LCAP Table of Contents:

LCAP Acronyms

ADA	=	Average Daily Attendance
AP	=	Advanced Placement
API	=	Academic Performance Index
AUSD	=	Atascadero Unified School District
AYP	=	Adequate Yearly Progress
BYOD	=	Bring Your Own Device
CALPASS	=	California Partnership for Achieving Student Success
CAHSEE	=	California High School Exit Examination
CCCSS	=	California Common Core State Standards
CELDT	=	California English Language Development Test
CLAD	=	Cross-cultural, Language, and Academic Development
CTE	=	Career Technical Education
CSC	=	Caring School Communities
DAC	=	District Advisory Committee
EAP	=	Early Assessment Program
EL	=	English Learner (replaces ELL, LEP)
ELA	=	English Language Arts
ELD	=	English Language Development
ELPAC	=	English Language Proficiency Assessment for California
FST	=	Family Support Team
GATE	=	Gifted and Talented Education
IEP	=	Individualized Education Program
LC	=	Learning Center
LCFF	=	Local Control Funding Formula
LCAP	=	Local Control Accountability Plan
MTSS	=	Multi-Tiered System of Support
PBIS	=	Positive Behavior Interventions and Supports
PD	=	Professional Development
SBAC	=	Smarter Balanced Assessment Consortium
SARB	=	School Attendance Review Board
SLOCOE	=	San Luis Obispo County Office of Education
SRO	=	School Resource Officer
TOSA	=	Teacher on Special Assignment

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

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<u>(805) 462-4200</u>   **LCAP Year: <u>2016-2017</u>**

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:
1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP

Atascadero Unified School District has engaged many stakeholders in the process of developing and reviewing the LCAP. The 2015 - 2016 LCAP meetings, presentations and reviews are listed below.
 	
District Advisory Meetings (DAC)
November 11, 2015
December 2, 2015
February 3, 2016
March 2, 2016
April 6, 2016
June 1, 2016
 	
Principal Meetings
January 27, 2016
February 10, 2016
 	
CSEA (Classified Union) & ADTA (Certificated Union)
District Office, March 11, 2016
 	
AUSD School Board LCAP Workshop
District Office, March 19, 2016
	Input from the stakeholders (classified and certificated staff, parents, community members) yielded several themes that emerged resulting in the development of the identified needs which resulted in the goals in this Local Control Accountability Plan.
	
	District Advisory Meetings (DAC)
	• **November 11, 2015 & December 2, 2015** – At these first two meetings, DAC members were presented with the LCAP, LCAP Executive Summary, and supporting data that was used in determining the goals and actions in the current LCAP. DAC members took information back to their respective sites' School Site Councils (SSC) and gathered input to share at the next DAC meeting.
	• **February 3, 2016** – DAC reviewed current data toward reaching LCAP goals and began providing input on the progress made towards implementing LCAP actions. After reviewing the data on progress towards goals, the committee was satisfied with progress, but had additional questions they felt needed to be addressed to help define "success" for AUSD students. Below are the desired areas DAC members stated they would like to see in the LCAP:
	   o Success should include graduation rates, college readiness, and a citizenship/morals component. The first two are already in the LCAP, so the suggestion was to add a citizenship/morals component.
	   o There is a desire to implement a post-graduate tracking component to identify student activities after leaving AUSD. This would include identifying those enrolled in a post-secondary educational entity (UC/CSU/Community College), workplace, or military.
	   o CTE (Career Technical Education) pathways completion rate.
	   o Percentage of students reading at grade level by the 3rd grade.
	   o Determine a writing expectation to assess writing ability.

Each of the 5 suggestions above will be taken into consideration for the development of the next year's plan. Steps will be taken to identify actions and metrics for these components.

- **March 2, 2016** – DAC reviewed the implementation data from the survey given to district administrators and discussed actions being taken to meet the goals. The following input was given:
    - o Increase Professional Development (PD) opportunities for Instructional Aides to enable them to better support students.
    - o Increase and focus targeted interventions in grades K-3.
    - o Use existing local Math Fluency assessments to determine need for additional support at elementary grades.
    - o Provide Instructional Aides in afternoon Kindergarten classes.

The increased PD for Instructional Aides and targeted interventions for K-3 and math will be included in the formation of the upcoming LCAP. The suggestion to utilize Instructional Aides in Kindergarten afternoon classrooms will be reviewed to see if it can be accomplished within existing staff, rather than adding staff into the new LCAP.

- **April 6, 2016** – DAC members appreciated the outline presented. They liked how the input was shown and how it connects to the actions and metrics on the page. Input was given to include PBIS topics that schools are working on in communications to parents. Also in regards to parent communication, it was noted attempts should be coupled with other parent activities that are already happening. The remaining conversations revolved around the outline and how it flowed together well. It was noted that a draft would be made from the outline and include final input from the two unions and the school board.

- **June 1, 2016** – DAC reviewed the final draft of the outline and how it correlated to the full LCAP document. The group suggested some formatting adjustments and use of letters to

identify the correlation from the outline to the items in the LCAP. Questions regarding accountability for actions within the plan were discussed. Everyone liked the alignment of the two documents.

Principal Meetings

- **January 27, 2016** – Administrators were given an update on the data thus far regarding the goals listed in the current LCAP. Administrators completed a survey stating their level of implementation of the actions and services listed in the current LCAP. This input is being used to determine which actions are becoming institutionalized, which actions are still areas of need, and which actions may not be attainable or needed. Key findings from the survey include:
    - ELL – most actions are partially to largely implemented with the exception of the training of English 3D at the secondary level and the use of Aeries Analytics to identify student needs and growth. Additional progress needs to be made for ELL students as well as all targeted student subgroups.
    - Homeless/Foster – mentoring, tutoring, and FAFSA support through Choice Educational Service has not yet begun at AHS and needs to be reviewed for choice of service providers.
    - MTSS – a large variance is occurring at the implementation of MTSS across all elementary schools. Further review is needed on this topic to determine a base level of services for each site based on student population, unduplicated student counts, number of IEP's and 504's, and number of combination classes.
    - GATE – students are receiving additional services, but at the time of the survey, the new identification protocol had not been implemented.
    - PBIS – programs and protocols for PBIS at elementary levels is strongly implemented, though progress has stalled at the 7-12 levels due to a large turnover of

administrators, counselors, and psychologists from prior year to current.

- o Professional Development – this continues to be a high priority for all. One area with little implementation is our PD relationship with the Diagnostic Center/Central Coast. This was not seen as beneficial in light of the district-wide shift in PD focus, and the relationship was ended at the request of teachers and administrators of the three schools involved. Ongoing PD will continue to be a priority for staff at all levels.

- **February 10, 2016** – For each LCAP Expected Annual Measurable Outcome, administrators used sentence frames that demonstrated factors of success, areas of continued need, or key questions around the outcome. Annual Measurable Outcomes were grouped into the following categories with the key findings listed:

  - o ELL – needs for targeted supports through MTSS was identified as a continued need, as well as continued need for identification and progress monitoring.

  - o A-G Course Completion & EAP Success Rate – In both areas, a high need was identified to utilize key indicators in primary grades need to be identified in the areas of reading and math. Reading at grade level by grade 3 and successful completion of Algebra by grade 8 were both identified as important benchmarks. An additional need was identified to track students post high school graduation. Progress monitoring of student success in working toward these indicators, with targeted supports as needed will help prepare students to attain success at the secondary level. This preparation combined with open access to courses and counselor encouragement of students to enroll in challenging and rigorous coursework are additional key factors.

  - o AP Enrollment and Test Success Rate – the factors from A-G and EAP also apply to this outcome, with the identified need to continue to offer additional AP

courses and provide pre-AP coursework to develop needed skills for student success.

- o Lexile / SRI / DIBELS levels – continued needs in identifying students at regular intervals, easily accessible data for progress monitoring, and prescriptive and diagnostic targeted supports for students needing growth. A district-wide focus on MTSS is needed to help with this.
- o Anti-Bullying & PBIS – success is being seen at elementary levels, while at the secondary level we still need to address this need.
- o Professional Development – newly instituted Instructional Leadership Teams (ILT) are seen as a big success in helping to bring common staff development throughout the district. The need to create uniformity during the Friday PLC times and expectations was voiced.
- o Increased Staff – key indicators were identified as proper student placement in courses and counseling students into courses that guide students towards self-identified future goals.

- **April 27, 2016** – Administrators reviewed the LCAP actions and worked in small groups to determine the site actions that would be needed to attain the goals within the LCAP. From these conversations an LCAP worksheet will be created to assist in the site accountability of implementing actions and attaining goals. These worksheets will be shared so sites can work to duplicate and refine services between sites.

CSEA (Classified Union) & ADTA (Certificated Union)
- **District Office, March 11, 2016** – Union representatives liked the process utilized so far and the alignment between the plan, the input, and district actions. It was noted that at the secondary level, subject specific intervention classes can interfere with targeted ELD classes and students often need multiple types of support. Additionally, a desire to have classified and certificated staff on the committee to determine the PBIS program at the secondary levels was

	stated. Also, a request was made to have a list of common comments available that have been translated into Spanish to better help communication between teachers and Spanish speaking families. **AUSD School Board LCAP Workshop** **District Office, March 19, 2016** – The Board was very pleased with the outline format provided. They felt it made it easy to read and see how goals, outcomes, metrics, and actions were connected. Concerns were shared regarding collecting too much data at a district level, therefore we will be sure to limit ourselves to data that is both actionable and manageable. If it is determined that superfluous data is being collected and not needed, those practices will cease. The Board asked staff to look into computer programs and apps that can support staff and allow for progress monitoring in a more efficient way. This is definitely something we will look to include. Finally, the Board emphasized the need to include students in the gathering of data. Efforts will be made to include students on the DAC which is acting as the LCAP advisory committee, in addition to surveys that will be utilized nest year for parents, staff, and students.
Annual Update: As we reviewed the LCAP and our progress towards our goals for the current school year, we calendared meetings throughout the year to engage our stakeholders in a variety of ways. Discussions occurred during DAC, principal meetings, and board meetings. During these discussions, goals, actions, and progress towards goals were discussed. Implementation progress and challenges were noted and valuable input was received.	**Annual Update:** To assist in the process of updating the LCAP, the following steps were taken: • Due to the fact that it has representatives from each school site, the DAC was determined to be the LCAP steering committee. • Monthly LCAP reviews with principals were made, with targeted meetings to gather input. • Meetings with site stakeholder groups were held. • There is a greater need for feedback from community/business stakeholders. The use of a survey to obtain this input is being considered. • Direct student input would improve the quality of feedback based on student perspective. The use of a survey to obtain this input is being considered.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

> For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupil's subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:
1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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.	Related State and/or Local Priorities: 1 x 2 x 3__ 4 x 5__ 6__ 7 x 8 x COE only: 9__ 10__ Local: Specify _____
Identified Need:	In the past five years the percentages of students in poverty and the percentage of English learners have remained relatively the same (36% and 8% respectively), while the percent of foster and homeless students has decreased by approximately 2% from the prior year (dropping from 3% to 1%). As we look at the most recent SBAC data, we can see that students in those groups are lagging behind their peers in achievement. In 2015, white students who scored proficient or advanced in ELA and Math were 51% and 37%, while Hispanic students were 36% and 21%, socioeconomically disadvantaged were 35% and 25%, and English learners were 19% and 11%. This data	

clearly indicates that an achievement gap exists, and we have learned over time that many of these students need support in a variety of ways.

A. Teachers need targeted professional development to support the growth of all students in literacy, math, and career and technical subjects.
   - A new math curriculum was introduced in 2015-2016 and continued training and support is needed.
   - A new English Language Arts curriculum is being adopted for the 2016-2017 school year and training and support is needed.
   - CTE pathways are being established and/or strengthened at grades 7-12 and professional development is needed on the state CTE pathway requirements and implementation of Literacy Anchor Standards across subjects.
   - New Frameworks are being introduced with the Next Generation Science Standards and Social Science Standards.
B. Research-based ELD strategies need to be provided to students who qualify, through both designated and integrated instruction.
   - Our percentage of students gaining one performance level, or maintaining at levels 4 and 5 according to the CELDT is 54%, short of our goal of 62%.
   - During the 2015-2016 school year 35 EL students were redesignated; this comprises 34.3% of the EL students eligible to be redesignated. 20 students were long-term EL students while 15 were short-term EL students, and this comprised 26% and 38% of the students eligible to be redesignated in each group, respectively. We met our goal for short-term EL redesignation, but missed the goal of 53% for long-term EL students.
   - A new English Language Arts curriculum with integrated and designated ELD curriculum is being adopted for the 2016-2017 school year and training and support is needed.
C. Struggling students need literacy and math intervention to support their individual growth.
   - Expectations for student achievement continues to increase with the new California Standards. Higher expectations result in a need to maintain or increase proficiency.
   - In grades 2 and 3, only 49% or fewer students are attaining their grade level SRI Lexile score, while in grade 4 and beyond, 65% - 75% of students in each grade are meeting grade level Lexile levels. This shows a continued need for interventions at our lower grades.

Goal Applies to:	Schools:	LEA-wide
	Applicable Pupil Subgroups:	All, but especially low income pupils, English learners, students receiving services through special education, foster youth, and redesignated fluent English proficient.

	LCAP Year 1: 2016-17
Expected Annual Measurable Outcomes:	**Goal 1, Outcome A: Teachers will receive targeted professional development to support the growth of all students in literacy and math.** As evidenced by the Williams audit, 99.9% 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 per Education Code Sections 44256(b), 44258.7(b) and 44263. All students have sufficient access to standards-aligned instructional materials, and school facilities are maintained in good repair. AUSD classrooms are fully aligned with the new California standards in ELA and math, as shown by the implementation of adopted curriculum resources (elementary), and by course descriptions and syllabi (secondary). In science, we are in awareness and early implementation mode of the Next Generation Science Standards. All teachers will sample NGSS-aligned lessons in their classrooms during the 2016-17 school year. All other standards are currently instructed as required by state statute. To continue providing high quality instruction, 100% of all K-6 and core classroom teachers will be highly trained in order to meet the challenges of the new California standards, new materials and challenging student needs, through professional learning opportunities and workshops. AUSD career and technical subjects are fully aligned with the CTE standards and the Literacy Anchor Standards, as evidenced by course descriptions and syllabi. To continue providing high quality instruction and student access to the career pathways, 100% of all career and technical subject teachers will be highly trained to meet the challenges of the CTE standards, new materials and challenging student needs in the implementation of the Career Pathways, through professional learning opportunities and workshops. **Goal 1, Outcome B: Research-based ELD strategies will be provided to students who qualify through both designated and integrated ELD instruction.** With a focus on English language development, at least 64% of English learners will gain one performance level on the annual CELDT. This includes students who previously demonstrated beginning, early intermediate, and intermediate English language levels. This district goal aligns with the federal ESSA expectations Increase the number of redesignated English Learners from 35 to 60 students. Redesignation will be based on CELDT and local multiple measures. Within two years, projected to be in the spring of 2018, the state will replace the CELDT with a new assessment called the English Learner Proficiency Assessment for California (ELPAC). The ELPAC becomes operational for initially assessed students in the fall of 2018. The new test will measure progress on English language development skills based on the new ELA/ELD standards. It is important that the district monitor ELD progress during this transition time. To do this, LAS Links will be used to establish a baseline of student ELD performance and to monitor progress of ELD skills. **Goal 1, Outcome C: Struggling students will access literacy and math interventions to support their individual growth.**

65% of students will reach an SRI Lexile level at or above the 50th percentile for their grade level. This metric mirrors one district expectation of students to avoid being considered at-risk in reading literacy and aligns with the district goal of increasing ELA literacy.

Maintain the ELA proficiency levels of students who are fluent English speakers as measured by DIBELS and SRI as equal to their peers. This focuses student progress on closing the achievement gap of students whose primary language is a language other than English.

Increase the percent of students meeting or exceeding state expectations in ELA and Math (SBAC overall levels 3 and 4) by 10% at each grade level over the previous school year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A) Attain 100% credentialed teaching staff with all students to ensure the planning and delivery of high quality instruction in every classroom, including CLAD and/or SDAIE certifications, by hiring and retaining appropriately qualified staff.	LEA-wide	_X_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to district.
A) Focus K-12 ELA training and support for the new English Language Arts materials through Professional Learning Days and PLC's at sites and district level to ensure that the newly adopted program is implemented with fidelity district-wide.	LEA-wide	_X_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)_____	$905,104 One – Time Funds

A) Teachers in core content classrooms will be highly trained in order to meet the challenges of the new California Standards, Next Generation Science Standards, new materials and challenging student needs to provide students with access to a strong curricular program through regularly scheduled Grade Level and Vertical Team Meetings.	LEA-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$50,018 One – Time Funds
A) Increase the percent of students taking AP courses and scoring a 3 or better on the exams through the continued support of the additional academic counselor. AP Summer Institutes will be funded for teachers so they remain updated with the content and pedagogy to support student success, as well as establish course-alike networks with their colleagues.	Grades 9-12	_X_ALL --- OR: _Low Income pupils __English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: (Specify) _____	$78,897 LCFF $16,500 Title II / One – Time Funds
A) Through an additional TOSA, build on the work of the Instructional Leadership Teams to provide consistent training district-wide on the Framework for Teaching to increase the tools and strategies used for active student engagement and participation in all classrooms, including the hiring of a 0.7 TOSA for Curriculum and Instruction.	LEA-wide	_X_ALL --- OR: __Low Income pupils _English Learners __Foster Youth _Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$65,508 One – Time Funds
A) Continue to expand the professional development offerings for classified staff to address classroom based needs as well as professional growth needs.	LEA-wide	_X_ALL --- OR: __Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to district.
B) There is a need to strengthen curriculum resources for secondary EL students to address the needs of diverse EL skill levels while improving access to core content instruction in the classroom. This need is greatest for students whose EL skills are at the beginning and early intermediate levels.	Grades 7-12	__ALL --- OR: __Low Income pupils _X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,000 Title III

B) 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.	Grades 7-12	__ALL -- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$540
B) Teachers will be provided professional development to effectively deliver both integrated and designated ELD strategies. This is needed to connect new instructional resources with the ELD standards and increase EL student academic success.	LEA-wide	__ALL -- OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,000
B) Specific English learners will receive designated ELD assistance during extended learning times. This includes Walk-to-Learn, workshop, elective courses, and homeroom periods.	LEA-wide	__ALL -- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to district.
B) Counselors will complete quarterly grade checks for all EL students. PLC's will address student learning and D's and F's, and attendance records will be monitored for all English learners.	Grades 7-12	__ALL -- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to district.
B) LAS Links, embedded as a resource within the new K-5 ELA adoption, will be implemented at the elementary level monitor progress of ELD throughout the year, as well as serving as a correlational indicator for ELPAC results.	Grades K-5	__ALL -- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to district.

C) Continue to support early intervention of learning problems that will create a safety net for students with special needs by early detection of possible learning disabilities through the continued support of the additional school psychologist, increasing leadership in Student Intervention Services with the addition of 10 days, and the five newly created elementary Intervention Coordinator positions.	Grades K-6	X ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$92,371 LCFF $5,920 Sp Ed $440, 999 LCFF
C) MTSS will be fully implemented at all sites to meet the intervention needs of all students, including all sub-groups, through additional 1.0 Learning Center support, as well as an Intervention Coordinator and/or Behavior Support Specialist at each school, to provide students access to appropriate supports at the classroom level as well as in small group settings.	LEA-wide	X ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$78,027 LCFF $142,953 LCFF
C) Utilize Aeries Analytics to monitor student progress, meeting quarterly with site administrators to discuss student growth and needs, identify resources to address needs, and share strategies for leading staff in using data-based instructional decision-making.	LEA-wide	X ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$11,758 .375 FTE for Tech Services
C) Junior high and high school counselors will identify at-risk students at each quarter and then meet with them to identify strategies and resources to support the students.	Grades 7-12	X ALL_____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$100,301 for AJHS Counselor AHS counselor included in cost above.
C) The SLOCOE ETC Portal will continue to be used as a resource for teachers and principals. Time will be provided to reinvestigate the resources and consider how to incorporate them instructionally.	LEA-wide	_X_ALL_____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$24,932 LCFF

C) Two academic stipends and a Learning Center Coordinator stipend will continue at AHS in order to maintain focus on monitoring the impact of instruction on student learning and to monitor support to address student needs.	Grades 9-12	X ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,597 LCFF $3,212 LCFF

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	**Goal 1, Outcome A: Teachers will receive targeted professional development to support the growth of all students in literacy and math.** Maintain 100% compliance of AUSD teachers as appropriately and fully credentialed in the subject areas and/or are board approved to teach one or more classes outside of their credential area per Education Code Sections 44256(b), 44258.7(b) and 44263, and to ensure all students have sufficient access to standards-aligned instructional materials as evidenced by the Williams Act. Continue providing high quality instruction; 100% of all K-6 and core content teachers to be highly trained in order to meet the challenges of the new California standards, new materials, and challenging student needs, through professional learning opportunities and workshops. Continue providing high quality instruction; 100% of all career and technical subject teachers to be highly trained in order to meet the challenges of the CTE standards and the literacy anchor standards, through professional learning opportunities and workshops. **Goal 1, Outcome B: Research-based ELD strategies will be provided to students who qualify through both designated and integrated ELD instruction.** With a focus on English language development, at least 64% of English learners will gain one performance level on the annual CELDT. This includes students who previously demonstrated beginning, early intermediate, and intermediate English language levels. This district goal aligns with the federal ESSA expectations. The goals are subject to change as updated benchmarks are set. Increase the number of redesignated English Learners from 60 to 65 students. Redesignation will be based on CELDT and local multiple measures. The state is replacing the CELDT with a new assessment called the English Learner Proficiency Assessment for California (ELPAC). Students scheduled to take an annual ELD test will take the ELPAC during the spring of the 2017-18 school year. The ELPAC becomes operational for initially assessed students in the fall of 2018. The new test will measure progress on English language development skills based on the new ELA/ELD standards. It is important that the district monitor ELD progress during this transition time. To do this, LAS Links will be used to establish a baseline of student ELD performance and to monitor progress of ELD skills.

Goal 1, Outcome C: Struggling students will access literacy and math intervention to support their individual growth.

70% of students will reach an SRI Lexile level at or above the 50th percentile for their grade level. This metric mirrors one district expectation of students to avoid being considered at-risk in reading literacy and aligns with the district goal of increasing ELA literacy.

 Maintain the ELA proficiency levels of students who are fluent English speakers as measured by DIBELS and SRI as equal to their peers. This focuses student progress on closing the achievement gap of students whose primary language is a language other than English.

Increase the percent of SBAC scores of students meeting or exceeding state expectations in ELA and Math (SBAC overall levels 3 and 4) by 10% at each grade level over the previous school year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A) Maintain 100% credentialed teaching staff with all students to plan and deliver high quality instruction in every classroom, including CLAD and/or SDAIE, by hiring and retaining appropriately credentialed staff.	LEA-wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to district.
A) Continue refinement of the implementation of math and ELA training and support for the new curriculum materials through Professional Learning Days and PLC's at sites and district level.	LEA-wide	X ALL ---OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to district.
A) Teachers in core content classrooms will be highly trained in order to meet the challenges of the new California Standards, Next Generation Science Standards, new materials and challenging student needs to provide students with access to a strong curricular program through regularly scheduled Grade Level and Vertical Team Meetings.	LEA-wide	_X_ ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$50,000 One – Time Funds
A) Increase the percent of students taking AP courses and scoring a 3 or better on the exams through the continued support of the additional academic counselor. AP Summer Institutes will be funded for teachers who need the updates for their course.	Grades 9-12	_X_ ALL OR: _Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$81,646 One – Time Funds $10,000

			Title II / One – Time Funds
A) Continue the position of TOSA for Curriculum to build on the work of the Instructional Leadership Teams to provide consistent training district-wide on the Framework for Teaching to increase the tools and strategies used for active student engagement and participation in all classrooms.	LEA-wide	X ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$68,632 One – Time Funds
A) Continue to expand the professional development offerings for classified staff to address classroom based needs as well as professional growth needs.	LEA-wide	X ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to district.
B) The quality and focus of curriculum resources for secondary EL students will continue to be monitored to address the needs of diverse EL skill levels while improving access to core content instruction in the classroom. This need is greatest for students whose EL skills are at the beginning and early intermediate levels.	Grades 6-12	__ALL _____ OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,000 Title III
B) English learners will continue to have access to tutors during non-core instruction (i.e. study hall) or after school to better insure their success in academic courses at the secondary level, as academic language and English language concepts can be a stumbling block for ELs.	Grades 6-12	__ALL _____ OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$540
B) Teachers will continue to be provided professional development to effectively deliver both integrated and designated ELD strategies to connect new instructional resources with the ELD standards and increase EL student academic success.	LEA-wide	__ALL _____ OR: __Low Income pupils X English Learners __Foster Youth X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,000

B) Specific English learners will receive designated ELD assistance during extended learning times, including Walk-to-Learn, workshop, elective courses, and homeroom periods.	LEA-wide	__ALL _____ OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to district.
B) Counselors will continue to complete quarterly grade checks for all EL students. PLC's will address student learning and D's and F's, and attendance records will be monitored for all English learners.	Grades 6-12	__ALL _____ OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to district.
B) LAS Links, embedded as a resource within the new K-5 ELA adoption, will be implemented at the elementary level to monitor progress of ELD throughout the year as well as a serving as a correlational indicator for ELPAC results.	Grades K-5	__ALL _____ OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to district.
C) Continue to support early intervention of learning problems by early detection of possible learning disabilities by the continued support of the additional school psychologist, increased leadership in Student Intervention Services with the addition of 10 days, and Intervention Coordinators.	Grades K-6	__ALL _____ OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$95,929 LCFF $6,295 Sp Ed $454,916 LCFF
C) MTSS will be fully implemented at all sites to meet the intervention needs of all students, including all sub-groups, through additional 1.0 Learning Center support, as well as an Intervention Coordinator and/or Behavior Support Specialist at each school, to provide students access to appropriate supports at the classroom level as well as in small group settings.	LEA-wide	__ALL _____ OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$81,646 LCFF $150,988 LCFF

C) Utilize Aeries Analytics to monitor student progress, meeting quarterly with site administrators to discuss student growth and needs, identify resources to address needs, and share strategies for leading staff in using data-based instructional decision-making.	LEA-wide	X ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$11,909 .375 FTE for Tech Services
C) Middle school and high school counselors will continue to identify at-risk students at each quarter and then meet with them to identify strategies and resources to support the students.	Grades 6-12	X ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$102,296 for AJHS Counselor AHS counselor included in cost above.
C) The SLOCOE ETC Portal will continue to be used as a resource for teachers and principals. Time will be provided to reinvestigate the resources and consider how to incorporate them instructionally.	LEA-wide	_X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$25,000 LCFF
C) Two academic stipends and a Learning Center Coordinator stipend will continue at AHS in order to maintain focus on monitoring the impact of instruction on student learning and to monitor support to address needs.	Grades 9-12	X ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,686 LCFF $3,263 LCFF

	LCAP Year 3: 2018-19
Expected Annual Measurable Outcomes:	**Goal 1, Outcome A: Teachers will receive targeted professional development to support the growth of all students in literacy and math.** Maintain 100% compliance of AUSD teachers as appropriately and fully credentialed in the subject areas and/or are board approved to teach one or more classes outside of their credential area per Education Code Sections 44256(b), 44258.7(b) and 44263, and to ensure all students have sufficient access to standards-aligned instructional materials as evidenced by the Williams Act. Continue providing high quality instruction; 100% of all K-6 and core content teachers to be highly trained in order to meet the challenges of CCCCSS (California Common Core State Standards), new materials and challenging student needs, through professional learning opportunities and workshops. Continue providing high quality instruction; 100% of all career and technical subject teachers to be highly trained in order to meet the challenges of the CTE standards and the literacy anchor standards, through professional learning opportunities and workshops. **Goal 1, Outcome B: Research-based ELD strategies will be provided to students who qualify through both designated and integrated ELD instruction.** With a focus on English language development, at least 64% of English learners will gain one performance level on the annual CELDT. This includes students who previously demonstrated beginning, early intermediate, and intermediate English language levels. The district goal aligns with the federal ESSA expectations. The goals are subject to change as updated benchmarks are set. Increase the number of redesignated English Learners from 65 to 70 students. Redesignation will be based on CELDT and local multiple measures. The state is replacing the CELDT with a new assessment called the English Learner Proficiency Assessment for California (ELPAC). Students will take the annual ELPAC each spring. The ELPAC becomes operational for initially assessed students in the fall of 2018. The new test will measure progress on English language development skills based on the new ELA/ELD standards. It is important that the district monitor ELD progress during this transition time. To do this, LAS Links will be used to establish a baseline of student ELD performance and to monitor progress of ELD skills. **Goal 1, Outcome C: Struggling students will access literacy and math intervention to support their individual growth.** 75% of students will reach an SRI Lexile level at or above the 50th percentile for their grade level. This metric mirrors one district expectation of students to avoid being considered at-risk in reading literacy and aligns with the district goal of increasing ELA literacy.

Maintain the ELA proficiency levels of students who are Fluent English speakers as measured by DIBELS and SRI and equal to their peers. This focuses student progress on closing the achievement gap of students whose primary language is a language other than English.

Increase the percent of SBAC scores of students meeting or exceeding state expectations in ELA and Math (SBAC overall levels 3 and 4) by 10% at each grade level over the previous school year.

Action / Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A) Maintain 100% credentialed teaching staff with all students to plan and deliver high quality instruction in every classroom, including CLAD and/or SDAIE certifications, by hiring and retaining appropriately qualified staff.	LEA-wide	_X_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to district.
A) Continue refinement of the implementation of math and ELA support for the new curriculum materials through Professional Learning Days and PLC's at sites and district level.	LEA-wide	X ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to district.
A) Teachers in core content classrooms will be highly trained in order to meet the challenges of the California Content Standards, Next Generation Science Standards, new materials and challenging student needs to provide students with access to a strong curricular program through regularly scheduled Grade Level and Vertical Team Meetings.	LEA-wide	_X_ ALL -- OR: __Low Income pupils _English Learners __Foster Youth _Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$50,000 One – Time Funds
A) Increase the percent of students taking AP courses and scoring a 3 or better on the exams through the continued support of the additional academic counselor. AP Summer Institutes will be funded for teachers who need the updates for their course.	Grades 9-12	_X_ ALL -- OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$84,528 One – Time Funds $10,000 Title II / One – Time Funds

A) Through the guidance of an additional TOSA, utilize the Instructional Leadership Teams to provide consistent training district-wide on the Framework for Teaching to increase the tools and strategies used for active student engagement and participation in all classrooms.	LEA-wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$69,586 One – Time Funds
A) Continue to expand the professional development offerings for classified staff to address classroom based needs as well as professional growth, building on their expressed needs.	LEA-wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to district.
B) The quality and focus of curriculum resources for secondary EL students will continue to be monitored to address the needs of diverse EL skill levels while improving access to core content instruction in the classroom. This need is greatest for students whose EL skills are at the beginning and early intermediate levels.	Grades 6-12	__ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,000 Title III
B) English learners will continue to have access to tutors during non-core instruction (i.e. study hall) or after school to better insure their success in academic courses at the secondary level, as academic language and English language concepts can be a stumbling block for ELs.	Grades 6-12	__ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$540
B) Teachers will be continue provided professional development to effectively deliver both integrated and designated ELD strategies to connect new instructional resources with the ELD standards and increase EL student academic success.	LEA-wide	__ALL --- OR: __Low Income pupils X English Learners __Foster Youth X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,000

B) Specific English learners will receive designated ELD assistance during extended learning times, including Walk-to-Learn, workshop, elective courses, and homeroom periods.	LEA-wide	__ALL --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to district.
B) Counselors will continue to complete quarterly grade checks for all EL students. PLC's will address student learning and D's and F's, and attendance records will be monitored for all English learners.	Grades 6-12	__ALL --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to district.
B) LAS Links, embedded as a resource within the new K-5 ELA adoption, will be implemented at the elementary level to monitor progress of ELD throughout the year as well as a serving as a correlational indicator for ELPAC results.	Grades K-5	__ALL --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to district.
C) Continue to support early intervention of learning problems by early detection of possible learning disabilities by the continued support of the additional school psychologist, increased leadership in Student Intervention Services with the addition of 10 days, and Intervention Coordinators.	Grades K-6	__ALL --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$100,537 LCFF $6,388 Sp Ed $466,690 LCFF
C) MTSS will be fully implemented at all sites to meet the intervention needs of all students, including all sub-groups, through 1.0 Learning Center support at all schools, as well as an Intervention Coordinator and/or Behavior Support Specialist at each school.	LEA-wide	_ALL --- OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$84,528 LCFF $160,204 LCFF

C) Utilize Aeries Analytics to monitor student progress, meeting quarterly with site administrators to discuss student growth and needs, identify resources to address needs, and share strategies for leading staff in using data-based instructional decision-making.	LEA-wide	X ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$12,059 .375 FTE for Tech Services
C) Middle school and high school counselors will continue to identify at-risk students at each quarter and then meet with them to identify strategies and resources to support the students.	Grades 6-12	X ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$106,710 for AJHS Counselor AHS counselor included in cost above.
C) The SLOCOE ETC Portal will continue to be used as a resource for teachers and principals. Time will be provided to reinvestigate the resources and consider how to incorporate them instructionally.	LEA-wide	_X_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$25,000 LCFF
C) Two academic stipends and a Learning Center Coordinator stipend will continue at AHS in order to maintain focus on monitoring the impact of instruction on student learning and to monitor support to address needs.	Grades 9-12	X ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,773 LCFF $3,314 LCFF

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.	Related State and/or Local Priorities:
		1_x_ 2_x_ 3__ 4_x_ 5__ 6__ 7_x_ 8_x_
		COE only: 9__ 10__
		Local: Specify _____

Identified Need:	Data that show students as prepared for college reflects AUSD graduates are on par with their county peers and above the state average. A-G completion rate is holding steady at 50% for our comprehensive high school, though only 37% for the district. This district percentage is skewed as our comprehensive high school is the only avenue for a student to complete an A-G course of study. 62% of students taking an AP exam are passing with a 3 or better; this is on par with the state and county averages. College readiness according to the EAP exam show AUSD students to be conditionally ready or ready at a rate of 63% in ELA and 31% in Math, both above the state averages. We continue to work to improve in these areas and stay above the county and state averages. In the area of CTE, we again are above the state average of 17% with 18% of AUSD graduates completing at least one career pathway. While we are above the state average in the area of CTE, this is an area of needed growth. Local Workforce Investment Board (WIB) and state data show a need for qualified employees in careers outside of those which require a college degree.

A. Data show an ongoing need to maintain or increase proficiency for all students to exit each grade level performing at or above grade level standards.
   ● Expectations for student achievement continue to increase with the new California standards. Higher expectations result in a need to maintain or increase proficiency.
   ● Students scored just above the state average on 2013-2014 CST results, yet our demographics indicate that we should expect stronger results.
   ● AP tests results have not shown the growth that we expect relative to the number of students taking AP classes.
B. As we continue to move through the 21st Century, students need to be technologically literate at or above their grade level.
   ● ELA and Math curriculums have a high level of digital and computer based components. |

- SBAC assessments and interim assessments are all online and students need to be fluent in computer use for these assessments.

C. In order to best prepare students for college and careers, secondary students need access and opportunities to complete a three-course career pathway.
- Students need to be exposed to opportunities in local high skill, high wage and high growth industries.
- Work needs to be done to articulate courses with community colleges for smooth transitions to post graduate programs.
- Interactions with industry-focused organizations, and the creation of workplace experiences with industries is lacking.

Goal Applies to:	Schools:	LEA-wide
	Applicable Pupil Subgroups:	All, with particular attention to low income, English learners, foster youth, students receiving services through special education, and redesignated fluent English proficient students.

LCAP Year 1: 2016-17	
Expected Annual Measurable Outcomes:	**Goal 2, Outcome D: Our students will exit each grade level performing at or above grade level standards.** The current data from the ELA and Mathematics results from the SBAC assessments shows that 47% of our students in grades 3-5 are at Levels 3 and 4 in ELA, and 40% in Math. At grades 6-8, 50% of our students are at Levels 3 and 4 in ELA, and 36% in Math. At grade 11, 64% of our students are at Levels 3 and 4 in ELA, and 32% in Math. Our goal is to increase the percentage of students at each grade span who score at Levels 3 and 4 by 10%. API results will be used when available; they are currently not provided by the state. The AP passage rate for Atascadero High School has been approximately 60% over the years. With these strong numbers, our goal is to increase the percent of students who score a 3 or above on AP exams by 1% from the 2015-16 school year. The Early Assessment Program (EAP) results districtwide continue to show students to be conditionally ready or ready at a rate of 63% in ELA and 31% in Math, both above the state averages, and showing an increase over our 2014 results. AUSD will continue to improve the number of students "Ready" and "Conditionally Ready" for college according to EAP results by 2%. AHS has 50% of graduates completing A-G requirements, which we will increase by 2% annually. Of those designated as low income, EL, and foster, their A-G completion rates are 27%, 27%, and 0% respectively. Students in these targeted subgroups will be supported to be successful in attaining A-G course completion upon graduation, increasing in each subgroup by 5%. 100% of students will have access to a broad course of study to support their advancement to be college and career ready. **Goal 2, Outcome E: Our students will be technologically literate at or above their grade level.**

Our current inventory shows that we have an approximate district ratio of one device for every two students. To support students in their technology literacy, all students at all schools will have access to appropriate technology and computers to integrate the technology and literacy standards.

The AUSD Technology Standards have been posted on the District website and shared with all staff, and will be implemented at all grade levels.

During the 2015-2016 school year, we began a 1:1 pilot at one K-5 elementary school site. We will continue to implement a 1:1 student to device ratio at grades 3-5 at all elementary schools.

We will begin working towards a 1:1 student to device ratio incorporating a Bring Your Own Device (BYOD) program at grades 6-12.

Goal 2, Outcome F: Secondary students will have access and opportunity to complete a three-course career pathway.

Electives coursework at the middle school level will be expanded to establish career pathways exploration courses over the 2016-17 school year for implementation in 2017-18.

95% of the 9th and 10th graders at Atascadero High School students will be on track to complete their 10-Year Plan for college and career readiness.

Current three-year course pathway completion for Atascadero High School is 18% and we will increase that by 5%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
D) Establish district-wide benchmark expectations in English/Language Arts and mathematics through the use of the assessments available in the adopted programs for those subjects, and assess growth on those benchmarks quarterly to support interventions for student achievement.	LEA-wide	X ALL ---OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to district.
D) Increase the percent of students taking AP courses and scoring a 3 or better on the exams through the continued support of the additional academic counselor. AP Summer Institutes will be funded for teachers so they remain updated with the content and pedagogy to support student success, as well as establish course-alike networks with their colleagues.	Grades 9-12	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Included in the $16,500 listed above.

D) Counseling support will be available for students to increase participation in rigorous A-G coursework and AP classes to prepare them for post-graduation opportunities through the support of the additional counselor positions.	Grades 7-12	_X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Included in the cost of the additional AHS counselor from above.
D) Investigate offering additional courses that meet the A-G requirements for enrollment in the UC or CSU system to increase the number of students, including low-income, foster, students with disabilities and English learners completing their A-G requirements by graduation.	Grades 9-12	_X_ALL --OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to district.
E) District supported technology instruction in the classroom will continue based on the AUSD Technology Standards and supported by the TOSA for Instructional Technology position and the additional computer technician. The focus for 2016-17 will be on the ability to use technology to research, produce and publish writing, including in collaboration with others, as outlined in the AUSD Technology Standards and evidenced by student work samples.	LEA-wide	_X_ALL _____ OR: __Low Income pupils __ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$113,586 One-Time Funds $49,060 LCFF
E) 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.	LEA-wide	X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$28,925 LCFF
E) Provide site-based and district-wide professional development to all staff, classified as well as certificated, to support the implementation of the AUSD Technology Standards, as well as the incorporation of additional technology in the classroom, supported by the TOSA for Instructional Technology.	LEA-wide	_X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Included in Tech staff costs above.

E) Provide online resources, including licenses for key applications, to support independent student and staff implementation of the skills outlined in the AUSD Technology Standards.	LEA-wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Shown in increased Technology budget above.
E) Develop and refine policies and procedures to support the implementation of the 1:1 devices and BYOD program through research of best practices and site visits, as well as progress monitoring of the early adopter sites.	Grades 3-12	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to district.
F) Continue to provide professional development opportunities to maintain the skills and knowledge of all career and technical course teachers through site and district Early Release Friday meetings as well as county and state opportunities.	Grades 7-12	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to district.
F) Maintain additional counselors at the secondary level to increase student access to and enrollment in career and technical courses and pathway completion.	Grades 7-12	_X_ ALL ---OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Included in costs of secondary counselors above.
F) Implement a postgraduate tracking program, Cal-PASS, in conjunction with the 10-Year Plan to establish longitudinal data on our graduates and identify correlations to the pathways offered.	Grades 9-12	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to district.

LCAP Year 2: 2017-18

<table>
<tr><td rowspan="2">Expected Annual Measurable Outcomes:</td><td>

Goal 2, Outcome D: Our students will exit each grade level performing at or above grade level standards.

Our goal is to increase the percentage of students at each grade span who score at Levels 3 and 4 by 10%. API results will be used when available; they are currently not provided by the state.

Our goal is to increase the percent of students who score a 3 or above on AP exams by 1% from the 2016-17 school year.

AUSD will continue to improve the number of students "Ready" and "Conditionally Ready" for college according to EAP results by 2%.

We will increase graduates completing A-G requirements by 2% annually. Students in targeted subgroups will be supported to be successful in attaining A-G course completion upon graduation, increasing in each subgroup by 5%. 100% of students will have access to a broad course of study to support their advancement to be college and career ready.

Goal 2, Outcome E: Our students will be technologically literate at or above their grade level.

To support students in their technology literacy, all students at all schools will have access to appropriate technology and computers to integrate the technology and literacy standards.

The AUSD Technology Standards have been posted on the District website and shared with all staff, and will be implemented at all grade levels.

During the 2015-2016 school year, we began a 1:1 pilot at one K-5 elementary school site. We will continue to implement a 1:1 student to device ratio at grades 3-5 at all elementary schools.

Goal 2, Outcome F: Secondary students will have access and opportunity to complete a three-course career pathway.

Electives coursework at the middle school level were expanded to establish career pathways exploration courses over the 2016-17 school year for implementation in 2017-18.

95% of the 9th, 10th, and 11th graders at Atascadero High School students will be on track to complete their 10-Year Plan for college and career readiness.

We will increase by 5% the three-year course pathway completion for Atascadero High School over the prior year rate of completion.

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Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures

D) Monitor and refine district-wide benchmark expectations in English/Language Arts and mathematics through the use of the assessments available in the adopted programs for those subjects, and assess growth on those benchmarks quarterly to support interventions for student achievement.	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to district.
D) Increase the percent of students taking AP courses and scoring a 3 or better on the exams through the continued support of the additional academic counselor. AP Summer Institutes will be funded for teachers so they remain updated with the content and pedagogy to support student success, as well as establish course-alike networks with their colleagues.	Grades 9-12	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Included in the $16,500 listed above.
D) Counseling support will be available for students to increase participation in rigorous A-G coursework and AP classes to prepare them for post-graduation opportunities through the support of the additional counselor positions.	Grades 6-12	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Included in the cost of the additional AHS counselor from above.
D) Implement additional courses that meet the A-G requirements for enrollment in the UC or CSU system to increase the number of students, including low-income, foster, students with disabilities and English learners completing their A-G requirements by graduation.	Grades 9-12	_X_ ALL ---OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to district.
E) District supported technology instruction in the classroom will continue based on the AUSD Technology Standards and supported by the TOSA for Instructional Technology position and the additional computer technician. The focus for 2017-18 will be on the ability to incorporate multimedia elements into presentations and products and use spreadsheets, graphs and tables to analyze and present information, as outlined in the AUSD Technology Standards at each grade level and evidenced by student work samples.	LEA-wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$114,933 One-Time Funds $49,704 LCFF

E) 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.	LEA-wide	X ALL ---OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$28,925 LCFF
E) Provide site-based and district-wide professional development to all staff, classified as well as certificated, to support the implementation of the AUSD Technology Standards, as well as the incorporation of additional technology in the classroom, supported by the TOSA for Instructional Technology.	LEA-wide	_X_ ALL ---OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Included in Tech staff costs above.
E) Provide online resources, including licenses for key applications, to support independent student and staff implementation of the skills outlined in the AUSD Technology Standards.	LEA-wide	_X_ ALL_____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Shown in increased Technology budget above.
E) Maintain and refine policies and procedures to support the implementation of the 1:1 devices and BYOD program through research of best practices and site visits, as well as progress monitoring of the all sites.	Grades 3-12	_X_ ALL_____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to district.
F) Continue to provide professional development opportunities to maintain the skills and knowledge of all career and technical course teachers through site and district Early Release Friday meetings as well as county and state opportunities.	Grades 6-12	_X_ ALL ---OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to district.
F) Maintain additional counselors at the secondary level to increase student access to and enrollment in career and technical courses and pathway completion.	Grades 6-12	_X_ ALL ---OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Included in costs of secondary counselors above.

| F) Continue the use of a postgraduate tracking program, Cal-PASS, in conjunction with the 10-Year Plan to establish longitudinal data on our graduates and identify correlations to the pathways offered. | Grades 9-12 | _X_ALL
--OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____ | No additional cost to district. |

LCAP Year 3: 2018-19

| Expected Annual Measurable Outcomes: | **Goal 2, Outcome D: Our students will exit each grade level performing at or above grade level standards.**

Our goal is to increase the percentage of students at each grade span who score at Levels 3 and 4 by 10%. API results will be used when available; they are currently not provided by the state.

Our goal is to increase the percent of students who score a 3 or above on AP exams by 1% from the 2017-18 school year.

AUSD will continue to improve the number of students "Ready" and "Conditionally Ready" for college according to EAP results by 2%.

We will increase graduates completing A-G requirements by 2% annually. Students in targeted subgroups will be supported to be successful in attaining A-G course completion upon graduation, increasing in each subgroup by 5%. 100% of students will have access to a broad course of study to support their advancement to be college and career ready.

Goal 2, Outcome E: Our students will be technologically literate at or above their grade level.

To support students in their technology literacy, all students at all schools will have access to appropriate technology and computers to integrate the technology and literacy standards.

The AUSD Technology Standards have been posted on the District website and shared with all staff, and will be implemented at all grade levels.

During the 2015-2016 school year, we began a 1:1 pilot at one K-5 elementary school site. We will continue to implement a 1:1 student to device ratio at grades 3-5 at all elementary schools.

Goal 2, Outcome F: Secondary students will have access and opportunity to complete a three-course career pathway.

Electives coursework at the middle school level was expanded to establish career pathways exploration courses over the 2016-17 school year for implementation in 2017-18. We will continue to monitor and expand those pathways.

95% of all Atascadero High School students will be on track to complete their 10-Year Plan for college and career readiness. |

	We will continue to increase the three-year course pathway completion for Atascadero High School by 5%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
D) Monitor and refine district-wide benchmark expectations in English/Language Arts and mathematics through the use of the assessments available in the adopted programs for those subjects, and assess growth on those benchmarks quarterly to support interventions for student achievement.	LEA-wide	X ALL --OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to district.
D) Increase the percent of students taking AP courses and scoring a 3 or better on the exams through the continued support of the additional academic counselor. AP Summer Institutes will be funded for teachers so they remain updated with the content and pedagogy to support student success, as well as establish course-alike networks with their colleagues.	Grades 9-12	X ALL_____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Included in the $16,500 listed above.
D) Counseling support will be available for students to increase participation in rigorous A-G coursework and AP classes to prepare them for post-graduation opportunities through the support of the additional counselor positions.	Grades 6-12	_X_ALL_____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Included in the cost of the additional AHS counselor from above.
D) Continue offering additional courses that meet the A-G requirements for enrollment in the UC or CSU system to increase the number of students, including low-income, foster, students with disabilities and English learners completing their A-G requirements by graduation.	Grades 9-12	_X_ALL_____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to district.
E) District supported technology instruction in the classroom will continue based on the AUSD Technology Standards and supported by the TOSA for Instructional Technology position and the additional computer technician. The focus for 2018-19 will be on the ability	LEA-wide	X ALL_____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$116,610 One-Time Funds $50,443

to use all skills outlined in the AUSD Technology Standards for the information literacy process at their grade level, as evidenced by student work samples.			LCFF
E) 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.	LEA-wide	_X_ALL ---OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$28,925 LCFF
E) Provide site-based and district-wide professional development to all staff, classified as well as certificated, to support the implementation of the AUSD Technology Standards, as well as the incorporation of additional technology in the classroom, supported by the TOSA for Instructional Technology.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Included in Tech staff costs above.
E) Provide online resources, including licenses for key applications, to support independent student and staff implementation of the skills outlined in the AUSD Technology Standards.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Shown in increased Technology budget above.
E) Continue to refine policies and procedures to support the implementation of the 1:1 devices and BYOD program through research of best practices and site visits, as well as progress monitoring of all sites.	Grades 3-12	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to district.
F) Continue to provide professional development opportunities to maintain the skills and knowledge of all career and technical course teachers through site and district Early Release Friday meetings as well as county and state opportunities.	Grades 6-12	_X_ALL ---OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to district.

F) Maintain additional counselors at the secondary level to increase student access to and enrollment in career and technical courses and pathway completion.	Grades 6-12	_X_ALL --OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Included in costs of secondary counselors above.
F) Continue to use a postgraduate tracking program, Cal-PASS, in conjunction with the 10-Year Plan to establish longitudinal data on our graduates and identify correlations to the pathways offered.	Grades 9-12	_X_ALL OR: __Low Income pupils ___English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to district.

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.	Related State and/or Local Priorities:
		1__ 2__ 3 _x_ 4 __ 5 _x_ 6 _x_ 7__ 8__
		COE only: 9__ 10__
		Local: Specify _____

| Identified Need: | Attendance rates have remained over 95% for the district for many years. This year there was a slight drop, but this has been attributed to the San Gabriel Elementary bomb threat that closed the school for multiple weeks. This incident had a major impact on the attendance for both that school and throughout the district. However, it was a one-time event that does not necessitate additional measures in the area of attendance.

Academic interventions are detailed in Goal One of the AUSD LCAP, but just as important, if not more so, are the social-emotional supports we can provide to students and their families. Robert Marzano explains in "What Works in Schools" that two of the top five criteria for student success are parent and community involvement and a safe and orderly environment. In "The Kids Left Behind," Robert Barr concurs, explaining that engaging parents, communities, and schools to work as partners, and understanding and holding high expectations for low-income students are essential qualities of high-performing, high poverty schools. Simply put, we've found over time that students will perform better at school when their parents are actively involved with their education and their social needs are met. To this end, we believe there two definite areas of need in our district.
    A need continues for research based comprehensive PBIS programs and counseling services to all students, grades TK-12.
- The number of student suspensions has increased from 151 in 2014-15 to 197 in 2015-16, and the number of expulsions grew from 3 in 2014-15 to 8 in 2015-16. All expulsions were in grades 7-12.
- As reported by elementary principals and the DAC, the Caring School Community program has been implemented with varying levels of consistency. A need exists to have uniformity in the expectations for the program and its implementation across sites.
    There is a continued need to provide parent engagement programs to support the families of our students.
- Input from DAC meetings identified a need to increase engagement among students, families and staff, to support student achievement and social emotional growth. |

Goal Applies to:	Schools:	LEA-wide

	Applicable Pupil Subgroups:	All, with particular attention to low income, English learners, foster youth, students receiving services through special education, and redesignated fluent English proficient students.

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	**Goal 3, Outcome G: AUSD will provide research based comprehensive PBIS programs and counseling services to all students, grades TK-12.** District-wide average daily attendance for the current year was 94.76%. This is slightly below our normal of near 96%, but this is due to a two-week school closure in the fall of this year, and the decline causes no need for concern for future years. The focus is to improve attendance by 0.25% annually by disaggregating data and focusing on targeted students. With the intention of addressing student behavioral needs so as to minimize impact on learning, a positive behavior intervention system (PBIS) will be identified and introduced for students in grades 7-12. Maintain the low high school and middle school dropout rates, which currently are at an overall graduation rate exceeding 96% for high school and 100% for middle school. **Goal 3, Outcome H: AUSD will provide parent engagement programs to support the families of our students.** Research identifies the value of engaging parents in support of students and their families. Instituting a Parent Academy, and surveying parents to identify key topics and issues from that Parent Academy will provide feedback to adjust engagement priorities based on parent and family needs. Increase parent participation levels in school events and committees that target school and family collaboration.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
G) Schools-site attendance will be reviewed monthly. Chronically truant and absent students will receive targeted support from counselors and administrative staff.	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to the district.

G) A positive behavior intervention system (PBIS) will be identified for grades 7-12. Upon this decision being made, an implementation plan will be developed with the goal of introducing the program to staff and students during the 2016-17 school year.	Grades 7-12	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$25,000 LCFF / One – Time Funds
G) Maintain contract to provide community counseling to support student needs in the area of attendance and social/emotional well-being.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$100,275 LCFF / Title I / Medi Cal
G) Recognizing the value and impact of a clean and well-maintained school campus, additional deferred maintenance funds and one additional custodial position will be ongoing.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$160,000 LCFF $37,080 LCFF
G) 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.	Grades 7-12	_X_ALL OR: __Low Income pupils __ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$80,000 LCFF
G) Continue implementation of the Caring School Community program, including providing professional development for new staff and refresher training for continuing staff.	Grades K-6	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to the district.
G) Use results from recent Healthy Kids Surveys to establish targeted areas of need and actions for desired improvement.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to the district.

H) Encourage greater parent use of District systems, including Aeries and email, which are available to provide parents with access to student progress and with the ability to directly communicate with school staff, in order to strengthen communication and parent engagement.	LEA-wide	_X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to the district.
H) Provide Parent Academy events four times annually in both English and Spanish. Topics will include parent awareness of key steps towards college and career readiness, parenting issues, and preparing for an upcoming school year.	LEA-wide	_X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 Title III
H) Maintain a contract with the LINK for family advocate services intended to support students and families.	LEA-wide	_X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$80,000 LCFF / Title I
H) Continue use of social media, email, district website and traditional strategies to create opportunities for two-way communication between families and the District.	LEA-wide	_X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to the district.
H) Establish a Parent Advisory Council to increase parent involvement in school/district initiatives. Parent participation in establishing focus areas for parent education and engagement is likely to increase the efficacy of parent engagement activities.	LEA-wide	_X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to the district.

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	**Goal 3, Outcome G: AUSD will provide research based comprehensive PBIS programs and counseling services to all students, grades TK-12.**

Continue to focus on improving attendance by 0.25% annually by disaggregating data and focusing on targeted students.

With the intention of addressing student behavioral needs so as to minimize impact on learning, a positive behavior intervention system (PBIS) will be implemented for students in grades 7-12.

Maintain the high school and middle school dropout rates which have an overall graduation rate exceeding 96% for high school and 100% for middle school.

Goal 3, Outcome H: AUSD will provide parent engagement programs to support the families of our students.

Continue to survey parents to identify key topics and issues from the Parent Academy provides feedback to adjust based on parent and family needs.

Improve parent participation levels in school events and committees that target school and family collaboration.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
G) Schools-site attendance will be reviewed monthly. Chronically truant and absent students will receive targeted support.	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to the district.
G) Fully implement the positive behavior intervention system (PBIS) for grades 7-12, including providing staff development as needed.	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$25,000 LCFF / One – Time Funds
G) Maintain contract to provide community counseling to support student needs.	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$100,275 LCFF / Title I / Medi Cal

G) Recognizing the value and impact of a clean and well-maintained school campus, additional deferred maintenance funds and one additional custodial position will be ongoing.	LEA-wide	_X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$160,000 LCFF $38,470 LCFF
G) 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.	Grades 6-12	_X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$80,000 LCFF
G) Continue implementation of the Caring School Community program providing professional development for new staff, and refresher training for continuing staff.	Grades K-6	X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to the district.
G) Use results from recent Healthy Kids Surveys to establish target areas of need and actions for desired improvement.	LEA-wide	_X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to the district.
H)) Encourage greater parent use of District systems, including Aeries and email, which are available to provide parents with access to student progress and with the ability to directly communicate with school staff, in order to strengthen communication and parent engagement.	LEA-wide	_X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to the district.
H) Provide Parent Academy events four times annually in both English and Spanish. Topics will include parent awareness of key steps towards college and career readiness, parenting issues, and preparing for an upcoming school year.	LEA-wide	_X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 Title III

H) Maintain a contract with the LINK for family advocate services intended to support students and families.	LEA-wide	_X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$80,000 LCFF / Title I
H) Continued use of social media, email, district website and traditional strategies to create opportunities for two-way communication between families and the District.	LEA-wide	_X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	No additional cost to the district.
H) Establish a Parent Advisory Council to increase parent involvement in school/district initiatives. Parent participation in establishing focus areas for parent education and engagement is likely to increase the efficacy of parent engagement activities.	LEA-wide	_X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to the district.

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	**Goal 3, Outcome G: AUSD will provide research based comprehensive PBIS programs and counseling services to all students, grades TK-12.** Continue to focus on improving attendance by 0.25% annually by disaggregating data and focusing on targeted students. With the intention of addressing student behavioral needs so as to minimize impact on learning, a positive behavior intervention system (PBIS) will be implemented for students in grades 7-12. Maintain the high school and middle school dropout rates which have an overall graduation rate exceeding 96% for high school and 100% for middle school. **Goal 3, Outcome H: AUSD will provide parent engagement programs to support the families of our students.** Continue to survey parents to identify key topics and issues from the Parent Academy provides feedback to adjust based on parent and family needs. Improve parent participation levels in school events and committees that target school and family collaboration.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
G) Schools-site attendance will be reviewed monthly. Chronically truant and absent students will receive targeted support.	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to the district.
G) Fully implement the positive behavior intervention system (PBIS) for grades 7-12, including providing staff development as needed for new staff.	Grades 6-12	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$25,000 LCFF / One – Time Funds
G) Maintain contract to provide community counseling to support student needs.	LEA-wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$100,275 LCFF / Title I / Medi Cal
G) Recognizing the value and impact of a clean and well-maintained school campus, additional deferred maintenance funds and one additional custodial position will be ongoing.	LEA-wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$160,000 LCFF $39,920 LCFF
G) 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.	Grades 6-12	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$80,000 LCFF
G) Continue implementation of the Caring School Community program, providing professional development for new staff and refresher training for continuing staff.	Grades K-6	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to the district.

G) Use results from recent Healthy Kids Surveys to establish target areas of need and actions for desired improvement.	LEA-wide	_X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to the district.
H) Encourage greater parent use of District systems, including Aeries and email, which are available to provide parents with access to student progress and with the ability to directly communicate with school staff, in order to strengthen communication and parent engagement.	LEA-wide	_X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to the district.
H) Provide Parent Academy events four times annually in both English and Spanish. Topics will include parent awareness of key steps towards college and career readiness, parenting issues, and preparing for an upcoming school year.	LEA-wide	_X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 Title III
H) Maintain a contract with the LINK for family advocate services intended to support students and families.	LEA-wide	_X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$80,000 LCFF / Title I
H) Continue use of social media, email, district website and traditional strategies to create opportunities for two-way communication between families and the District.	LEA-wide	_X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to the district.
H) Establish a Parent Advisory Council to increase parent involvement in school/district initiatives. Parent participation in establishing focus areas for parent education and engagement is likely to increase the efficacy of parent engagement activities.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____	No additional cost to the district.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original GOAL 1 from prior year LCAP: 2015-2016	To provide high quality classroom instruction and curriculum for all students that will promote college and career ready skills with appropriate interventions in place to eliminate barriers to success.	Related State and/or Local Priorities:
		1_X_ 2_X_ 3_X_ 4_X_ 5_X_ 6__ 7_X_ 8_X_
		COE only: 9__ 10__

Goal Applies to:	Schools:	LEA-wide
	Applicable Pupil Subgroups:	All, but especially low income pupils, English Learners, Foster Youth, and Redesignated fluent English proficient.

| Expected Annual Measurable Outcomes: | 1. As evidenced by the Williams audit, 98% of AUSD teachers are appropriately and fully credentialed in the subject areas, all students have sufficient access to standards-aligned instructional | Actual Annual Measurable Outcomes: | 1. 99.9% of AUSD teachers are appropriately and fully credentialed in the subject areas, all students have sufficient access to standards-aligned instructional |

	materials, and school facilities are maintained in good repair. We plan to reach this same level in future years, working toward 100%.		materials, and school facilities are maintained in good repair.
	2. AUSD classrooms are fully aligned with Common Core State Standards in ELA and Math, as shown by the implementation of adopted curriculum resources (elementary), and by course descriptions and syllabi (secondary). In science, we are in awareness and early implementation mode. All teachers will sample NGSS-aligned lessons in their classrooms next year. All other standards are currently instructed as required by state statute. To continue providing high quality instruction, 80% of all teachers will be highly trained in order to meet the challenges of CCCSS , new materials and challenging student needs, through Professional Learning Opportunities and workshops.		2. All AUSD classrooms are fully aligned with Common Core State Standards in ELA and Math, as shown by the implementation of adopted curriculum resources (elementary), and by course descriptions and syllabi (secondary). Science teachers did sample NGSS-aligned lessons, and 98% of all teachers were provided professional development in the area of CCCCSS , new curriculum on ELA and Math, and CTE and anchor standards with CTE.
	3. It is expected annually that English learners (ELs) at the Beginning, Early Intermediate, or Intermediate levels will gain at least one performance level, and ELs at the Early Advanced and Advanced levels will maintain that level until they are reclassified. AUSD currently has 53% of ELs meeting this expectation. Our goal is to have 62% of ELs meeting this expectation. Additionally, we will review the upcoming CAASPP results and utilize them as a baseline to set an improvement goal for ELs gaining proficiency on ELA assessments equal to their non-EL peers.		3. According to the CELDT, the percentage of students gaining one performance level was 45%, and maintaining at levels 4 and 5 is 77%, for an aggregate of 54%, which is short of our goal of 62%. According to the 2015 SBAC data, comparing student groups who scored proficient or advanced in ELA and Math were 51% and 37% for all students, while English learners were 19% and 11%.
	4. AUSD averages for EL's attaining English Proficiency for those identified less than 5 years		4. During the 2015-2016 school year 35 students were redesignated. 20 students were long-term EL

and those more than 5 years are 19% and 43% respectively. Each school will reach the AMAO percent for redesignated short-term (less than five years) EL students goal of 26% and long-term (five or more years) EL student goal of 53%.

5. AHS has 46% of graduates completing A-G requirements. Of those designated as low income, EL, and foster, their A-G completion rates are 27%, 27%, and 0% respectively. Students in these targeted subgroups will be supported to be successful in attaining A-G course completion upon graduation, increasing in each group by 10%. 100% of students will have access to a broad course of study to support their advancement to be college and career ready.

6. Upon receipt of the 2014-2015 ELA and Mathematics results from the SBAC assessments, our goal is to increase the amount of students who score at Levels 3 and 4 by 10%. API results will be used when available, currently not provided by state.

7. Through the clarification process, it was discovered that the original goal "to increase the amount of students by 10% who score proficient and advanced as measured by local assessments referred to growth on SRI & DIBELS assessments" was already addressed below in number 10. This goal is redundant as these assessments and intended growth targets are already addressed.

8. During the review of data for clarifications it was discovered Atascadero High School had an AP passage rate of 59% in 2013-2014 and has

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students while 15 were short-term EL students this comprised 26% and 38% of the groups respectively. We met our goal for short-term EL redesignation, but missed the goal of 53% for long-term EL students.

5. 100% of students had access to a broad course of study to support their advancement to be college and career ready. AHS had 50% of graduates completing A-G requirements, an increase of 4 %. Of those designated as low income, EL, and foster, their A-G completion rates are 20%, 0%, and 0% respectively. Each of these fall short of our goal.

6. Base results in 2015, white students who scored proficient or advanced in ELA and Math were 51% and 37%, while Hispanic students were 36% and 21%, socioeconomically disadvantaged were 35% and 25%, and English learners were 19% and 11%.

7. See number 10 below.

8. AP passing rate improved to 64% for 2014-2015, exceeding goal our goal. An increase was also seen in

maintained an average passing rate in the upper 50th percentile for the past 5 years. This passage rate is the highest in school history and above the state average. Also in 2013-2014, 340 students were enrolled in AP classes, with multiple students taking more than 1 AP class. In all, the 340 students comprised 565 seats within AP classes. Of the potential 565 tests, 184 students took 303 tests (53% of all possible tests). All of these numbers have been consistent over the past 5 years. The original goal to increase the amount of students who participate on the AP tests by 10% each year for the next three years and to increase the percent of students who score a 3 or above by 10% each year for the next three years from the 2014 – 15 school year are not reasonable goals as they would increase our passage rate to a final percentage of 79% and our test taking percentage to 71%. Instead we will focus on improving the percent of students passing the test with a 3 or better, increasing by 1%.

9. EAP results districtwide in 2013 were as follows: ELA – 25% of students were "Ready" for college, and 19% of students were "Conditionally Ready". Math–8% were "Ready" for college, and 42% were "Conditionally Ready". After reviewing previous data, these numbers are consistent with prior years and the previous goals of increasing these numbers by 10% each year for the next three years in not attainable. We do want to improve in this area and expect to see these numbers increase by 2% across the board in the

the number of students testing, up from 184 to 206, meeting the goal of increasing by 1%.

9. EAP results districtwide in 2015 were as follows: ELA – 26% of students were "Ready" for college, and 38% of students were "Conditionally Ready". Math – 11% were "Ready" for college, and 28% were "Conditionally Ready". We did see an increase to meet our goal in 3 of the 4 areas. This was the first year of a new testing system for EAP, and we will continue with this goal.

coming year with the realigned CAASPP testing system.

10. A review of data revealed that 53% of all students and 70% of redesignated students are at or above the 50th percentile of their grade-level SRI Lexile level. Our goal is to increase to have 65% of all students in grades 2-10 reach the 50th percentile of their grade level SRI Lexile based on the end of year assessment and maintain fluent English speakers' proficiency in ELA as measured by DIBELS and SRI, equal to their peers.

11. To maintain the strength of students identified as Gifted and Talented in core content areas, increased opportunities for advanced activities during the school day will be increased by 25% at the elementary levels and 45% at the middle school level.

10. In grades 2 and 3, only 49% or fewer students are attaining their grade level SRI Lexile score, while in each of grades 4 and beyond, 65% - 75% of students are meeting grade level Lexile levels. This meets our goal in all grades except 2 and 3.

11. Opportunities for GATE students to have advanced activities during the school day was increased by 25% at the elementary levels and 45% at the middle school level during extended learning times.

LCAP Year: 2015-2016

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Maintain a minimum of 98% credentialed teaching staff, including CLAD and/or SDAIE certifications.		No additional cost to district.	99.9% fully appropriate credentialed teaching staff, including CLAD and/or SDAIE certifications.		No additional cost to district.
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ ALL			_X_ ALL		
OR: __Low Income pupils __English Learners			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient		

__Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		__Other Subgroups:(Specify)_____	
Continue to implement a standards-aligned mathematics text for the new California Standards in grades K – Algebra 1 and add Geometry and Algebra 2 courses.	$70,000 LCFF / One Time Funds	Math curriculum was continued into the secondary level at Algebra 1, Geometry, and Algebra 2.	$96,488 LCFF
Scope of service: LEA-wide __X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		Scope of service: LEA-wide __X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Begin the process for the adoption of new English Language Arts programs through the selection of lessons that are tied to the new California Standards in all grade levels.	$3000 One Time Funds	English Language Arts curriculums were reviewed by all elementary teachers and secondary English teachers. The Wonders program by McGraw Hill was chosen K-5 and My Perspectives for grades 6-12.	$6,521 One – Time Funds
Scope of service: LEA-wide __X_ALL OR: __Low Income pupils ___English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		Scope of service: LEA-wide __X_ ALL with emphasis on EL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
All core content staff will be highly trained in order to meet the challenges of the new California Standards, new materials and challenging student needs by utilizing Professional Learning Days with a focus on Pupil Outcomes a minimum of six times per year.	$46,000 One Time Funds	Six professional learning days were held throughout the year, focusing on the California State Standards materials, challenging students, and instructional strategies. Teachers reported these days having great value and growth in their practices from these meetings.	$38,303 One – Time Funds
Scope of service: LEA-wide __X_ALL OR: __Low Income pupils __English Learners		Scope of service: LEA-wide __X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	

__Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		__Other Subgroups:(Specify)_____	
Preview and adopt California Standards English Language Arts curriculum for grades K – 12.	$3000 One Time Funds	English Language Arts curricula were reviewed by all elementary teachers and secondary English teachers. The Wonders program by McGraw Hill was chosen K-5 and My Perspectives for grades 6-12.	Included in $6,521 from above.
Scope of service: LEA-wide		Scope of service: LEA-wide	
_X_ ALL		_X_ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Increase the percent of students taking AP courses and scoring 3 or better on the exams through the addition of a counselor at the high school. Professional learning opportunities for AP Summer Institutes will be funded for AP teachers.	$71,548 LCFF $5000 Title 2	One additional counselor was added at the high school in order to support students taking AP courses. The number of students taking AP courses is 481, down 47 from 528 the year before. Our attendance at the grade levels offering AP course also declined by 121 students. With our population size and offerings of AP courses at the 10th grade level, it is more appropriate to look at the number of students enrolled in AP courses rather than the percentage of students. Seven teachers will be attending Summer AP Institutes.	$67,837 LCFF $5,500 Title II
Scope of service: LEA-wide		Scope of service: LEA-wide	
_X_ ALL		_X_ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
RtI (MTSS) will be fully implemented at all sites to meet the intervention needs of all students, including	No additional cost to the district.	RtI (MTSS) was be fully implemented at all sites to meet the intervention needs of all students, including all sub-groups, by Learning Center support. Additionally, the	No additional cost to district.

all sub-groups, by Learning Center support at all schools.		system was reviewed to eliminate variance with the delivery of services between sites.	
Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Maintain the RtI (MTSS) model by increasing leadership in Student Intervention Services with the addition of 10 days.	$5,818 Sp. Ed.	Student Intervention Services staff work days were increased by 10 days for professional development and program planning. Additional processes and supports for students were established during these days.	$6,068 Sp. Ed.
Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Support early intervention of learning problems by early detection of possible learning disabilities by the addition of a school psychologist.	$79,217 (Psych.) LCFF	1.0 FTE of additional psychologist was hired and supported the elementary schools with student identification of need and provision of services.	$87,276 LCFF
Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		Scope of service: LEA-wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)__Special Education__	
Maintain early intervention at school sites by the addition of 1.0 FTE Learning Center Teacher.	$62,679 LCFF	The 1.0 FTE Learning Center teacher was hired for the elementary schools and allowed additional staffing to be shared across elementary schools to provide direct support for students.	$94,224 LCFF

Scope of service:	LEA-wide		Scope of service:	LEA-wide
X ALL			X ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Maintain early intervention at school sites by the addition of .10 FTE to a Learning Center teacher at Santa Rosa Academic Academy.	$8010 Title 1		The 0.10 FTE Learning Center teacher was hired and worked at Santa Rosa Academic Academy, extending the impact on the school's MTSS and targeted subgroups.	$8,340 Title I
Scope of service:	Santa Rosa Academic Academy		Scope of service:	LEA-wide
X ALL			X ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Tutoring will be provided for EL students.	$540 Title 3		Tutoring occurred at the high school for EL students. Tutoring was offered beginning in the spring of this year, and needs to be offered sooner in upcoming years to increase the opportunities and supports for our EL students.	$265 Title III
Scope of service:	Grades 7-12		Scope of service:	Grades 7-12
__ALL			__ALL	
OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____			OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Teachers and administrators will receive training to understand and implement designated and Integrated ELD supports in their classroom and schools to support long term EL's.	$3000 Title 3		Lisa Vallejos, Senior Coordinator of ELA and ELD at the San Luis Obispo County Office of Education, was brought in to work with all teachers.	$2,738 Title III
Scope of service:	LEA-wide		Scope of service:	LEA-wide

__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups☺Specify)_____		__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
English 3D instruction will continue to provide direction for long-term EL curriculum at the secondary level.	$2000 Title 3	English 3D was utilized for long-term EL students at the high school and the junior high school.	$3,520 Title III
Scope of service:	Grades 7-12		Scope of service:	Grades 7-12	
__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Aeries analytics will continue to be used to monitor long term EL student grades and attendance to support school level FST meetings based on need.	$10,065 LCFF .375 FTE for Tech Services	Aeries Analytics was utilized to monitor EL student grades and attendance. Additional work was done to expand the use of Aeries Analytics for other targeted students.	$10,875 LCFF .375 FTE for Tech Services
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: (Specify_____		__ALL OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
PIQE will be offered to parents at Atascadero Junior High and Atascadero High schools as a parent education program to assist in preparing students for college or career.	$6000 Title 3	The PIQE program was investigated, but local offices closed down and providers were not identified. We worked to begin exploring alternative providers for this service.	$0
Scope of service:	Grades 7 - 12		Scope of service:	Grades 7 - 12	
_X_ALL OR: __Low Income pupils __English Learners		_X_ALL OR: __Low Income pupils __English Learners	

__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Foster youth at the high school level will receive support through Choice Educational Service, including mentoring, tutoring and FAFSA preparation.	No cost to district. Partnering with local agencies.	Choice Educational Services was not utilized this year and will not be used in future years.	No cost to district. Partnering with local agencies.
Scope of service: Grades 10 - 12		Scope of service: Grades 10 - 12	
__ALL OR: __Low Income pupils ___English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Counseling support will be available for students to increase participation in rigorous A-G coursework to prepare them for post-graduation opportunities through the support of the new counselor position.	*Shown above.	The new counseling position at the high school was added. This has allowed counselors to meet with every student when scheduling courses and have conversations to guide students into AP courses and other courses that will lead to increased post-graduate opportunities.	Included in costs from above.
Scope of service: Grades 9 - 12		Scope of service: Grades 9 - 12	
_X_ALL OR: ___Low Income pupils ___English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Additional counseling support will be available at the junior high level to increase academic success focusing on low income students, English learners and foster youth.	$71,548 LCFF	One additional counselor was added to the junior high, supporting the ability to schedule students within targeted subgroups into additional academic services.	$97,349 LCFF
Scope of service: LEA-wide		Scope of service: LEA-wide	
__ALL		__ALL	

OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Counselors will complete quarterly grade checks for all EL students. PLC's will address student learning and D's and F's, and attendance records will be monitored for all English learners.	No additional cost to district.	At the high school, three new counselors were hired and one existing counselor was out for half of the year. This turnover in staff lead to these actions not occurring as often as desired. Targeted meetings did occur for at-risk students, but not for successful EL students.	No additional cost to district.
Scope of service: LEA-wide		Scope of service: LEA-wide	
__ALL		__ALL	
OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
District supported technology instruction in the classroom will continue based on the Informational Technology Literacy Standards and supported by the TOSA position.	$98,924 LCFF	The TOSA presented at numerous staff development meetings for all teachers. She also worked at a site and teacher level, providing targeted support on the technology standards.	$111,215 One – Time Funds
Scope of service: LEA-wide		Scope of service: LEA-wide	
X ALL		X ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
District technology will be supported by an additional computer technician.	$47,897 LCFF	The technician was hired and utilized to support the increased number of devices put into service at the sites.	$46,327 LCFF
Scope of service: LEA-wide		Scope of service: LEA-wide	
X ALL		X ALL	
OR: __Low Income pupils __English Learners		OR: __Low Income pupils __English Learners	

__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Communication with families will continue through the use of technology (emails, phone calls and newsletters) to encourage parent involvement in their students' learning. All documents will be translated into Spanish, as required.	No additional cost to district.	A district newsletter was introduced and sent out to all district employees and families. This practice was continued at the site level.	No additional cost to district.
Scope of service: LEA-wide		Scope of service: LEA-wide	
_X_ALL		_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Increase the Technology Department budget to enhance technology at all sites.	$27,624 LCFF	The technology budget was increased and multiple Chromebooks were purchased for various sites.	$28,925 LCFF
Scope of service: LEA-wide		Scope of service: LEA-wide	
_X_ALL		_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Continue, and refine, the process of all staff using the same protocols to post information for parent and student use.	No additional cost to district.	No action was taken on this during the 2015-2016 school year.	No additional cost to district.
Scope of service: LEA-wide		Scope of service: LEA-wide	
_X_ALL		_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Identify processes of decision making that would initiate input from the public and develop protocols for the input to take place for both site-level and district-wide decisions.	No additional cost to district.	The use of the District Advisory Committee (DAC) as the LCAP Steering Committee served as a good opportunity for School Site Council (SSC) members to provide input at a District level. Each SSC is an opportunity for parents and community members to obtain information from the site/district and to share input for the site that can be shared at the district level as well.	No additional cost to district.
Scope of service: LEA-wide X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Site allocations will be increased to meet the challenging and changing needs of their students.	$61,309 LCFF	Site allocations were increased to 100% of their total based on site enrollment. Sites were able to provide additional materials and supplies, and allowed additional professional development to occur.	$62,345 LCFF
Scope of service: LEA-wide X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Two academic stipends and a Learning Center Coordinator stipend will be reinstated at Atascadero High School to close the gap in student achievement.	$5,238, $3,006 LCFF	One academic stipend was utilized, supporting student engagement by adding an additional enrichment program, Mock Trial.	$5,238, $0 LCFF
Scope of service: LEA-wide X ALL OR: __Low Income pupils __English Learners		Scope of service: LEA-wide X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	

__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__Other Subgroups:(Specify)_____		
Maintain the SLOCOE ETC Portal access.	$22,500 LCFF		SLOCOE ETC Portal access was continued and professional development opportunities were provided to staff during Kangaroo Camp and during regular Professional Development days.		$24,932 LCFF
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ ALL			_X_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Explore the options and resources for students who are identified as Gifted and Talented during the 2015-2016 school year.	No additional cost to district.		GATE students were provided additional resources during the Walk-to Learn opportunities at the elementary schools, during Saint's Block at the junior high, and through advanced coursework at the high school.		No additional cost to district.
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL			_X_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)__GATE_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)__GATE_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	• The process to review and choose an ELA adoption occurred this year. Next year this will result in the implementation of the newly adopted curriculum. Associated professional development will occur to support the new adoption. A TOSA for Curriculum will be added at the district level to support PD at all of our sites. • Adjustment of EL advancement on CELDT fluency within 4 years to be based on research that indicates that fluency is gained over 5-7 years; adjust the measurable outcome to be growth-based using 2014-2015 CELDT data as a baseline. • Behavioral Support Specialists will be employed at more sites contingent on a reduction in SCIAs to support the implementation of MTSS to meet the intervention needs of all students.

	- Intervention Coordinators will be added at five elementary schools to better facilitate targeted supports to our targeted subgroups within the MTSS system in our schools. - The PIQE program was not adopted as the service provider is no longer available in our area. These type services will continue to be identified and introduced, though not specifically by PIQE. - We are working to continue the elementary grade-level meetings and secondary Vertical Team meetings to support the implementation of the new California standards-based mathematics and ELA/ELD adopted curriculum, as well as focusing on the Social Studies Framework and the NGSS. The number of these trainings will be adjusted, reducing the amount of training. - Choice Educational Services were not utilized this year, so we will not be pursuing their services in the future. - As counselors increasingly support students to be A-G compliant, we identified a need to expand our A-G course offerings. We will explore this in the upcoming year and be prepared to add courses for the following year. - The process of additional opportunities for GATE students within the school day have been institutionalized and will not be a part of future LCAPs.

Original GOAL 2 from prior year LCAP: 2015-2016	Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so all students are in their classes ready to learn supported by an RtI model (MTSS) that addresses the academic and behavioral needs of students.	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4_X_ 5_X_ 6_X_ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	LEA-wide	
	Applicable Pupil Subgroups:	All, with particular attention to low income, English learners, foster youth, students receiving services through special education, and redesignated fluent English proficient students.	

Expected Annual Measurable Outcomes:	1. In adding clarification to the AUSD LCAP, data shows ASUD has an attendance rate of 95.43%, the chronic absenteeism rate is 7.57%, the middle school dropout rate is 0% and the high school dropout rate is 0.7%. This in comparison to the county and state high school dropout rates of 1.7% and 3.1% respectively, showing that AUSD is performing well above the state and county comparisons. After further review of this data we are very satisfied with all these rates and would like to maintain them in the coming years, while working to improve attendance by 0.25% instead of the 3% each year for the next three years as originally stated. 2. Over the last three years we have seen a marked decrease in suspensions and expulsions. Suspensions have been reduced by 69% from 2011-2012 to 2013-2014. Expulsions dropped 78% from 2011-2012 to 2013-2014. We would like to see this positive trend continue. AUSD regularly surveys parents and students on safety and school connectedness. One of the primary measures we use is the California Healthy Kids Survey. AUSD is well above state averages on multiple measures and on par with our county. AUSD has fewer than 10% of students in measured grade levels report	Actual Annual Measurable Outcomes:	1. Attendance data for the 2015-16 school year is skewed because of the San Gabriel Elementary bomb threat that closed the school for multiple weeks. This incident had a major impact on the attendance for both that school and schools throughout the district, leaving us short of our goals for maintaining an attendance rate over 95% and increasing our chronic attendance rate to 11.9%. Data from CDE's Dataquest shows AUSD dropout rate for 2013-14 at 3.1 % and decreasing in 2014-15 to 2.1%. These numbers are different than those used in the previous LCAP, but are the state official numbers and show the decrease we were working toward. 2. The number of student suspensions has increased from 151 in 2014-15 to 197 in 2015-16, and the number of expulsions grew from 3 in 2014-15 to 8 in 2015-16. All expulsions were in grades 7-12. The California Healthy Kids Survey was not reviewed this year, but has been made a priority for the upcoming year.

feeling unsafe on campus. To maintain or reduce this percentage, we continue to focus on anti-bullying and positive behavior initiatives at all levels. We plan to continue these efforts in the coming years by continuing specialized services for foster youth placements and supports, continued training at the elementary level for the Caring School Community program, implementation of a Behavior Intervention Program at the secondary level, and continued staff development on MTSS at all levels.

3. With prior year reductions in custodial staffing and the addition of classrooms, we are looking to increase custodial staff to provide a welcoming atmosphere on campuses. Custodial staffing had been reduced over the years by 4.25 FTE, leaving definite needs as our campuses adjust to student needs with differentiated learning spaces. Similarly, there have been reductions in staffing and increased needs academically and socially/emotionally, therefore requiring the need for additional counseling and intervention staff.

3. An additional 1.0 FTE custodian was hired to support the district sites to help ensure they are welcoming to students, staff, and parents. Additionally, 1.0 counselor was added at both Atascadero High School and Atascadero Junior High School to help address academic, social, and emotional needs of the students.

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Support engagement by improving attendance at all schools in the District through strengthening the SARB process by identifying students with three or more absences and cuts and making contact with the parent.	No additional cost to the district.	The Probation Officer and the SARB Board met monthly during the year working with students and families. SARB hearings were successful with the families who participated.	No additional cost to district.
Scope of service: LEA-wide _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Continue the employment of an attendance officer through the San Luis Obispo Probation Department who will provide assistance to families and students.	$112,500 LCFF	The attendance officer continued to be employed by the district. The officer worked with sites, students and families in order to make a positive impact on student attendance.	$115,046 LCFF
Scope of service: LEA-wide _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Reorganize Home Hospital instruction structures to improve the academic success of students unable to attend a regular school day to include expansion of Independent Study at Atascadero High School and West Mall Alternative.	No additional cost to the district.	Apex on-line courses were expanded from Del Rio and West Mall and offered as A-G compliant courses and credit recovery courses to Home Hospital students. Additionally, students on Home Hospital were offered an additional two days of teacher lead schooling on	No additional cost to district.

		the Del Rio campus. This provided needed opportunities for students to meet with peers and teachers.	
Scope of service: LEA-wide			Scope of service: LEA-wide	
_X_ ALL			_X_ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Increase participation of low income and English learner students in A-G courses by counseling students into rigorous courses; and then monitor their progress and provide intervention to avoid failure.	Cost of the additional counselor at AHS. **Shown above.	At the high school, three new counselors were hired and one existing counselor was out for half of the year. This turnover in staff lead to these actions not occurring.		Cost of the additional counselor at AHS. **Shown above.
Scope of service: Grades 9-12			Scope of service: Grades 9-12	
__ALL			__ALL	
OR: _X_ Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _X_ Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Seek alternative ways for students to increase daily attendance such as Independent Study and blended learning opportunities.	No additional cost to the district.	Apex on-line courses were expanded for A-G compliant courses and credit recovery courses to include students at AHS and AJHS.		No additional cost to district.
Scope of service: Grades 7-12			Scope of service: Grades 7-12	
_X_ ALL			_X_ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Continue the Caring School Community program in all K-6 classrooms. Provide training to new teachers as needed.	$2000 LCFF	The Caring School Community was continued throughout all elementary schools. Some training		$1,160 One – Time Funds

		occurred at each site by peer teachers, but the process for training was very loosely coupled between sites.	
Scope of service: Grades K – 6 _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** Grades K – 6 _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Adopt and implement a Behavior Intervention Program for students in grades 7-12.	$25,000 LCFF / One Time Funds.	With three administrative position changes at the two secondary sites, no further action occurred toward this goal.	$0
Scope of service: Grades 7 - 12 _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** Grades 7 - 12 _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Contract with The LINK to provide two FTE family advocates to work with students and families.	$80,000 LCFF / Title 1	The Link did provide services to the students and families. Family advocates worked with site principals and district administration to identify needs and provide needed services.	$80,000 LCFF/Title 1
Scope of service: LEA-wide _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** LEA-wide _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Support foster youth through greater collaboration with SLOCOE, foster placement agencies and school staff. The District will report grades, discipline and attendance to the County Office of Education twice a year to support AB 490.	No additional cost to the district.	The Homeless / Foster Liaison responsibilities for AUSD was transferred within the District Office. The new Liaison collaborates with SLOCOE regularly and attends multiple trainings and meetings for	No additional cost to district.

			Foster/Homeless services. Reports are shared as required to the County Office.	
Scope of service: LEA-wide			Scope of service: LEA-wide	
__ALL			__ALL	
OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Maintain counseling contracts with Community Counseling.	$98,750 LCFF / Title 1 Medi-cal		Community Counseling provided counseling services to our students at all grade levels.	$106,775 LCFF / Title 1 Medi-cal
Scope of service: LEA-wide			Scope of service: LEA-wide	
_X_ALL			_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Staff will participate in professional learning (e.g., instructional strategies for working with special needs students, students of poverty, etc.) that is on-going to meet the academic and social-emotional needs of all students.	$3000 LCFF		Professional development occurred seven times this year for all teachers, focusing on instructional strategies for students, differentiating for students with special needs, and working within the core curriculum and subjects to meet student needs. This was built in to the two Staff Development Days and the six half-day trainings that occurred during the year, and therefore did not require additional funds outside of the funds utilized for these days.	$0
Scope of service: LEA-wide			Scope of service: LEA-wide	
_X_ALL			_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Monterey Road Elementary, San Benito Elementary and the four sixth-grade classrooms at Atascadero Junior High will participate in MTSS Professional Learning with the Fresno Diagnostic Center with the Special Education department as their lead.	$2000 LCFF	Fresno Diagnostic Center provided professional development for Monterey Road Elementary, San Benito Elementary and the four sixth-grade classrooms at Atascadero Junior High. The level of services was reduced mid-year as staff reported low impact on professional practice from the trainings.	$0

Scope of service:	MR, SB, sixth grade at AJHS		Scope of service:	MR, SB, sixth grade at AJHS	
_X_ ALL			_X_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

To meet the emotional and social needs of GATE students, low income, EL, and foster youth are identified for GATE with extra consideration through the risk factor identification protocol.	No additional cost to the district.	A new risk factor identification protocol was established to identify GATE students. The new protocol includes recommendations, a non-verbal intelligence test, and academic and components that include the new CAASPP assessments.	No additional cost to district.

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___GATE_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___GATE_____		

Increase custodial support in the district by 1.0 FTE to increase conditions of learning.	$40,478 LCFF	Custodial staffing was increased by 1.0 FTE and has provided support throughout the district through "floating" staff.	$12,404 LCFF

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ ALL			_X_ ALL		
OR: __Low Income pupils __English Learners			OR: __Low Income pupils __English Learners		

__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Increase the deferred maintenance allocation to increase conditions of learning.	$160,000 LCFF One Time Funds	The deferred maintenance allocation was increased and supported improvements to educational settings throughout the district.	$160,000 LCFF

Scope of service:	LEA-wide		Scope of service:	LEA-wide
_X_ ALL			_X_ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	- We did not utilize the Fresno Diagnostic Center as anticipated this year. After two initial professional development offerings, administrators and teachers agreed the services provided were not of impact on professional practice, so the services were ended. We will not contract to work with this group for professional development in future years. - Due to numerous staffing changes in administration and counseling at the high school and junior high, the School Climate Advisory Committee made very little process in reviewing and evaluating a Behavioral Intervention Program for grades 7-12. This will be an area of high priority for the 2016-2017 school year. We will continue to provide training on and monitor the success of the Caring School Community program. - We have seen an increased focus on low income and EL student progress and success, however, we need to deepen our focus to the specific data, placement and support that we are providing so that we can measure student success in meeting the goals of CELDT, A-G, and post-secondary achievement. - Services supporting attendance and behavior through SLO Sherriff's Office will be shifted to a contract with Atascadero Police Department (APD). This new agreement will serve the same purpose, but will be with a different provider. - A new GATE identification process was established and implemented, and therefore no longer needs to be a part of future LCAPs. - Adjustments to site allocations has occurred in order to allow us to focus on staffing to support targeted interventions. This will no longer be a part of future LCAPs.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

    A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$2,216,289

Atascadero Unified School District is projected to receive $2,216,289 in Supplemental Local Control Funding Formula in 2016-2017 from the projected unduplicated percentage of 36.26%. The majority of these funds will continue to be spent on personnel hired to support student achievement. The largest amount of funding is aimed at intervention coordinators for students at all levels, and counseling at the secondary levels. Our research so far within the district has shown us that our interventions are working to close the achievement gap that exists between our low income, foster youth, and English learner students and the other higher-performing students who do not fit one of those categories. Over time we hope to grow these positions, adding more intervention time to make sure that our Multi-Tiered System of Support is functioning appropriately, and bringing students up to grade level when they fall below.

The District offers a variety of programs and supports specifically for English learner, low income students and foster youth. This includes Intervention Coordinators, intervention counseling and mental health support through Foster Youth Task Force, The LINK, and collaboration with many outside agencies that support our youth. The District also offers services and programs that are aligned with LCAP goals that serve all students such as Positive Behavior Intervention Systems, counseling and mental health support and Learning Center support. We want our students to be successful in their regular classrooms (level 1 in RtI) academically, socially, and emotionally, and in this time of change our teachers have a lot of learning to do. This coming year, we will focus professional learning in some key areas: implementing the ELA/ELD curriculum, preparing for the implementation of the Next Generation Science Standards and the Social Studies Framework, and focusing on Positive Behavior Interventions. District wide implementation of these practices will not only have an impact on the learning environment and the climate of the schools as a whole but will also have a positive impact on targeted students.

The District recognizes that while these funds are generated in order to serve the focus students, some services may be utilized for students outside the focus subgroups based on identified needs. The majority of students served will be focus students; there will be other students in need that the District cannot and will not ignore. By providing services without limitations, the District will serve all students, especially focus students. The full list of expenditures is aligned with the goals of the Atascadero Unified School District's LCAP and addresses the needs of our English learners, low income students, and homeless and foster youth.

From elementary school through middle and high school, our research and experience shows that supporting the whole child and their families with social-emotional support services is key; social-emotional support coupled with academic guidance counseling has been an essential combination. Our counselors are one of the most important parts of that process, and are effective in principally providing services to our targeted students that help in closing the achievement gap. Parent education is a priority for us; we are eager to begin offering the parent academy type programs for parents of our students to help them in the transitions to middle and high school. Our experience and research shows that an educated parent is an active and involved parent, and active and involved parents help their students succeed at the highest levels.

We are focusing on supporting middle and high school students to connect to their future in college and/or career through providing exploratory courses in the middle grades and CTE pathways in the high school level. Through our 6-12 program, students will be exposed to opportunities in local high skill, high wage and high growth industries by developing career pathways, articulating with community colleges for smooth transitions, fostering leadership though industry-focused organizations, and creating workplace experiences with industries. AUSD has identified seven pathways for our students and through professional development of staff and the support of students from counselors, more students should complete a CTE pathway as a component of graduation.

These strategies together provide the focused, research-driven program that is so critical for student success. We look forward to implementing these strategies over the next year and tracking their effectiveness with a variety of metrics.

B.   In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

6.44   %

All services provided in the AUSD LCAP are based on the premise that they increase and/or improve services to students, especially in the unduplicated category. Based on the Minimal Proportionality percentage calculated, services for low income students, English learners and foster youth are projected to increase by 4.77% in 2016-2017. The intervention teachers, EL services, counseling services, professional development, and others are all designed to support and implement a robust Multi-Tier System of Support

One of the key services we provide to targeted students is academic intervention in ELA and math. Students who receive intervention services at the elementary school receive, on average, 25 minutes more instruction per day in English/language arts or mathematics than the typical student. This equates to approximately 28% more instruction in the targeted area than the typical student would receive. Typical intervention cycles are 8 weeks long, and are designed to exit students if they move back to grade level in the content area where they receive intervention. Some students need multiple cycles of intervention to move back to grade-level work. At the middle school, interventions also occur during the day. Students are enrolled for at least one period in the targeted area, either English/language arts or mathematics during a common period throughout the campus. This equates to approximately 48% more instruction in the area of focus. Mathematics, English, and general intervention classes occur at the high school level. Students enrolled in the mathematics or English intervention program in high school receive approximately 100% more targeted instruction than the typical student would receive.

We firmly believe that the most impactful component to support targeted students is professional learning opportunities for teachers. We continue to provide additional Professional Learning days for all staff during the school year in the areas of instructional strategies and instruction and intervention materials for math and ELA/ELD with the new adoptions.   We are adding an additional Teacher on Special Assignment (TOSA) to support staff at the site level and to build the capacity of site Instructional Leaders who support professional development and teacher growth at sites. Next year we are continuing to focus even deeper in our professional learning on ELA/ELD and Writing programs, PBIS work, and implementation of the Social Studies framework and NGSS standards at all levels. Embedded in this learning are structures to support the academic achievement of our students in the targeted groups.

We are confident that these services provide extremely high quality programming for our neediest learners. We look forward to continuing to add more actions and services to benefits these learners as the LCFF funding continues to improve in the years to come.

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:
   (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
   (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:
   (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
   (2) The total number of cohort members.
   (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:
   (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
   (2) The total number of cohort members.
   (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
   (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
   (3) Divide (1) by (2).