EL students who will have been in US schools for 5 years or more will attain English proficiency.
- 99%-100% of students who will have been enrolled in Albany schools for 5 years or more will attain English proficiency.

4e. English Language Learner Reclassification Rate

- 65% of the EL students who will have been in US schools less than 5 years will attain English proficiency.
- 90% of the EL students who will have been in US schools for 5 years or more will attain English proficiency.
- 99%-100% of students who will have been enrolled in Albany schools for 5 years or more will attain English proficiency.

4e. English Language Learner Reclassification Rate

- 65% of the EL students who will have been in US schools less than 5 years will attain English proficiency.
- 90% of the EL students who will have been in US schools for 5 years or more will attain English proficiency.
- 99%-100% of students who will have been enrolled in Albany schools for 5 years or more will attain English proficiency.

4f. Advanced Placement Exam Passage rates, as measured by the results published by the College Board.

4f. Advanced Placement Exam Passage rates

2015-2016: 47% (277/ 587) of the high schools' total 11th and 12th grade enrollment were enrolled in at least one AP course.
2015-2016: 85% of AP exams scored a 3 or better.

4f. AP Exam Passage rates

2017-18: The District will maintain that approximately 45% of the high school's total 11th-12th grade enrollment will be enrolled in at least one AP class. The District will maintain that approximately 80% of AP exams will score a 3 or better.

4f. AP Exam Passage rates

2018-19: The District will maintain that approximately 45% of the high school's total 11th-12th grade enrollment will be enrolled in at least one AP class. The District will maintain that approximately 80% of AP exams will score at 3 or better.

4f. AP Exam Passage rates

2019-20: The District will maintain that approximately 45% of the high school's total 11th-12th grade enrollment will be enrolled in at least one AP class. The District will maintain that approximately 80% of AP exams will score at 3 or better.

Advanced Placement Enrollment statistics for underrepresented groups, as measured by counting the number of 11th and 12th grade students who identify as African American/Black or Hispanic/Latino, including

Advanced Placement Enrollment statistics for underrepresented groups 11th and 12th grade African American/Black and Hispanic/Latino Enrollment. (This includes any multiracial students identifying as partly

The District will continue to address the issues related to the underrepresentation of African American/Black and Hispanic/Latino students in AP coursework. The District will maintain enrollment counts if/when all groups are

The District will continue to address the issues related to the underrepresentation of African American/Black and Hispanic/Latino students in AP coursework. The District will maintain enrollment counts if/when all groups are

The District will continue to address the issues related to the underrepresentation of African American/Black and Hispanic/Latino students in AP coursework. The District will maintain enrollment counts if/when all groups are

those who identify as multi-ethnic, and who are enrolled in AP coursework.

African American/Black or Hispanic/Latino.)

2014-2015:

- 39.62% (21 of 53) of African American/Black students enrolled in AP coursework.
- 36.24% (54 of 149) of Hispanic/Latino students enrolled in AP coursework.

2015-2016:

- 54.54% (24 of 44) of African American/Black students enrolled in AP coursework.
- 35% (49 of 140) of Hispanic/Latino students enrolled in AP coursework.

2016-2017:

- 68.29% (28 of 41) of African American/Black students enrolled in AP/Honors coursework.
- 29.14% (44 of 151) of Hispanic/Latino students enrolled in AP/Honors coursework.

equally represented. The District will increase enrollment counts for any underrepresented group by approximately 1-5% per year.

equally represented. The District will increase enrollment counts for any underrepresented group by approximately 1-5% per year.

equally represented. The District will increase enrollment counts for any underrepresented group by approximately 1-5% per year.

4g. Early Assessment Program, as measured by 11th grade student performance on the Smarter Balanced Assessments in English and Math.

4g. Early Assessment Program
2015-2016 English:

- 60% of students exceeded standards, which translates to "Ready."
- 24% of students met standards, which translates to "Conditionally Ready."

2015-2016 Math:

- 46% of students exceeded standards, which translates to "Ready."
- 30% of students met standards, which translates to "Conditionally Ready."

State Priority/Metric 7a-c: Course Access
7a: Broad Course of study, as measured by middle and high school student access to core classes and elective offerings.

State Priority/Metric 7a-c: Course Access
7a: Broad Course of study

- 100% of the students in grades 6-8 have access to five core subject classes (English, Math, History, Science, and Physical Education) and up to two elective/enrichment classes.
- 100% of the students in grades 9-12 have access to all University of California "a-g subject course requirements," and up two elective/enrichment courses per semester term.

4g. Early Assessment Program
We are projecting at least 75% of students to meet or exceed standards in both English and Math.

State Priority/Metric 7a-c: Course Access
7a: Broad Course of study

- 100% of the students in grades 6-8 will continue to have access to five core subject classes (English, Math, History, Science, and Physical Education) and up to two elective/enrichment classes.
- 100% of the students in grades 9-12 will continue to have access to all University of California "a-g subject course requirements," and up two elective/enrichment courses per semester term.

4g. Early Assessment Program
We are projecting at least 75% of students to meet or exceed standards in both English and Math.

State Priority/Metric 7a-c: Course Access
7a: Broad Course of study

- 100% of the students in grades 6-8 will continue to have access to five core subject classes (English, Math, History, Science, and Physical Education) and up to two elective/enrichment classes.
- 100% of the students in grades 9-12 will continue to have access to all University of California "a-g subject course requirements," and up two elective/enrichment courses per semester term.

4g. Early Assessment Program
We are projecting at least 75% of students to meet or exceed standards in both English and Math.

State Priority/Metric 7a-c: Course Access
7a: Broad Course of study

- 100% of the students in grades 6-8 will continue to have access to five core subject classes (English, Math, History, Science, and Physical Education) and up to two elective/enrichment classes.
- 100% of the students in grades 9-12 will continue to have access to all University of California "a-g subject course requirements," and up two elective/enrichment courses per semester term.

7b: Programs and services developed and provided to English Language Learners, Low Socio-Economic, and Foster Youth, as measured by student access to specialized services.

7c: Programs and services developed and provided to individuals with exceptional needs, as measured by student access to Special Education and 504 plan assessment and instructional services.

7b: Programs and services developed and provided to English Language Learners, Low Socio-Economic, and Foster Youth

100% of the students in grades K-12 identified through the CELDT as Beginner, Early Intermediate, and Intermediate are provided with additional specialized services appropriate to their needs.

7c: Programs and services developed and provided to individuals with exceptional needs

100% of the students in grades TK-12 identified through the Special Education or 504 assessment processes are provided with additional specialized services, modifications, and/or accommodations appropriate to their needs.

7b: Programs and services developed and provided to English Language Learners, Low Socio-Economic, and Foster Youth

100% of the students in grades K-12 identified through the CELDT as Beginner, Early Intermediate, and Intermediate will be provided with additional specialized services appropriate to their needs.

7c: Programs and services developed and provided to individuals with exceptional needs

100% of the students in grades TK-12 identified through the Special Education or 504 assessment processes will continue to be provided with additional specialized services, modifications, and/or accommodations appropriate to their needs.

7b: Programs and services developed and provided to English Language Learners, Low Socio-Economic, and Foster Youth

100% of the students in grades K-12 identified through the CELDT as Beginner, Early Intermediate, and Intermediate will be provided with additional specialized services appropriate to their needs.

7c: Programs and services developed and provided to individuals with exceptional needs

100% of the students in grades TK-12 identified through the Special Education or 504 assessment processes will continue to be provided with additional specialized services, modifications, and/or accommodations appropriate to their needs.

7b: Programs and services developed and provided to English Language Learners, Low Socio-Economic, and Foster Youth

100% of the students in grades K-12 identified through the CELDT as Beginner, Early Intermediate, and Intermediate will be provided with additional specialized services appropriate to their needs.

7c: Programs and services developed and provided to individuals with exceptional needs

100% of the students in grades TK-12 identified through the Special Education or 504 assessment processes will continue to be provided with additional specialized services, modifications, and/or accommodations appropriate to their needs.

State Priority/Metric 8: Other Student Outcomes, as measured by completing a multi-disciplinary project; the 8th grade "I-SEARCH program and the 9th grade "Renewal Debates" program.

State Priority/Metric 8: Other Student Outcomes

2016-2017 99% of the students in grade 8 successfully completed a multi-disciplinary, extended learning project (also known as the "I-Search").

2016-2017 96% of the students in grade 9 successfully completed a multi-disciplinary, extended learning project (also known as the "Renewal Debates").

State Priority/Metric 8: Other Student Outcomes

The District will maintain that at least 95% of the students in grade 8 (~300) will successfully complete a multi-disciplinary, extended learning project (also known as the "I-Search").

The District will maintain that at least 95% of the students in grade 9 (~300) will successfully complete a multi-disciplinary, extended learning project (also known as the "Renewal Debates").

State Priority/Metric 8: Other Student Outcomes

The District will maintain that at least 95% of the students in grade 8 (~300) will successfully complete a multi-disciplinary, extended learning project (also known as the "I-Search").

The District will maintain that at least 95% of the students in grade 9 (~300) will successfully complete a multi-disciplinary, extended learning project (also known as the "Renewal Debates").

State Priority/Metric 8: Other Student Outcomes

The District will maintain that at least 95% of the students in grade 8 (~300) will successfully complete a multi-disciplinary, extended learning project (also known as the "I-Search").

The District will maintain that at least 95% of the students in grade 9 (~300) will successfully complete a multi-disciplinary, extended learning project (also known as the "Renewal Debates").

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Action 1.1: The District will implement the California Standards in English, English Language Development, Math, Science, and History/Social Studies. The District will review and adopt California Standards-based curriculum materials. Services: 1.1.1 The District will staff, train, and support 5.0 Teachers on Special Assignment to provide	Action 1.1: The District will implement the California Standards in English, English Language Development, Math, Science, and History/Social Studies. The District will review and adopt California Standards-based curriculum materials. Services: 1.1.1 The District will collaboratively plan professional development to include district-	Action 1.1: The District will implement the California Standards in English, English Language Development, Math, Science, and History/Social Studies. The District will review and adopt California Standards-based curriculum materials. Services: 1.1.1 The District will collaboratively plan professional development to include district-

coaching and to facilitate planning and collaboration with staff.

1.1.2 The District will collaboratively plan professional development to include district-wide professional development days, summer and Saturday workshops, and extra projects for hourly pay.

1.1.3 The District will support a review and adoption process for Reading/Language Arts materials that are aligned to the new CA English Language Arts/English Language Development standards and frameworks in grades K-5. The District will provide training, materials & supplies, time for collaboration and planning, conference registration fees and related travel expenses.

1.1.4 The District will provide professional development in Culturally Responsive Pedagogy.

1.1.5 The District will support the development and implementation of a new Comprehensive Sexuality Education Program for students in 7th Grade.

wide professional development days and Wednesday collaboration time.

1.1.2 The District will support the newly adopted materials for reading and language arts in grades TK-5.

1.1.3 The District will provide professional development in Culturally Responsive Pedagogy.

1.1.4: The District will support a review and adoption process for instructional materials that are aligned to the new Next Generation Science Standards (NGSS) and frameworks in grades K-5. The District will provide training, materials & supplies, time for collaboration and planning, conference registration fees and related travel expenses.

wide professional development days and Wednesday collaboration time.

1.1.2 The District will provide professional development in Culturally Responsive Pedagogy.

1.1.3 The District will support the newly adopted materials that are for science in grades TK-5.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	574524	Amount	75000	Amount	25000
Source	CA Standards One-Time Allocation	Source	Base	Source	Base
Budget Reference	Salary & Benefits	Budget Reference	Materials & Supplies	Budget Reference	Materials & Supplies
Amount	26000	Amount	0	Amount	0
Source	Educator Effectiveness Grant	Source		Source	
Budget Reference	Materials & Supplies	Budget Reference		Budget Reference	
Amount	25000	Amount	0	Amount	0
Source	Educator Effectiveness Grant	Source		Source	
Budget Reference	Other Services	Budget Reference		Budget Reference	
Amount	\$80000	Amount	0	Amount	0
Source	Educator Effectiveness Grant	Source		Source	
Budget Reference	Salary & Benefits	Budget Reference		Budget Reference	
Amount	22000	Amount	0	Amount	0
Source	Supplemental	Source		Source	
Budget Reference	Salary & Benefits	Budget Reference		Budget Reference	
Amount	10000	Amount	0	Amount	0
Source	Supplemental	Source		Source	
Budget Reference	Other Services	Budget Reference		Budget Reference	

Action **2**

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

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

OR

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

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

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

Action 1.2: The District will provide academic intervention for students who struggle in English and Math. This is also a strategy to address performance gaps for English Language Learners and students from low socio-economic backgrounds.

Services:

1.2.1 The District will staff Intervention Specialists to provide research-based instructional strategies.

2018-19

New Modified Unchanged

Action 1.2: The District will provide academic intervention for students who struggle in English and Math. This is also a strategy to address performance gaps for English Language Learners and students from low socio-economic backgrounds.

Services:

1.2.1 The District will staff Intervention Specialists to provide research-based instructional strategies.

2019-20

New Modified Unchanged

Action 1.2: The District will provide academic intervention for students who struggle in English and Math. This is also a strategy to address performance gaps for English Language Learners and students from low socio-economic backgrounds.

Services:

1.2.1 The District will staff Reading Specialists to provide research-based instructional strategies.

1.2.2 The District will provide course sections of ELA and Math at the Secondary Schools to provide research-based intervention instruction that supports core access to ELA and Math Standards.

1.2.3 The District will provide the FLEX Program to offer mentoring, intervention, and tutoring to students in High School who struggle to meet CA State Standards.

1.2.2 The District will provide course sections of ELA and Math at the Secondary Schools to provide research-based intervention instruction that supports core access to ELA and Math Standards.

1.2.3 The District will provide the FLEX Program to offer mentoring, intervention, and tutoring to students in High School who struggle to meet CA State Standards.

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1.2.3 The District will provide the FLEX Program to offer mentoring, intervention, and tutoring to students in High School who struggle to meet CA State Standards.

BUDGETED EXPENDITURES

2017-18

Amount	701032
Source	Supplemental
Budget Reference	Salary & Benefits
Amount	76184
Source	Title I
Budget Reference	Salary & Benefits

2018-19

Amount	725000
Source	Supplemental
Budget Reference	Salaries & Benefits
Amount	80000
Source	Title I
Budget Reference	Salary & Benefits

2019-20

Amount	735000
Source	Supplemental
Budget Reference	Salaries & Benefits
Amount	82500
Source	Title I
Budget Reference	Salary & Benefits

Action **3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Action 1.3: The District will provide English Language Development Programs for students who are identified as English Language Learners.

Services:

1.3.1: The District will staff English Language Development (ELD) Specialist Teachers for each school site.

1.3.2: The District will administer CA English Language Development Tests in late summer and/or early in the school year so that

2018-19

New Modified Unchanged

Action 1.3: The District will provide English Language Development Programs for students who are identified as English Language Learners.

Services:

1.3.1: The District will staff English Language Development (ELD) Specialist Teachers for each school site.

1.3.2: The District will administer the English Language Proficiency Assessments for California (ELPAC) in late summer and/or

2019-20

New Modified Unchanged

Action 1.3: The District will provide English Language Development Programs for students who are identified as English Language Learners.

Services:

1.3.1: The District will staff English Language Development (ELD) Specialist Teachers for each school site.

1.3.2: The District will administer English Language Proficiency Assessments for California (ELPAC) in late summer and/or

instructional services can begin as soon as possible. The District will administer the new English Language Proficiency Assessments for California (ELPAC) in spring 2018.

1.3.3: The District will review and purchase curriculum that is aligned with the new CA English Language Arts/English Language Development Standards and Frameworks.

1.3.4: The District will provide Professional Development to ELD Teachers and General Education Teachers in the areas of California Standards and Language Development Instructional Strategies.

early in the school year so that instructional services can begin as soon as possible. The District will administer the new English Language Proficiency Assessments for California (ELPAC) in the spring.

1.3.3: The District will review and purchase curriculum that is aligned with the new CA English Language Arts/English Language Development Standards and Frameworks.

1.3.4: The District will provide Professional Development to ELD and General Education Teachers in the areas of California Standards and Language Development Instructional Strategies.

1.3.5: The District will provide a summer “bridge” program for 5th grade English Learners who are transitioning to the middle school.

early in the school year so that instructional services can begin as soon as possible. The District will administer the new English Language Proficiency Assessments for California (ELPAC) in the spring.

1.3.3: The District will review and purchase curriculum that is aligned with the new CA English Language Arts/English Language Development Standards and Frameworks.

1.3.4: The District will provide Professional Development to ELD and General Education Teachers in the areas of California Standards and Language Development Instructional Strategies.

1.3.5: The District will provide a summer “bridge” program for 5th grade English Learners who are transitioning to the middle school.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	702392	Amount	725000	Amount	735000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Salary & Benefits	Budget Reference	Salaries & Benefits	Budget Reference	Salaries & Benefits
Amount	46500	Amount	46500	Amount	46500
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Materials & Supplies	Budget Reference	Materials & Supplies	Budget Reference	Materials & Supplies
Amount	75786	Amount	100000	Amount	120000
Source	Title I	Source	Title I	Source	Title I
Budget Reference	Salary & Benefits	Budget Reference	Salaries & Benefits	Budget Reference	Salaries & Benefits
Amount	54089	Amount	56500	Amount	58000
Source	Title III	Source	Title III	Source	Title III
Budget Reference	Salary & Benefits	Budget Reference	Salaries & Benefits	Budget Reference	Salaries & Benefits

Action **4**

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

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

Location(s) All Schools Specific Schools: Albany Middle School and Albany High School Specific Grade spans: 8th and 9th grades

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Action 1.4: The District will provide project-based, cross-disciplinary extended learning opportunities for students.

Services:

1.4.1: The District will provide professional development to teachers on how to provide instruction in research, reading for information, writing informational reports, and writing opinion/argumentative essays.

1.4.2: The District will purchase instructional materials and supplies.

2018-19

New Modified Unchanged

Action 1.4: The District will provide project-based, cross-disciplinary extended learning opportunities for students.

Services:

1.4.1: The District will provide professional development to teachers on how to provide instruction in research, reading for information, writing informational reports, and writing opinion/argumentative essays.

1.4.2: The District will purchase instructional materials and supplies.

2019-20

New Modified Unchanged

Action 1.4: The District will provide project-based, cross-disciplinary extended learning opportunities for students.

Services:

1.4.1: The District will provide professional development to teachers on how to provide instruction in research, reading for information, writing informational reports, and writing opinion/argumentative essays.

1.4.2: The District will purchase instructional materials and supplies.

BUDGETED EXPENDITURES

2017-18

Amount	\$5,000
Source	Base
Budget Reference	Salary & Benefits
Amount	\$5,000
Source	Base
Budget Reference	Materials & Supplies

2018-19

Amount	5000
Source	Base
Budget Reference	Salaries & Benefits
Amount	5000
Source	Base
Budget Reference	Materials & Supplies

2019-20

Amount	5000
Source	Base
Budget Reference	Salaries & Benefits
Amount	5000
Source	Base
Budget Reference	Materials & Supplies

Action **5**

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

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

OR

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

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

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

Action 1.5: The District will provide Career Technical Education Programs. (Estimated 20 sections)

Services:

1.5.1: The District will staff and train teachers.

1.5.2: The District will purchase materials and supplies, including specialized equipment.

2018-19

New Modified Unchanged

Action 1.5: The District will provide Career Technical Education Programs. (Estimated 20 sections)

Services:

1.5.1: The District will staff and train teachers.

1.5.2: The District will purchase materials and supplies, including specialized equipment.

2019-20

New Modified Unchanged

Action 1.5: The District will provide Career Technical Education Programs. (Estimated 20 sections)

Services:

1.5.1: The District will staff and train teachers.

1.5.2: The District will purchase materials and supplies, including specialized equipment.

BUDGETED EXPENDITURES

2017-18

Amount	\$416,000
Source	Base
Budget Reference	Salary & Benefits
Amount	\$60,000
Source	Base
Budget Reference	Materials & Supplies

2018-19

Amount	435000
Source	Base
Budget Reference	Salaries & Benefits
Amount	60000
Source	Base
Budget Reference	Materials & Supplies

2019-20

Amount	450000
Source	Base
Budget Reference	Salaries & Benefits
Amount	60000
Source	Base
Budget Reference	Materials & Supplies

Action **6**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Action 1.6: The District will provide Advanced Placement Courses in Math, Science, Humanities, and other departments. (Estimated 27 sections)
Services:
1.6.1: The District will staff and train teachers.

2018-19

New Modified Unchanged

Action 1.6: The District will provide Advanced Placement Courses in Math, Science, Humanities, and other departments. (Estimated 27 sections)
Services:
1.6.1: The District will staff and train teachers.

2019-20

New Modified Unchanged

Action 1.6: The District will provide Advanced Placement Courses in Math, Science, Humanities, and other departments. (Estimated 27 sections)
Services:
1.6.1: The District will staff and train teachers.

BUDGETED EXPENDITURES

2017-18

Amount	\$560,000
Source	Base
Budget Reference	Salary and Benefits

2018-19

Amount	580000
Source	Base
Budget Reference	Salaries & Benefits

2019-20

Amount	600000
Source	Base
Budget Reference	Salaries & Benefits

Action **7**

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

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

OR

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

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

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

Action 1.7: The District will provide a Visual and Performing Arts (VAPA) program for students in grades 1-12.

Services:

1.7.1: The District will provide music instruction to all students in grades 1-5 and music electives in grades 6-12.

1.7.2: The District will provide visual arts electives in grades 7-12.

2018-19

New Modified Unchanged

Action 1.7: The District will provide a Visual and Performing Arts (VAPA) program for students in grades 1-12.

Services:

1.7.1: The District will provide music instruction to all students in grades 1-5 and music electives in grades 6-12.

1.7.2: The District will provide visual arts electives in grades 7-12.

2019-20

New Modified Unchanged

Action 1.7: The District will provide a Visual and Performing Arts (VAPA) program for students in grades 1-12.

Services:

1.7.1: The District will provide music instruction to all students in grades 1-5 and music electives in grades 6-12.

1.7.2: The District will provide visual arts electives in grades 7-12.

1.7.3: The District will provide performing arts electives in grades 7-12.

1.7.3: The District will provide performing arts electives in grades 7-12.

1.7.3: The District will provide performing arts electives in grades 7-12.

BUDGETED EXPENDITURES

2017-18

Amount	\$416,000
Source	Base
Budget Reference	Salary & Benefits
Amount	\$520,000
Source	Parcel Tax
Budget Reference	Salary & Benefits
Amount	\$5,000
Source	Base
Budget Reference	Materials & Supplies

2018-19

Amount	435000
Source	Base
Budget Reference	Salaries & Benefits
Amount	545000
Source	Parcel Tax
Budget Reference	Salaries & Benefits
Amount	5000
Source	Base
Budget Reference	Materials & Supplies

2019-20

Amount	455000
Source	Base
Budget Reference	Salaries & Benefits
Amount	570000
Source	Parcel Tax
Budget Reference	Salaries & Benefits
Amount	5000
Source	Base
Budget Reference	Materials & Supplies

Action **8**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Action 1.8: The District will provide access to technology for students and staff to support learning and assessment.

Services:

1.8.1: The District will maintain the staffing of two technicians, one network administrator, and one database coordinator.

1.8.2: The District will maintain and refresh current computer devices for student and staff use.

2018-19

New Modified Unchanged

Action 1.8: The District will provide access to technology for students and staff to support learning and assessment.

Services:

1.8.1: The District will maintain the staffing of two technicians, one network administrator, and one database coordinator.

1.8.2: The District will maintain and refresh current computer devices for student and staff use.

2019-20

New Modified Unchanged

Action 1.8: The District will provide access to technology for students and staff to support learning and assessment.

Services:

1.8.1: The District will maintain the staffing of two technicians, one network administrator, and one database coordinator.

1.8.2: The District will maintain and refresh current computer devices for student and staff use.

1.8.3 The District will provide professional development related to the integration of technology into classroom instruction.

1.8.3 The District will provide professional development related to the integration of technology into classroom instruction.

1.8.3 The District will provide professional development related to the integration of technology into classroom instruction.

BUDGETED EXPENDITURES

2017-18

Amount	457,000
Source	Base
Budget Reference	Salary & Benefits
Amount	185,000
Source	Base
Budget Reference	Materials & Supplies

2018-19

Amount	475,000
Source	Base
Budget Reference	Salaries & Benefits
Amount	192500
Source	Base
Budget Reference	Materials & Supplies

2019-20

Amount	500,000
Source	Base
Budget Reference	Salaries & Benefits
Amount	200000
Source	Base
Budget Reference	Materials & Supplies

Action **9**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Action 1.9: The District will provide library programs to students and staff to support learning.

Services:

1.9.1: The District will staff fully credentialed librarians. (5.0 FTE)

1.9.2: The District will staff qualified library technicians. (0.5FTE)

2018-19

New Modified Unchanged

Action 1.9: The District will provide library programs to students and staff to support learning.

Services:

1.9.1: The District will staff fully credentialed librarians. (5.0 FTE)

1.9.2: The District will staff qualified library technicians. (0.5FTE)

2019-20

New Modified Unchanged

Action 1.9: The District will provide library programs to students and staff to support learning.

Services:

1.9.1: The District will staff fully credentialed librarians. (5.0 FTE)

1.9.2: The District will staff qualified library technicians. (0.5FTE)

BUDGETED EXPENDITURES

2017-18

Amount	\$625,000
Source	Base
Budget Reference	Salary & Benefits

2018-19

Amount	650000
Source	Base
Budget Reference	Salaries & Benefits

2019-20

Amount	675000
Source	Base
Budget Reference	Salaries & Benefits

Action **10**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Action 1.10 The District will attract and retain a diverse and highly qualified staff.

Services:

1.10.1 The District will recruit for positions using multiple strategies for communicating and networking.

1.10.2 The District will provide a BTSA-Induction Program for teachers who need to clear their preliminary credentials.

2018-19

New Modified Unchanged

Action 1.10 The District will attract and retain a diverse and highly qualified staff.

Services:

1.10.1 The District will recruit for positions using multiple strategies for communicating and networking.

1.10.2 The District will provide a BTSA-Induction Program for teachers who need to clear their preliminary credentials.

2019-20

New Modified Unchanged

Action 1.10 The District will attract and retain a diverse and highly qualified staff.

Services:

1.10.1 The District will recruit for positions using multiple strategies for communicating and networking.

1.10.2 The District will provide a BTSA-Induction Program for teachers who need to clear their preliminary credentials.

BUDGETED EXPENDITURES

2017-18

Amount	\$30,000
Source	Educator Effectiveness Grant
Budget Reference	Salary & Benefits
Amount	\$10,000
Source	Educator Effectiveness Grant
Budget Reference	Other Services

2018-19

Amount	35000
Source	Title II
Budget Reference	Salaries & Benefits
Amount	15000
Source	Title II
Budget Reference	Other Services

2019-20

Amount	35000
Source	Title II
Budget Reference	Salaries & Benefits
Amount	15000
Source	Title II
Budget Reference	Other Services

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
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Goal 2

Goal #2: The District will identify individual social-emotional and behavior needs and apply collaborative appropriate interventions. The District will review, refine and implement Social-Emotional and Behavioral Interventions, support programs and policies to reflect current research and best practices. The District will foster students' social-emotional development by providing a safe and inclusive learning environment and a positive school culture.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
COE	<input type="checkbox"/> 9	<input type="checkbox"/> 10						
LOCAL	<u>Albany Strategic Plan Two "Supporting the Whole Child" AUSD Single Plans for Student Achievement</u>							

Identified Need

Identified Essential Need #1
 The state mandated metrics, listed below, do not capture the most essential student needs. The most essential student needs are related to providing a school culture that respects and embraces diversity. Our students need a school climate that is free from discrimination and hate. At this time, we do not have a quantifiable metric, but recent expressions of hate speech have impacted many students, staff, and community members.

Identified Essential Need #2
 When disaggregated by race/ethnicity, suspension rates in 2015-16 and 2016-17 are not disproportionate as compared to enrollment rates. On the new CA Dashboard, every subgroup is in the blue and green status. Every subgroup has both a low or very low rate and also declined or declined significantly when comparing 2014-15 to 2015-16. However, the new CA Dashboard does not desegregate by gender. Our essential need is related to suspension rates by gender. There is a very high rate of suspension for male students as compared to female students.

Other identified needs are as follows:
 State Priority/Metric 5a-e: Pupil Engagement:
 5a School Attendance Rates
 2016-2017 Average Daily Attendance Rate is ~94%.

5b Chronic Absenteeism Rates

2016-17 Moderately Chronic Absenteeism (missing between 10% and 19.99% of the school year) = 1.5%

2016-17 Severely Chronic Absenteeism (missing more than 20% of the school year) = 5%

5c Middle School Drop-Out Rate

2015-16 = 0% (0 students)

5d High School Drop-Out Rate

2015-16 = 4.8% (15 students)

5e High School Graduation Rate

2015-16 93.3%

State Priority/Metric 6: School Climate:**6a Albany High School Pupil Suspension Rate**

2015-16: 2.3% (17 suspensions)

MacGregor Continuation High School Pupil Suspension Rate

2015-16: 5.8% (1 suspension)

6b Albany High School Pupil Expulsion Rate

2014-15: 0.2%

6b MacGregor Continuation High School Pupil Expulsion Rate

2014-15: 0%

6c Other Local Measures = 2016 CA Healthy Kids Survey

95% of 7th, 91% of 9th, and 91% of 11th graders reported Moderate to High levels of School Connectedness.

78% of 7th, 91% of 9th, and 91% of 11th graders reported Moderate to High levels of Meaningful Participation.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>State Priority/Metric 5a-e: Pupil Engagement as measured by attendance rates, drop-out rates, graduation rates, suspension and expulsion rates, and responses from the CA Healthy Kids Survey.</p>	<p>State Priority/Metric 5a-e: Pupil Engagement: 5a School Attendance Rates 2016-2017 Average Daily Attendance Rate is ~94%.</p> <p>5b Chronic Absenteeism Rates 2016-17 Moderately Chronic Absenteeism (missing between 10% and 19.99% of the school year) = 1.5% 2016-17 Severely Chronic Absenteeism (missing more than 20% of the school year) = 5%</p> <p>5c Middle School Drop-Out Rate 2015-16 = 0% (0students)</p> <p>5d High School Drop-Out Rate 2015-16 = 4.8% (15 students)</p> <p>5e High School Graduation Rate 2015-16 93.3%</p>	<p>State Priority/Metric 5a-e Pupil Engagement 5a: Average Daily Attendance Rates will remain above 95%.</p> <p>5b: Chronic Absence Rates will remain below 5%.</p> <p>5c: The Middle School Drop-Out rate will remain at 0%.</p> <p>5d: The High School Drop-Out rate will remain below 5%.</p> <p>5e: The High School Graduation rate will remain above 95%.</p>	<p>State Priority/Metric 5a-e Pupil Engagement 5a: Average Daily Attendance Rates will remain above 95%.</p> <p>5b: Chronic Absence Rates will remain below 5%.</p> <p>5c: The Middle School Drop-Out rate will remain at 0%.</p> <p>5d: The High School Drop-Out rates will be below 5%.</p> <p>5e: The High School Graduation rates will be above 95%.</p>	<p>State Priority/Metric 5a-e Pupil Engagement 5a: Average Daily Attendance Rates will remain above 95%.</p> <p>5b: Chronic Absence Rates will remain below 5%.</p> <p>5c: The Middle School Drop-Out rate will remain at 0%.</p> <p>5d: The High School Drop-Out rates will be below 5%.</p> <p>5e: The High School Graduation rates will be above 95%.</p>

State Priority/Metric 6 as measured by Suspension Rates, Expulsion Rates, and the CA Healthy Kids Survey.

State Priority/Metric 6: School Climate:

6a High School Pupil Suspension Rate

- Albany High School 2015-16: 2.3% (17 suspensions)
- MacGregor Continuation High School 2015-16: 5.8% (1 suspension)

6b Albany High School Pupil Expulsion Rate 2014-15: 0.2%

6b MacGregor Continuation High School Pupil Expulsion Rate 2014-15: 0%

6c Other Local Measures = 2016 CA Healthy Kids Survey

- 95% of 7th, 91% of 9th, and 91% of 11th graders reported Moderate to High levels of School Connectedness.
- 78% of 7th, 91% of 9th, and 91% of 11th graders reported Moderate to High levels of Meaningful Participation.

State Priority/Metric 6: School Climate:

6a: The High School Suspension rates will remain below 4%.

6b: The High School Expulsion rate will remain below 1%.

6c: The District will administer the CA Healthy Kids Survey in spring 2018 and compare results to those from 2016. The District will also identify and incorporate questions that relate to issues of equity and inclusion. The District will measure baselines and progress on those dimensions of equity and inclusion.

State Priority/Metric 6: School Climate:

6a: The High School Suspension rates will remain below 4%.

6b: The High School Expulsion rates will remain below 1%.

6c: The District will have administered the CA Healthy Kids Survey in spring 2018.

State Priority/Metric 6: School Climate:

6a: The High School Suspension rates will remain below 4%.

6b: The High School Expulsion rates will remain below 1%.

6c: The District will have administered the CA Healthy Kids Survey in spring 2020.

PLANNED ACTIONS / SERVICES

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

Action 1

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Action 2.1: The District will provide a robust attendance reporting and intervention program.

Services:

2.1.1: The District will identify students at-risk of “severe chronic (>20%)” and “moderate (between 10% and 19.99%)” absence rates.
2.1.2: The District will intervene with communication and counseling services.

2018-19

New Modified Unchanged

Action 2.1: The District will provide a robust attendance reporting and intervention program.

Services:

2.1.1: The District will identify students at-risk of “severe chronic (>20%)” and “moderate (between 10% and 19.99%)” absence rates.
2.1.2: The District will intervene with communication and counseling services.

2019-20

New Modified Unchanged

Action 2.1: The District will provide a robust attendance reporting and intervention program.

Services:

2.1.1: The District will identify students at-risk of “severe chronic (>20%)” and “moderate (between 10% and 19.99%)” absence rates.
2.1.2: The District will intervene with communication and counseling services.

2.1.3: The District will staff and train classified clerical staff for every school site and at the district office.

2.1.3: The District will staff and train classified clerical staff for every school site and at the district office.

2.1.3: The District will staff and train classified clerical staff for every school site and at the district office.

BUDGETED EXPENDITURES

2017-18

Amount	205763
Source	Base
Budget Reference	Salary & Benefits
Amount	211343
Source	Parcel Tax
Budget Reference	Salary & Benefits
Amount	3500
Source	Base
Budget Reference	Other Services

2018-19

Amount	215000
Source	Base
Budget Reference	Salary & Benefits
Amount	220000
Source	Parcel Tax
Budget Reference	Salary & Benefits
Amount	3500
Source	Base
Budget Reference	Other Services

2019-20

Amount	230000
Source	Base
Budget Reference	Salary & Benefits
Amount	240000
Source	Parcel Tax
Budget Reference	Salary & Benefits
Amount	3500
Source	Base
Budget Reference	Other Services

Action **2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] All students who are struggling in academic and social-emotional areas.

Location(s) All Schools Specific Schools: Albany High School, MacGregor High School, Albany Middle School Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Action 2.2: The District will provide counseling services to students in grades 6-12th.

Services:

2.2.1: The District will staff and train counselors for Albany Middle, Albany High, and MacGregor High Schools.

AMS: 6-8: 1.5 Counselors

AHS: 9-12: 3.6 Counselors

MAC: 10-12: 0.4 FTE Counselors

2018-19

New Modified Unchanged

Action 2.2: The District will provide counseling services to students in grades 6-12th.

Services:

2.2.1: The District will staff and train counselors for Albany Middle, Albany High, and MacGregor High Schools.

AMS: 6-8: 1.5 Counselors

AHS: 9-12: 3.6 Counselors

MAC: 10-12: 0.4 FTE Counselors

2019-20

New Modified Unchanged

Action 2.2: The District will provide counseling services to students in grades 6-12th.

Services:

2.2.1: The District will staff and train counselors for Albany Middle, Albany High, and MacGregor High Schools.

AMS: 6-8: 1.5 Counselors

AHS: 9-12: 3.6 Counselors

MAC: 10-12: 0.4 FTE Counselors

2.2.2: The District will provide counselors with program funds, training and professional development.

2.2.2: The District will provide counselors with program funds, training and professional development.

2.2.2: The District will provide counselors with program funds, training and professional development.

BUDGETED EXPENDITURES

2017-18

Amount	564309
Source	Parcel Tax
Budget Reference	Salary & Benefits

2018-19

Amount	590000
Source	Parcel Tax
Budget Reference	Salary & Benefits

2019-20

Amount	620000
Source	Parcel Tax
Budget Reference	Salary & Benefits

Action **3**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Action 2.3: The District will provide a School Social Worker and Mental Health services.

Services:

2.3.1: The District will staff Mental Health Specialists

2.3.2: The District will contract with a coordinator of Mental Health programs who will supervise Interns.

2.3.3: The District will staff a School Social Worker.

2018-19

New Modified Unchanged

Action 2.3: The District will provide a School Social Worker and Mental Health services.

Services:

2.3.1: The District will staff Mental Health Specialists

2.3.2: The District will contract with a coordinator of Mental Health programs who will supervise Interns.

2.3.3: The District will staff a School Social Worker.

2019-20

New Modified Unchanged

Action 2.3: The District will provide a School Social Worker and Mental Health services.

Services:

2.3.1: The District will staff Mental Health Specialists

2.3.2: The District will contract with a coordinator of Mental Health programs who will supervise Interns.

2.3.3: The District will staff a School Social Worker.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	199912	Amount	210000	Amount	220000
Source	Parcel Tax	Source	Parcel Tax	Source	Parcel Tax
Budget Reference	Salary & Benefits	Budget Reference	Salary & Benefits	Budget Reference	Salary & Benefits
Amount	62116	Amount	65000	Amount	68000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Other Services	Budget Reference	Other Services	Budget Reference	Other Services
Amount	5000	Amount	5000	Amount	5000
Source	Parcel Tax	Source	Parcel Tax	Source	Parcel Tax
Budget Reference	Other Services	Budget Reference	Other Services	Budget Reference	Other Services

Action **4**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Action 2.4: The District will provide all students with programs that are geared to maintain a safe, inclusive, and positive climate.

Services:

2.4.1: The District will provide a part-time Safe & Inclusive Schools Coordinator.

2.4.2: The District will coordinate programs including the Elementary Conflict Managers, the Middle School Safe School Ambassadors, the AHS Advisory and AHS Associated Student Body Leadership Team.

2018-19

New Modified Unchanged

Action 2.4: The District will provide all students with programs that are geared to maintain a safe, inclusive, and positive climate.

Services:

2.4.1: The District will provide a part-time Safe & Inclusive Schools Coordinator.

2.4.2: The District will coordinate programs including the Elementary Conflict Managers, the Middle School Safe School Ambassadors, the AHS Advisory and AHS Associated Student Body Leadership Team.

2019-20

New Modified Unchanged

Action 2.4: The District will provide all students with programs that are geared to maintain a safe, inclusive, and positive climate.

Services:

2.4.1: The District will provide a part-time Safe & Inclusive Schools Coordinator.

2.4.2: The District will coordinate programs including the Elementary Conflict Managers, the Middle School Safe School Ambassadors, the AHS Advisory and AHS Associated Student Body Leadership Team.

2.4.3: The District will teach curriculum specific to character building, social-emotional growth, and empowerment. These include Speak-Up/Be Safe, Second-Step, Physical and Sexual Health, & 9th Grade Identity, Health, & Society.

2.4.4: The District will provide clubs and extracurricular activities so that students are engaged with activities that broaden their interests.

2.4.5: The District will review curriculum so that issues of equity and inclusion are considered and so that students learn social justice competencies.

2.4.6: The District will provide professional development to all staff so that issues of equity and inclusion are strengthened and so that staff learn how to teach social justice competencies.

2.4.3: The District will teach curriculum specific to character building, social-emotional growth, and empowerment. These include Speak-Up/Be Safe, Second-Step, Physical and Sexual Health, & 9th Grade Identity, Health, & Society.

2.4.4: The District will provide clubs and extracurricular activities so that students are engaged with activities that broaden their interests.

2.4.5: The District will review curriculum so that issues of equity and inclusion are considered and so that students learn social justice competencies.

2.4.6: The District will provide professional development to all staff so that issues of equity and inclusion are strengthened and so that staff learn how to teach social justice competencies.

2.4.3: The District will teach curriculum specific to character building, social-emotional growth, and empowerment. These include Speak-Up/Be Safe, Second-Step, Physical and Sexual Health, & 9th Grade Identity, Health, & Society.

2.4.4: The District will provide clubs and extracurricular activities so that students are engaged with activities that broaden their interests.

2.4.5: The District will review curriculum so that issues of equity and inclusion are considered and so that students learn social justice competencies.

2.4.6: The District will provide professional development to all staff so that issues of equity and inclusion are strengthened and so that staff learn how to teach social justice competencies.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	86168	Amount	89000	Amount	92000
Source	Parcel Tax	Source	Parcel Tax	Source	Parcel Tax
Budget Reference	Salary & Benefits	Budget Reference	Salary & Benefits	Budget Reference	Salary & Benefits
Amount	7000	Amount	7000	Amount	7000
Source	Parcel Tax	Source	Parcel Tax	Source	Parcel Tax
Budget Reference	Materials & Supplies	Budget Reference	Materials & Supplies	Budget Reference	Materials & Supplies
Amount	20000	Amount	0	Amount	0
Source	Educator Effectiveness Grant	Source		Source	
Budget Reference	Salaries & Benefits	Budget Reference		Budget Reference	
Amount	5000	Amount	0	Amount	0
Source	Educator Effectiveness Grant	Source		Source	
Budget Reference	Other Services	Budget Reference		Budget Reference	

Action **5**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Action 2.5: The District will provide an athletics program for students in grades 6-12.

Services:
 2.5.1: The District will staff an Athletics Director to coordinate programs.
 2.5.2: The District will staff Athletics Coaches.
 2.5.3: The District will provide equipment, supplies, and transportation.

2018-19

New Modified Unchanged

Action 2.5: The District will provide an athletics program for students in grades 6-12.

Services:
 2.5.1: The District will staff an Athletics Director to coordinate programs.
 2.5.2: The District will staff Athletics Coaches.
 2.5.3: The District will provide equipment, supplies, and transportation.

2019-20

New Modified Unchanged

Action 2.5: The District will provide an athletics program for students in grades 6-12.

Services:
 2.5.1: The District will staff an Athletics Director to coordinate programs.
 2.5.2: The District will staff Athletics Coaches.
 2.5.3: The District will provide equipment, supplies, and transportation.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	265540	Amount	275000	Amount	295000
Source	Parcel Tax	Source	Parcel Tax	Source	Parcel Tax
Budget Reference	Salary & Benefits	Budget Reference	Salary & Benefits	Budget Reference	Salary & Benefits
Amount	40000	Amount	40000	Amount	40000
Source	Parcel Tax	Source	Parcel Tax	Source	Parcel Tax
Budget Reference	Other Services	Budget Reference	Other Services	Budget Reference	Other Services

Action **6**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Action 2.6: The District will provide a Physical Education program so that all students are engaged in physical activity that keeps them healthy and engaged in school.

Services:

2.6.1: The District will staff credentialed Physical Education teachers for every school site.

2018-19

New Modified Unchanged

Action 2.6: The District will provide a Physical Education program so that all students are engaged in physical activity that keeps them healthy and engaged in school.

Services:

2.6.1: The District will staff credentialed Physical Education teachers for every school site.

2019-20

New Modified Unchanged

Action 2.6: The District will provide a Physical Education program so that all students are engaged in physical activity that keeps them healthy and engaged in school.

Services:

2.6.1: The District will staff credentialed Physical Education teachers for every school site.

BUDGETED EXPENDITURES

2017-18

Amount	346690
Source	Parcel Tax
Budget Reference	Salary & Benefits
Amount	863170
Source	Base
Budget Reference	Salary & Benefits

2018-19

Amount	350000
Source	Parcel Tax
Budget Reference	Salary & Benefits
Amount	905000
Source	Base
Budget Reference	Salary & Benefits

2019-20

Amount	357500
Source	Parcel Tax
Budget Reference	Salary & Benefits
Amount	940000
Source	Base
Budget Reference	Salary & Benefits

Action **7**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All Schools Specific Schools: Albany High School, Albany Middle School Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Action 2.7: The District will provide specialized academic and social-emotional counseling services to students who need additional support.

AHS 0.2 FLEX Counselor
AHS 0.2 At-Risk Counselor
AMS 0.5 At-Risk Counselor

2018-19

New Modified Unchanged

Action 2.7: The District will provide specialized academic and social-emotional counseling services to students who need additional support.

AHS 0.2 FLEX Counselor
AHS 0.2 At-Risk Counselor
AMS 0.5 At-Risk Counselor

2019-20

New Modified Unchanged

Action 2.7: The District will provide specialized academic and social-emotional counseling services to students who need additional support.

AHS 0.2 FLEX Counselor
AHS 0.2 At-Risk Counselor
AMS 0.5 At-Risk Counselor

BUDGETED EXPENDITURES

2017-18

Amount	89378
Source	Supplemental
Budget Reference	Salary & Benefits

2018-19

Amount	95000
Source	Supplemental
Budget Reference	Salary & Benefits

2019-20

Amount	100000
Source	Supplemental
Budget Reference	Salary & Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
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Goal 3

Goal #3: All Stakeholders will Collaborate and Communicate about decisions that guide the sites and the district.
 The District will collaboratively plan professional development and meeting time that responds to current needs.
 The District will make proactive and effective decisions.
 The District will communicate effectively throughout the district.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	
COE	<input type="checkbox"/> 9	<input type="checkbox"/> 10							
LOCAL	<u>Albany Strategic Plan One "Assessing and Increasing Student Success" AUSD Single Plans for Student Achievement AHS W.A.S.C. Plan, Goal #2</u>								

Identified Need

Identified Essential Need: 100% of the district's students need school sites that are not overcrowded and that meet or exceed standards for safety and modern learning, especially in science, engineering, math, and the humanities.

Identified Essential Need: Based on the district's essential needs in Pupil Achievement related to Black/African American and Hispanic Latino underperformance, and based on feedback from the African American/Black and Hispanic/Latino parent engagement teams, the District needs to strengthen the climate in which minority parents feel included and engaged in the activities of the school community and in decision- making within the district.

Identified Essential Need: After having passed two large school construction bonds, the Albany Community has a strong interest in the development and construction of schools.

Identified Essential Need: The changing nature of communication presents new challenges for communicating essential information to parents and to the community as a whole regarding school issues and achievements.

Other Identified Needs
 State Priority/Metric 1c: School Facilities

2016-17: 100% of the district's schools are clean and maintained, but repairs are needed in several areas.

2016-17: 66% (4 out of 6) of the district's schools are earthquake safe as measured by the Division of the State Architect. 33% (2 out of 6) are seismically deficient as measured by the Division of the State Architect.

2016-17: 100% of the district's school sites are overcrowded and have temporary portable buildings to alleviate overcrowding.

State Priority/Metric 3a: Parental Input in Making Decisions

2016-17: 100% of the district's students have schools with active School Site Councils composed of parents and staff.

2016-17: 100% of the district's students have schools with active Parent-Teacher Associations.

2016-17: 100% of the district's students have schools with active Parent & Community Volunteer programs.

2016-17: 100% of the district's students have a district with a Black/African-American Parent Engagement Design Team.

2016-17: 100% of the district's students have a district with a Hispanic/Latino Parent Engagement Design Team.

State Priority/Metric 3b: Parental Participation in Programs for English Language Learners, Low Socio-Economic, and Foster Youth.

2016-17: 100% of the district's students have schools with active, site-based English Language Advisory Committees composed of parents and staff, and a District English Language Advisory Committee composed of parents and staff.

State Priority/Metric 3c: Parental Participation in Programs for Individuals with Exceptional Needs

2016-17: 100% of the district's students have schools and a district staff who implement a Student Study Team Process as needed, and when appropriate, a section 504 Plan or an Individualized Education Program that includes the parental participation of individuals with exceptional needs.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>State Priority/Metric 1c: School Facilities as measured by: levels of cleanliness, rates of maintenance and repair, adequacy of space in relation to enrollment, design of space in relation to quality instruction, and safety.</p>	<p>State Priority/Metric 1c: School Facilities 2016-17: 100% of the schools are clean and maintained, but repairs are needed in several areas. 2016-17: 66% (4 out of 6) of the schools are earthquake safe as measured by the Division of the State Architect. 33% (2 out of 6) are seismically deficient as measured by the Division of the State Architect. 2016-17: 100% of the school sites are overcrowded and have temporary portable buildings to alleviate overcrowding.</p>	<p>State Priority/Metric 1c: School Facilities The District will maintain that 100% of the schools will be clean and safe. The District will continue to work on long-term plans to increase the percentage of schools that are earthquake safe as measured by the Division of the State Architects. The District will work on short- and long-term plans for new construction and the provision of temporary portable buildings to alleviate overcrowding.</p>	<p>State Priority/Metric 1c: School Facilities The District will maintain that 100% of the schools will be clean and safe. The District will continue to work on short- and long-term plans to increase the percentage of schools that are earthquake safe as measured by the Division of the State Architects. The District will continue to work on short- and long-term plans for new construction. The District will maintain that 100% of the school sites have temporary portable buildings to alleviate overcrowding.</p>	<p>State Priority/Metric 1c: School Facilities The District will maintain that 100% of the schools will be clean and safe. The District will continue to work on short- and long-term plans to increase the percentage of schools that are earthquake safe as measured by the Division of the State Architects. The District will continue to work on short- and long-term plans for new construction. The District will maintain that 100% of the school sites have temporary portable buildings to alleviate overcrowding.</p>
<p>State Priority/Metric 3a: Parental Input in Making Decisions as measured by: School Site Council activity and membership, Parent-Teacher Association activity and membership, quantity of parent and community volunteer programs, and the presence of parent</p>	<p>State Priority/Metric 3a: Parental Input in Making Decisions 2016-17: 100% of the students have schools with active School Site Councils composed of parents and staff. 2016-17: 100% of the students have schools with active Parent-Teacher</p>	<p>State Priority/Metric 3a: Parental Input in Making Decisions The District will maintain that 100% of the schools have active School Site Councils composed of parents and staff. The District will maintain that 100% of the schools have active Parent-Teacher</p>	<p>State Priority/Metric 3a: Parental Input in Making Decisions The District will maintain that 100% of the schools have active School Site Councils composed of parents and staff. The District will maintain that 100% of the schools have active Parent-Teacher</p>	<p>State Priority/Metric 3a: Parental Input in Making Decisions The District will maintain that 100% of the schools have active School Site Councils composed of parents and staff. The District will maintain that 100% of the schools have active Parent-Teacher</p>

engagement teams for African American and Hispanic ethnic groups.

State Priority/Metric 3b: Parental Participation in Programs for English Language Learners, Low Socio-Economic, and Foster Youth as measured by: English Language Advisory Council activity and membership.

Associations.
2016-17: 100% of the students have schools with active Parent & Community Volunteer programs.
2016-17: 100% of the students have a district with a Black/African-American Parent Engagement Design Team.
2016-17: 100% of the students have a district with a Hispanic/Latino Parent Engagement Design Team.

State Priority/Metric 3b: Parental Participation in Programs for English Language Learners, Low Socio-Economic, and Foster Youth
2016-17: 100% of the students have schools with active site-based English Language Advisory Committees composed of parents and staff, and a District English Language Advisory Committee composed of parents and staff.

Associations.
The District will maintain that 100% of the students have schools with active Parent & Community Volunteer programs.
The District will maintain that 100% of the parents of Black/African American, Hispanic, or Low Socio-Economic students with targeted outreach programs.

State Priority/Metric 3b: Parental Participation in Programs for English Language Learners, Low Socio-Economic, and Foster Youth
The District will maintain that 100% of the schools have active site-based English Language Advisory Committees composed of parents and staff, and a District English Language Advisory Committee composed of parents and staff.

Associations.
The District will maintain that 100% of the students have schools with active Parent & Community Volunteer programs.
The District will provide 100% of the parents of Black/African American, Hispanic, or Low Socio-Economic students with targeted outreach programs.

State Priority/Metric 3b: Parental Participation in Programs for English Language Learners, Low Socio-Economic, and Foster Youth
The District will maintain that 100% of the schools have active site-based English Language Advisory Committees composed of parents and staff, and a District English Language Advisory Committee composed of parents and staff.

Associations.
The District will maintain that 100% of the students have schools with active Parent & Community Volunteer programs.
The District will provide 100% of the parents of Black/African American, Hispanic, or Low Socio-Economic students with targeted outreach programs.

State Priority/Metric 3b: Parental Participation in Programs for English Language Learners, Low Socio-Economic, and Foster Youth
The District will maintain that 100% of the schools have active site-based English Language Advisory Committees composed of parents and staff, and a District English Language Advisory Committee composed of parents and staff.

State Priority/Metric 3c: Parental Participation in Programs for Individuals with Exceptional Needs as measured by: the presence of Student Study Teams on each and every school site and the presence of high-quality 504 Plan programs and Individual Education Programs.

Local Priority/Metric: Effective communication strategies as measured by the number of website postings, the number of meetings, and attendance at public meetings.

State Priority/Metric 3c: Parental Participation in Programs for Individuals with Exceptional Needs 2016-17: 100% of the students have schools and a district staff who implement a Student Study Team Process as needed, and when appropriate, a section 504 Plan or an Individualized Education Program that includes the parental participation of individuals with exceptional needs.

Local Priority/Metric: Effective communication strategies 2017-18 The District will establish baselines and set goals for improvement.

State Priority/Metric 3c: Parental Participation in Programs for Individuals with Exceptional Needs The District will maintain that 100% of the students have schools and a district staff who implement a Student Study Team Process as needed, and when appropriate, a section 504 Plan or an Individualized Education Program that includes the parental participation of individuals with exceptional needs.

Local Priority/Metric: Effective communication strategies 2017-18 The District will establish baselines and set goals for improvement.

State Priority/Metric 3c: Parental Participation in Programs for Individuals with Exceptional Needs The District will maintain that 100% of the students have schools and a district staff who implement a Student Study Team Process as needed, and when appropriate, a section 504 Plan or an Individualized Education Program that includes the parental participation of individuals with exceptional needs.

Local Priority/Metric: Effective communication strategies 2018-19 The District will evaluate baselines and methods, make modifications as needed, and set goals for improvement.

State Priority/Metric 3c: Parental Participation in Programs for Individuals with Exceptional Needs The District will maintain that 100% of the students have schools and a district staff who implement a Student Study Team Process as needed, and when appropriate, a section 504 Plan or an Individualized Education Program that includes the parental participation of individuals with exceptional needs.

Local Priority/Metric: Effective communication strategies 2019-20 The District will evaluate past performance and methods, make modifications as needed, and set goals for improvement.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Action 3.1: The District will continue to support the engagement of parents and community members.

Services:
3.1.1: The District will increase the participation of parents from under-represented and under-performing groups, including Low Socio-Economic, English Language Learners, Foster Youth, African American/Black, & Hispanic/Latino.

2018-19

New Modified Unchanged

Action 3.1: The District will continue to support the engagement of parents and community members.

Services:
3.1.1: The District will increase the participation of parents from under-represented and under-performing groups, including Low Socio-Economic, English Language Learners, Foster Youth, African American/Black, & Hispanic/Latino.

2019-20

New Modified Unchanged

Action 3.1: The District will continue to support the engagement of parents and community members.

Services:
3.1.1: The District will increase the participation of parents from under-represented and under-performing groups, including Low Socio-Economic, English Language Learners, Foster Youth, African American/Black, & Hispanic/Latino.

3.1.2: The District will strengthen a task force of parents and staff to plan for events to engage more parents from African American/Black and Hispanic/Latino families.

3.1.3: The District will maintain English Language Advisory Committees, School Site Councils, and PTAs at every school site. The District will maintain a District level English Language Advisory Committee (DELAC) and a District Community Advisory Committee.

3.1.4: The District will provide a Student Study Team and Individualized Educational Process that includes the participation of parents.

3.1.5 The District will strengthen student stakeholder input through the formation of a "Student Equity Advisory Council" facilitated by the Superintendent.

3.1.6: The District will strengthen parent and community stakeholder input through the formation of the "Albany Coming Together" task force to address program improvements in curriculum, professional development, student engagement, parent engagement, policy development, and safe use of technology.

3.1.2: The District will strengthen a task force of parents and staff to plan for events to engage more parents from African American/Black and Hispanic/Latino families.

3.1.3: The District will maintain English Language Advisory Committees, School Site Councils, and PTAs at every school site. The District will maintain a District level English Language Advisory Committee (DELAC) and a District Community Advisory Committee.

3.1.4: The District will provide a Student Study Team and Individualized Educational Process that includes the participation of parents.

3.1.5 The District will strengthen student stakeholder input through the formation of a "Student Equity Advisory Council" facilitated by the Superintendent.

3.1.6: The District will strengthen parent and community stakeholder input through the formation of the "Albany Coming Together" task force to address program improvements in curriculum, professional development, student engagement, parent engagement, policy development, and safe use of technology.

3.1.2: The District will strengthen a task force of parents and staff to plan for events to engage more parents from African American/Black and Hispanic/Latino families.

3.1.3: The District will maintain English Language Advisory Committees, School Site Councils, and PTAs at every school site. The District will maintain a District level English Language Advisory Committee (DELAC) and a District Community Advisory Committee.

3.1.4: The District will provide a Student Study Team and Individualized Educational Process that includes the participation of parents.

3.1.5: The District will strengthen student stakeholder input through the formation of a "Student Equity Advisory Council" facilitated by the Superintendent.

3.1.6: The District will strengthen parent and community stakeholder input through the formation of the "Albany Coming Together" task force to address program improvements in curriculum, professional development, student engagement, parent engagement, policy development, and safe use of technology.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	15000	Amount	15000	Amount	15000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Other Services	Budget Reference	Other Services	Budget Reference	Other Services
Amount	5000	Amount	5000	Amount	5000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Materials & Supplies	Budget Reference	Materials & Supplies	Budget Reference	Materials & Supplies
Amount	75000	Amount	50000	Amount	25000
Source	Base	Source	Base	Source	Base
Budget Reference	Other Services	Budget Reference	Other Services	Budget Reference	Other Services

Action **2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Action 3.2: The District will provide highly qualified clerical support throughout the district.

Services:

3.2.1: The District will provide all schools with appropriately staffed clerical support.
 3.2.2: The District will hire and train secretarial staff to support the Education and Curriculum, Instruction, and Assessment Department.

2018-19

New Modified Unchanged

Action 3.2: The District will provide highly qualified clerical support throughout the district.

Services:

3.2.1: The District will provide all schools with appropriately staffed clerical support.
 3.2.2: The District will hire and train secretarial staff to support the Education and Curriculum, Instruction, and Assessment Department.

2019-20

New Modified Unchanged

Action 3.2: The District will provide highly qualified clerical support throughout the district.

Services:

3.2.1: The District will provide all schools with appropriately staffed clerical support.
 3.2.2: The District will hire and train secretarial staff to support the Education and Curriculum, Instruction, and Assessment Department.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	496245	Amount	520000	Amount	545000
Source	Base	Source	Base	Source	Base
Budget Reference	Salary & Benefits	Budget Reference	Salary & Benefits	Budget Reference	Salary & Benefits

Action **3**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Action 3.3: The District will maintain and improve the facilities across the school district.

Services:

3.3.1: The District will review the 2014 Facility Master Plan, ongoing facility needs, and continue to prioritize next steps.

3.3.2: The District will design facilities on the San Gabriel site for new construction in the future years.

3.3.3: The District will explore a permanent location for the District Office.

3.3.4: The District will recruit and retain

2018-19

New Modified Unchanged

Action 3.3: The District will maintain and improve the facilities across the school district.

Services:

3.3.1: The District will review ongoing facility needs and continue to prioritize next steps.

3.3.2: The District will recruit and retain maintenance staff to maintain clean and safe learning environments for students.

3.3.3: The District will recruit and retain secretarial staff to support the Business and Maintenance Departments.

2019-20

New Modified Unchanged

Action 3.3: The District will maintain and improve the facilities across the school district.

Services:

3.3.1: The District will review ongoing facility needs and continue to prioritize next steps.

3.3.2: The District will recruit and retain maintenance staff to maintain clean and safe learning environments for students.

3.3.3: The District will recruit and retain secretarial staff to support the Business and Maintenance Departments.

maintenance staff to maintain clean and safe learning environments for students.
 3.3.6: The District will recruit and retain secretarial staff to support the Business and Maintenance Departments.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	480649	Amount	500000	Amount	525000
Source	Restricted Routine Maintenance	Source	Restricted Routine Maintenance	Source	Restricted Routine Maintenance
Budget Reference	Salary & Benefits	Budget Reference	Salary & Benefits	Budget Reference	Salary & Benefits
Amount	17407	Amount	19000	Amount	21000
Source	Base	Source	Base	Source	Base
Budget Reference	Salary & Benefits	Budget Reference	Salary & Benefits	Budget Reference	Salary & Benefits
Amount	1000	Amount	1000	Amount	1000
Source	Base	Source	Base	Source	Base
Budget Reference	Materials & Supplies	Budget Reference	Materials & Supplies	Budget Reference	Materials & Supplies

Action **4**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Action 3.4: The District will implement specific strategies to strengthen communication with students, parents, and community members regarding Bond Measures B & E. Services:
 3.4.1: The District will continue to update a designated web page on the district website with items related to Bond Measures B & E.
 3.4.2: The District will host regularly scheduled open meetings for community members to ask questions and receive information.

2018-19

New Modified Unchanged

Action 3.4: The District will implement specific strategies to strengthen communication with students, parents, and community members regarding Bond Measures B & E. Services:
 3.4.1: The District will continue to update a designated web page on the district website with items related to Bond Measures B & E.
 3.4.2: The District will host regularly scheduled open meetings for community members to ask questions and receive information.

2019-20

New Modified Unchanged

Action 3.4: The District will implement specific strategies to strengthen communication with students, parents, and community members regarding Bond Measures B & E. Services:
 3.4.1: The District will continue to update a designated web page on the district website with items related to Bond Measures B & E.
 3.4.2: The District will host regularly scheduled open meetings for community members to ask questions and receive information.

3.4.3: The District will produce communications that may include flyers to notify the community and school site neighbors regarding pertinent project information.
 3.4.4: The District will engage stakeholders on temporary school facilities needed during the rebuilding process.

3.4.3: The District will produce communications that may include flyers to notify the community and school site neighbors regarding pertinent project information.
 3.4.4: The District will engage stakeholders on temporary school facilities needed during the rebuilding process.

3.4.3: The District will produce communications that may include flyers to notify the community and school site neighbors regarding pertinent project information.
 3.4.4: The District will engage stakeholders on temporary school facilities needed during the rebuilding process.

BUDGETED EXPENDITURES

2017-18

Amount	7500
Source	Base
Budget Reference	Materials & Supplies

2018-19

Amount	7500
Source	Base
Budget Reference	Materials & Supplies

2019-20

Amount	7500
Source	Base
Budget Reference	Materials & Supplies

Action **5**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Action 3.5: The District will adapt to and utilize up-to-date methods of communication that are effective at maintaining a well-informed school community.

3.5.1 The District will continue to maintain up-to-date and extensive information on the District website.

3.5.2 The District will maintain social media accounts and will continue to post and promote these channels.

3.5.3 The District will produce and distribute an annual newsletter to the community,

2018-19

New Modified Unchanged

Action 3.5: The District will adapt to and utilize up-to-date methods of communication that are effective at maintaining a well-informed school community.

3.5.1 The District will continue to maintain up-to-date and extensive information on the District website.

3.5.2 The District will maintain social media accounts and will continue to post and promote these channels.

3.5.3 The District will produce and distribute an annual newsletter to the community,

2019-20

New Modified Unchanged

Action 3.5: The District will adapt to and utilize up-to-date methods of communication that are effective at maintaining a well-informed school community.

3.5.1 The District will continue to maintain up-to-date and extensive information on the District website.

3.5.2 The District will maintain social media accounts and will continue to post and promote these channels.

3.5.3 The District will produce and distribute an annual newsletter to the community,

describing school achievements and major construction events.
 3.5.4 The District will re-evaluate policy on communication triggers in order to inform the community adequately and fully. Each site will evaluate their channels of communication to parents with a goal of re-aligning communication to those channels that parents use and access frequently.

describing school achievements and major construction events.
 3.5.4 The District will re-evaluate policy on communication triggers in order to inform the community adequately and fully. Each site will evaluate their channels of communication to parents with a goal of re-aligning communication to those channels that parents use and access frequently.

describing school achievements and major construction events.
 3.5.4 The District will re-evaluate policy on communication triggers in order to inform the community adequately and fully. Each site will evaluate their channels of communication to parents with a goal of re-aligning communication to those channels that parents use and access frequently.

BUDGETED EXPENDITURES

2017-18

Amount	20000
Source	Base
Budget Reference	Other Services

2018-19

Amount	20000
Source	Base
Budget Reference	Other Services

2019-20

Amount	20000
Source	Base
Budget Reference	Other Services

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$1647533

Percentage to Increase or Improve Services: 5.83%

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

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

In the Albany Unified School District, the enrollment of unduplicated counts of English Language Learners, Foster Youth, and students from low socio-economic backgrounds remains below the fifty-five percent (<55%) threshold established by the State of California. Therefore, Albany USD does not receive concentration grant funds.

In the Albany Unified School District, the enrollment of unduplicated counts of English Language Learners, Foster Youth, and students from low socio-economic backgrounds is 29%. The Albany Unified School District receives supplemental funds and has targeted those funds for both schoolwide and district-wide initiatives, as well as direct support for the targeted populations.

LCAP Goal #1 states “The District will provide a comprehensive educational experience with expanded opportunities for engagement, assessment, and academic growth so that all students will reach their fullest potential.” Supplemental funds are used for action items found in Goal #1.

Action 1.1: The District will implement the California Standards in English Language Arts, English Language Development, Math, Science and History/Social Studies. The District will review and adopt California Standards-based curriculum materials.

1.1.3 The District will support a review and adoption process for Reading/Language Arts materials that are aligned to the new CA English Language Arts/English Language Development standards and frameworks in grades K-5. The District will provide training, materials & supplies, time for collaboration and planning, conference registration fees and related travel expenses.

Service 1.1.3 Costs:

Salary & Benefits - \$22,000

Other Services - \$10,000

Action 1.2: The District will provide academic intervention for students who struggle in English and Math. This is also a strategy to address performance gaps for English Language Learners and students from low socio-economic backgrounds.

Services:

1.2.1 The District will staff Intervention Specialists at the Elementary Schools to provide research-based instructional strategies in literacy standards.

1.2.2 The District will provide course sections of English/Language Arts and Math at the secondary schools to provide research-based intervention instruction that supports core access to ELA and Math Standards.

1.2.3 The District will provide the FLEX Program to offer mentoring, intervention, and tutoring to students in high school who struggle to meet CA State Standards.

Action 1.2 Costs:

Salary & Benefits - \$701,032

Action 1.3: The District will provide English Language Development Programs for students who are identified as English Language Learners.

Services:

1.3.1: The District will staff English Language Development (ELD) Specialist Teachers for each school site.

1.3.2: The District will administer CA English Language Development Tests (or the new English Language Proficiency Assessments) in late summer and/or early in the school year so that instructional services can begin as soon as possible.

1.3.3: The District will review and purchase curriculum that is aligned with the new CA English Language Arts/English Language Development Standards and Frameworks.

1.3.4: The District will provide Professional Development to ELD Teachers and General Education Teachers in the areas of California Standards and Language Development Instructional Strategies.

Action 1.3 Costs:

Salary & Benefits - \$702,392

Materials & Supplies - \$46,500

Action 1.1 impacts all elementary students and incorporates the specific Service 1.1.1 to support the review and adoption of new Reading and Language Arts materials in grades K-5 with professional development. The materials will be reviewed for alignment with the new CA English Language Arts/English Language Development standards and frameworks. The professional development will include a focus on how to meet the needs of English Language Learners in the general education classroom.

Action 1.2 impacts all students who need early intervention in English and Math based on a review of the results from local and statewide assessments.

Action 1.1.3 impacts English Learners and provides these students with direct services related to English Language Development.

In regards to Action 1.1 (implement CA State Standards) and Action 1.2 (provide academic intervention), because these are school-wide and districtwide services, the school district must describe how the services provided are the most effective use of funds. Research studies demonstrate substantial and consistent findings that support a school-wide approach to reading intervention. A 2005 report written by Barbara Taylor, David Pearson, Debra Peterson, and Michael Rodriguez studied the impact of a school change framework on professional development and school reading

improvement. The study found that students who are enrolled in schools that embrace school-wide reform efforts in reading demonstrate higher levels of reading achievement. “At the school level, reform effort was positively related to students’ reading growth in students’ reading comprehension and fluency.” (Taylor, B. et al, 2005, p.64).

More recent research can be found that focusses on policymaking related to reading instruction. In their comprehensive overview of current reading policies, Coburn, Pearson, and Woulfin find that various approaches to instructional policy can have an impact within the classroom, but that teachers can and do actively interpret policy based on their beliefs and practices (Coburn, C. et al, 2011). In Albany USD, it is the belief that all students who struggle with reading should be provided with reading intervention as early as possible. It is also our belief that struggling readers benefit when all of their peers are given the opportunities to improve. The reading and math intervention specialists will provide direct services to students who need early intervention. They will also coordinate efforts to administer assessments across all classrooms and to provide consultation and coaching to all classroom teachers related to best practices.

In regards to Service 1.1.3 (review and adopt new ELA/ELD materials), a comprehensive review of educational research related to English Language Learners learning academic English (DiCerbo, et al, 2014) finds that the language demands in the CA Common Core State Standards include analyzing complex texts, constructing arguments from evidence and synthesizing ideas (p.458.) Furthermore, the research review concludes that teacher professional development ‘has the potential to challenge and change teacher beliefs and practices about language when it is ongoing and directly relevant to the content teachers are teaching’ (DiCerbo et al, p.474).

These are school wide programs and Albany USD stakeholders agree that this is the most effective use of funds to meet our goals for English Language Learner pupils because the services reach their needs to be as fully included into the core instructional program as possible. Albany USD staff believes that English Learners deserve as much inclusion into the general education programs as possible. Albany USD will emphasize the integration of English Language Development Standards instruction as the District incorporate the new writing program into our classrooms.

LCAP Goal #2 states “The District will identify individual social-emotional and behavior needs and apply collaborative appropriate interventions.” Supplemental funds are used for services 2.3.3 and 2.7 found in Goal #2.

Action 2.3: The District will provide a School Social Worker and Mental Health services.

Service 2.3.3: The District will staff a School Social Worker.

Service 2.3.3 Costs

Salary & Benefits - \$62,116

Service 2.7: The District will provide specialized academic and social-emotional counseling services to students who need additional support.

Service 2.7 Costs:

AHS 0.2 FLEX Counselor

AHS 0.2 At-Risk Counselor

AMS 0.5 At-Risk Counselor

Salary & Benefits - \$89,378

In regards to Action 2.3, research on School Social Workers substantiates the presumption that there has been an increase in learning and behavioral problems as a result of more social media influences, mental health concerns, bullying, and issues at home (Zosky, Avant, & Thompson, 2014). School Social Workers provide the specialized skills and knowledge to bridge the gaps between home and school by working with teachers, administrators, and parents so that children can reach their full potential and benefit from strong home-school partnerships (Broussard, 2003).

In Albany USD, stakeholders identified the staffing of a School Social Worker as the best option to respond to the needs of students, especially at the younger grades in elementary school. The School Social Worker will work directly with administrators, teachers, students, and families to help with discipline, mental health intervention, crisis management, and other related support services. As part of an interdisciplinary team, the social worker will also facilitate community involvement in the schools and advocate for student success.

Action 2.7 impacts all 6th-12th grade students at Albany Middle, Albany High, and MacGregor High Schools who need counseling interventions for social-emotional, behavioral, and academic needs. These are school wide programs and Albany USD stakeholders agree that this is the most effective use of funds to meet our goals for English Language Learners, Low Socio-Economic, and Foster Youth because the services reach every student who needs counseling services to be successful in school. The District will target services to any student who demonstrates difficulty with attendance, social-emotional well-being, academic difficulties, and behavior concerns and these specific counselors will provide time to meet with the students, to provide resources and skill development, and to network with parents and other community members to provide additional support.

In regards to Action 2.7, research on school counseling programs substantiates that school-wide counseling interventions have a substantial impact on students’ educational and personal development. In an extensive review of 30 years of empirical research and professional standards, authors L. Dianne Borders and Sandra M. Drury state in the Journal of Counseling and Development that “effective school counseling programs serve all students equally. All students refers to those who are average, gifted and talented, low achieving and to those with handicaps and disabilities; those in all ethnic, cultural, and sexual orientation groups; those who speak English as a second language; migrants; boys and girls; athletes and non-athletes; and any other “special students” in the school” (Borders & Drury, 1992, p.489). Furthermore, their research concludes that “Individual and

small-group counseling, classroom guidance, and consultation activities seem to contribute directly to students' success in the classroom and beyond, and school counselors should spend the majority of their time performing these interventions" (Borders & Drury, 1992, p.495).

In Albany, our stakeholders have identified Action 2.7 as the best option that will provide specific intervention counseling services. These services will be complimented by a much larger team of general school counselors, not funded by supplemental funds, who take on a much broader set of school-wide services, such as master scheduling and school-wide character education programs. The District classifies this as a school-wide intervention because the services will serve students based on their specific identified needs, not only by their status as EL, Low Socio-Economic, or Foster Youth. In other words, it is not our intent to use supplemental funds to hire counselors who will be implementing and coordinating all the various services provided by a school-counseling department.

Action 3.1 "The District will continue to support the engagement of parents and community members."

Action 3.1 Costs:

Materials & Supplies - \$5,000

Other services - \$15,000

In regards to Action 3.1 The District specifically outlines several services directly related to parents from Black/African American and Hispanic/Latino backgrounds. Stakeholders in Albany, especially parents, recognize that one of our essential needs is to address the inequities in opportunity and achievement for students from these two ethnic groups. Stakeholders in Albany also believe that the engagement of parents from these ethnic groups is critical to the success of African American/Black and Hispanic/Latino students, as well as to the overall success of all students in the community. Research has emphasized the link between parent involvement and student success (Davies, 1991; Epstein, 2001). Research also indicates that school communities need to do more to provide a welcoming and inclusive environment for families from minority backgrounds (Chrispeels et al, 2001; Delgado-Gaitan, 1991; Howard & Reynolds, 2008).

Citations

- Borders, L. D., & Drury, S. M. (1992). Comprehensive school counseling programs: A review for policymakers and practitioners. *Journal of Counseling & Development*, 70(4), 487-498.
- Broussard, C. A. (2003). Facilitating home-school partnerships for multiethnic families: School social workers collaborating for success. *Children & Schools*, 25(4), 211-222.
- Chrispeels, Janet H., and Elvia Rivero. "Engaging Latino families for student success: How parent education can reshape parents' sense of place in the education of their children." *Peabody Journal of Education*, 76, no. 2 (2001): 119-169.
- Coburn, C. E., Pearson, P. D., & Woulfin, S. (2011). Reading policy in the era of accountability. *Handbook of Reading Research*, 4, 561-593.
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- DiCerbo, P. A., Anstrom, K. A., Baker, L. L., & Rivera, C. (2014). A review of the literature on teaching academic English to English Language Learners. *Review of Educational Research*, 84(3), 446-482.
- Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Westview Press, 5500 Central Avenue, Boulder, CO 80301.
- Howard, T. C., & Reynolds, R. (2008). Examining parent involvement in reversing the underachievement of African American students in middle-class schools. *The Journal of Educational Foundations*, 22(1/2), 79.
- Howard, T. C. (2015). *Why race and culture matter in schools: Closing the achievement gap in America's classrooms*. Teachers College Press.
- Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into Practice*, 34(3), 159-165.
- Taylor, B., Pearson, P., Peterson, D., & Rodriguez, M. (2005). The CIERA School Change Framework: An evidence-based approach to professional development and school reading improvement. *Reading Research Quarterly*, 40-69.

Zosky, D. L., Avant, D. W., & Thompson, J. (2014). Social Work and Special Education Students' Attributions of Poverty: A Leadership Opportunity for School Social Workers. *School Social Work Journal*, 38(2).

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

Plan Summary

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

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

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

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

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

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

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

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

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

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

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *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?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *Education Code* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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