

Local Control Accountability Plan and Annual Update (LCAP)

LEA Name	Contact Name and Title	Email and Phone
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2019-20 Plan Summary

The Story

District Mission:

Dedicated to Student Success, Staff Collaboration, Community Partnership, and Committed to Excellence.

District Vision:

Ensure Students will be College, Career, and Citizenship Ready through Talent and Teamwork

District Goals:

1. **Student Success:** All students will graduate, having gained the knowledge, skills, and understandings to be college, career, and citizenship ready.
2. **Staff Collaboration:** All personnel will have access to high quality professional learning that supports employee performance and job satisfaction.
3. **Community Partnership:** We will actively seek authentic community involvement and develop meaningful community partnerships to support student learning.

Graduate Profile:

- **Critical Thinker:** Our graduates are original thinkers. They observe, they wonder, they create, and they have the ability to solve real world problems.
- **Effective Communicator:** Our graduates convey their thoughts and responses clearly and comprehensively. They have highly refined reading, writing, speaking and listening skills.
- **Teammate:** Our graduates are skilled collaborators and understand the value of achieving common goals through teamwork.
- **Self-Directed Individual:** Our graduates accept responsibility for their learning. They recognize their strengths and work to their full potential. They value learning as a lifelong skill.
- **College and Career Ready Scholar:** Our graduates navigate the pathways that connect education and employment to a productive, rewarding and secure life.
- **Responsible and Contributing Citizen:** Our graduates display integrity and civic responsibility. They aim to make a positive contribution to their communities.

District Profile:

Students:

Atascadero Unified School District has an enrollment of approximately 4,700 students. Approximately 64% of our population is White, 28% are Hispanic, and 8% are other races including American Indian, Alaskan, Asian, and African American. Approximately 36% of the district population is socio-economically disadvantaged, 8% of our students are categorized as English Language Learners, students identified as Homeless is 5%, students in Foster Care is 1.3%, and Students with Disabilities is 12%.

School Facilities:

Atascadero Unified School District is a K-12 rural district comprising of twelve schools. Geographically, three of the District's schools lie in the unincorporated areas of Santa Margarita, Carrisa Plains and Creston. All other school sites are located within Atascadero city limits. The District is served by seven K-5 elementary schools, one 4-8 Fine Arts Academy, one middle school, one comprehensive high school, one continuation high school and one K-12 alternative education school serving independent study and home schooled students. Improvements are being made to every classroom through a \$117 million facilities bond passed by our community in 2010 and reauthorized in 2014.

Geographic Areas:

Our district serves one of the largest unified school district geographic areas in the state of California encompassing 1,213 square miles. The district stretches from the City of Atascadero to the Carissa Plains in eastern San Luis Obispo County. Although our student population is not considered ethnically diverse, the regions that comprise the unified school district draw from a wide range of socially and economically diverse citizens.

LCAP Highlights

Working closely with stakeholders throughout the district, current actions were reviewed with 2 actions being discontinued and others being adjusted to provide continued support toward our three district goals. The changes to actions are listed below in the Greatest Needs area of the LCAP. Within each of the three goals, the outcomes were combined into the goal language to simplify the document, but this did not change the goals. Metrics did not change, and actions were reviewed and adjusted as needed. The LCAP Outline continues to be a very powerful driving document that easily communicates our goals, metrics, and actions to stakeholder groups. The LCAP Outline accompanies our LCAP Executive Summary and the two documents provide a concise and detailed version of our LCAP for all our stakeholders.

Details to each Goal and Outcome can be found within this document as shown below:

Goal 1 = Student Academic Success

Our schools will increase student achievement by effectively implementing a Multi-Tiered System of Support to meet the academic and behavioral needs of students. Teachers will be provided targeted professional development to support the growth of all students, and struggling students will access targeted interventions to support their individual growth. (pp. 29-38)

Goal 2 = College & Career Ready Scholars

Our students will be college and career ready upon graduation, navigating the pathways that connect education and employment to a productive, rewarding and secure life. Our students will exit each grade performing at or above grade level standards both academically and technologically, and secondary students will have opportunity to complete a three-course career pathway. (pp. 39-48)

Goal 3 = School Climate

Our school sites will have safe, welcoming and inclusive climates that support our students by providing social and emotional supports, we will also support our families by providing parent engagement programs and parent education. (pp. 49-55)

Review of Performance

Greatest Progress

Based on the evidence of state indicators, we are happy with the improvements we are seeing in grade 3 CAASPP results, Math CAASPP, and local evidence which shows improvements in suspension and attendance rates. Compared to the previous year, the percent of students proficient or advanced in Math grew 4% in grade 3 and AUSD grew 2% as a district. These have been focus areas for us this year and the growth reinforces that we are implementing the correct actions.

This year we implemented the Zearn supplemental Math program and focused on small group instruction in mathematics across all grades. Though the initial implementation of Zearn was difficult due to student sign-on issues, the use of the program has improved greatly as the year continued. Principals and teachers regularly reviewed student use of the program and time on task and shared best practices in using Zearn to support small group instruction between teachers and schools. At the secondary levels additional staff was utilized to support targeted lower level Math classes that were high in unduplicated students. Observations and local review shows this has been successful and we look forward to the results of this year's SBAC assessments to validate the good work we are seeing in Math across all our grade levels.

This year we expanded two of our largest actions, Thinking Maps and 1:1 student to Chromebook ratio. Thinking Maps had been introduced last year in grades TK-5 and was expanded to grades 6-8 this year. This training has been very well accepted and has shown great improvements in local assessments. In the piloting schools, we saw increases in writing on both local and state indicators, and we are again eager to see the impact on SBAC scores for grades 6-8. This action will be expanded next year to include grades 9-12, completing a full district-wide roll out of Thinking Maps. This year the 1:1 initiative was rolled out to grades 9-12, completing a district wide initiative to have devices for all students in grades 3-12 and one device to every two students in grades TK-2. Students and parents both reported an increase in use in technology for school work in our annual survey, increasing from 3.7 to 3.8.

Finally, AUSD is incredibly happy with the high priority it has placed in professional development and how it has been received by the staff. Last year 95% of staff reported that the professional development provided was of high quality and met their needs. This year that was increased to 99%.

Greatest Needs

Atascadero Unified School District qualified for Differentiated Assistance (D.A.) in the state indicators of Chronic Absenteeism, Suspensions and Academics with English Learners and Students with Disabilities. The data below shows the status, change, number of students qualifying for the category, and the total number of students in the subgroup. In addition to the areas identified below, Mathematics continues to be a local priority for all grades.

Group	Status	Change	Qualifying	Total
Chronic Absenteeism				
All	9.4%	+1.4	317	3,360
EL	24.3%	+19.8	9	37
Suspensions				
All	4.3%	+0.5	212	4,973
EL	5.6%	+2.3	23	411
SWD	11.5%	+2.9	69	599
ELA				
All	-4.6	-4.1	2,266	
SWD	-100.9	-9.9	256	
Math				
All	-4.6	-4.1	2,266	
SWD	-127.1%	+2.8	252	

Research is overwhelming that instructor effectiveness and school climate are key to improving outcomes for all students, so the AUSD LCAP invests heavily in professional development for teachers regarding relevant pedagogy, the Framework for Teaching, implementation of Common Core curricula, and technology. In the upcoming year, additional PD will be provided specifically in Mathematics and PBIS. LCAP Goals 1.A, 1.B, and 1.C.

Multiple efforts are made regularly to improve attendance and reduce Chronic Truancy, including parent contact, attendance incentive programs, SARB hearings, and multiple communications to parents. In reviewing our local data, we are seeing similar Chronic Truancy rates as a district, but already seeing a 1% reduction for EL students. This trend has been occurring throughout the 2018-2019 school year. Current practices will continue as they seem to be working to close the gap between All students and EL students.

Similarly, local data shows suspension rates are lower for all students, EL, and SWD. This reduction is seen most in the TK-8 grade spans and is attributed to the Tier I and II interventions regularly utilized. Suspensions have not decreased at the high school levels to the same degree. Through the work of the Differentiated (DA) team, two areas were identified as root causes and areas needing to be addressed. In the elementary grade levels, continued suspension are occurring with SWD. These suspensions are attributed to students being placed into general educational settings without the appropriate level of supports in place. To address this, the DA team made recommendations to provide targeted support at needed sites, establish protocols for IEPs so all persons involved can share input to initially establish proper supports, and to clearly identify Tier I & II interventions and supports at the high school level. The increase of targeted staff can be found in action 1.G and the support for Tiers I & II will come through PD provided in action 1.A.

To improve academic performance in the areas of Mathematics for all students and for Math & ELA for SWD, we will focus on small group instruction and the use of formative assessments to adjust instruction. To support teachers on best practices, AUSD's professional development will prioritize these strategies throughout the year. In addition, assessments in Mathematics for grades 1-12 will be purchased and PD will occur to support the use of the assessment tool and how to use the evidence to adjust instruction. This is represented in actions 1.A and 1.E.

Performance Gaps

In referring to the California School Dashboard, there are three state indicators for which performance for a student group was two or more performance levels below the “all student” performance. These indicators and student groups are listed below:

Group	Status	Change	Qualifying	Total
Chronic Absenteeism				
All	9.4%	+1.4	317	3,360
Foster	24.3%	+19.8	9	37
Homeless	20.4%	-7.2	28	187
Suspensions				
All	4.3%	+0.5	212	4,973
SWD	11.5%	+2.9	69	599
Homeless	13.9%	+6.8	26	187
ELA				
All	-4.6	-4.1	2,266	
SWD	-100.9	-9.9	256	

These are the same state indicators and subgroups the AUSD has identified as being a part of our greatest need. The actions referenced above reflect the steps we are taking to address these gaps.

Comprehensive Support and Improvement

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

Schools Identified

No Schools Identified as CSI

Annual Update

LCAP Year Reviewed: 2018–19

Goal 1

Student Academic Growth:

Our schools will increase student achievement by effectively implementing a Multi-Tiered System of Support to meet the academic and behavioral needs of students.

- **Outcome A:** Teachers will be provided targeted professional development to support the growth of all students in literacy, math, career technical subjects, and designated and integrated ELD instruction.
- **Outcome B:** Struggling students will access literacy and math intervention to support their individual growth.

State Priorities: 1,2,4,7 & 8

Local Priorities:

Annual Measurable Outcomes

Expected

Outcome A:

1. As evidenced by the Williams audit, 99% of AUSD teachers are appropriately and fully credentialed in the subject areas and/or are board approved to teach one or more classes outside of their credential area, and zero facility complaints are filed.
2. 100% percent of new teachers and administrators are enrolled/participating in induction program
3. On a scale of 1-5, average scores on the CCSS Implementation Self-Reflection Tool will be:

Professional Learning:

1. Core Subjects = 4.1

Actual

Outcome A:

1. **Met:** As evidenced by the Williams audit, 100% of AUSD teachers are appropriately and fully credentialed in the subject areas and/or are board approved to teach one or more classes outside of their credential area and no facility complaints were filed.
2. **Met:** 100% of new teachers and administrators did enroll in and fully participate in a state approved induction program.
3. **Met:** According to the CCSS Implementation Self-Reflection Tool, AUSD had a 0.1 growth in all areas except delivery of instruction. Overall we improved by 0.1 when looking at a total score, moving from 3.8 to 3.9. Scores by area are as follows:

Professional Learning:

1. Core Subjects = 4.1

Expected

Actual

<p>4. Other Academics = 3.8</p> <p><u>Instructional Materials:</u></p> <p>2. Core Subjects = 4.0</p> <p><u>Delivery of Instruction:</u></p> <p>3. Core Subjects = 3.6</p> <p><u>Support for Teachers:</u></p> <p>5. Input & Support = 4.1</p>

<p>4. Other Academics = 3.8</p> <p><u>Instructional Materials:</u></p> <p>2. Core Subjects = 4.0</p> <p><u>Delivery of Instruction:</u></p> <p>3. Core Subjects = 3.5</p> <p><u>Support for Teachers:</u></p> <p>5. Input & Support = 4.1</p>

<p>Outcome B:</p> <ol style="list-style-type: none"> As evidenced by the California School Dashboard: <u>English Learner Progress</u>, ELs will achieve a Status of 65% and a Change of +1%. 75% of all students and 60% of EL students reach their grade level SRI Lexile.
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<p>Outcome B:</p> <ol style="list-style-type: none"> With the transition from the CELDT assessment to the new ELPAC assessment, no comparable data is available measure the expected goal. 63% of all students reached a proficient or advanced SRI Lexile level and 19% reached Basic level, with only 7% scoring Below Basic. This was a 10% increase from the previous year. While only 31% of ELs reached a proficient or advanced level and 30% Basic. Compared to previous year, this was a decrease of 5% Proficient or Advanced, but also a 5% decrease in Below Basic. This highlights the continued need for targeted EL reading support.
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Actions / Services

Action 1

[ACTIONS / SERVICES](#)

Action **1.A.1**

Actions/Services

PLANNED

Provide all teachers, counselors, and classified employees directly connected to the classroom PD on the CCCSS, CTE, the Framework for Teaching, designated & integrated ELD curriculum & instruction, and local assessments and targeted interventions for early reading.

ACTUAL

12 professional learning days were held throughout the year. Elementary teachers and science teachers created sample NGSS-aligned lessons, and all teachers were provided professional development in their specific area of instruction in the areas of CCCSS, new ELA curriculum, NGSS, new History/Social Science framework, and CTE and anchor standards within CTE. Elementary school teachers received

	<p>ongoing training and Middle school teachers received initial training in Thinking Maps and the new district writing program. Secondary teachers received targeted professional development based on their subject matter. Additional funds beyond our original budget were spent to provide professional development in Thinking Maps and PBIS.</p> <p>Following each district-led professional development teachers were asked: "Please rank from one to four with one being "poor" to four being "excellent", how would you rate your overall experience today?" Teachers reported these days having great value and growth in their practices from these meetings, with 99% of teachers reporting a 3 or 4 for the PD.</p>
<p>BUDGETED \$65,293 Total LCFF Supplemental = \$62,253 Title III = \$3,000</p>	<p>ESTIMATED ACTUAL \$75,503 Total LCFF Supplemental = \$74,503 Title III = \$1,000</p>

Expenditures

Action **1.A.2**

<p>PLANNED Teachers will be hired and trained to be a part of the district Instructional Leadership Team (ILT). Members will be the lead learners in professional development and will provide site-based professional development.</p>	<p>ACTUAL 29 ILT members were hired and trained to support staff by providing PD on the Framework for Teaching at all grades, Thinking Maps in grades TK-8, PBL and Technology at secondary grades. These trainings were supported by district staff and site administrators and occurred both during Early Release Fridays and Teacher Professional Development Days.</p>
<p>BUDGETED \$75,452 = LCFF Supplemental</p>	<p>ESTIMATED ACTUAL \$77,848 = LCFF Supplemental</p>

Actions/Services

Expenditures

Action **1.A.3**

<p>PLANNED Provide additional Professional Development and an extended calendar for Special Education Staff to support identification of student needs and interventions to meet the needs general education students with specific academic needs within our MTSS.</p>	<p>ACTUAL A total of 71 Special Education staff participated in a total of 35 hours of professional development beyond their normal calendar. The topics included SEIS training, IEP writing, and collaboration with school-based teams, coordinating student supports and services, scheduling specialized academic instruction and collaboration, and establishing systems for progress monitoring and communication.</p>
<p>BUDGETED</p>	<p>ESTIMATED ACTUAL</p>

Actions/Services

Expenditures

\$35,894 = LCFF Supplemental

\$46,267 = LCFF Supplemental

Action **1.B.1**

Actions/Services

PLANNED
Academic language and English language concepts can be a stumbling block for ELs. In order to better insure their successes in their academic courses at the secondary level, English learners will have access to tutors during non-core instruction (i.e. study hall) or after school.

ACTUAL
Atascadero High School offered after school tutoring, although students did not take advantage of the service. After input from administrators, Imagine Learning was purchased to be utilized as an after school program to support early EL students in our elementary schools. Because of this, the costs were higher than originally estimated.

Expenditures

BUDGETED
\$545 = Title III

ESTIMATED ACTUAL
\$4,375 = Title III

Action **1.B.2**

Actions/Services

PLANNED
Provide training and release time for certificated staff as needed for district wide assessments.

ACTUAL
Training for certificated staff regarding district-wide assessments was built into existing Professional Development Days and Early Release Friday times, therefore fewer additional dollars were needed to meet this need.

Expenditures

BUDGETED
\$8,920 = LCFF Supplemental

ESTIMATED ACTUAL
\$1,217 = LCFF Supplemental

Action **1.B.3**

Actions/Services

PLANNED
Middle school and high school counselors will identify at-risk students at each grading period and then meet with them to identify strategies and resources to support the students. Counselor meetings will be logged in Aeries.

ACTUAL
Counselors improved the number of at-risk students they met with, jumping from 55% to 83%, in efforts to address learning and attendance. Half of the students who met with counselors improved their GPA an average of 0.48 points.

Expenditures

BUDGETED
\$91,134 = AHS Counselor = LCFF Supplemental
\$108,764 = AMS Counselor = LCFF Supplemental

ESTIMATED ACTUAL
\$91,013 = AHS Counselor = LCFF Supplemental
\$108,704 = AMS Counselor = LCFF Supplemental

Action **1.B.4**

Actions/Services

PLANNED
When looking at ELA achievement levels, across all grades, 41% of English Only students did not meet or nearly met standard while 79% of English Learners and 57% of Low Income students did not meet or nearly met standard. To measure the impact of early interventions we looked specifically at grade 3 ELA results where

ACTUAL
Each of the planned staffing were hired and implemented in the proposed positions. The staff supported an MTSS system that targeted early supports in reading fluency and comprehension, and social/emotional supports. Within these grade spans, increases have been seen in student reading scores according

<p>31% of English Only students did not meet or nearly met standard while 78% of English Learners and 61% of Low Income students did not meet or nearly met standard. This pattern of twice as many EL or Low Income students not meeting proficiency was mirrored by our local SRI & DIBELS results. In order to provide the best MTSS system possible, additional staff will be hired to support identification of students' academic, social, and emotional needs and provide interventions.</p> <p>Additional staff:</p> <ul style="list-style-type: none"> • 5.7 FTE TK-3 Teachers • 1.75 Psychologist • 5.6 Intervention Coordinators • 1 LC Teacher • 4.06 Behavior Support Specialists • 1 LC Program Coordinator • 1 Behavior Specialist • 1.12 Bilingual IAs • 13.7689 IAs 	<p>to SRI, IABs, and initial SBAC scores. Our greatest growth was continued to be seen in grade 3 SBAC scores, when comparing grade 3 scores from year to year.</p>
<p>BUDGETED</p> <p>Additional staff as follows are all LCFF Supplemental funded:</p> <p>\$413,150 = TK-3 Teachers \$189,892 = Psychologist \$536,508 = Intervention Coord. \$82,421 = LC Teacher \$174,836 = BSS \$119,345 = LC Coord. \$100,366 = Behavior Specialist \$37,116 = Bilingual IAs \$411,275 = IAs</p>	<p>ESTIMATED ACTUAL</p> <p>Additional staff were all LCFF Supplemental funded:</p> <p>\$419,786 = TK-3 Teachers \$186,473 = Psychologist \$536,568 = Intervention Coord. \$87,504 = LC Teacher \$204,281 = BSS \$143,881 = LC Coord. \$77,180 = Behavior Specialist \$24,350 = Bilingual IAs \$424,430 = IAs</p>

Expenditures

Action **1.B.5**

Actions/Services

<p>PLANNED</p> <p>Implement Newsela instructional platform to provide accessible academic content for ELs and multi-levelled readers.</p>	<p>ACTUAL</p> <p>Newsela was implemented in grades 3-12. Usage was highest in the grade span 6-8. Support of staff in Newsela's use to support leveled reading and Social Emotional Learning will continue throughout the 2019-2020 school year.</p>
<p>BUDGETED</p> <p>\$46,000 = LCFF Supplemental</p>	<p>ESTIMATED ACTUAL</p> <p>\$46,435 = LCFF Supplemental</p>

Expenditures

Analysis

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

Actions and services for this goal were generally implemented as planned with few exceptions. Professional development was implemented with the support of ILT members and MTSS was continued with increased fidelity with the support of Intervention Coordinators, Learning Center staff, and Instructional Aides.

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

Professional development continued to receive excellent ratings from teachers as evidenced by the professional development survey given at the close of each district lead professional development session. Teachers were asked: Please rank from one to four with one being "poor" to four being "excellent", how would you rate your overall experience today? Results were 99% positive, an increase from 95% for the past two years.

Continued growth on grade 3 SBAC scores is seen and attributed to the Walk-to-Learn targeted intervention groups. While "all" students are showing growth in this area, the gap between "all" students and ELs continues to grow. Additional targeted EL support within Walk-to-Learn will be continued to support this subgroup of students.

The certificated position "Behavior Specialist" is a certificated position intended to support teachers and classified staff with PBIS and targeted behaviors. The service was not sufficient to meet the need, as one person was insufficient to address needs across the entire district. Behavior Support Specialists (BSS) continue to be a positive support in working with students with targeted behavioral needs and have helped reduce suspensions at sites with a BSS in place.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in estimated actual and budgeted expenditures were primarily due to staff salary schedules, which based on particular employees filling specific positions slightly increased or decreased expenditures over original estimates. The EL Tutoring at Atascadero High School was not successful again this year as the school was unable to recruit tutors to work with EL students. Additional Language Development was infused into the school's ELD class to support the language development of the students. In place of the after school tutoring at the high school, Imagination Learning was purchased and utilized at sites throughout the district to support targeted English Language Development for our EL students. The cost of the new program and using existing staff to provide the afterschool support was \$3,900 more than the initial tutoring that was planned. This change was based on the input of the DELAC and Title III funds were used to fund the service.

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.

Analysis: With the continuation of Thinking Maps in grades TK-5 and implementation in grades 6-8, professional development continued to be heavily focused on Thinking Maps and Writing throughout the year. Professional development on the Framework for Teaching, CTE and Mathematics were continued and NGSS and the Social Science adoptions were introduced, while heavy emphasis on ELD continues to be a definite need. Although the number of EL students redesignated as Fluent English Proficient continued to be positive, a lack of gap closure with reading comprehension and writing with EL has risen as a high need. Specific ELD/Writing/Thinking Maps training occurred and AUSD now has a “trainer of trainers” who will continue to provide this training throughout the district. Many benefits were noted with the increased counseling, but the connection between student improvement and counseling sessions was lacking and students report a need to meet with counselors more often for academic planning. Processes need to be put into place to show academic growth of the students counselors are seeing.

Change: Most of the actions and services for Goal 1 will be continued for the duration of the plan. There are some additional services/actions that will be added to the Goal 1 and one services from the 2018 LCAP that is no longer being implemented.

The biggest additions to Goal 1:

- Increase professional Development to provide additional focus at the secondary levels to Mathematics and PBIS. Action 1.A pg 32
- Provide assessments for Mathematics in grades 1-12, including screeners, benchmarks, and formative assessments. Action 1.A pg 32
- Utilize Imagination Learning at sites throughout the district to support targeted English Language Development for our EL students. Action 1.D pg 35
- Hire an additional 0.5 FTE Learning Center Teacher to San Benito to support targeted behaviors and PBIS. Action 1.G pg 38
- Hire an additional 1.6 FTE Behavior Support Specialists at Santa Margarita and Santa Rosa to support targeted behaviors and PBIS. Action 1.G pg 38

The biggest change to Goal 1:

- Action 1.B.4 included the certificated position “Behavior Specialist”. This is a certificated position intended to support teachers and classified staff with PBIS and targeted behaviors. The service was not sufficient to meet the need, as one person was insufficient to address needs across the entire district. The additional 0.5 LC Teacher and 1.6 BSS listed above will be used at the school with the greatest needs.

Goal 2

College and Career Ready Scholars:

Our students will be college and career ready upon graduation, navigating the pathways that connect education and employment to a productive, rewarding and secure life.

- **Outcome D:** Our students will exit each grade level performing at or above grade level standards both academically and technologically.
- **Outcome E:** Secondary students will have access and opportunity to complete a three-course career pathway.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,7 & 8

Local Priorities:

Annual Measureable Outcomes

EXPECTED

Outcome C:

1. Using the California School Dashboard: ELA, Average distance of SBAC Scale Score from Level 3, the following status and change will be met:

	Status:	Change:
All Students	8.0	+5.0
English Learners	-26.0	+7.0
Socioeconomically Disadvantaged	-18.0	+7.0
Students with Disabilities	-73.0	+7.0
Hispanic or Latino	-9.0	+10.0
White	18.0	+5.0
EL - EL Only	-72.0	+7.0
EL - Reclassified Only	21.0	+5.0

ACTUAL

Outcome C:

1. The expected outcomes were based on the 2017 baseline data and projected growth desired. The scores below represent our SBAC scores from the Spring of 2018. The change goals remain the same for the Spring 2019 scores and will be updated as soon as they become available.

	<u>SPRING 2018</u>	Status:	Change:
All Students		-4.6	+5.0
English Learners		-49.0	+7.0
Socioeconomically Disadvantaged		-34.0	+7.0
Students with Disabilities		-101.0	+7.0
Hispanic or Latino		-30.0	+10.0
White		2.6	+5.0

2. Using the California School Dashboard: Math, Average distance of SBAC Scale Score from Level 3, the following status and change will be met:

	Status:	Change:
All Students	-11.0	+5.0
English Learners	-44.0	+7.0
Socioeconomically Disadvantaged	-39.0	+7.0
Students with Disabilities	-95.0	+7.0
Hispanic or Latino	-32.0	+10.0
White	-2.0	+5.0
EL - EL Only	-86.0	+7.0
EL - Reclassified Only	0.0	+5.0

3. According to the he Early Assessment Program (EAP) results, students will be Ready or Conditionally Ready in ELA and Math as follows:

	ELA	Math
All =	65%	40%
SED =	54%	24%
EL =	9%	36%

4. The AP passage rate and course enrollment for Atascadero High School will be 69% passing with a 3 or better and 330 students enrolled.

5. The percentage of AUSD graduate subgroup completing A-G requirements will be:

All = 44% SED = 21% EL = 5%

2. The expected outcomes were based on the 2017 baseline data and projected growth desired. The scores below represent our SBAC scores from the Spring of 2018. The change goals remain the same for the Spring 2019 scores and will be updated as soon as they become available.

	SPRING 2018	Status:	Change:
All Students	-30.0	+5.0	
English Learners	-71.0	+7.0	
Socioeconomically Disadvantaged	-61.0	+7.0	
Students with Disabilities	-127.0	+7.0	
Hispanic or Latino	-58.0	+10.0	
White	-22.0	+5.0	

3. AUSD continues to see small growth in EAP scores. The Early Assessment Program (EAP) results of students “Ready” and “Conditionally Ready” districtwide for 2017-2018 are shown below. These represent a growth from the 2017 results in all areas except Math for EL students. The 2019 scores will be reported as soon as they become available.

	ELA	Math
All =	62%	31%
SED =	38%	15%
EL =	9%	0%

4. The collective AP passage rate for in 2017-2018 was 69%, an increase from 65% and the number of students enrolled in AP classes increased from 284 to 330. Currently, 294 students are enrolled in AP courses and AP passage rates will be analyzed as soon as test scores are available.

5. AUSD results for 2017-2018 graduates completing A-G requirements was:

All = 42% SED = 13% EL = 0%

Initial information based on local Aeries “A-G Readiness” dashboard show an increase of A-G completers for 2018 in comparison to 2017. Data will be confirmed in the Fall of 2018;

6. As measured by the Technology Sections of the Student, Teacher, Parent Annual Survey, the percent of students who regularly access grades & assignments online, use the internet at school and at home, and use technology for assignments will be as follows:

	Parent	Teacher	Student
Regularly access grades/assignments online	3.8	4.0	3.7
Access to and use of internet on a regular basis at school	4.2	4.4	4.4
Access to and use of the internet on a regular basis outside of school	4.7	3.8	4.4
Use of technology to complete classroom or homework assignments	4.0	3.4	3.9

Outcome D:

1. CTE Pathway completion for Atascadero High School will be:
All = 35% SED = 48% EL = 3%
2. 92% of AHS students will be on track to complete their Individual Academic Plan.
3. Achieve 98% participation on senior survey from graduating seniors and 60% completion of the exit survey of 1st year alumni.

6. While improvements were seen in each of the reported categories, goal outcomes were met in 4 of 12 categories. In 4 other categories, goals were missed by one tenth of a point. As the 1:1 roll-out finalized at AHS this upcoming year, the new targets should be met.

	Parent	Teacher	Student
Regularly access grades/assignments online	3.7	3.7	3.7
Access to and use of internet on a regular basis at school	4.2	4.5	4.2
Access to and use of the internet on a regular basis outside of school	4.2	3.6	4.2
Use of technology to complete classroom or homework assignments	3.8	3.1	3.8

Outcome D:

1. According to Aeries, early indication of CTE Pathway completion for Atascadero High School is as stated below. Official information will be confirmed in the Fall.
All = 21% SED = 16% EL = 10%
2. 50% of AHS students are on track to complete their Individual Academic Plan. This change is due to a change in the system used to plan and track students' 4-year plans. Our previous data showed approximately 90% of students completing a 4-year plan, though the plan was housed in a separate system from our student information system, Aeries. This made using the 4-year plan to guide students difficult. Currently, all Freshman and Sophomore students have a 4-year plan within Aeries and all incoming students will complete a plan prior to entering high school.
3. The senior survey is a requirement of checking out prior to graduation, so participation of current seniors is anticipated to be

100%. Final participation percentages for first year alumni will be updated in the Fall. 15% of 2018 graduates completed an AUSD Follow-up survey and our expected outcome for 2019 graduating seniors is 30%. The survey will be given in the Fall of the 2019.

Actions / Services

Action 2.C.1

Actions/Services	<p>PLANNED Zearn Mathematics will be implemented TK-5 to support small group instruction and independent digital lessons.</p>	<p>ACTUAL Zearn Mathematics was implemented in 100% of elementary schools at all grades K-5. The first year of implementation focused on how the supplemental program supports small group instruction.</p>
Expenditures	<p>BUDGETED \$35,000 = LCFF Supplemental</p>	<p>ESTIMATED ACTUAL \$35,000 = LCFF Supplemental</p>

Action 2.C.2

Actions/Services	<p>PLANNED Counseling support will be available for students to increase participation in rigorous A-G coursework, CTE Pathways, and AP classes to prepare them for post-graduation opportunities through the support of the additional counselor positions.</p>	<p>ACTUAL At both AHS and AMS, 1.0 counselors were maintained. Counselors at AHS met with all students to discuss course selections and CTE pathways, and to guide students towards rigorous coursework. New Academic Planning programs were used to drive conversations at AHS & AMS.</p>
Expenditures	<p>BUDGETED Included in the cost of the additional AHS & AMS counselors from above.</p>	<p>ESTIMATED ACTUAL Included in the cost of the additional AHS & AMS counselors from above.</p>

Action 2.C.3

Actions/Services	<p>PLANNED Continue the increased budget for technology to support the implementation of increased hardware and software as well as to enhance the implementation of the AUSD Technology Standards.</p>	<p>ACTUAL Technology budget was continued at the higher rate to provide software for targeted reading support. Licenses included Reading Eggs, Read Naturally, and SRI. Licenses has been an area of increased expenses as many of the services and curriculum we subscribe to are now going digital. This has caused the expenses in this action to be higher than originally anticipated.</p>
Expenditures	<p>BUDGETED \$62,117 = LCFF Supplemental</p>	<p>ESTIMATED ACTUAL \$62,117 = LCFF Supplemental</p>

Action **2.C.4**

Actions/Services

PLANNED
 To better support our teachers with 1:1 computer roll out and the SAMR transition of use of technology (Substitute, Augmentation, Modification, Redefinition), the TOSA delivery model was improved to use site staff (paid through stipends) to provide teacher PD. This increased the impact of PD compared to 1 TOSA. The Computer Technician is continued to meet the increased hardware needs, but the Data Technician is not needed to be continued.

ACTUAL
 The Computer Technician continued to be a vital position in meeting the needs of the 1:1 roll out of devices to all students. The technology stipends intended to support teachers with the use of technology and implementation in classes was not utilized as much as budgeted. Professional Development was adjusted at the site and district levels to support technology and resulted in the need for fewer additional hours through a Tech Support person receiving a stipend.

Expenditures

BUDGETED
 \$17,655 = Ed Tech Support Hours = LCFF Supplemental
 \$57,190 = Computer Technician = LCFF Supplemental

ESTIMATED ACTUAL
 \$11,393 = Ed Tech Support Hours = LCFF Supplemental
 \$57,250 = Computer Technician = LCFF Supplemental

Action **2.D.1**

Actions/Services

PLANNED
 Utilize Career Cruising in grades 6-8 to introduce students to career opportunities after graduation and the pathways in high school that can get them there.

ACTUAL
 Career Cruising had previously been fully implemented into the 6th grade elective wheel at AMS. This year the program was expanded to all grades at AMS and was implemented in Atascadero Fine Arts. This program is now renamed and is called Xello. The costs represented a 2-year contract.

Expenditures

BUDGETED
 \$2,000 = CTEIG

ESTIMATED ACTUAL
 \$4,633 = LCFF Base Funding

Analysis

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

Actions and services for this goal were generally implemented as planned with few exceptions. Professional development was provided for all teachers implementing 1:1. A 1:1 student to computer ratio was implemented throughout all grades 3-12. District wide benchmarks and assessments were reviewed and it was determined that new SBAC IAB assessments would be utilized at all grades 3-11. This data was reviewed during Early Release Friday collaboration times to help drive instruction. The counseling services were effective as measured by the increase in CTE enrollment and completion. CTE coursework alignment has grown between the high school and the two feeder middle schools. The use of the college/career planning tool, Xello, has helped with student awareness at middle grades and supported a cultural shift in the schools. Zearn Mathematics program was implemented this year in all grades K-5. This program has effectively supported the use of small group instruction in Mathematics and student use of the program was regularly monitored through the digital platform Zearn uses. A switch was made from the College and Career planning software for Academic planning to the use of the Academic Planning software within the Aeries student information system. This change came at no cost, but caused our percentage of students completing their 4-year plan to drop as we are rolling out the plan to students as they enter Atascadero High School.

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

Enrollment in the 8 CTE pathways at AHS were increased and the CTE completion rate showed great improvement. AP Enrollment and projected A-G completion percentage both show signs of decline overall as well as with EL and SED. The percent of students passing the EAP and showing proficiency on SBAC at the high school level did show increase. Continued focus on enrollment in rigorous academic courses is a need.

The percent of students meeting or exceeding state expectations remained the same in ELA and increased by 2% in Math (SBAC overall levels 3 and 4) in 2017/2018 compared to the previous year. District results for AP, EAP, A-G, and CTE completion showed continued high achievement in comparison to State averages, although there was a small decrease in the results as seen here:

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
% Passed = AP	65%	51%	63%	69%	TBD
# Tests = AP	328	350	290	277	262
# Enrolled = AP	527	481	492	558	473
% Passed = EAP ELA	63%	61%	54%	62%	TBD
% Passed = EAP Math	31%	34%	26%	31%	TBD
% Completing = A-G	40%	40%	39%	42%	38%
% Completing = CTE Pathway	13%	17%	12%	12%	21%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in estimated actual and budgeted expenditures were primarily due the technology stipends intended to support teachers with the use of technology and implementation in classes not being utilized as much as budgeted, and to a 2-year contract with Career Cruising (now called Xello). With both of these differences combined, the change from the original estimated expenses was approximately \$3,600.

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.

Analysis: As was noted with Goal 1, it was again observed in Goal 2 that better progress monitoring tools are a high need. Zearn mathematics provided great data on Math progress through curriculum in grades TK-5, but the paper assessments were difficult to use for progress monitoring. IABS were utilized throughout the district and helped to guide data driven conversations around Mathematics, but more local assessments that are subject aligned are needed. This need is being addressed in Goal 2.E pg 48. Growth in CTE completers and full implementation of software being used to guide middle school students to college and career pathways is encouraging, with continued improvements expected.

Change: Most of the actions and services for Goal 2 will be continued for the duration of the plan. There is one service/action that will be from the 2018 LCAP that is no longer being implemented. The biggest changes to the Goal 2 are listed below.

The biggest changes to Goal 2:

- The technology stipends intended to support teachers with the use of technology and implementation in classes was not utilized as much as budgeted. Professional Development was adjusted at the site and district levels to support technology and resulted in the need for fewer additional hours through a Tech Support person receiving a stipend.

Goal 3

School Climate:

Our school sites will have safe, welcoming and inclusive climates that support our students by providing social-emotional support and supports our families by providing parent education.

- **Outcome E:** AUSD will provide research based comprehensive PBIS programs and counseling services to all students, grades TK-12.
- **Outcome F:** AUSD will provide parent engagement programs to support the families of our students.

State and/or Local Priorities addressed by this goal:

State Priorities: 3,5, & 6

Local Priorities:

Annual Measureable Outcomes

EXPECTED

Outcome E:

1. Attain an Attendance rate of 96% and a Chronic Truancy rate of 8%.
2. According to the California School Dashboard: Suspension Rates, the following status and change will be met:

	Status:	Change:
All Students	2.0%	-0.5
English Learners	2.9%	-1.0
Socioeconomically Disadvantaged	3.0%	-1.0
Students with Disabilities	5.5%	-2.0
Hispanic or Latino	2.4%	-0.5
White	2.2%	-0.2

3. According to the California School Dashboard: Graduation Rates, the following status and change will be met:

ACTUAL

Outcome E:

1. Official data will not be available until the Fall California School Dashboard is released. Initial data through Aeries shows a slightly higher rate of Chronically Truant students but a slightly improved Attendance Rate. Final results will be reviewed in the Fall.
2. Official data will not be available until the Fall California School Dashboard is released, but local indicators within Aeries show a decrease in the number and percent of students suspended, changing from 4.76% to 3.95% of all students.
3. Official data will not be available until the Fall California School Dashboard is released, but early indicators for the new 2017-2018 cohort show a increase in the graduation rate. Upon full release of data, the rates and subgroups will be reviewed.

	Status:	Change:
All Students	98%	+0.0
English Learners	100%	+0.0
Socioeconomically Disadvantaged	97.5%	+0.5
Students with Disabilities	96%	+1.0
Hispanic or Latino	98%	+0.0
White	98%	+0.0

4. Maintain the low percentage of high school and middle school dropout rates. Rates will be 0% at the middle schools and 3.0% at high schools.

5. Maintain an expulsion rate of 0.1%.

Outcome F:

1. 100% of Schools will have full parent participation on SSC & PTA/PTOs.

2. Parent conference participation will be 90%.

3. Each school will hold 4 academic events per school, per year.

4. Official data for dropout rates will not be available until the Fall California School Dashboard is released, but local indicators within Aeries show continued success as previous years and we are anticipating on maintaining low rates at both middle and high schools

5. Official expulsion rates will not be available until the Fall California School Dashboard is released, but local indicators within Aeries show an increase from 3 expulsions in 2017-2018 to 5 in 2018-2019. This maintains a rate of 0.1%.

Outcome F:

1. 80% of Schools did have full parent participation on SSC & PTA/PTOs. This was a reduction of 2 schools who struggled to get full participation.

2. Parent conference participation was reported at 81%. We believe the actual percentage was higher, as evidenced by some teachers not entering any parent conferences into Aeries. We know conferences were held, but we were unable to go back and enter these into Aeries.

3. 75% of schools held at least 4 academic events while the remaining 25% held 3.

Actions / Services

Action 3.E.1

Actions/Services

PLANNED
Maintain contract to provide community counseling to support student needs in the area of attendance and social/emotional well-being.

ACTUAL
Community Counseling Services struggled to hire the needed counselors to meet the counseling needs contracted for, due to a shortage of available counselors. Moving forward, we will work to continue a reduced contract and supplement by hiring Marriage Family Therapists (MFTs) to help meet the need throughout the district.

Expenditures

BUDGETED
\$70,000 = LCFF Supplemental

ESTIMATED ACTUAL
\$70,000 = LCFF Supplemental

Action 3.E.2

Actions/Services

PLANNED
Maintain funding for a school resource officer (SRO). The SRO serves an important function associated with addressing issues of significant student behavior and attendance, while serving as a community liaison.

ACTUAL
A contract to provide a school resource officer (SRO) through the Atascadero Police Department was continued. The SRO supported all in-town sites throughout the district, working to build relationships with students, help develop a program with restorative practices for discipline at AHS, and support discipline and attendance.

Expenditures

BUDGETED
\$80,000= LCFF Supplemental

ESTIMATED ACTUAL
\$80,000= LCFF Supplemental

Action 3.E.3

Actions/Services

PLANNED
Employ a Behavioral Health Coordinator in the High School Wellness Center. This person will coordinate counseling services for AHS students individually and in small groups. Additionally, this person will oversee MFT (Marriage Family Therapist) interns who will provide services at schools throughout the district to increase the counseling services to students at other sites. A final component of the Behavioral Health Coordinator will be providing parent education classes for parents throughout the district.

ACTUAL
A Behavioral Health Coordinator was employed in the High School Wellness Center. This person coordinated counseling services for AHS students individually and in small groups, provided parent informational nights four times during the year, and utilized interns to increase the counseling services provided within AHS and to students at other school sites.

Expenditures

BUDGETED
\$75,940 = LCFF Supplemental
\$32,547 = LCFF Base

ESTIMATED ACTUAL
\$75,940 = LCFF Supplemental
\$32,547 = LCFF Base

Action **3.E.4**

Actions/Services

Expenditures

<p>PLANNED Increase the MFT Counselor at Paloma Creek from 0.5 FTE to 1.0 FTE.</p>	<p>ACTUAL The MFT was hired and met regularly with students at both PCHS & ACE. Sessions were held individually as well as in groups to help students with numerous social/emotional issues. As a result of the increased services, the school is predicted to maintain a suspension rate below 5% and students at the site gave a positive response of 4.5 out of 5 to feeling safe on campus.</p>
<p>BUDGETED \$18,168 = LCFF Supplemental \$19,984 = LCFF Base</p>	<p>ESTIMATED ACTUAL \$20,192 = LCFF Supplemental \$22,213 = LCFF Base</p>

Action **3.F.1**

Actions/Services

Expenditures

<p>PLANNED Maintain a contract with the LINK for family advocate services intended to support students and families.</p>	<p>ACTUAL The contract with the LINK for family advocate services was continued and two school advocates supported students and families across the district with clothing, doctor visits, housing and other needs to support SED and EL students. The contract for services will be adjusted to an MOU where AUSD will provide The LINK a facility to provide services in return for \$35,000 of service from the LINK. This will maintain a similar level of services as previous years.</p>
<p>BUDGETED \$35,000 = LCFF Supplemental \$25,000 = Title I</p>	<p>ESTIMATED ACTUAL \$35,000 = LCFF Supplemental \$25,000 = Title I</p>

Analysis

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

Actions and services for this goal were generally implemented as planned with one exception. Community Counseling was unable to hire enough counselors to provide the contracted level of counseling services. This is a continued need for AUSD in the future year and has required us to investigate other means to provide the service. In the upcoming year, the contract with Community Counseling will be reduced to reflect their ability to provide the service with additional MFTs being hired to meet the need. Other programs and services within this goal were continued with success, attendance was reviewed and promoted regularly, and committees were formed at the secondary levels to review PBIS. Work continues with both groups to establish school-wide expectations for behavior, discipline, and restorative practices.

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

While official data will not be available until the Fall California School Dashboard is released, Aeries data predicts an improvement in the Attendance Rate, though an increase in Chronically Truant students. A focus was placed on improving the continuum of Tier I and II Intervention Strategies in grades TK-8 and creating procedures and strategies in the high school grades while identifying root causes for suspensions with targeted subgroups. Aeries data shows a decrease in suspensions from 2017/18 to 2018/19 from 4.76% to 3.95%.

Our local AUSD LCAP survey showed continued positive responses. Survey results showed an increase in school connectedness, school safety, and access to and use of internet and technology for school projects both in school and at home. These results show positive impact of the 1:1 technology roll out throughout the district students and the work being done at the elementary and middle schools towards implementing Positive Behavior Intervention Systems and Interventions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A difference of approximately \$35,000 in estimated actual and budgeted expenditures was due to an inability of Community Counseling to hire enough counselors to provide the contracted level of services. The contract will be reduced in the upcoming year to accurately reflect their ability to provide the service, with additional staff being hired by AUSD to meet the need.

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.

Analysis: Based on input from stakeholders the climate of our schools remains positive, although the need to be able to quickly retrieve data to support this has been absent. The review of current Aeries data predicts an improvement in the Attendance Rate, though an increase in Chronically Truant students. Atascadero was in Differentiated Assistance in the areas of Suspensions and Chronic Truancy with EL students and Suspensions and Academics for Students with Disabilities. A focus was placed on improving the continuum of Tier I and II Intervention Strategies in grades TK-8 and creating procedures and strategies in the high school grades while identifying root causes for suspensions with targeted subgroups. Aeries data shows a decrease in suspensions from 2017/18 to 2018/19 from 4.76% to 3.95%. Many of the remaining suspensions this year were with students with disabilities, due to insufficient staff to support students in their general education placements. To address these issues, additional support staff will be hired at targeted schools to support students and staff. Additionally, the committees working at the secondary levels need to continue their work to establish systems and procedures for Tier I and II PBIS Interventions.

Change: The only change in the services we provide in Goal 3 will be in how we provide counseling services to our at-risk students throughout the district. The reduction to the contract with Community Counseling will be offset by the hiring of 1.25 MFTs.

The biggest change to Goal 3:

- Changing the service model to provide counseling to at-risk students from a single contract with Community Counseling to a combined model of AUSD MFTs in addition to a reduced contract with Community Counseling. Action 3.D pg 54

Stakeholder Engagement

LCAP Year: 2019 - 2020

Involvement Process for LCAP and Annual Update

LCAP Steering Committee: This committee is comprised of community members, parents, classified and certificated employees, employees and school board members. A representative from each school site council and each bargaining unit are assigned to this committee in addition to those who have volunteered to participate in this committee.

Dates

Input & Impact

10/3/18
12/10/18
2/20/19
3/20/19
4/17/19
5/15/19

Throughout the year as the SBE and CDE updated and released information, that information was shared with all stakeholders to keep them apprised in the process and plans of the LCAP. Keeping the members engaged in and understanding of the process enabled them to share input on several key items. CAASPP and other results were shared, showing progress towards Annual Measurable Objectives, as well as information on LCAP State and Local Indicators, California Schools Dashboards and the 5x5 rubrics, and an overview of the new LCAP template. As AUSD entered into Differentiated Assistance (DA), the steering committee was apprised of the factors that lead to DA, and reviewed the work completed by the DA Team to identify a problem of practice, root causes, and possible change ideas.

Specific attention was focused to Goals 1 & 3, in the areas of Mathematics, suspensions, PBIS, and parent outreach. LCAP Steering Committee members were each given a guiding document to be able to provide input on each Outcome, Metric, & Action within the LCAP.

The LCAP Steering Committee has been the foundation for providing input throughout the school year. Their work on determining local indicators, creating our local survey, adjusting professional development, and fine-tuning existing metrics and actions has heavily influenced our current LCAP and can be seen within the document specifically with all of our local indicators, outreach to parents regarding academic support of their kids, and suggestions regarding regularly reviewing data at both a site and district level.

School Board:

Dates

Input & Impact

<p>8/14/18 9/3/18 10/16/18 11/6/18 12/11/18 4/16/19 5/7/19 5/21/19</p>	<p>During specific LCAP Board Workshops and regular Board Meetings, reports and updates were given on the following topics: AUSD growth and attainment of Annual Measurable Objectives, LCAP State and Local Indicators, California Schools Dashboards and the 5x5 rubrics, and Differentiated Assistance. Information presented was well received and the Board was very positive about the current LCAP process, stakeholder engagement, and resources used. Three Board Members also sit on the LCAP Steering Committee and provide specific input during those meetings. Throughout the year School Board Members gave input around the need for math support, and student behaviors & PBIS.</p>
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Principals:

<u>Dates</u>	<u>Input & Impact</u>
<p>7/30/18 11/28/19 12/12/18 1/7/19 1/23/19 2/13/19 3/13/19 4/10/19 5/8/19 5/22/19</p>	<p>Throughout the year principals were given updates on district data from state and local measurements, how to use CAASPP results, the new state and local indicators within LCAP, and how to align the LCAP and Single School Plans. Principals provided input on each Outcome, Metric, & Action within the LCAP. Input emphasized the need for new local assessments and better use of data, each to better their MTSS & PBIS systems within their school. Specific input was given on the continued need for PD in the areas of Math and PBIS, a need to expand Walk-to-Learn to grades 3-5, a need for additional targeted support in Math, and the need to provide additional supports for students exhibiting behavior issues that are leading to suspensions.</p>

Student Ambassadors:

<u>Dates</u>	<u>Input & Impact</u>
<p>10/30/19</p>	<p>The Superintendent and Assistant Superintendent meets with three Student Ambassador groups spanning grades 6-12 to gather student input on key issues and district goals. Students provided input on school culture, how to support students in Mathematics across different grade spans, technology use in education, and student teacher</p>

4/13/19 relationships. A common issue brought up between multiple Ambassador groups was the need to increase
5/14/19 counseling meetings with students to discuss academics and future planning.

**Differentiated
Assistance
Team:**

Dates Input & Impact

3/11/19 AUSD was identified for Differentiated Assistance in the areas of suspensions and chronic absenteeism for English Learners, and suspensions and academics for Students with Disabilities. A team was created to work with neighboring districts to identify root causes, a problem of practice, and possible change ideas. The AUSD team was
3/27/19 comprised of representatives from elementary and secondary levels in the areas of administration, teachers, classified, special education, and counseling. The team focused on suspensions as this area was seen as a need
3/29/19 across both subgroups. One problem of practice was that students are not receiving the level of support needed to be successful in their current classes. The team investigated root causes and possible change ideas and shared
4/11/19 their findings at the district level with cabinet and principals. The team suggested re-evaluating the staffing at elementary sites to provide targeted small group instruction for academics and behaviors of high risk students who are being suspended and causing disruptions to the school culture.

Impact on LCAP and Annual Update

Stakeholder input resulted in reducing services in some areas that did not have a great need, expanding services in other areas, and a new look to the LCAP Outline where the previous “Outcomes” were combined into the main Goal it sat under within the LCAP. While no outcomes were removed, the LCAP now has the same three goals (and six outcomes), all combined to read as three goals.

Below is a synopsis of the actions/services that were discontinued, expanded, or added, as impacted by stakeholder input:

Discontinued Actions/Services:

- The use of the Ed Tech Support Hours = Low teacher usage and the ability to provide within existing professional development.
- Professional development regarding District Assessments = This has been folded into the other Professional development being offered and does not need to be a separate item.
- Behavior Specialist = This district-wide certificated position was intended to support sites with behaviors and reduce suspensions. The support was not felt at the sites and the evidence was not sufficient to justify maintaining the position.

Expanded Actions/Services:

- Provide additional Professional Development at the secondary levels in the areas of Mathematics and PBIS. Goal 1.A
- Expand the use of classified employee Behavior Support Specialist at Santa Rosa Elementary and Santa Margarita Elementary schools to support PBIS and reduce suspensions. Goal 1.G
- Increase the allocation of revenues for the purchase of academic support programs through on-line providers to support students during Walk-to-Learn. Goal 1.D

Below is a list of the Increased/Improved Services added based upon stakeholder input:

- To provide additional data and evidence of student growth to teachers, Math Assessments will be added throughout the district. An increased service will be seen through the provision of student evidence of learning and time to analyze results and restructure instruction for small groups. LCAP Goal 1.E
- To increase targeted services provided to support student behavior in targeted support sessions, 0.5 FTE Learner Center teacher will be hired at San Benito Elementary. This additional staff will provide an additional certificated teacher to provide small group instruction and support within our MTSS system. Goal 1.G
- Expand the use of classified employee Behavior Support Specialist at Santa Rosa Elementary and Santa Margarita Elementary schools to support PBIS and reduce suspensions. Goal 1.G
- To meet the Social/Emotional needs that we have been unable to through Community Counseling, 1.5 FTE Marriage Family Therapist will be hired to support our elementary school students. LCAP Goal 3.D

Goals, Actions, & Services

Strategic Planning Details and Accountability

Unchanged

Goal 1

Student Academic Growth:

Our schools will increase student achievement by effectively implementing a Multi-Tiered System of Support to meet the academic and behavioral needs of students. Teachers will be provided targeted professional development to support the growth of all students, and struggling students will access targeted interventions to support their individual growth. their individual growth.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,7 & 8

Local Priorities:

Identified Need:

As we look at the most recent SBAC data, we can see that EL students continue to perform lower than their peers in achievement. In 2018 as measured by the Distance from Proficient, White students decreased by 6.7 points while English Learners declined by 3.9 points and Socioeconomically Disadvantaged students decreased by 0.6 points. This data indicates that the achievement gap is starting to close, but continues to need increased targeted support. Early data from 2019 results indicate a continued reduction in the gap between EL students and English Only students. This indicates that while supports and targeted interventions are working, continued services are needed.

The targeted professional development provided has supported teachers in content knowledge, instructional practices, writing, and the use of assessments. To support the continued growth of all students in literacy, math, and career and technical subjects, continued professional development is needed. With the new Mathematics supplemental curriculum utilized in grades K-5 and the focus on small group instruction in Mathematics in all grades, new assessments and professional development on the use of data in this subject area is needed. Survey data from professional development sessions show continued positive response (99%) for PD sessions on the Framework for Teaching, ELA, ELD, Math, NGSS, Social Science, and CTE. Continued training in these areas as well as a focus on PBIS at the secondary levels will occur in 2018-2019.

Success of ELs according to the California School Dashboards was unavailable as the state transitioned to the new ELPAC assessment. During the 2018-2019 school year 45 EL students were redesignated (20 more than the prior year), demonstrating the continued success in attaining English language proficiency and the need for academic access and support to make gains academically. This demonstrates a continued need to focus on supporting students in their English Language Development to support gains according their SBAC ELA scores.

Expectations for student achievement continues to increase with the new California Standards. Higher expectations result in a need to maintain or increase proficiency on State SBAC assessments. Local benchmarks and formative assessments need to be continually reviewed to assure the ability to identify student need and make adjustments to classroom and targeted small group instruction. Over the past four years a steady increase in the percentage of elementary students attaining grade level proficiency with their SRI scores observed at: 2015 = 48.7%, 2016 = 61.9%, 2017 = 63.3%, 2018 = 68%, though we had a slight decrease in 2019 with 63% proficient. This shows success of the targeted instruction and support through our MTSS system, with a continued need for the system. The use of CAASPP aligned IABs (Interim Assessment Blocks) are being utilized and training to review and analyze local and state benchmarks needs to be continued in order to make data and evidence usable to teachers.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Williams Report on Teacher Credentialing	98% of AUSD teachers are appropriately and fully credentialed in the subject areas and/or are board approved to teach one or more classes outside of their credential area, and zero facility complaints are filed.	99% of AUSD teachers are appropriately and fully credentialed in the subject areas and/or are board approved to teach one or more classes outside of their credential area, and zero facility complaints are filed.	99% of AUSD teachers are appropriately and fully credentialed in the subject areas and/or are board approved to teach one or more classes outside of their credential area, and zero facility complaints are filed.	99% of AUSD teachers are appropriately and fully credentialed in the subject areas and/or are board approved to teach one or more classes outside of their credential area, and zero facility complaints are filed.
Percent of new staff enrolled/participating in induction program	Teachers = 100% Administrators = 100%			
CCSS Implementation Self-Reflection Tool	<u>Professional Learning:</u> 1. Core Subjects = 4.0 4. Other Academics = 3.4	<u>Professional Learning:</u> 1. Core Subjects = 4.0 4. Other Academics = 3.7	<u>Professional Learning:</u> 1. Core Subjects = 4.1 4. Other Academics = 3.8	<u>Professional Learning:</u> 1. Core Subjects = 4.2 4. Other Academics = 3.9

(Average score out of 5)	<u>Instructional Materials:</u> 2. Core Subjects = 3.8 <u>Delivery of Instruction:</u> 3. Core Subjects = 3.4 <u>Support for Teachers:</u> 5. Input & Support = 3.7	<u>Instructional Materials:</u> 2. Core Subjects = 3.9 <u>Delivery of Instruction:</u> 3. Core Subjects = 3.5 <u>Support for Teachers:</u> 5. Input & Support = 4.0	<u>Instructional Materials:</u> 2. Core Subjects = 4.0 <u>Delivery of Instruction:</u> 3. Core Subjects = 3.5 <u>Support for Teachers:</u> 5. Input & Support = 4.1	<u>Instructional Materials:</u> 2. Core Subjects = 4.1 <u>Delivery of Instruction:</u> 3. Core Subjects = 3.6 <u>Support for Teachers:</u> 5. Input & Support = 4.2
California School Dashboard: <u>English Learner Progress</u>	Status = 67.6% Change = -1.4%	Status = 64% Change = +0.9%	Status = 65% Change = +1%	Status = 66% Change = +1%
District Assessments: SRI & DIBELS in grades K-5	All Students = 63.3% EL = 40.9%	All Students = 68% EL = 35%	All Students = 63% EL = 31%	All Students = 70% EL = 40%

Planned Actions / Services

Action 1.A

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

Students to be Served:

All

Location(s):

All Schools

OR

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

Students to be Served:

Scope of Services:

Location(s):

Actions/Services

2017-18

2018-19

2019-20

Modified

Modified

Modified

Provide Professional Development in California Content Standards, CTE, the Framework for Teaching, and local assessments and targeted interventions for early reading. Trainings will be provided to all teachers, counselors, and classified employees directly connected to the classroom.

Provide all teachers, counselors, and classified employees directly connected to the classroom PD on the CCCSS, CTE, the Framework for Teaching, designated & integrated ELD curriculum & instruction, and local assessments and targeted interventions for early reading.

Provide all teachers, counselors, and classified employees directly connected to the classroom PD on the CCCSS, CTE, the Framework for Teaching, designated & integrated ELD curriculum & instruction, local assessments and targeted interventions for early reading, and PBIS.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount

\$53,856

Amount

\$65,293

Amount

\$82,432

Source

LCFF Supplemental = \$35,904
LCFF Base = \$17,952

Source

LCFF Supplemental = \$62,253
Title III = \$3,000

Source

LCFF Supplemental = \$82,432
Title III = \$3,000

Budget Reference

01-0200-1000,3000
01-0715-1000,3000

Budget Reference

01-0200-1000,3000
01-4203-4000

Budget Reference

01-0200-1000,3000
01-4203-4000

Action 1.B

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

Students to be Served:

Location(s):

All

All Schools

OR

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

Students to be Served:

Scope of Services:

Location(s):

--	--	--

Actions/Services

2017-18

2018-19

2019-20

New	Unchanged	Unchanged
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Teachers will be hired and trained to be a part of the district Instructional Leadership Team (ILT). Members will be the lead learners in professional development and will provide site-based professional development.

Teachers will be hired and trained to be a part of the district Instructional Leadership Team (ILT). Members will be the lead learners in professional development and will provide site-based professional development.

Teachers will be hired and trained to be a part of the district Instructional Leadership Team (ILT). Members will be the lead learners in professional development and will provide site-based professional development.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$69,618	Amount	\$75,452	Amount	\$82,940
Source	LCFF Supplemental	Source	LCFF Supplemental	Source	LCFF Supplemental
Budget Reference	01-0200-1000,3000	Budget Reference	01-0200-1000,3000	Budget Reference	01-0200-1000,3000

Action 1.C

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

Students to be Served:

Location(s):

All

All Schools

OR

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

Students to be Served:

Scope of Services:

Location(s):

--	--	--

Actions/Services

2017-18

2018-19

2019-20

Modified

Unchanged

Unchanged

Provide additional Professional Development and an extended calendar for Special Education Staff to support identification of student needs and interventions to meet the needs of general education students with specific academic needs within our MTSS.

Provide additional Professional Development and an extended calendar for Special Education Staff to support identification of student needs and interventions to meet the needs general education students with specific academic needs within our MTSS.

Provide additional Professional Development and an extended calendar for Special Education Staff to support identification of student needs and interventions to meet the needs general education students with specific academic needs within our MTSS.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount

\$34,498

Amount

\$35,894

Amount

\$51,062

Source

LCFF Supplemental

Source

LCFF Supplemental

Source

LCFF Supplemental

Budget Reference

01-0200-1000,3000

Budget Reference

01-0200-1000,3000

Budget Reference

01-0200-1000,3000

Action 1.D

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

Students to be Served:

Location(s):

OR

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

Students to be Served:

Scope of Services:

Location(s):

English Learners

Limited to Unduplicated Student Group

All Schools

Actions/Services

2017-18

2018-19

2019-20

Unchanged

Unchanged

Modified

Academic language and English language concepts can be a stumbling block for ELs. In order to better insure their successes in their academic courses at the secondary level, English learners will have access to tutors during non-core instruction (i.e. study hall) or after school.

Academic language and English language concepts can be a stumbling block for ELs. In order to better insure their successes in their academic courses at the secondary level, English learners will have access to tutors during non-core instruction (i.e. study hall) or after school.

Academic language and English language concepts can be a stumbling block for ELs. In order to better ensure their successes English learners at all grades will have access to tutors after school. Tutors will utilize Imagine Learning to support the development of language.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount

\$545

Amount

\$545

Amount

\$4,755

Source

Title III

Source

Title III

Source

Title III

Budget Reference

01-4203-2000,3000

Budget Reference

01-4203-2000,3000

Budget Reference

01-4203-1000,3000

Action 1.E

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

Students to be Served:

Location(s):

OR

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

Students to be Served:

Scope of Services:

Location(s):

Specific Students = English Learners

LEA Wide

All Schools

Actions/Services

2017-18

2018-19

2019-20

New

Modified

Provide training and release time for certificated staff as needed for district wide assessments.

Training for assessments occurred in existing PD. These assessments funds will be utilized for formative mathematics assessments to provide evidence and data to guide the small group instruction in Mathematics in grades 1-12.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount

Amount

\$8,920

Amount

\$12,001

Source

Source

LCFF Supplemental

Source

LCFF Supplemental

Budget Reference

Budget Reference

01-0200-1000,3000, 5000

Budget Reference

01-0200-1000,3000, 5000

Action 1.F

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

Students to be Served:

Location(s):

All

All Schools

OR

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

Students to be Served:

Scope of Services:

Location(s):

--	--	--

Actions/Services

2017-18

2018-19

2019-20

Modified

Unchanged

Unchanged

Middle school and high school counselors will identify at-risk students at each grading period and then meet with them to identify strategies and resources to support the students. Counselor meetings will be logged in Aeries.

Middle school and high school counselors will identify at-risk students at each grading period and then meet with them to identify strategies and resources to support the students. Counselor meetings will be logged in Aeries.

Middle school and high school counselors will identify at-risk students at each grading period and then meet with them to identify strategies and resources to support the students. Counselor meetings will be logged in Aeries.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount \$80,067 = AHS Counselor
\$100,869 = AMS Counselor

Source LCFF Supplemental

Budget Reference 01-0200-1000,3000

Amount \$91,134 = AHS Counselor
\$108,674 = AMS Counselor

Source LCFF Supplemental

Budget Reference 01-0200-1000,3000

Amount \$92,772 = AHS Counselor
\$110,127 = AMS Counselor

Source LCFF Supplemental

Budget Reference 01-0200-1000,3000

Action 1.G

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

Students to be Served:

Location(s):

OR

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

Students to be Served:

Scope of Services:

Location(s):

EL & Low Income

LEA Wide

Grades TK-3

Actions/Services

2017-18

2018-19

2019-20

Modified

Modified

Modified

When looking at ELA achievement levels, across all grades, 41% of English Only students did not meet or nearly met standard while 79% of English Learners and 57% of Low Income students did not meet or nearly met standard. To measure the impact of early interventions we looked specifically at grade 3 ELA results where 31% of English Only students did not meet or nearly met standard while 78% of English Learners and 61% of Low Income students did not meet or nearly met standard. This pattern of twice as many EL or Low Income students not meeting proficiency was mirrored by our local SRI & DIBELS results. In order to provide the best MTSS system possible, additional staff will be hired to support identification of students' academic, social, and emotional needs and provide interventions.

Additional staff are as follows:

When looking at ELA achievement levels, across all grades, 41% of English Only students did not meet or nearly met standard while 79% of English Learners and 57% of Low Income students did not meet or nearly met standard. To measure the impact of early interventions we looked specifically at grade 3 ELA results where 31% of English Only students did not meet or nearly met standard while 78% of English Learners and 61% of Low Income students did not meet or nearly met standard. This pattern of twice as many EL or Low Income students not meeting proficiency was mirrored by our local SRI & DIBELS results. In order to provide the best MTSS system possible, additional staff will be hired to support identification of students' academic, social, and emotional needs and provide interventions.

Additional staff are as follows:

When looking at ELA achievement levels, across all grades, 46% of English Only students did not meet or nearly met standard while 90% of English Learners and 72% of Low Income students did not meet or nearly met standard. To measure the impact of early interventions, we looked specifically at grade 3 ELA results where 41% of English Only students did not meet or nearly met standard while 78% of English Learners and 58% of Low Income students did not meet or nearly met standard. This pattern of twice as many EL or Low Income students not meeting proficiency was mirrored by our local SRI & DIBELS results. In order to provide the best MTSS system possible, additional staff will be hired to support identification of students' academic, social, and emotional needs and provide interventions. Based on the recommendation of the Differentiated Assistance Team, additional

- 1 Psychologist
- 10 Additional days for Student Intervention Services leadership
- 5 Intervention Coordinators
- 1 Learning Center Teacher
- 4.06 Behavior Support Specialists
- 1 Learning Center Program Coordinator
- 1 Behavior Specialist
- 1.125 Bilingual Instructional Aides
- 11.5189 Instructional Aides

- 5.7 FTE TK-3 Teachers
- 1.75 Psychologist
- 5.6 Intervention Coordinators
- 1 LC Teacher
- 4.06 Behavior Support Specialists
- 1 LC Program Coordinator
- 1 Behavior Specialist
- 1.12 Bilingual IAs
- 13.7689 IAs

staff will be hired at three elementary schools to provide targeted behavioral supports. These increased services are described in the Plan Summary and DIISUP sections.

Additional staff are as follows:

- 5.7 FTE TK-3 Teachers
- 1.75 Psychologist
- 5.6 Intervention Coordinators
- 1.5 LC Teacher
- 4.06 Behavior Support Specialists
- 1 LC Program Coordinator
- 1.12 Bilingual IAs
- 13.7689 IAs

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount

\$96,999 = Psychologist
 \$6,599 = 10 Days for SIS
 \$449,680 = Intervention Coord.
 \$77,089 = LC Teacher
 \$165,783 = BSS
 \$114,181 = LC Coord.
 \$92,930 = Behavior Specialist
 \$34,447 = Bilingual IAs
 \$329,822 = IAs

Amount

\$413,150 = TK-3 Teachers
 \$189,892 = Psychologist
 \$536,508 = Intervention Coord.
 \$82,421 = LC Teacher
 \$174,836 = BSS
 \$119,345 = LC Coord.
 \$100,366 = Behavior Specialist
 \$37,116 = Bilingual IAs
 \$411,275 = IAs

Amount

\$470,525 = TK-3 Teachers
 \$189,471 = Psychologist
 \$548,347 = Intervention Coord.
 \$118,364 = LC Teacher
 \$280,982 = BSS
 \$108,768 = LC Coord.
 \$25,436 = Bilingual IAs
 \$435,618 = IAs

Source

LCFF Supplemental

Source

LCFF Supplemental

Source

LCFF Supplemental

Budget Reference

01-0200-1000-2000,3000

Budget Reference

01-0200-1000-2000,3000

Budget Reference

01-0200-1000-2000,3000

Planned Actions / Services

Action 1.H

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

Students to be Served:

Location(s):

OR

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

Students to be Served:

Scope of Services:

Location(s):

Specific Students = English Learners

LEA Wide

Specific Grade Spans = 2-12

Actions/Services

2017-18

2018-19

2019-20

New

Unchanged

Implement Newsela instructional platform to provide accessible academic content for ELs and multi-leveled readers.

Implement Newsela instructional platform to provide accessible academic content for ELs and multi-leveled readers.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount

Amount

\$46,000

Amount

\$46,435

Source

Source

LCFF Supplemental

Source

LCFF Supplemental

Budget Reference

Budget Reference

01-0200-5000

Budget Reference

01-0200-5000

Unchanged

Goal 2

College and Career Ready Scholars:

Our students will be college and career ready upon graduation, navigating the pathways that connect education and employment to a productive, rewarding and secure life. Our students will exit each grade performing at or above grade level standards both academically and technologically, and secondary students will have opportunity to complete a three-course career pathway.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,7 & 8

Local Priorities:

Identified Need:

The percent of students meeting or exceeding state expectations in ELA and Math (SBAC overall levels 3 and 4) maintained or increased by average of 0% and 2% respectively over the previous school year, highlighting modest improvement, but still a need for continued growth. Data that shows students as prepared for college, reflects AUSD graduates are on par with their county peers and above the state average, with initial indicators from the Aeries dashboard showing a slight increase in A-G completion rates over-all for the district, with a continued gap for SED & EL students. While the number of students passing AP tests with a 3 or better remained the same (approximately 190), the number of students taking an AP tested decreased by 17%. Early indicators show an additional decrease in the number of students enrolled in AP courses compared to 2018. In the area of CTE, we we are predicting an increase in the number of AUSD graduates completing at least one career pathway. Gaps continue in each of these areas between students who are white and students who are Hispanic, low income or English Learners.

The Xello College & Career planning program was utilized at Atascadero Middle School and Atascadero Fine Arts Academy to prepare students for high school pathways and careers and college after graduation. Academic planning shifted from the previous program to one built within our student information system Aeries, though with the change, only 3 of the 6 grade levels that can use the program are currently using it. As students transition to the next grade level in the Fall, counselors will work to add 2 more grade levels, then the final in the upcoming year. This need to support students with academic planning and course selection continue to be a need in efforts prepare students to be college and career ready.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																																																																																				
California School Dashboard: <u>ELA</u> <i>Average distance of SBAC Scale Score from Level 3</i>	<table border="1"> <thead> <tr> <th></th> <th>Status:</th> <th>Change:</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>-2.0</td> <td>+4.9</td> </tr> <tr> <td>English Learners</td> <td>-40.9</td> <td>-0.8</td> </tr> <tr> <td>Socioeconomically Disadvantaged</td> <td>-32.9</td> <td>-0.1</td> </tr> <tr> <td>Students with Disabilities</td> <td>-87.5</td> <td>-3.5</td> </tr> <tr> <td>Hispanic or Latino</td> <td>-29.8</td> <td>+4.0</td> </tr> <tr> <td>White</td> <td>8.3</td> <td>+4.7</td> </tr> </tbody> </table>		Status:	Change:	All Students	-2.0	+4.9	English Learners	-40.9	-0.8	Socioeconomically Disadvantaged	-32.9	-0.1	Students with Disabilities	-87.5	-3.5	Hispanic or Latino	-29.8	+4.0	White	8.3	+4.7	<table border="1"> <thead> <tr> <th></th> <th>Status:</th> <th>Change:</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>-4.6</td> <td>+5</td> </tr> <tr> <td>English Learners</td> <td>-49</td> <td>+7</td> </tr> <tr> <td>Socioeconomically Disadvantaged</td> <td>-34</td> <td>+7</td> </tr> <tr> <td>Students with Disabilities</td> <td>-101</td> <td>+7</td> </tr> <tr> <td>Hispanic or Latino</td> <td>-30</td> <td>+10</td> </tr> <tr> <td>White</td> <td>+2.6</td> <td>+5</td> </tr> </tbody> </table>		Status:	Change:	All Students	-4.6	+5	English Learners	-49	+7	Socioeconomically Disadvantaged	-34	+7	Students with Disabilities	-101	+7	Hispanic or Latino	-30	+10	White	+2.6	+5	<table border="1"> <thead> <tr> <th></th> <th>Status:</th> <th>Change:</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>+1</td> <td>+5</td> </tr> <tr> <td>English Learners</td> <td>-42</td> <td>+7</td> </tr> <tr> <td>Socioeconomically Disadvantaged</td> <td>-27</td> <td>+7</td> </tr> <tr> <td>Students with Disabilities</td> <td>-94</td> <td>+7</td> </tr> <tr> <td>Hispanic or Latino</td> <td>-20</td> <td>+10</td> </tr> <tr> <td>White</td> <td>+8</td> <td>+5</td> </tr> </tbody> </table>		Status:	Change:	All Students	+1	+5	English Learners	-42	+7	Socioeconomically Disadvantaged	-27	+7	Students with Disabilities	-94	+7	Hispanic or Latino	-20	+10	White	+8	+5	<table border="1"> <thead> <tr> <th></th> <th>Status:</th> <th>Change:</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>+6</td> <td>+5</td> </tr> <tr> <td>English Learners</td> <td>-35</td> <td>+7</td> </tr> <tr> <td>Socioeconomically Disadvantaged</td> <td>-20</td> <td>+7</td> </tr> <tr> <td>Students with Disabilities</td> <td>-87</td> <td>+7</td> </tr> <tr> <td>Hispanic or Latino</td> <td>-10</td> <td>+10</td> </tr> <tr> <td>White</td> <td>+13</td> <td>+5</td> </tr> </tbody> </table>		Status:	Change:	All Students	+6	+5	English Learners	-35	+7	Socioeconomically Disadvantaged	-20	+7	Students with Disabilities	-87	+7	Hispanic or Latino	-10	+10	White	+13	+5
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CTE Pathway Completion	All = 51 SED = 15 EL = 0	All = 50 SED = 22 EL = 1	All = 112 SED = 31 EL = 2	All = 100 SED = 40 EL = 10
Individual Academic Plan	New Goal (no baseline)	90% of students on track to complete Individual Academic Plan	50% of students on track to complete Individual Academic Plan	75% of students on track to complete Individual Academic Plan
Senior Survey	Graduating Seniors = 98%	Graduating Seniors = 98% 1 st Year Alumni = 15%	Graduating Seniors = 99% 1 st Year Alumni = 30%	Graduating Seniors = 99% 1 st & 3 rd Year Alumni = 35%

Planned Actions / Services

Action 2.A

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

Students to be Served:

Location(s):

All

All Schools

OR

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

Students to be Served:

Scope of Services:

Location(s):

Actions/Services

2017-18

2018-19

2019-20

Modified

Modified

Unchanged

Zearn Mathematics will be implemented TK-5 to support small group instruction and independent digital lessons.

Zearn Mathematics will be implemented K-5 to support small group instruction and independent digital lessons.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount

Amount

\$35,000

Amount

\$35,000

Source

Source

LCFF Supplemental

Source

LCFF Supplemental

Budget Reference

Budget Reference

01-0200-5000

Budget Reference

01-0200-5000

Action 2.B

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

Students to be Served:

Location(s):

All

All Schools

OR

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

Students to be Served:

Scope of Services:

Location(s):

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Actions/Services

2017-18

2018-19

2019-20

Unchanged	Unchanged	Unchanged
-----------	-----------	-----------

Counseling support will be available for students to increase participation in rigorous A-G coursework, CTE Pathways, and AP classes to prepare them for post-graduation opportunities through the support of the additional counselor positions.

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Budgeted Expenditures

2017-18

2018-19

2019-20

	2017-18		2018-19		2019-20
Amount	Included in the cost of the additional AHS & AMS counselors from above.	Amount	Included in the cost of the additional AHS & AMS counselors from above.	Amount	Included in the cost of the additional AHS & AMS counselors from above.
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action 2.C

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

Students to be Served:

Location(s):

All

All Schools

OR

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

Students to be Served:

Scope of Services:

Location(s):

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Actions/Services

2017-18

2018-19

2019-20

Unchanged	Unchanged	Unchanged
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Continue the increased budget for technology to support the implementation of increased hardware and software as well as to enhance the implementation of the AUSD Technology Standards.	Continue the increased budget for technology to support the implementation of increased hardware and software as well as to enhance the implementation of the AUSD Technology Standards.	Continue the increased budget for technology to support the implementation of increased hardware and software as well as to enhance the implementation of the AUSD Technology Standards.
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Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$28,925	Amount	\$62,117	Amount	\$75,000
Source	LCFF Supplemental	Source	LCFF Supplemental	Source	LCFF Supplemental
Budget Reference	01-0200-5000	Budget Reference	01-0200-5000	Budget Reference	01-0200-5000

Action 2.D

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

Students to be Served:

Location(s):

All

All Schools

OR

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

Students to be Served:

Scope of Services:

Location(s):

--	--	--

Actions/Services

2017-18

2018-19

2019-20

2017-18	2018-19	2019-20
Unchanged	Modified	Modified
Continue the Computer Technician, Data Technician, and TOSA for technology. Continued support for teachers with 1:1 computer roll out and the SAMR transition of use of technology (Substitute, Augmentation, Modification, Redefinition).	To better support for teachers with 1:1 computer roll out and the SAMR transition of use of technology (Substitute, Augmentation, Modification, Redefinition), the TOSA delivery model was improved to use site staff (paid through stipends) to provide teacher PD. This increased the impact of PD compared to 1 TOSA. The Computer Technician is continued to meet the increased hardware needs, but the Data Technician is not needed to be continued.	Continue support for teachers with 1:1 computer roll out through a Computer Technician to meet the increased hardware/software. Meeting the needs and the SAMR transition of use of technology (Substitute, Augmentation, Modification, Redefinition) occurred through district provided professional development, therefore the site staff (paid through stipends) was not fully utilized or needed. These site staff stipends will not be utilized.

Budgeted Expenditures

2017-18

2018-19

2019-20

	2017-18		2018-19		2019-20
Amount	\$109,439 = TOSA \$51,952 = Computer Technician \$19,733 = Data Technician	Amount	\$17,655 = Ed Tech Support Hours \$57,190 = Computer Technician	Amount	\$60,874 = Computer Technician
Source	LCFF Supplemental	Source	LCFF Supplemental	Source	LCFF Supplemental
Budget Reference	01-0200-1000-2000,3000	Budget Reference	01-0200-1000-2000,3000	Budget Reference	01-0200-2000,3000

Action 2.E

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

Students to be Served:

All

Location(s):

Grades 6-8

OR

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

Students to be Served:

Scope of Services:

Location(s):

Actions/Services

2017-18

2018-19

2019-20

New

Unchanged

Unchanged

Utilize Career Cruising in grades 6-8 to introduce students to career opportunities after graduation and the pathways in high school that can get them there.

Utilize Career Cruising in grades 6-8 to introduce students to career opportunities after graduation and the pathways in high school that can get them there.

Utilize Xello in grades 6-8 to introduce students to career opportunities after graduation and the pathways in high school that can get them there. The service provided is the same, the curriculum has had a change in name by the publisher.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount

\$1,600

Amount

\$2,000

Amount

\$0

Source

Lottery

Source

CTEIG

Source

Budget Reference

01-1100-5000

Budget Reference

01-6387-5000

Budget Reference

Unchanged

Goal 3

School Climate:

Our school sites will have safe, welcoming and inclusive climates that support our students by providing social and emotional supports, we will also support our families by providing parent engagement programs and parent education.

State and/or Local Priorities addressed by this goal:

State Priorities: 3,5, & 6

Local Priorities:

Identified Need:

District wide attendance and graduation rates continue to be very high, exceeding 95%, while expulsion rates are very low. An increase in suspensions at the high school level and with Students with Disabilities lead to an increase in suspensions as a district and Differentiated Assistance for suspensions with EL students and Students with Disabilities. Through the work of the Differentiated Assistance team, it was noted that in the elementary school levels, the root cause for the increase was students placed in general education settings without the needed targeted supports in place. At the secondary levels, the need is for a more defined and utilized continuum of services for Tier I and II Interventions. Existing actions for awareness and importance of good attendance will continue and committees and efforts to create positive school climates and restorative practices for discipline will be amplified at the secondary levels and continued at the elementary grades.

Our local AUSD LCAP survey showed continued positive results in the areas of perceived safety and school connectedness. The number of parents taking the survey remained similar to previous years, though the number of staff and students declined. This will be a key area for next year as we give both the CAHKS and our local LCAP survey. Staff and parents taking the survey also increased.

Review of Aeries student suspensions data shows that the numbers of students being suspended decreased from 4.8% in 2018 to 3.9% in 2019. Additionally, the number EL Students suspended between 2018 and 2019 reduced from 34 students to 30 students. Though this is a small decrease in the number of students suspended, our EL group is very small across the district. Another reduction was in the number of Students with Disabilities who were suspended, dropping from 75 in 2018 to 54 in 2019. This indicates that the alternatives to suspension and school/class restorative practices are successful at reducing repetitive suspensions and should be continued.

Counseling continues to be a need for students at all grades and sites. AUSD has contracted with Community Counseling for a number of years to meet this need. Community counseling is no longer able to hire the number of MFT Interns to meet the need across our sites. AUSD will adjust how it provides this service by hiring 1.25 MFTs to provide counseling where Community Counseling can not.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																																																																																										
Attendance Rates & Chronic Truancy Rates	Attendance = 95.6% Chronic Truancy = 10.5%	Attendance = 95.8% Chronic Truancy = 9.4%	Attendance = 96% Chronic Truancy = 8%	Attendance = 96% Chronic Truancy = 7.5%																																																																																										
California School Dashboard: <u>Suspension Rates</u>	<table border="1"> <thead> <tr> <th colspan="3">Status: Change:</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>3.8%</td> <td>-0.5</td> </tr> <tr> <td>English Learners</td> <td>3.3%</td> <td>+0.3</td> </tr> <tr> <td>Socioeconomically Disadvantaged</td> <td>6.3%</td> <td>-0.9</td> </tr> <tr> <td>Students with Disabilities</td> <td>8.6%</td> <td>-1.7</td> </tr> <tr> <td>Hispanic or Latino</td> <td>4.7%</td> <td>-0.8</td> </tr> <tr> <td>White</td> <td>3.4%</td> <td>-0.2</td> </tr> </tbody> </table>	Status: Change:			All Students	3.8%	-0.5	English Learners	3.3%	+0.3	Socioeconomically Disadvantaged	6.3%	-0.9	Students with Disabilities	8.6%	-1.7	Hispanic or Latino	4.7%	-0.8	White	3.4%	-0.2	<table border="1"> <thead> <tr> <th colspan="3">Status:</th> </tr> </thead> <tbody> <tr> <td colspan="3">Change:</td> </tr> <tr> <td>All Students</td> <td>4.3%</td> <td>-0.5</td> </tr> <tr> <td>English Learners</td> <td>6.5%</td> <td>-1.0</td> </tr> <tr> <td>Socioeconomically Disadvantaged</td> <td>6.1%</td> <td>-1.0</td> </tr> <tr> <td>Students with Disabilities</td> <td>11.5%</td> <td>-2.0</td> </tr> <tr> <td>Hispanic or Latino</td> <td>5.0%</td> <td>-1.0</td> </tr> <tr> <td>White</td> <td>4.0%</td> <td>-0.2</td> </tr> </tbody> </table>	Status:			Change:			All Students	4.3%	-0.5	English Learners	6.5%	-1.0	Socioeconomically Disadvantaged	6.1%	-1.0	Students with Disabilities	11.5%	-2.0	Hispanic or Latino	5.0%	-1.0	White	4.0%	-0.2	<table border="1"> <thead> <tr> <th colspan="3">Status:</th> </tr> </thead> <tbody> <tr> <td colspan="3">Change:</td> </tr> <tr> <td>All Students</td> <td>3.8%</td> <td>-0.5</td> </tr> <tr> <td>English Learners</td> <td>5.5%</td> <td>-1.0</td> </tr> <tr> <td>Socioeconomically Disadvantaged</td> <td>5.1%</td> <td>-1.0</td> </tr> <tr> <td>Students with Disabilities</td> <td>9.5%</td> <td>-2.0</td> </tr> <tr> <td>Hispanic or Latino</td> <td>4.5%</td> <td>-0.5</td> </tr> <tr> <td>White</td> <td>3.5%</td> <td>-0.5</td> </tr> </tbody> </table>	Status:			Change:			All Students	3.8%	-0.5	English Learners	5.5%	-1.0	Socioeconomically Disadvantaged	5.1%	-1.0	Students with Disabilities	9.5%	-2.0	Hispanic or Latino	4.5%	-0.5	White	3.5%	-0.5	<table border="1"> <thead> <tr> <th colspan="3">Status: Change:</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>3.3 %</td> <td>-0.0</td> </tr> <tr> <td>English Learners</td> <td>4.5%</td> <td>-1.0</td> </tr> <tr> <td>Socioeconomically Disadvantaged</td> <td>4.6%</td> <td>-5.0</td> </tr> <tr> <td>Students with Disabilities</td> <td>7.5%</td> <td>-1.0</td> </tr> <tr> <td>Hispanic or Latino</td> <td>4.0%</td> <td>-0.5</td> </tr> <tr> <td>White</td> <td>3.3%</td> <td>-0.2</td> </tr> </tbody> </table>	Status: Change:			All Students	3.3 %	-0.0	English Learners	4.5%	-1.0	Socioeconomically Disadvantaged	4.6%	-5.0	Students with Disabilities	7.5%	-1.0	Hispanic or Latino	4.0%	-0.5	White	3.3%	-0.2
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Dropout Rates	Middle = 0% High = 3.5% (2015-2016 Cohort)	Middle = 0% High = 3.0%	Middle = 0% High = 3.0%	Middle = 0% High = 3.0%																																																																																										
Expulsion Rates	0.1% (2014-2015 Cohort)	Maintain (actual = 0.1%)	Maintain	Maintain																																																																																										
Percentage of Schools with full parent participation on SSC & PTA/PTO	New Goal – no baseline established, but 100% for 2017-2018 should be attainable.	100%	80%	100%																																																																																										
Annual Survey & Semi-Annual California Healthy Kids Survey (CHKS)	86% (CaHKS) (2015-2016) (Student results are still being accepted. Baseline for local survey for parents, students, teachers will be established summer of 2017)	90% (CaHKS) % for AUSD Survey will be based upon improvement of 2016-2017 results.	(CaHKS Not Given) AUSD Survey results: 166 Staff 1,632 students 317 parents	90% (CaHKS) AUSD Survey results: 180 Staff 2,000 students 340 parents																																																																																										
Parent conference participation.	New Goal	79%	58%	85%																																																																																										
Number of Academic events held at schools	New Goal	75% of school held 4 academic events per year.	83% of schools held 4 academic events per year.	100% of school will hold 4 academic events per year.																																																																																										

Planned Actions / Services

Action 3.A

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

Students to be Served:

All

Location(s):

All Schools

OR

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

Students to be Served:

Scope of Services:

Location(s):

Actions/Services

2017-18

2018-19

2019-20

Unchanged

Unchanged

Modified

Maintain contract to provide community counseling to support student needs in the area of attendance and social/emotional well-being.

Maintain contract to provide community counseling to support student needs in the area of attendance and social/emotional well-being.

Maintain contract to provide community counseling to support student needs in the area of attendance and social/emotional well-being. The contract is being reduced due to the inability of the provider to hire counselors. Additional services will be added in Action 3.D to support this need.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount

\$33,375
\$60,340

Amount

\$70,000

Amount

\$35,000

Source

LCFF Supplemental
Medi Cal

Source

LCFF Supplemental

Source

LCFF Supplemental

Budget Reference 01-0200-5000
01-5640-5000

Budget Reference 01-0200-5000

Budget Reference 01-0200-5000

Action 3.B

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

Students to be Served:

Location(s):

All

All Schools

OR

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

Students to be Served:

Scope of Services:

Location(s):

Actions/Services

2017-18

2018-19

2019-20

Unchanged

Unchanged

Unchanged

Maintain funding for a school resource officer (SRO). The SRO serves an important function associated with addressing issues of significant student behavior and attendance, while serving as a community liaison.

Maintain funding for a school resource officer (SRO). The SRO serves an important function associated with addressing issues of significant student behavior and attendance, while serving as a community liaison.

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Budgeted Expenditures

2017-18

2018-19

2019-20

Amount \$80,000

Amount \$80,000

Amount \$80,000

Source LCFF Supplemental

Source LCFF Supplemental

Source LCFF Supplemental

Budget Reference 01-0200-5000

Budget Reference 01-0200-5000

Budget Reference 01-0200-5000

Action 3.C

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

Students to be Served:

Location(s):

All

All Schools

OR

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

Students to be Served:

Scope of Services:

Location(s):

Actions/Services

2017-18

2018-19

2019-20

New

Unchanged

Unchanged

Employ a Behavioral Health Coordinator in the High School Wellness Center. This person will coordinate counseling services for AHS students individually and in small groups. Additionally, this person will oversee MFT (Marriage Family Therapist) interns who will provide services at schools throughout the district to increase the counseling services to students at other sites. A final component of the Behavioral Health Coordinator will be providing parent education classes for parents throughout the district.

Employ a Behavioral Health Coordinator in the High School Wellness Center. This person will coordinate counseling services for AHS students individually and in small groups. Additionally, this person will oversee MFT (Marriage Family Therapist) interns who will provide services at schools throughout the district to increase the counseling services to students at other sites. A final component of the Behavioral Health Coordinator will be providing parent education classes for parents throughout the district.

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Budgeted Expenditures

2017-18

2018-19

2019-20

Amount \$49,998, \$19,999, \$29,999

Amount \$75,940, \$32,547

Amount \$114,067

Source LCFF Supplemental, Lottery, Medi Cal

Source LCFF Supplemental, LCFF Base

Source LCFF Supplemental

Budget Reference 01-0200-2000,3000
01-1100-2000,3000
01-5640-2000,3000

Budget Reference 01-0200-2000,3000
01-0000-2000,3000

Budget Reference 01-0200-2000,3000

Action 3.D

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

Students to be Served:

Location(s):

OR

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

Students to be Served:

Scope of Services:

Location(s):

Actions/Services

2017-18

2018-19

2019-20

Increase the MFT Counselor at Paloma Creek from 0.5 FTE to 1.0 FTE.

Maintain the MFT Counselor at Paloma Creek from as a 1.0 FTE. An additional 1.25 MFT (Marriage and Family Therapist) will be hired to support student needs in the area of attendance and social/emotional well-being. This additional staff is to offset the limited counseling provided in Goal 3.A

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount

Amount

Amount

Source

Source

Source

Budget Reference

Budget Reference

Budget Reference

Action 3.E

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

Students to be Served:

All

Location(s):

All Schools

OR

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

Students to be Served:

Scope of Services:

Location(s):

Actions/Services

2017-18

2018-19

2019-20

Unchanged

Unchanged

Modified

Maintain a contract with the LINK for family advocate services intended to support students and families.

Maintain a contract with the LINK for family advocate services intended to support students and families.

Maintain a contract with the LINK for family advocate services intended to support students and families. The services will continue to be provided, although at no expense. An MOU will be utilized to provide services as an In-Kind Support.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount

\$55,000
\$25,000

Amount

\$55,000
\$25,000

Amount

\$0

Source

LCFF Supplemental
Title I

Source

LCFF Supplemental
Title I

Source

In-Kind Support

Budget
Reference

01-0200-5000
01-3010-5000

Budget
Reference

01-0200-5000
01-3010-5000

Budget
Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$2,370,420

6.82%

\$182,334 (7.69%) of new services are being added to the current LCAP. These services will support targeted support within our MTSS, providing services to targeted students as well as all other students. The increased services will be directed to meet students' academic and counseling needs, and professional development for teachers. The actions are detailed below:

- A core support teacher will be hired to support the targeted needs of students at Creston Elementary School. Creston is a school with 50% SED students and numerous classes with multiple grade levels within them, there is a need for additional staff to support the high number of academic needs and to deliver a MTSS system within the school. This additional teacher increases the staff from 4.0 to 4.5 to allow for targeted instruction and support of the MTSS system in a high need site where this would not be possible because of the small school size.
- Teachers will be hired and trained to be a part of the district Instructional Leadership Team (ILT). Members will be the lead learners in professional development and will provide site-based professional development. The ILT will allow district-wide professional development to be provided at sites and tailored to the specific needs of each site. This allows specific needs for these targeted students to be addressed, and monitored at each site as well as by the district.
- Employ a Behavioral Health Coordinator in the High School Wellness Center to support the high social/emotional needs associated with our SED students. This person will coordinate counseling services for AHS students individually and in small groups. Additionally, this person will oversee MFT (Marriage Family Therapist) interns who will provide services at schools throughout the district to increase the counseling services to students at other sites. A final component of the Behavioral Health Coordinator will be providing parent education classes for parents throughout the district. Through the additional services this person provides, as well as the additional interns they are able to oversee, targeted students will be able to receive needed individual or group counseling, and parents will have access to multiple outreach events to support parents with their children.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$2,890,150

7.82%

Four significant increased/improved services have been added into the 2018-2020 LCAP and will be principally directed to meeting the needs of EL and SED students in the areas of English Language Arts, Math, and Social/Emotional wellbeing. These services will provide targeted intervention and support for EL students within our MTSS in grades TK-3, provide additional staff for EL & SED students in remedial Math classes at the secondary level, provide accessible informational text for EL students in grades 3-12, and counseling services for SED students in non-traditional secondary schools. The actions are described in greater detailed below:

Increased Services for ELs in ELA:

For 2017 CAASPP ELA results, the district rubric indicator was “yellow” for All students while the indicator was “orange” for EL and SED subgroups. When looking at achievement levels, across all grades, 46% of English Only students did not meet or nearly met standard while 95% of English Learners did not meet or nearly met standard. To measure the impact of early interventions we looked specifically at grade 3 results where 40% of English Only students did not meet or nearly met standard while 83% of English Learners did not meet or nearly met standard. This pattern of twice as many EL students not meeting proficiency was mirrored by our local SRI & DIBELS results. This data is evidence for an increase of designated ELD intervention for grades TK-2 and increased accessibility of informational texts for students in grades 3-12.

To increase services to EL students in grades TK-2 an additional 5.6 FTE teachers will be hired with one teacher placed at each elementary school to provide targeted support sessions for EL students during the MTSS Walk-to-Learn sessions. These teachers will provide English Learners with designated ELD assistance for approximately 30 minutes that has not been provided in the past. These small groups will be targeted toward the needs of the school’s TK-2 EL needs/students, although if other students have similar needs, they may participate in the small group instruction. The service is principally directed to provide designated ELD instruction and support. Through our experience in our current MTSS Walk-to-Learn targeted intervention groups, we have seen improvements in our grade 3 SBAC scores and the percent of students reading at grade level according SRI and DIBELS. This same strategy will be implemented but targeting the specific designated English language development strategies our EL students need. This additional time equates to an approximate increase of 10% of instruction principally directed to EL students. When not providing targeted ELD support, each teacher serves as one general classroom teacher in grades TK-3. The total cost of adding the needed 5.6 FTE elementary teachers (one teacher to each elementary school) is \$413,150. Goal 1.B.4

To provide equitable access to informational texts and current events for EL and struggling readers, the Newsela platform will be implemented to provide informational texts that are accessible at multiple reading levels. This service is principally directed to EL Students, but will be made available to all students in grades 2-12. Currently school sites use Reading Counts in efforts to expose students to high interest, leveled text, that is accessible to each student. Reading counts has been implemented with multiple approaches from voluntary student use to teacher assigned reading. Each implementation has had varying degrees of success in increasing how much students read, but there has been no connection to student comprehension, writing ability, or class-wide access to the same informational texts. These missing components have been shared as a high need from teachers, and Newsela meets this need. Prior to adopting, approximately 30% of staff sought out Newsela as it met the identified needs and existing users began the adoption process through their recommendations and requests for the product. Each text is provided at 5 different reading levels and comes with formative questions and writing components to address comprehension. This services comes at a cost of

\$46,000 which equates to a 1.6% increase in services. While this seems like a small increase when looking at the financial increase, the improvement of services is approximately 70% when comparing availability of leveled texts within other existing curriculum. The reason the improvement of services is so high is because currently students only have access to limited leveled reading texts through their English Language Arts curriculum in grades TK-5 and often the texts are different than those the other students in the class read. This service provides leveled texts that can be used in all subjects and allows all students to access the same readings, but leveled to support EL students and struggling readers so they can participate in class with their peers. LCAP Goal 1.B.5

Increased Services for SED & EL Students in Math:

Multiple stakeholders including parents, staff, principals, and school board members have shared that math is a high need for our students. The 2017 CAASPP Math results show the district rubric indicator was "Orange" for each of our major student subgroups. In grades 6-12 we have a large percentage (64%) of students who did not meet or nearly met standard, while the percent of English Learners (EL) and Socioeconomically Disadvantaged (SED) not meeting standard is 98% and 75% respectively. The gap in performance is also seen in the course enrollment gap at our secondary schools where 65% of students in remedial courses are EL or SED. The final product is a remedial class with 65% of students who are EL or SED and who are 10%- 30% further behind than their English speaking, non-SED peers.

Multiple educational research articles site the positive impact of small group instruction/learning specifically in Mathematics and Algebra. The positive impact comes from the ability to support the new learning and the practice in small settings that support success and a positive attitude about the subject. While these studies took place in large urban areas, the demographics of the students in the studies match the demographics made up in our remedial math classes.

An additional 1.5 FTE instructional aides will be hired to support targeted small group instruction and will be placed in remedial math classes at the secondary levels to primarily support EL and SED students. Each secondary site currently has 4 Instructional Aides, the addition of one more IA at each site equates to a 25% increase in services principally directed towards EL and SED students as the additional staff will be directly placed into these classes. LCAP Goal 1.B.4

Increased Services for SED Students in Non-Traditional High Schools:

A higher number of at-risk students with social/emotional needs has been identified by stakeholders. Based on the California Healthy Kids Survey, 11th grade students in Paloma Creek High Schools self-report mental and physical health dangers at a rate twice that of students attending our comprehensive high school. This non-traditional school has 66.5% SED students with high needs both academically and social/emotionally. To meet increasing social/emotional needs, the number of contracted hours for the Marriage Family Therapist serving the schools will be increased by 0.5 FTE bringing her to a full-time 1.0 FTE employee. This equates to a 100% increase in a school-wide service primarily directed to SED students as the MFT is currently employed as a 0.5FTE employee. LCAP Goal 3.E.3

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$3,134,265

8.06 %

Three significant increased/improved services have been added into the 2019-2020 LCAP and will be principally directed to meeting the needs of EL, SWD, and SED students in the areas of Math and Suspensions. These services will provide additional professional development for Math teachers in grades 6-12 to address improve Mathematics achievement, additional PD for high school staff to support PBIS towards EL & SED students, and provide targeted interventions and supports for SED & SWD students within our MTSS in grades TK-5. The actions are described in greater detailed below:

Increased Services for SED & EL Students in Math for grades 6-12 & EL in Suspensions in High School:

Multiple stakeholders including parents, staff, principals, and school board members continue to share that math is a high need for our students. Evidence from the California School Dashboards and 5x5 grids confirm the high need for improvement at the secondary level. A constant decline in the percent proficient of All students and a large gap between All students to ELs and SED students is most significant at Atascadero High School (AHS). Over the last 4 years, the percent proficient in Math for All students has declined each year since 2015: 37%, 36%, 30%, 29%. Within this same 4-year span, ELs have maintained 0% proficient, and SED students declined from 24%, 19%, 18%, 18%. This continual decline across all subgroups and large gap between subgroups continue to demonstrate the need for improved and increased services at AHS. Because of the extreme gap in performance of unduplicated students, increased actions are principally directed towards and effective in meeting goals for unduplicated students at AHS. Atascadero Middle School has an unduplicated percentage of 45%, thus an increase in the school-wide service of professional development does increase and improve services for unduplicated students as compared with the actions and services available to all students. This increase in actions can be found in actions 1.A and are principally directed to and effective in meeting Goal 1 of Student Academic Growth.

With the high need for support and wide range of coursework and student ages between grades 6-12, AUSD will work to address the needs in Mathematics with professional development for Math teachers and administrators to analyze current Math curriculum, instructional practices, and supplemental materials comparing how they all align to the California Common Core Standards for Mathematics and the 8 Mathematical Practices. Multiple research studies validate that instructional materials can have as large an impact on student outcomes as teaching quality. Providing professional development to best understand how materials align with State Standards and how to utilize best teaching practices and supplemental instructional materials can be a critical equity strategy for districts to address California School Dashboard indicators. Resources to support this research include:

- The Hidden Value of Curriculum Reform: Do States and Districts Receive the Most Bang for Their Curriculum Buck?, Center for American Progress
- How Well Aligned Are Textbooks to the Common Core Standards in Mathematics?, Morgan S. Polikoff
- What's Working: Getting Teachers More Common Core Aligned Materials, Huffington Post

Utilizing PD to identify potential gaps within existing curriculum and teaching practices will guide AUSD towards better meeting student needs and ensuring we are working in alignment with State Standards and the 8 Mathematical Practices.

Increased Services for ELs in Suspensions in High School:

According to the 2018 California State Indicators, AUSD had a suspension rate of 4.3% for All students and 5.6% for ELs. Atascadero High School had rates of 5.6% for All students and 13.6% for ELs. In recent years the percent of ELs being suspended at AHS has doubled and is more than twice that of AUSD. In reviewing local evidence through our student information system Aeries, this pattern continues with AUSD's current suspension rates showing 4.3% for ALL students and 4.8% for ELs, while AHS's rates are 6.5% and 9.9% respectively. With AHS having a CALPADS reported EL percentage of 4.1%, their high percentage of ELs being suspended is of high concern. Because of the high percentage of suspensions of unduplicated students, these actions are principally directed towards and effective in meeting goals for unduplicated students at AHS. These services will also undoubtedly have impact on all students as the PBIS system is implemented.

AHS has begun work over the past year to try to implement a Positive Behavior Interventions and Support (PBIS) system, but it has not yet come to fruition. Additional professional development and support is needed to develop teams to lead this work at the site. The support of specific professional development for teacher leaders, teacher teams, and all teachers in general, will help to create a much needed MTSS (emphasis on the "system") for Atascadero High School. AHS needs to identify desired student outcomes and behaviors and then develop a multi-tiered system of support for achieving the identified student outcomes. A vital step will be to provide professional development of a team to guide the selection and integration of the best, scientifically based academic and behavioral practices for improving academic and behavior outcomes for all students. PBIS is research proven to not only have a reduction in problem behaviors and suspensions, but increases in student academic gains and social/emotional competence. According to the SWIFT Educational Center and the California SUMS Initiative, an effective PBIS system is aligned with the five principles of Inclusive Behavior Instruction within California MTSS: (a) Identify a comprehensive assessment system, (b) Create and utilize teams to engage in data based decision making, (c) Provide universal behavior supports for ALL students, (d) Provide targeted behavior interventions and supports for some students, and (e) Provide intensive individualized interventions and supports for few students. Professional Development will be focused on supporting teams to develop such a system at AHS.

Increased Services for SWD to Reduce Suspensions at Targeted Schools:

Multiple efforts have been made at all elementary schools to create PBIS systems at each school. For the elementary grade spans, improvements in suspension rates for All students continues with few exceptions. At San Benito, Santa Rosa, and Santa Margarita elementary schools there have been large increases within specific unduplicated student groups. The supporting evidence according to the California State Indicators on the 5x5 grid are as follows:

School	Suspension Rates			
	All	SWD	SED	EL
San Benito	3.7%	17.0% (10.1% increase from prior year)	5.0%	4.4%
Santa Rosa	1.9%	6.9% (doubled from prior year)	1.5%	0.9%
Santa Margarita	3.2%	3.2% (Zero in previous years)	3.2%	0.0%

School	School Demographics			
	EL	SED	SWD	% of SWD who are also Unduplicated
San Benito	8%	44%	10%	38%
Santa Rosa	27%	64%	19%	67%
Santa Margarita	5%	33%	12%	52%

The significant increases in suspensions of Students with Disabilities in comparison to All students shows that the current PBIS systems at these three elementary schools is effective for the majority of students, but not this particular unduplicated student group. This is of additional concern due to the high percentage of SWD students who are also Unduplicated, with those students being suspended at a higher rate than SWDs who are not unduplicated.

Through the Differentiated Assistance (DA) process, the DA Team determined the root cause for the increase in suspensions of SWD was due to the lack of supports for students to succeed in their general education settings. In reviewing the data and the existing PBIS and MTSS systems at these three schools in comparison to other elementary schools within AUSD, discrepancies were noted: Santa Rosa has the highest percent of unduplicated students in our district at 64%, San Benito has an unduplicated rate of 44% and a SWD rate of 10%, but has the highest percent of SWDs being suspended at 17%, Santa Margarita has doubled its suspension rates of SWD each year for the past two years. Additional staffing will be principally directed towards supporting Unduplicated SWDs with behaviors and academic struggles to reduce negative behaviors that lead to suspensions.

In looking at the levels of services provided between elementary schools, services provided by Base Funding are equal, as are the Supplemental services in place. Santa Rosa also has some additional services being utilized for academic support as provided by Federal Title I funds. To help address these targeted needs, Action 1.G will be expanded to provide a 0.5 FTE Learning Center teacher will be provided at San Benito, and a 0.8 FTE Behavior Support Specialist will be added to both Santa Rosa and Santa Margarita. The increased service at Santa Margarita brings their Tier II supports to the same level of supports other elementary schools have, which has proved effective in meeting targeted students' needs.

Action 1.G supports the MTSS systems at our school sites to add supplemental supports to the universal supports. Based on the above evidence, these increased services within the goal will provide the needed intensified support to address this group of students. As defined by the California Sums Initiative, intensified supports should be "targeted academic, behavioral, and social-emotional support directed toward the few students with the greatest needs". We believe these actions will be effective in supporting the targeted students as evidenced by the success of the system at other sites within our district and within these sites for the majority of our students. AUSD's current MTSS system has shown to be successful in meeting the needs of most students, and this increased targeted services should support the few remaining students still in need of additional support.