Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.
Appendix A: Priorities 5 and 6 Rate Calculations
Appendix B: Guiding Questions: Use as prompts (not limits)
LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Atascadero Unified School District		
Contact Name and Title	E.J. Rossi, Assistant Superintendent	Email and Phone	ejrossi@atasusd.org 805-462-4200

2017-20 Plan Summary

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

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

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

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

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

District Profile:
Students:
Atascadero Unified School District has an enrollment of approximately 4,700 students. Approximately 64% of our population is White, 28% are Hispanic, and 8% are other races including American Indian, Alaskan,

Asian, and African American. Approximately 36% of the district population is socio-economically disadvantaged, 8% of our students are categorized as English Language Learners, students identified as Homeless is 5%, students in Foster Care is 1.3%, and Students with Disabilities is 12%.

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

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

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

Working closely with stakeholders throughout the district, additional actions and metrics were identified to provide continued support toward our three district goals. Within each goal are outcomes that help focus our work. An LCAP Outline has been utilized throughout our LCAP processes and has been very well received by stakeholders for its ability to easily demonstrate the Goal, Outcome, Metric, and Actions the district is focusing on within the LCAP. The LCAP Outline accompanies our LCAP Executive Summary and the two documents provide a concise and detailed version of our LCAP for all our stakeholders. Details to each Goal and Outcome can be found within this document as shown below:

Goal 1. – Student Success: All students will graduate, having gained the knowledge, skills, and understandings to be college, career, and citizenship ready.
   Outcome A: Teachers will receive targeted professional development to support the growth of all students in literacy, math, and career and technical subjects. 4 Actions/Services (pp. 33-36)
   Outcome B: Research-based ELD strategies will be provided to students who qualify, through both designated and integrated instruction. 5 Actions/Services (pp. 37-41)
   Outcome C: Struggling students will access literacy and math intervention to support their individual growth. 5 Actions/Services (pp. 41-46)
Goal 2. – Staff Collaboration: All personnel will have access to high quality professional learning that supports employee performance and job satisfaction.
   Outcome D: Our students will exit each grade level performing at or above grade level standards. 2 Actions/Services (pp. 51-52)
   Outcome E: Our students will be technologically literate at or above their grade level. 2 Actions/Services (pp. 53-54)
   Outcome F: Secondary students will have access and opportunity to complete a three-course career pathway. 3 Actions/Services (pp. 55-57)
Goal 3. – Community Partnership: We will actively seek authentic community involvement and develop meaningful community partnerships to support student learning.
   Outcome G: AUSD will provide counseling services and research based comprehensive programs for positive school climate and restorative discipline to all students, grades TK-12. 7 Actions/Services (pp. 60-66)
   Outcome H: AUSD will provide parent engagement programs to support the families of our students. 2 Actions/Services (pp. 67-68)

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

> This year our percentage of students who Met or Exceeded the Standard increased in both ELA and Math by 1% and 2% respectively. According to the State provided 5x5 grid for Academic Indicators, students grew in their scale scores and in their growth in the distance from Level 3 both in ELA and Math. Growth for our Hispanic students was similar to our White students, while the growth of our Reclassified Fluent English Proficient students was more than double that of White students in both subjects.
>
> A continued focus on a district-wide Multi-Tiered System of Support for ELA and Math has helped to achieve these results. Intervention Coordinators have been added at our 5 largest elementary schools to help target interventions to our students in need of academic support and our EL students.

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

GREATEST NEEDS

> For 2016 CAASPP ELA results, the district rubric indicator was "yellow" for "all students" while the indicator was "red" for both "Students with Disabilities" and the "English Learner Only" subgroup of the EL student group.
>
> For 2016 CAASPP Math results, the district rubric indicator was "green" for "all students" while the indicator was "red" for both "Students with Disabilities" and the "English Learner Only" subgroup of the EL student group.
>
> Research is overwhelming that instructor effectiveness is the key to improving outcomes for all students, so the AUSD LCAP invests heavily in professional development for teachers regarding relevant pedagogy, the Framework for Teaching, implementation of Common Core curricula, and technology. LCAP Goal 1.A.2 & 1.A.3 (pg. 33-34) LCAP Goal 2.E.2 (pg. 54)
>
> We also need to continue to invest in targeted support and intervention programs at all grade levels to meet the instructional needs of at-risk students and social/emotional needs of all students. LCAP Goal 1.C.2 (pg. 43-44) LCAP Goal 3.G.4 (pg. 63)

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

PERFORMANCE GAPS

> Gaps:
> - English Learner Only and Students with Disabilities achievement on CAASPP ELA are one level below the "all student" performance.
> - English Learner Only and Students with Disabilities achievement on CAASPP Math are two levels below the "all student" performance.

- Suspension Rate data show that African American students, English Learners, and Students with Disabilities are two levels below the "all student" performance

To address these gaps, the AUSD LCAP includes the following actions and services:
- Specific English Learners will receive designated ELD assistance during extended learning times. This includes Walk-to-Learn, workshop, elective courses, and homeroom periods. LCAP Goal 1.B.4 (pg. 40)
- 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. LCAP Goal 1.B.5 (pg. 41)
- Establish procedures and practices to document discipline, interventions, and counseling within Aeries to monitor and support students who may be at risk. LCAP Goal 3.G.6 (pg. 65)

INCREASED OR IMPROVED SERVICES

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

Based on the feedback from staff and stakeholders and research on effective practices, we are implementing multiple Actions/Services to improve services for low-income, English Learners, and foster youth. Many of the strategies supported through professional development will support these groups as well as intentional counseling support and interactions at the secondary levels. Three significant increases in services are as follows:
- A core support teacher will be hired to support the targeted needs of students at Creston Elementary School. With the numerous classes with multiple grade levels within them, there is a need for additional staff to support the high number of academic needs and to deliver a MTSS system within the school. LCAP Goal 1.C.4 (pg. 46)
- Teachers will be hired and trained to be a part of the district Instructional Leadership Team (ILT). Members will be the lead learners in professional development and will provide site-based professional development. LCAP Goal 1.A.2 (pg. 34)
- Employ a Behavioral Health Coordinator in the High School Wellness Center. This person will coordinate counseling services for AHS students individually and in small groups. Additionally this person will oversee MFT (Marriage Family Therapist) interns who will provide services at schools throughout the district to increase the counseling services to students at other sites. A final component of the Behavioral Health Coordinator will be providing parent education classes for parents throughout the district. LCAP Goal 3.G.4 (pg. 63)

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	**$47,401,855**
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	**$2,552,345**

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

$44,689,510 General Fund dollars are not represented in the LCAP. These funds are budgeted to be expended during the 2017-2018 school year in the following areas:

Certificated Salaries/Benefits	$21,340,347	48%
Classified Salaries/Benefits	$9,459,260	21%
Confidential/Special Services Salaries/Benefits	$2,425,460	5%
Administrative Salaries/Benefits	$3,191,653	7%
STRS Benefits On-Behalf (State Share)	$1,805,120	4%
Books & Supplies	$2,280,170	5%
Operating	$3,503,152	8%
Capital Outlay	$35,000	0%
Outgo/Transfers	$649,348	1%
Total	**$44,689,510**	**100%**

$38,050,952	Total Projected LCFF Revenues for LCAP Year

Annual Update

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

Goal 1	**Student Academic Growth:** Our schools will increase student achievement by effectively implementing a Multi-Tiered System of Support to meet the academic and behavioral needs of students. **Outcome A:** Teachers will receive targeted professional development to support the growth of all students in literacy, math, and career and technical subjects. **Outcome B:** Research-based ELD strategies will be provided to students who qualify through both designated and integrated instruction. **Outcome C:** Struggling students will access literacy and math intervention to support their individual growth.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8
COE   ☐ 9 ☐ 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

EXPECTED	ACTUAL
Outcome A: 1. 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 will continue this rate. 2. 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.	**Outcome A:** 1. As evidenced by the Williams audit, 98% of AUSD teachers are appropriately and fully credentialed in the subject areas and/or are board approved to teach one or more classes outside of their credential area and all students have sufficient access to standards-aligned instructional materials, and school facilities are maintained in good repair. 2. AUSD classrooms continue to be fully aligned with the new California standards in ELA and math, as shown by the implementation of adopted curriculum resources at all grades, and by course descriptions and syllabi (secondary). In science all elementary teachers and secondary science teachers created NGSS-aligned lessons and implemented them in their classrooms. All other standards are currently instructed as required by state statute. 100% of all K-6 and core classroom teachers were provided training to meet the challenges of the new California standards, new materials and challenging student needs, through professional learning opportunities and workshops.

3. 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.

- **Outcome B:**
  1. 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
  2. Increase the number of redesignated English Learners from 35 to 60 students. Redesignation will be based on CELDT and local multiple measures.
  3. 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.

- **Outcome C:**
  1. 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.
  2. 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.

3. AUSD career and technical subjects are fully aligned with the CTE standards and the Literacy Anchor Standards, as evidenced by course descriptions and syllabi. High quality professional development in the area of instruction and student access to the career pathways was provided to all CTE and elective teachers.

- **Outcome B:**
  1. 53% of English learners gained one performance level on the annual CELDT. This was a slight increase from 52% the previous year, but short of the state expectation.
  2. In 2016-2017, 57 students were designated as Redesignated Fluent English Proficient based on CELDT and local multiple measures compared to 38 in 2015-2016.
  3. LAS Links was not implemented this year. With a new ELA adoption, it was determined we would evaluate the ELD materials and strategies within the new adoption to see if LAS Links was still a need. During the 2017-2018 school year data will be reviewed to determine if an additional assessment is needed for progress monitoring.

- **Outcome C:**
  1. 62% of all students reached an SRI Lexile level at or above the 50th percentile for their grade level. This was a 13% increase from the previous year.
  2. According to local assessments, all students in grades 3-6 showed an average increase in the amount of words read orally in one minute of 12 word per minute. EL students grew by 20 words per minute according to the same local assessments.
  3. The percent of students meeting or exceeding state expectations in ELA and Math (SBAC overall levels 3 and 4) increased by average of 1% and 3% respectively over the previous school year. This

3. 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.

growth expectation was created with no evidence of ability to attain or reasonability of growth since it was based off of the first year of giving the SBAC. Growth and performance was similar to surrounding districts and above the state average. Future expectations will be based off of newly defined state expectations within the State Dashboards and 5x5 Grids.

ACTIONS / SERVICES

Action 1.A.1

PLANNED 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.	**ACTUAL** According to Williams Reports, 98% of AUSD teachers are appropriately and fully credentialed in the subject areas, including CLAD and/or SDAIE. Four teachers are working with intern credentials.
BUDGETED No additional cost to district.	**ESTIMATED ACTUAL** No additional cost to district.

Actions/Services (row 1)
Expenditures (row 2)

Action 1.A.2

PLANNED 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.	**ACTUAL** 100% of AUSD elementary and English teachers participated in Professional Learning for the newly adopted ELA curriculum. PD specific to the curriculum was offered both by district directors and curriculum provider trainers, and was offered throughout the school year.
BUDGETED $905,104 = One – Time Funds	**ESTIMATED ACTUAL** $19,815 = PD = One – Time Funds $ 1,044,876 = Curriculum = One – Time Funds

Actions/Services (row 1)
Expenditures (row 2)

Action 1.A.3

PLANNED 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.	**ACTUAL** Six professional learning days were held throughout the year. Elementary teachers and science teachers created sample NGSS-aligned lessons, and all teachers were provided professional development in their specific area of instruction in the areas of CCCCSS, new ELA curriculum, NGSS, new History/Social Science framework, and CTE and anchor standards within CTE. Teachers reported these days having great value and growth in their practices from these meetings. Between September 2016

Actions/Services

and May 2017, TK through 12th grade teachers were surveyed following district-led professional development. When asked: Please rank from one to four with one being "poor" to four being "excellent", how would you rate your overall experience today?

Rating	Response Percentage
4	54.5%
3	42.2%
2	2.5%
1	0.6%

Expenditures

BUDGETED	ESTIMATED ACTUAL
$50,018 = One – Time Funds	$20,641 = One – Time Funds

Action **1.A.4**

Actions/Services

PLANNED	ACTUAL
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.	One additional counselor was added at the high school in order to support students taking AP courses. AP passing rate decreased from 65% for 2014-2015 to 51% for 2015-2016, while similar numbers of students tested each year, were short of the goal of increasing by 1%. Four teachers attended Summer AP Institutes.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$78,897 = LCFF Supplemental (for AHS Counselor) $16,500 = Title II / One – Time Funds (for AP Training)	$78,207 = LCFF Supplemental (for AHS Counselor) $3,168 = Title II / One – Time Funds (for AP Training)

Action **1.A.5**

Actions/Services

PLANNED	ACTUAL
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.	A TOSA was hired and worked to provide two full days of targeted professional development for all teachers. Additionally, the TOSA provided targeted trainings for Instructional Leadership Teams and supported with the site level PD.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$65,508 = One – Time Funds	$55,321 = One – Time Funds

Action 1.A.6

Actions/Services

PLANNED	ACTUAL
Continue to expand the professional development offerings for classified staff to address classroom based needs as well as professional growth needs.	Intervention PD development to Instructional Aides to provide small group instruction within the Walk-to-Learn MTSS model. Additional technology PD was available to classified employees.

Expenditures

BUDGETED	ESTIMATED ACTUAL
No additional cost to district.	No additional cost to district.

Action 1.B.1

Actions/Services

PLANNED	ACTUAL
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.	The iLit curriculum was purchased for secondary ELD teachers for use in 100% ELD classes for EL students at the beginning and early intermediate levels. Training was provided to support teachers in their implementation of the program.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$2,000 = Title III	$2,500 = iLit Subscription = Title III

Action 1.B.2

Actions/Services

PLANNED	ACTUAL
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.	Tutoring was offered at secondary level after school during the second semester of the school year.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$540 = Title III	$218 = Title III

Action 1.B.3

Actions/Services

PLANNED	ACTUAL
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.	Professional Development for designated and integrated ELD was offered in connection with the newly adopted English Language Arts program. This was offered throughout the year by both by district directors and curriculum provider trainers.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$3,000 = Title III	$6,601 = Title III

Action 1.B.4

Actions/Services

PLANNED	ACTUAL
Specific English learners will receive designated ELD assistance during extended learning times. This includes Walk-to-Learn, workshop, elective courses, and homeroom periods.	Within the elementary levels Walk-to-Learn and workshop opportunities were adjusted to include specific ELD strategies for identified needs. ELD courses and tutoring were offered at the secondary levels.

Expenditures

BUDGETED	ESTIMATED ACTUAL
No additional cost to district.	No additional cost to district.

Action 1.B.5

Actions/Services

PLANNED	ACTUAL
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.	Counselors did work to meet with EL students to address learning and attendance. Most records were kept on paper as student signed in, making it difficult to track the percentage of students receiving services. Adjustments need to be made to track counseling conferences within Aeries

Expenditures

BUDGETED	ESTIMATED ACTUAL
No additional cost to district.	No additional cost to district.

Action 1.B.6

Actions/Services

PLANNED	ACTUAL
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.	

Expenditures

BUDGETED	ESTIMATED ACTUAL
No additional cost to district.	No additional cost to district.

Action 1.C.1

Actions/Services

PLANNED	ACTUAL
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.	1.0 FTE of additional psychologist was continued to support elementary schools with student identification of need and provision of services. 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. Five additional Intervention Coordinators were hired and directed all MTSS

	components at the elementary schools they were assigned to.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	$92,371 = LCFF Supplemental $5,920 = Sp Ed $440, 999 = LCFF Supplemental	$93,068 = LCFF Supplemental $6,495 = LCFF Supplemental $448,519 = LCFF Supplemental

Action **1.C.2**

	PLANNED	ACTUAL
Actions/Services	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.	1.0 additional Learning Center Teacher was continued and 4.06 Behavior Support Specialists were hired. MTSS was supported through these additional staff.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$78,027 = LCFF Supplemental $142,953 = LCFF Supplemental	$77,234 = LCFF Supplemental $155,375 = LCFF Supplemental

Action **1.C.3**

	PLANNED	ACTUAL
Actions/Services	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.	Dashboards were created within Aeries Analytics to monitor student progress in the areas of academics. Additional dashboards for attendance and behavior were under construction and will be implemented in future years. The additional .375 staff for tech services department allowed for these programs to be developed.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$11,758 = LCFF Supplemental (.375 FTE for Tech Services)	$12,505 = LCFF Supplemental

Action **1.C.4**

	PLANNED	ACTUAL
Actions/Services	Middle school 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.	Counselors did work to meet with at-risk students to address learning and attendance. Most records were kept on paper as student signed in, making it difficult to track the percentage of students receiving services. Adjustments need to be made to track counseling conferences within Aeries
Expenditures	BUDGETED	ESTIMATED ACTUAL

$100,301 = LCFF Supplemental (for AMS Counselor) AHS counselor included in cost above		$104,385 = LCFF Supplemental for AMS Counselor AHS counselor included in cost above

Action 1.C.5

Actions/Services	**PLANNED** 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.	**ACTUAL** SLOCOE ETC Portal was continued and PD was provided to teachers on the available resources through the Portal.
Expenditures	**BUDGETED** $24,932 = LCFF Supplemental	**ESTIMATED ACTUAL** $30,839 = LCFF Supplemental

Action 1.C.6

Actions/Services	**PLANNED** 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.	**ACTUAL** One academic stipend was utilized while the other two were not. This is a service that could not be tied directly to improved services and will not be continued through the LCAP.
Expenditures	**BUDGETED** $5,597 = LCFF Supplemental (Academic Stipends) $3,212 = LCFF Supplemental (Learning Center Coordinator Stipend)	**ESTIMATED ACTUAL** $2,855 = LCFF Supplemental (Academic Stipends) $0 = LCFF Supplemental (Learning Center Coordinator Stipend)

[ANALYSIS](#)

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Actions and services for this goal were generally implemented as planned with few exceptions. Professional development was implemented with the support of the TOSA and MTSS was continued with increased fidelity with the new implementation of the Intervention Coordinators and the support of Learning Center staff and Instructional Aides. With the additional counselors at the secondary level, new hires were made to replace existing counselors through normal attrition. The effect of the attrition is a primarily new counseling staff with half of the district counselors being new to our sites. With the implementation of a new ELA curriculum, designated and integrated ELD strategies, and progress monitoring for ELD progress were reviewed within the curriculum materials and LAS Links was not implemented this year.

	Professional development received excellent rating from teachers as evidenced by the professional development survey given at the close of each district lead professional development session. Teachers were asked: Please rank from one to four with one being "poor" to four being "excellent", how would you rate your overall experience today? Results were as follows:

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

Professional development received excellent rating from teachers as evidenced by the professional development survey given at the close of each district lead professional development session. Teachers were asked: Please rank from one to four with one being "poor" to four being "excellent", how would you rate your overall experience today? Results were as follows:

Rating	Response Percentage
4	54.5%
3	42.2%
2	2.5%
1	0.6%

Through the collaboration of the Interventions Coordinators, an area of need within our MTSS has been identified to review benchmarks and progress monitoring assessments to see if a better tool is available. This is specific to reading fluency, comprehension, writing, and ELD progress.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in estimated actual and budgeted expenditures were primarily due to staff salary schedules, which based on particular employees filling specific positions slightly increased or decreased expenditures over original estimates. Due to the EL tutoring not starting until second semester and not all stipends being utilized at the high school, expenditures in those areas were lower.

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

Analysis: With the new ELA adoption K-12, professional development was heavily focused on ELA throughout the year. Professional development on the Framework for Teaching, CTE and Mathematics were continued and NGSS and the Social Science Framework were introduced. The heavy emphasis on ELA was a definite need but will need to be expanded to other subjects in the future. While increases in the number of EL students redesignated as Fluent English Proficient and the percentage of students reading at or above grade level increased, the need for better progress monitoring tools has risen as a high need. This includes the assessment/benchmark tool itself as well as a system to analyze the data effectively. Many benefits were noted with the increased counseling, but evidence within the student information system was lacking. Processes need to be put into place to show which students are seeing the counselors and for what purpose.

Change: Professional development will be expanded to include all California Common Core Sate Standards and subjects, including NGSS, the History-Social Science Framework, and integrated and designated ELD. PD will also continue to focus on the Framework for Teaching to support the best teaching practices in all classrooms and subjects. We will review potential new assessment tools for benchmarks and progress monitoring of reading fluency and comprehension and determine how to best analyze the data efficiently. Changes will be made to expected outcomes to align measurable outcomes to the State and Local Indicators according to the California School Dashboard. Clear expectations will be established for counselors in entering student interactions within Aeries, allowing disaggregated data to be viewed within the counseling services.   At the request of the Atascadero District Teachers Association the possibility of reducing class size in grades K-3 will be reviewed. Changes will be made to expected outcomes and metrics to align measurable outcomes to the State and Local Indicators according to the California School Dashboard. (Changes are reflected in Goal 1, Actions/Services & Expenditures, pages 33 – 46)

Goal 2	**College and Career Ready Scholars:** Our students will be college and career ready upon graduation, navigating the pathways that connect education and employment to a productive, rewarding and secure life. • **Outcome D:** Our students will exit each grade level performing at or above grade level standards. • **Outcome E:** Our students will be technologically literate at or above their grade level. • **Outcome F:** Secondary students will have access and opportunity to complete a three-course career pathway.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- **Outcome D:**
  1. 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.
  2. 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.
  3. 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%.
  4. 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 24.4%, 0%, and 0% respectively. Students in these targeted subgroups

ACTUAL

- **Outcome D:**
  1. The percent of students meeting or exceeding state expectations in ELA and Math (SBAC overall levels 3 and 4) increased by average of 1% and 3% respectively over the previous school year. This growth expectation was created with no evidence of ability to attain or reasonability of growth since it was based off of the first year of giving the SBAC. Growth and performance was similar to surrounding districts and above the state average. Future expectations will be based off of newly defined state expectations within the State Dashboards and 5x5 Grids.
  2. The collective AP passage rate for in 2015-2016 was 51%, a decrease of 13%.
  3. The Early Assessment Program (EAP) results of students "Ready" and "Conditionally Ready" districtwide for 2015-2016 was 61% in ELA and 34% in Math. This met our goal of increasing by 2% in Math, although we did not meet the goal to increase by 2% in ELA.
  4. AHS results for 2015-2016 of graduates completing A-G requirements was 51.7%, a growth of 1.7% which fell just short our goal of an increase by 2%. Of those designated as low income, EL, and foster, their A-G completion rates are 19.3%,

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.

- **Outcome E:**
  1. 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.
  2. The AUSD Technology Standards have been posted on the District website and shared with all staff, and will be implemented at all grade levels.
  3. 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.
  4. We will begin working towards a 1:1 student to device ratio incorporating a Bring Your Own Device (BYOD) program at grades 6-12.

- **Outcome F:**
  1. 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.

  2. 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.

  3. Current three-year course pathway completion for Atascadero High School is 13% and we will increase that by 5%.

0%, and 0% respectively. None of our targeted subgroups met the goal of increasing by 5%. 100% of students still have access to a broad course of study to support their advancement to be college and career ready.

- **Outcome E:**
  1. Through construction and technology upgrades all students at all schools have access to appropriate technology and computers to integrate the technology and literacy standards.

  2. Professional development targeted to the AUSD Technology Standards was provided to all elementary teachers and secondary English teachers.
  3. A 1:1 student to computer ratio was implemented throughout all grades 3-5.

  4. BYOD was implemented at the Fine Arts Academy.

- **Outcome F:**
  1. An elective wheel was established at the middle school level to be implemented in 2017-18 school year. It includes the following career pathways exploration courses: Digital Arts, Performing Arts, Green Shop Engineering, Design, Visual and Media Arts, Performing Arts, Software and Communication, and Agriscience.
  2. The 10-Year Plans were instituted for all incoming freshman for the 2015-2016 and 2016-2017 school years during the freshman Career Planning Course. The online system the 10-Year Plans are kept in was not synchronized with our student information system Aeries. Counselors were unable to collect quantitative data to support this outcome, but will work to create a system for the 2017-2018 school year.
  3. Three-year course pathway completion for Atascadero High School increased by 4% to 17%, missing our established goal.

Action 2.D.1

Actions/Services

PLANNED	ACTUAL
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.	Elementary teachers reviewed the ELA adoption assessments and chose the unit assessments that provided the best evidence needed for adjusting instruction. These will be used district wide for benchmarks. SRI and DIBELS were continued for measuring Reading fluency and comprehension and a Math Fluency assessment was given twice a year. AUSD began participating in two SUMS (Scaling Up MTSS Statewide) grants and will be using this resource to help identify additional benchmarks to utilize in future years.

Expenditures

BUDGETED	ESTIMATED ACTUAL
No additional cost to district.	No additional cost to district.

Action 2.D.2

Actions/Services

PLANNED	ACTUAL
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.	Four teachers attended Summer AP Institutes.

	2014-2015	2015-2016
# of Tests Taken	329	353
# of Students Tested	206	203
% Tests Passed	65%	51%

Expenditures

BUDGETED	ESTIMATED ACTUAL
Included in the $16,500 listed above for AP training.	Included in the $3,168 listed above for AP training.

Action 2.D.3

Actions/Services

PLANNED	ACTUAL
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.	Counselors met with 100% of all students to discuss coursework and to encourage students to take higher level more challenging course work, including AP courses.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Included in the cost of the additional AHS counselor from above.	Included in the cost of the additional AHS counselor from above.

Action 2.D.4

Actions/Services

PLANNED	ACTUAL
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.	An additional 4 AP course were created and approved and 18 additional courses received A-G accreditation.

Expenditures

BUDGETED	ESTIMATED ACTUAL
No additional cost to district.	No additional cost to district.

Action 2.E.1

Actions/Services

PLANNED	ACTUAL
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.	Both the Computer Technician and TOSA were continued. Continued support for teachers with 1:1 computer roll out and the SAMR transition of use of technology (Substitute, Augmentation, Modification, Redefinition).

Expenditures

BUDGETED	ESTIMATED ACTUAL
$113,586 = One-Time Funds (TOSA) $49,060 = LCFF Supplemental (Computer Technician)	$115,808 = One-Time Funds (TOSA) $49,146 = LCFF Supplemental (Computer Technician)

Action 2.E.2

Actions/Services

PLANNED	ACTUAL
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.	Technology budget was continued at the higher rate to provide software for targeted reading support. Licenses included Reading Eggs, Read Naturally, and SRI.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$28,925 = LCFF Supplemental	$28,925 = LCFF Supplemental

Action 2.E.3

Actions/Services

PLANNED	ACTUAL
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	The TOSA for Instructional Technology provided multiple site-based and district-wide professional development to all staff, classified as well as certificated throughout the school year.

	technology in the classroom, supported by the TOSA for Instructional Technology.	
Expenditures	**BUDGETED** Included in Tech staff costs above.	**ESTIMATED ACTUAL** Included in Tech staff costs above.

Action 2.E.4

Actions/Services	**PLANNED** Provide online resources, including licenses for key applications, to support independent student and staff implementation of the skills outlined in the AUSD Technology Standards.	**ACTUAL** Licenses and support was provided, including the purchase of SRI, Reading Eggs and Reading Live for use across the district.
Expenditures	**BUDGETED** Shown in increased Technology budget above.	**ESTIMATED ACTUAL** Shown in increased Technology budget above.

Action 2.E.5

Actions/Services	**PLANNED** 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.	**ACTUAL** A 1:1 student to computer ratio was implemented throughout all grades 3-5 and BYOD was implemented at the Fine Arts Academy. Procedures for use in school and at home were established and utilized throughout each site with roll-out.
Expenditures	**BUDGETED** No additional cost to district.	**ESTIMATED ACTUAL** No additional cost to district.

Action 2.F.1

Actions/Services	**PLANNED** 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.	**ACTUAL** 100% of CTE and elective teachers received targeted professional development through site and district professional development twice throughout the year. Additional county and state opportunities were provided to teachers with 9 teachers participating.
Expenditures	**BUDGETED** No additional cost to district.	**ESTIMATED ACTUAL** No additional cost to district.

Action 2.F.2

Actions/Services	**PLANNED** Maintain additional counselors at the secondary level to increase student access to and enrollment in career and technical courses and pathway completion.	**ACTUAL** At both AHS and AMS, 1.0 counselors were maintained. Counselors at AHS met with all students to discuss course selections and CTE pathways. At both sites,

| | | Career Pathway curriculum and planning occurred and presentations were made to students of all grades. |
| Expenditures | BUDGETED

Included in costs of secondary counselors above. | ESTIMATED ACTUAL

Included in costs of secondary counselors above. |

Action **2.F.3**

	PLANNED	ACTUAL
Actions/Services	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.	Multiple service providers were reviewed to determine who would be a good provider to contract with for tracking post graduate tracking. Nor provider was deemed acceptable for the cost of the service. Through the investigation of services, it was determined AUSD could provide the same service to obtain this data through our own graduate exit survey with follow up surveys 1,3, and 5 years later.
Expenditures	BUDGETED No additional cost to district.	ESTIMATED ACTUAL No additional cost to district.

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

| Describe the overall implementation of the actions/services to achieve the articulated goal. | Actions and services for this goal were generally implemented as planned with few exceptions. Professional development was provided for AP teachers, CTE and elective teachers and for all teachers implementing 1:1 or BYOD. A 1:1 student to computer ratio was implemented throughout all grades 3-5 and BYOD was implemented at the Fine Arts Academy, with software purchased to support early reading literacy. District wide benchmarks and assessments were reviewed and it was determined that new assessments are needed. Similarly to what was stated in the analysis of Goal 1, the counseling services were effective, although the documenting of services provided to specific students is lacking. Additional AP and A-G courses were approved and will be added to the schedule for students to take in 2017-2018. Similarly, CTE Pathways and courses were established and AHS now hosts 8 CTE pathways with AMS establishing electives to lead students into the AHS pathways. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | The percent of students meeting or exceeding state expectations in ELA and Math (SBAC overall levels 3 and 4) increased by average of 1% and 3% respectively over the previous school year. This growth expectation was created with no evidence of ability to attain or reasonability of growth since it was based off of the first year of giving the SBAC. Growth and performance was similar to surrounding districts and above the state average. Future expectations will be based off of newly defined state expectations within the State Dashboards and 5x5 Grids. District results for AP, EAP, A-G, and CTE completion showed continued high achievement although there was a small decrease in the results as seen here: |

	2014-2015	2015-2016
% Passed = AP	65%	51%
% Passed = EAP ELA	63%	61%
% Passed = EAP Math	31%	34%
% Completing = A-G	50%	51.7%
% Completing = CTE Pathway	13%	17%

These results will become components of the forthcoming College and Career Readiness section of the California School Dashboard. The 1:1 Chromebook roll out in grades 3-5 was very effective and has had a very positive impact on instruction as measured by classroom observations and teacher feedback. The BYOD roll out at the Fine Arts Academy was met with complications as teachers struggled to have full classroom lessons that required technology when not all students had devices. How we roll out BYOD at the Middle School and the High School will be reviewed in efforts to avoid this in future years. The work done at AHS to increase CTE pathways and training of CTE teachers was amazing. Within this one year 8 CTE pathways were created both in course creation and staff development to ensure staff has appropriate CTE credentials and knowledge of the 11 elements of the CTE pathway. Through the investigation of services for tracking post graduate tracking, it was determined AUSD could provide the same service to obtain this data through our own graduate exit survey with follow up surveys 1,3, and 5 years later.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Material differences in estimated actual and budgeted expenditures were primarily due to staff salary schedules, which based on particular employees filling specific positions slightly increased or decreased expenditures over original estimates.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	**Analysis:** As was noted with Goal 1, it was again observed in Goal 2 that better progress monitoring tools are a high need. This includes the assessment/benchmark tools themselves as well as a system to analyze the data effectively. Results in State Indicators continued strong and the growth of CTE pathways, A-G approved, courses and AP course was outstanding. Many benefits were noted with the increased counseling, but evidence within the student information system was lacking. Processes need to be put into place to show which students are seeing the counselors and for what purpose. **Change:** New assessment/benchmark tools and data review practices will be reviewed. Data will be reviewed at sites quarterly and district wide in the fall and spring. To support College & Career readiness, Career Cruising will be implemented in the middle school grades. AUSD will develop and implement a senior survey for exiting seniors and recent graduates. Clear expectations will be established for counselors in entering student interactions within Aeries, allowing disaggregated data to be viewed within the counseling services. Changes will be made to expected outcomes and metrics to align measurable outcomes to the State and Local Indicators according to the California School Dashboard. (Changes are reflected in Goal 2, Actions/Services & Expenditures, pages 51 – 57).

Goal 3	**School Climate:** Our school sites will have safe, welcoming and inclusive climates that support our students by providing social-emotional support and supports our families by providing parent education.

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐2 ☒ 3 ☐4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- **Outcome G:**
  1. 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 chronically truant students. Chronic truancy increased from 4% to 12% over the past three years.
  2. 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. Prior year's data show suspension and expulsion averaging 3.5% and 0.07% respectively, and our goals is to maintain these percentages.

  3. 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.

- **Outcome H:**
  1. 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.

ACTUAL

- **Outcome G:**
  1. District-wide average daily attendance for the 2015-2016 year increased to 95.6%, exceeding the goal of an annual increase of 0.25%. Additionally, chronic truancy improved, decreasing from 12% to 10.5%.

  2. A behavior/discipline committee was established at both AHS and AMS. Committees reviewed needs and worked to establish common expectations for behavior and discipline. It was determined at both sites that a PBIS program was not a need to purchase, but rather a need to develop a site plan that includes restorative practices for students and common expectations to influence a positive culture were the true need. Work in this areas continued throughout the year. Suspension and expulsion rates were 5% and 0.21% respectively.
  3. The graduation rate continues to increase, exceeding 96% for high school and 100% for middle school.

- **Outcome H:**
  1. The Wellness Center within AHS took the place of the Parent Academy, providing classes for parents of all students on positive discipline and the teenage brain. Informational nights for preparing for the transition into middle school and high school were hosted by secondary counselors.

2. Increase parent participation levels in school events and committees that target school and family collaboration.	2. There was no process to measure the participation of these groups during the school year. Through the DAC/LCAP Steering Committee, developed expectations and a process to measure this outcome and they will be implemented next year.

ACTIONS / SERVICES

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

Action 3.G.1

Actions/Services	PLANNED Schools-site attendance will be reviewed monthly. Chronically truant and absent students will receive targeted support from counselors and administrative staff.	ACTUAL School attendance was reviewed quarterly as a district. School sites reviewed attendance regularly through generated SARB letters that brought to light students with potentially chronic absenteeism. Students and families were contacted and a Family Support Team meeting was set as needed to establish supports for the student and family.
Expenditures	BUDGETED No additional cost to district.	ESTIMATED ACTUAL No additional cost to district.

Action 3.G.2

Actions/Services	PLANNED 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.	ACTUAL A behavior/discipline committee was established at both AHS and AMS. Committees reviewed needs and worked to establish common expectations for behavior and discipline. It was determined at both sites that a PBIS program was not a need to purchase, but rather a need to develop a site plan that includes restorative practices for students and common expectations to influence a positive culture were the true need. Work in this areas continued throughout the year.
Expenditures	BUDGETED $25,000 = LCFF Supplemental / One – Time Funds	ESTIMATED ACTUAL $0 = LCFF Supplemental / One – Time Funds

Action 3.G.3

Actions/Services	PLANNED Maintain contract to provide community counseling to support student needs in the area of attendance and social/emotional well-being.	ACTUAL Community Counseling Services were continued and provided at all sites except AHS which provided its own services through the Wellness Center.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	$100,275 = LCFF Supplemental / Title I / Medi Cal	$111,221 = LCFF Supplemental / One – Time funds / Medi Cal

Action **3.G.4**

	PLANNED	ACTUAL
Actions/Services	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.	The ongoing custodial staff and deferred maintenance supported clean and well maintained facilities with no Williams complaints for the 2016-2017 school year.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$160,000 = LCFF Supplemental (Deferred Maintenance) $37,080 = LCFF Supplemental (1.0 Custodian)	$160,000 = LCFF Supplemental (Deferred Maintenance) $36,732 = LCFF Supplemental (1.0 Custodian)

Action **3.G.5**

	PLANNED	ACTUAL
Actions/Services	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.	A contract to provide a SRO through the Atascadero Police Department was established. The SRO supported all in-town sites throughout the district, working to build relationships with students, help develop a program with restorative practices for discipline at AHS, and support discipline and attendance.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$80,000 = LCFF Supplemental	$80,000 = LCFF Supplemental

Action **3.G.6**

	PLANNED	ACTUAL
Actions/Services	Continue implementation of the Caring School Community program, including providing professional development for new staff and refresher training for continuing staff.	Caring School Communities was continued at all elementary schools. Training was provided for new teachers within each site.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No additional cost to district.	No additional cost to district.

Action **3.G.7**

	PLANNED	ACTUAL
Actions/Services	Use results from recent Healthy Kids Surveys to establish targeted areas of need and actions for desired improvement.	The California Healthy Kids Survey (CHKS) was reviewed and utilized to develop an additional survey that will be given annually to all parents, students, and

teachers. The results of the CHKS mirrored much of the information we had from other local information and did not initiate any new actions. The new annual local survey will allow us to gather input more often than the CHKS and be able to respond if information changes.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	No additional cost to district.	No additional cost to district.

Action 3.H.1

	PLANNED	ACTUAL
Actions/Services	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.	Parents were encouraged to utilize Aeries and AUSD email through numerous school newsletters. This year AUSD transitioned to an on-line system to register students and update family information. This required logging into the Aeries system. This new requirement helped Aeries use immensely, increasing parents with accounts from 39% to 84%.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No additional cost to district.	No additional cost to district.

Action 3.H.2

	PLANNED	ACTUAL
Actions/Services	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.	The Wellness Center within AHS took the place of the Parent Academy, providing classes for parents of all students on positive discipline and the teenage brain. Informational nights for preparing for the transition into middle school and high school were hosted by secondary counselors.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$5,000 = Title III	$0 = Title III

Action 3.H.3

	PLANNED	ACTUAL
Actions/Services	Maintain a contract with the LINK for family advocate services intended to support students and families.	The contract with the LINK for family advocate services was maintained.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$80,000 = LCFF Supplemental / Title I	$80,000 = LCFF Supplemental / Title I

Action 3.H.4

	PLANNED	ACTUAL
Actions/Services	Continue use of social media, email, district website and traditional strategies to create opportunities for two-way communication between families and the District.	A district Facebook account was created and the district webpage was improved. Additionally three district wide emails were sent to all parents throughout the district. A district survey was also created and given to obtain input from parents, students, and teachers.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No additional cost to district.	No additional cost to district.

Action **3.H.5**

	PLANNED	ACTUAL
Actions/Services	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.	The Superintendent has created a parent and community group to serve this purpose. The group is made up of members from booster groups, school site councils, and PTA/PTOs. This group works to inform each other of events and initiatives at sites in order to share ideas and boost participation. Additionally participants provide input to the district on site and parent needs and share district information back to their site groups.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No additional cost to district.	No additional cost to district.

ANALYSIS
Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.
Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Actions and services for this goal were generally implemented as planned with few exceptions. Programs and services within this goal were continued with success, attendance was reviewed and promoted regularly, and committees were formed at the secondary levels to review PBIS. Through the work of the committees at each site, it was determined at both AHS and AMS that a purchased PBIS program would not meet school needs. Work continues with both groups to establish school-wide expectations for behavior, discipline, and restorative practices. The Parent Advisory Council was created (not by this name), as the Superintendent created a group of parents, School Site Council members, Booster members, and PTA/PTO members. The Parent Academy courses were put on by the AHS Wellness center and well received by participants.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	An increase in attendance rate and a decrease in Chronic Truancy was seen as a result of the actions of this plan. District-wide average daily attendance for the 2015-2016 year increased to 95.6%, exceeding the goal of an annual increase of 0.25%, while chronic truancy improved, decreasing from 12% to 10.5%. Based on input from stakeholders the climate of our schools remains positive, although the need to be able to quickly retrieve data to support this is absent. While suspension and expulsion rates changed as noted below: |	2014-2015	2015-2016
---	---	---
Suspension Rate	3.5%	5%
Expulsion Rate	0.07%	0.21%	 Without easily accessible evidence of interventions and other supports from caring school communities and secondary positive culture programs, it is difficult to determine why the change was seen.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Material differences in estimated actual and budgeted expenditures were primarily due to staff salary schedules, which based on particular employees filling specific positions slightly increased or decreased expenditures over original estimates. The two areas where large discrepancies in anticipated expenditures and actual expenditures occurred where in the contracts with The LINK (Family Advocate Services) and Community Counseling. These contracts were reduced as the district worked to increase how we provided similar services in order to reduce our reliance on outside service providers.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	**Analysis:** An increase in attendance rate and a decrease in Chronic Truancy was seen as a result of the actions of this plan. Based on input from stakeholders the climate of our schools remains positive, although the need to be able to quickly retrieve data to support this is absent. The committees working at the secondary levels made more progress than previous years, but systems and procedures need to be finalized within the 2017-2018 school year. **Change:** Clear definitions will be established regarding what will be entered in the Aeries Student Information System to be able to easily retrieve data regarding discipline, interventions, and behaviors. A goal for suspensions and expulsions needs to be established to show evidence of the work being done with Caring School Communities at the elementary grades and the new positive school climate and restorative practices at the secondary levels. As procedures for collecting evidence in Goal 3 continue to be developed, new metrics will need to be established to match the State and Local Indicators within the California School Dashboards. (Changes are reflected in Goal 2, Actions/Services & Expenditures, pages 60 - 68)

Stakeholder Engagement

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

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

DAC/LCAP Steering Committee:

Dates

Input & Impact

10/5/16	Throughout the year as the SBE and CDE updated and released information, that information was shared with
12/7/16	all stakeholders to keep them apprised in the process and plans of the LCAP. Keeping the members engaged in
3/1/17	and understanding of the process enabled them to share input on several key items. CAASPP and other results
3/29/17	were shared, showing progress towards Annual Measurable Objectives, as well as information on LCAP State
5/3/17	and Local Indicators, California Schools Dashboards and the 5x5 rubrics, and an overview of the new LCAP
5/31/17	template. The committee provided input on which local indicators AUSD should use in its Annual Measurable

Objective. Specific attention was payed to Goal 3, School Climate, where the committee worked to create a local survey to be given to all parents, staff, and students in grades 4-12. LCAP Steering Committee members were each given a guiding document to be able to provide input on each Outcome, Metric, & Action within the LCAP.

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

School Board:

Dates

Input & Impact

8/2/16	During specific LCAP Board Workshops and regular Board Meetings, reports and updates were given on the
11/1/16	following topics: AUSD growth and attainment of Annual Measurable Objectives, LCAP State and Local
12/13/16	Indicators, California Schools Dashboards and the 5x5 rubrics, and an overview of the new LCAP template.
3/7/17	Information presented was well received and the Board was very positive about the current LCAP process and
4/4/17	resources used. Three Board Members also sit on the LCAP Steering Committee and provide specific input
5/16/17	during those meetings.

Principals:

Dates   Input & Impact

3/8/17
4/5/17
4/26/17

Throughout the year principals were given updates on district data from state and local measurements, how to use CAASPP results, the new state and local indicators within LCAP, and how to align the LCAP and Single School Plans. Principals provided input on each Outcome, Metric, & Action within the LCAP. Input emphasized the need for new local assessments and better use of data, each to better their MTSS systems within their school and is directly reflected in Goal 2 Outcome D of the LCAP.

Parent Group (SSC/PTA/Booster Groups):

Dates   Input & Impact

5/8/17

LCAP Overview communicated. Small group discussion with questions were reviewed for each District Goal, Metric & Actions. Overall input was positive, with a common desire to see parent meetings for transitions between elementary to middle school and middle school to high school. This will become a component of Goal 3, Outcome H and be included in the work completed by our Wellness Coordinator.

SEAC (Special Ed Advisory Committee):

Dates   Input & Impact

2/16/17
5/4/17
6/8/17

SEAC was created during the 2016-2017 school year to provide an opportunity for parents of students with special needs could review the LCAP and provide input on how we can support their students in reaching district goals. Parents and staff collaborated on how we can align existing processes, programs, and procedures to support students in special education classes. Input did not require new actions within the LCAP but rather a redistribution of resources and actions that provide the same opportunities and supports to all of our students, including this targeted population.

ADTA (Atascadero District Teacher Association):

Dates   Input & Impact

4/24/17
5/2/17

Provided history of LCAP and the processes. Distributed Goal Metrics & Actions Input forms. Continued discussion on Goal Metrics & Actions, with input received regarding a desire to study if it would be possible to increase teachers to decrease class size in grades K-3, to include counselors in regular professional development, and to create publicity documents regarding requirements for graduation, UC A-G, and CTE completion. This input was reflected as actions in the LCAP

CSEA (Classified School Employee Association):

Dates	Input & Impact
4/19/17	Provided history of LCAP and the processes. Distributed Goal Metrics & Actions Input forms. Continued discussions and input on Goal Metrics & Actions was mostly related to training for classified staff and will result in including classified staff in professional development regarding learning/instruction and technology.

IMPACT ON LCAP AND ANNUAL UPDATE

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

The impact on the AUSD LCAP from our stakeholder meetings was included in the section above.

Goals, Actions, & Services

Strategic Planning Details and Accountability

☐ New	☐ Modified	☒ Unchanged

<table>
<tr>
<td rowspan="2"><u>Goal 1</u></td>
<td>Student Academic Growth:
Our schools will increase student achievement by effectively implementing a Multi-Tiered System of Support to meet the academic and behavioral needs of students.

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

</td>
</tr>
</table>

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL

Identified Need	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 2016, 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. Teachers need targeted professional development to support the growth of all students in literacy, math, and career and technical subjects. Survey data from professional development sessions show positive response for PD sessions on the Framework for Teaching, ELA, Math, NGSS, Social Science, and CTE. Continued training in these areas as well as for the new ELA curriculum will occur in 2017-2018. Success of ELs according to the California School Dashboards fell 1.4%. This demonstrates a continued need to focus on supporting students in their English Language Development to attain Redesignation to Fluent English Proficient and to gain success according their SBAC ELA scores. During the 2016-2017 school year 57 EL students were redesignated. This was a large increase from the 38 who were redesignated the prior year. Continued support of professional development, materials and designated and integrated ELD are needed to continue this growth. Expectations for student achievement continues to increase with the new California Standards. Higher expectations result in a need to maintain or increase proficiency on State SBAC assessments. Local benchmarks and formative assessments need to be reviewed to assure the ability to identify student

need and make adjustments to classroom and targeted small group instruction. Over the past three years a steady increase in the percentage of elementary students attaining grade level proficiency with their SRI scores has been observed: 2015 = 48.7%, 2016 = 61.9%, 2017 = 63.3%. This shows success of the targeted instruction and support through our MTSS system.

Counselors at the secondary level met with students for multiple reasons including attendance, grades, course selection, and social/emotional issues, but evidence within the student information system was not tracked. Clear expectations need to be established for counselors in entering student interactions within Aeries, allowing disaggregated data to be viewed within the counseling services.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Williams Report on Teacher Credentialing	98% of AUSD teachers are appropriately and fully credentialed in the subject areas and/or are board approved to teach one or more classes outside of their credential area, and zero facility complaints are filed.	99% of AUSD teachers are appropriately and fully credentialed in the subject areas and/or are board approved to teach one or more classes outside of their credential area, and zero facility complaints are filed.	99% of AUSD teachers are appropriately and fully credentialed in the subject areas and/or are board approved to teach one or more classes outside of their credential area, and zero facility complaints are filed.	99% of AUSD teachers are appropriately and fully credentialed in the subject areas and/or are board approved to teach one or more classes outside of their credential area, and zero facility complaints are filed.
Percent of new staff enrolled/participating in induction program	Teachers = (17) 100% Administrators = (4) 100%	Teachers = 100% Administrators = 100%	Teachers = 100% Administrators = 100%	Teachers = 100% Administrators = 100%
CCSS Implementation Self-Reflection Tool *(Average score out of 5)*	Professional Learning: 1. Core Subjects = 4.0 4. Other Academics = 3.4 Instructional Materials: 2. Core Subjects = 3.8 Delivery of Instruction: 3. Core Subjects = 3.4 Support for Teachers: 5. Input & Support = 3.7	Professional Learning: 1. Core Subjects = 4.3 4. Other Academics = 3.8 Instructional Materials: 2. Core Subjects = 4.4 Delivery of Instruction: 3. Core Subjects = 4.2 Support for Teachers: 5. Input & Support = 4.0	Professional Learning: 1. Core Subjects = 4.6 4. Other Academics = 4.2 Instructional Materials: 2. Core Subjects = 4.6 Delivery of Instruction: 3. Core Subjects = 4.6 Support for Teachers: 5. Input & Support = 4.4	Professional Learning: 1. Core Subjects = 5.0 4. Other Academics = 4.5 Instructional Materials: 2. Core Subjects = 5.0 Delivery of Instruction: 3. Core Subjects = 4.8 Support for Teachers: 5. Input & Support = 4.8
California School Dashboard: English Learner Progress	Status = 63.1% Change = -1.4%	Status = 64% Change = +0.9%	Status = 65% Change = +1%	Status = 66% Change = +1%
District Assessments: SRI & DIBELS in grades K-5	All Students = 63.3% EL = 40.9%	All Students = 70% EL = 50%	All Students = 75% EL = 60%	All Students = 80% EL = 70%

PLANNED ACTIONS / SERVICES

Action **1.A.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide Professional Development in California Content Standards, CTE, the Framework for Teaching, and local assessments and targeted interventions for early reading. Trainings will be provided to all teachers, counselors, and classified employees directly connected to the classroom.	Provide Professional Development in California Content Standards, CTE, the Framework for Teaching, and local assessments and targeted interventions for early reading. Trainings will be provided to all teachers, counselors, and classified employees directly connected to the classroom.	Provide Professional Development in California Content Standards, CTE, the Framework for Teaching, and local assessments and targeted interventions for early reading. Trainings will be provided to all teachers, counselors, and classified employees directly connected to the classroom.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$53,856	Amount	$54,689	Amount	$55,521
Source	LCFF Supplemental = $35,904 LCFF Base = $17,952	Source	LCFF Supplemental = $36,459 LCFF Base = $18,230	Source	LCFF Supplemental = $37,014 LCFF Base = $18,507
Budget Reference	01-0200-1000,3000 01-0715-1000,3000	Budget Reference	01-0200-1000,3000 01-0715-1000,3000	Budget Reference	01-0200-1000,3000 01-0715-1000,3000

Action **1.A.2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ English Learners ☐ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Teachers will be hired and trained to be a part of the district Instructional Leadership Team (ILT). Members will be the lead learners in professional development and will provide site-based professional development.	Teachers will be hired and trained to be a part of the district Instructional Leadership Team (ILT). Members will be the lead learners in professional development and will provide site-based professional development.	Teachers will be hired and trained to be a part of the district Instructional Leadership Team (ILT). Members will be the lead learners in professional development and will provide site-based professional development.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$69,618	Amount	$70,0694	Amount	$71,771
Source	LCFF Supplemental	Source	LCFF Supplemental	Source	LCFF Supplemental
Budget Reference	01-0200-1000,3000	Budget Reference	01-0200-1000,3000	Budget Reference	01-0200-1000,3000

Action **1.A.3**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide additional Professional Development and an extended calendar for Special Education Staff to support identification of student needs and interventions to meet the needs.	Provide additional Professional Development and an extended calendar for Special Education Staff to support identification of student needs and interventions to meet the needs.	Provide additional Professional Development and an extended calendar for Special Education Staff to support identification of student needs and interventions to meet the needs.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$34,498	Amount	$35,031	Amount	$35,564
Source	LCFF Supplemental	Source	LCFF Supplemental	Source	LCFF Supplemental
Budget Reference	01-0200-1000,3000	Budget Reference	01-0200-1000,3000	Budget Reference	01-0200-1000,3000

Action **1.A.4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Utilize teachers from multiple grade levels to collaborate on creating a District writing program/rubric to support the adopted ELA curriculum. Professional development for the writing program would then need to be provided.	Implement the District writing program/rubric and associated professional development to support the adopted ELA curriculum.	Implement the District writing program/rubric and associated professional development to support the adopted ELA curriculum.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$20,000	Amount	No Additional Costs	Amount	No Additional Costs
Source	Lottery	Source		Source	
Budget Reference	01-1100-5000	Budget Reference		Budget Reference	

Action   **1.B.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served ☐ All   ☐ Students with Disabilities   ☒ [Specific Student Group(s)]   English Learners _____
Location(s) ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served ☐ English Learners   ☐ Foster Youth   ☐ Low Income
Scope of Services ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)
Location(s) ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
There is a continued 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.	There is a continued 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.	There is a continued 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.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$3,000	Amount	$3,000	Amount	$3,000
Source	Title III	Source	Title III	Source	Title III
Budget Reference	01-4203-4000	Budget Reference	01-4203-4000	Budget Reference	01-4203-4000

Action **1.B.2**

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

[Students to be Served](#)	☐ All ☐ Students with Disabilities ☒ [Specific Student Group(s)] English Learners _____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Academic language and English language concepts can be a stumbling block for ELs. In order to better insure their successes in their academic courses at the secondary level, English learners will have access to tutors during non-core instruction (i.e. study hall) or after school.	Academic language and English language concepts can be a stumbling block for ELs. In order to better insure their successes in their academic courses at the secondary level, English learners will have access to tutors during non-core instruction (i.e. study hall) or after school.	Academic language and English language concepts can be a stumbling block for ELs. In order to better 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.

[BUDGETED EXPENDITURES](#)

2017-18		**2018-19**		**2019-20**	
Amount	$545	Amount	$545	Amount	$545
Source	Title III	Source	Title III	Source	Title III
Budget Reference	01-4203-2000,3000	Budget Reference	01-4203-2000,3000	Budget Reference	01-4203-2000,3000

Action **1.B.3**

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

Students to be Served	☐ All ☐ Students with Disabilities ☒ [Specific Student Group(s)] English Learners _____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$3,490	Amount	$3,646	Amount	$3,701
Source	Title III	Source	Title III	Source	Title III
Budget Reference	01-4203-1000,3000	Budget Reference	01-4203-1000,3000	Budget Reference	01-4203-1000,3000

Action **1.B.4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☒ [Specific Student Group(s)] English Learners _____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Specific English learners will receive designated ELD assistance during extended learning times. This includes Walk-to-Learn, workshop, elective courses, and homeroom periods.	Specific English learners will receive designated ELD assistance during extended learning times. This includes Walk-to-Learn, workshop, elective courses, and homeroom periods.	Specific English learners will receive designated ELD assistance during extended learning times. This includes Walk-to-Learn, workshop, elective courses, and homeroom periods.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No Additional Costs	Amount	No Additional Costs	Amount	No Additional Costs
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **1.B.5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☒ [Specific Student Group(s)] English Learners _____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Counselors 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.	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.	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.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	No Additional Costs	Amount	No Additional Costs	Amount	No Additional Costs
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **1.C.1**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Middle school and high school counselors will identify at-risk students at each grading period and then meet with them to identify strategies and resources to support the students. Counselor meetings will be logged in Aeries.	Middle school and high school counselors will identify at-risk students at each grading period and then meet with them to identify strategies and resources to support the students. Counselor meetings will be logged in Aeries.	Middle school and high school counselors will identify at-risk students at each grading period and then meet with them to identify strategies and resources to support the students. Counselor meetings will be logged in Aeries.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$80,067 = AHS Counselor $100,869 = AMS Counselor	Amount	$82,846 = AHS Counselor $105,231 = AMS Counselor	Amount	$85,458 = AHS Counselor $107,800 = AMS Counselor
Source	LCFF Supplemental	Source	LCFF Supplemental	Source	LCFF Supplemental
Budget Reference	01-0200-1000,3000	Budget Reference	01-0200-1000,3000	Budget Reference	01-0200-1000,3000

Action   **1.C.2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☒ Specific Grade spans:_____K-5_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
In order to provide the best MTSS system possible, additional staff will be hired to support identification of students' academic, social, and emotional needs and provide interventions. Additional staff are as follows: • 1 Psychologist • 10 Additional days for Student Intervention Services leadership • 5 Intervention Coordinators • 1 Learning Center Teacher • 4.06 Behavior Support Specialists • 1 Learning Center Program Coordinator • 1 Behavior Specialist • 1.125 Bilingual Instructional Aides • 11.5189 Instructional Aides	In order to provide the best MTSS system possible, additional staff will be hired to support identification of students' academic, social, and emotional needs and provide interventions. Additional staff are as follows: • 1 Psychologist • 10 Additional days for Student Intervention Services leadership • 5 Intervention Coordinators • 1 Learning Center Teacher • 4.06 Behavior Support Specialists • 1 Learning Center Program Coordinator • 1 Behavior Specialist • 1.125 Bilingual Instructional Aides • 11.5189 Instructional Aides	In order to provide the best MTSS system possible, additional staff will be hired to support identification of students' academic, social, and emotional needs and provide interventions. Additional staff are as follows: • 1 Psychologist • 10 Additional days for Student Intervention Services leadership • 5 Intervention Coordinators • 1 Learning Center Teacher • 4.06 Behavior Support Specialists • 1 Learning Center Program Coordinator • 1 Behavior Specialist • 1.125 Bilingual Instructional Aides • 11.5189 Instructional Aides

2017-18		**2018-19**		**2019-20**	
Amount	$96,999 = Psychologist $6,599 = 10 Days for SIS $449,680 = Intervention Coord. $77,089 = LC Teacher $165,783 = BSS $114,181 = LC Coord. $92,930 = Behavior Specialist $34,447 = Bilingual IAs $329,822 = IAs	Amount	$98,391 = Psychologist $6,697 = 10 Days for SIS $463,375 = Intervention Coord. $79,473 = LC Teacher $175,921 = BSS $115,837 = LC Coord. $97,418 = Behavior Specialist $35,692 = Bilingual IAs $337,679 = IAs	Amount	$99,782 = Psychologist $6,794 = 10 Days for SIS $477,948 = Intervention Coord. $82,159 = LC Teacher $187,038 = BSS $117,494 = LC Coord. $102,003 = Behavior Specialist $36,997 = Bilingual IAs $348,825 = IAs
Source	LCFF Supplemental	Source	LCFF Supplemental	Source	LCFF Supplemental
Budget Reference	01-0200-1000-2000,3000	Budget Reference	01-0200-1000-2000,3000	Budget Reference	01-0200-1000-2000,3000

Action **1.C.3**

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

| Students to be Served | ☒ All | ☐ Students with Disabilities | ☐ [Specific Student Group(s)] _____ |

| Location(s) | ☒ All schools | ☐ Specific Schools:_____ | ☐ Specific Grade spans:_____ |

OR

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

| Students to be Served | ☐ English Learners | ☐ Foster Youth | ☐ Low Income |

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

| Location(s) | ☐ All schools | ☐ Specific Schools:_____ | ☐ Specific Grade spans:_____ |

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$30,839	Amount	$30,839	Amount	$30,839
Source	LCFF Supplemental	Source	LCFF Supplemental	Source	LCFF Supplemental
Budget Reference	01-0200-5000	Budget Reference	01-0200-5000	Budget Reference	01-0200-5000

Action   **1.C.4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ English Learners ☐ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: Creston Elementary ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
A core support teacher will be hired to support the targeted needs of students at Creston Elementary School. Creston is a Title I school with a high number of EL and low income students and numerous classes with multiple grade levels within them. There is a need for additional staff to support the high number of academic needs and to deliver a MTSS system within the school.	A core support teacher will be hired to support the targeted needs of students at Creston Elementary School. Creston is a Title I school with a high number of EL and low income students and numerous classes with multiple grade levels within them. There is a need for additional staff to support the high number of academic needs and to deliver a MTSS system within the school.	A core support teacher will be hired to support the targeted needs of students at Creston Elementary School. Creston is a Title I school with a high number of EL and low income students and numerous classes with multiple grade levels within them. There is a need for additional staff to support the high number of academic needs and to deliver a MTSS system within the school.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$62,718	Amount	$63,807	Amount	$64,985
Source	LCFF Supplemental	Source	LCFF Supplemental	Source	LCFF Supplemental
Budget Reference	01-0200-1000,3000	Budget Reference	01-0200-1000,3000	Budget Reference	01-0200-1000,3000

Action **1.C.5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☒ Specific Grade spans:_____K-3_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
At the request of the Atascadero District Teachers Association the possibility of reducing class size in grades K-3 will be reviewed.	If results from prior year's review determines it is possible, additional teachers will be hired in attempts to reduce class size in grades K-3 will be reviewed.	If results from prior year's review determines it is possible, additional teachers will be hired in attempts to reduce class size in grades K-3 will be reviewed.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No Additional Costs	Amount	$ Unknown	Amount	$ Unknown
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goal 2	☐ New ☐ Modified ☒ Unchanged

College and Career Ready Scholars:

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

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

State and/or Local Priorities Addressed by this goal:

STATE   ☒ 1   ☒ 2   ☐ 3   ☒ 4   ☐ 5   ☐ 6   ☒ 7   ☒ 8
COE   ☐ 9   ☐ 10
LOCAL

Identified Need

The percent of students meeting or exceeding state expectations in ELA and Math (SBAC overall levels 3 and 4) increased by average of 1% and 3% respectively over the previous school year, though continued growth is needed. 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 51.7% over-all for the district, though only 19.3% for low income students and 0% for both EL and Foster students. 51.7% of students taking an AP exam are passing with a 3 or better, a decrease of 13%. College readiness according to the EAP exam show AUSD students to be conditionally ready or ready at a rate of 61% in ELA and 34% 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 are at the state average of 17% of AUSD graduates completing at least one career pathway. Gaps continue in each of these areas between students who are white and students who are Hispanic, low income or English learners.

In order to identify student strengths and growth areas during the year, better progress monitoring tools are a high need. This includes the assessment/benchmark tools themselves as well as a system to analyze the data effectively. At the secondary level, evidence of counseling meetings is needed to determine which students are in need of support and to demonstrate how they are being supported.

At Atascadero High School, 8 CTE Pathways were developed/strengthened. Atascadero Middle School and Fine Arts Academy developed courses to lead students into pathways in high school. The need for career exploration in our middle schools was identified by administration. Through review of existing service providers and internal abilities it was determined AUSD would develop its own Senior Survey to be given to exiting seniors and then again to students post-graduation at two year intervals.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
California School Dashboard: ELA *Average distance of SBAC Scale Score from Level 3*	**Status: Change:** All Students -2.0 +4.9 English Learners -40.9 -0.8 Socioeconomically Disadvantaged -32.9 -0.1 Students with Disabilities -87.5 -3.5 Hispanic or Latino -29.8 +4.0 White 8.3 +4.7 EL - EL Only -86.0 -13.3 EL - Reclassified Only 11.1 +10.7	**Status: Change:** All Students +3 +5 English Learners -33 +7 Socioeconomically Disadvantaged -25 +7 Students with Disabilities -80 +7 Hispanic or Latino -19 +10 White +13 +5 EL - EL Only -79 +7 EL - Reclassified Only +16 +5	**Status: Change:** All Students +8 +5 English Learners -26 +7 Socioeconomically Disadvantaged -18 +7 Students with Disabilities -73 +7 Hispanic or Latino -9 +10 White +18 +5 EL - EL Only -72 +7 EL - Reclassified Only +21 +5	**Status: Change:** All Students +18 +5 English Learners -26 +7 Socioeconomically Disadvantaged -18 +7 Students with Disabilities -73 +7 Hispanic or Latino +1 +10 White +23 +5 EL - EL Only -65 +7 EL - Reclassified Only +26 +5
California School Dashboard: Math *Average distance of SBAC Scale Score from Level 3*	**Status: Change:** All Students -23.5 +5.6 English Learners -58.5 +6.3 Socioeconomically Disadvantaged -53.6 +0.6 Students with Disabilities -109.6 +1.5 Hispanic or Latino -52.4 +5.5 White -12.7 +5.5 EL - EL Only -100.4 -0.3 EL - Reclassified Only -10.6 +14.9	**Status: Change:** All Students -16 +5 English Learners -51 +7 Socioeconomically Disadvantaged -46 +7 Students with Disabilities -102 +7 Hispanic or Latino -42 +10 White -7 +5 EL - EL Only -93 +7 EL - Reclassified Only -5 +5	**Status: Change:** All Students -11 +5 English Learners -44 +7 Socioeconomically Disadvantaged -39 +7 Students with Disabilities -95 +7 Hispanic or Latino -32 +10 White -2 +5 EL - EL Only -86 +7 EL - Reclassified Only 0 +5	**Status: Change:** All Students -6 +5 English Learners -37 +7 Socioeconomically Disadvantaged -32 +7 Students with Disabilities -95 +7 Hispanic or Latino -22 +10 White +3 +5 EL - EL Only -79 +7 EL - Reclassified Only +5 +5
CTE Pathway Completion	All = 30% SED = 43% EL = 0%	All = 32% SED = 45% EL = 2%	All = 35% SED = 48% EL = 3%	All = 40% SED = 53% EL = 5%
Student, Teacher, Parent Annual Survey *(Technology Sections)*	**Parent / Teacher / Student** Regularly access grades/assignments online: 3.4 / 3.6 / 3.3 Access to and use of internet on a regular basis at school: 3.8 / 4.0 / 4.0 Access to and use of the internet on a regular basis outside of school: 4.4 / 3.4 / 4.0 Use of technology to complete classroom or homework assignments: 3.6 / 2.9 / 3.5	**Parent / Teacher / Student** Regularly access grades/assignments online: 3.6 / 3.8 / 3.5 Access to and use of internet on a regular basis at school: 4.0 / 4.2 / 4.2 Access to and use of the internet on a regular basis outside of school: 4.6 / 3.6 / 4.2 Use of technology to complete classroom or homework assignments: 3.8 / 3.2 / 3.7	**Parent / Teacher / Student** Regularly access grades/assignments online: 3.8 / 4.0 / 3.7 Access to and use of internet on a regular basis at school: 4.2 / 4.4 / 4.4 Access to and use of the internet on a regular basis outside of school: 4.7 / 3.8 / 4.4 Use of technology to complete classroom or homework assignments: 4.0 / 3.4 / 3.9	**Parent / Teacher / Student** Regularly access grades/assignments online: 4.0 / 4.2 / 3.9 Access to and use of internet on a regular basis at school: 4.4 / 4.5 / 4.5 Access to and use of the internet on a regular basis outside of school: 4.7 / 3.6 / 4.5 Use of technology to complete classroom or homework assignments: 4.2 / 3.6 / 4.1
Individual Academic Plan	New Goal (no baseline)	90% of students on track to complete Individual Academic Plan	92% of students on track to complete Individual Academic Plan	94% of students on track to complete Individual Academic Plan
Senior Survey	Graduating Seniors = 98%	Graduating Seniors = 98% 1st Year Alumni = 60%	Graduating Seniors = 98% 1st Year Alumni = 60%	Graduating Seniors = 98% 1st & 3rd Year Alumni = 60%

AP Passing Rate & Course Enrollment	Passing = 51% Enrolled = 203	Passing = 53% Enrolled = 207	Passing = 55% Enrolled = 213	Passing = 57% Enrolled = 220
A-G Course Completion	All = 51.7% SED = 19.3% EL = 0%	All = 54% SED = 23% EL = 4%	All = 56% SED = 27% EL = 8%	All = 58% SED = 31% EL = 12%

EAP Ready or Conditionally Ready		ELA	Math		ELA	Math		ELA	Math		ELA	Math
	All =	61%	36%	All =	63%	38%	All =	65%	40%	All =	67%	42%
	SED =	46%	16%	SED =	49%	19%	SED =	54%	24%	SED =	58%	29%
	EL =	0%	29%	EL =	4%	33%	EL =	9%	36%	EL =	13%	40%

Action **2.D.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Review district-wide benchmarks in English/Language Arts, Mathematics and Reading to determine if new assessments are needed. Data will be reviewed quarterly at the District level to monitor student growth.	If new benchmarks were identified as a need, implement new district-wide benchmarks in English/Language Arts, Mathematics and Reading. Data will be reviewed quarterly at the District level to monitor student growth.	Monitor district-wide benchmarks in English/Language Arts, Mathematics and Reading. Data will be reviewed quarterly at the District level to monitor student growth.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	No Additional Costs	Amount	No Additional Costs	Amount	No Additional Costs
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action 2.D.2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Counseling support will be available for students to increase participation in rigorous A-G coursework, CTE Pathways, and AP classes to prepare them for post-graduation opportunities through the support of the additional counselor positions.	Counseling support will be available for students to increase participation in rigorous A-G coursework, CTE Pathways, and AP classes to prepare them for post-graduation opportunities through the support of the additional counselor positions.	Counseling support will be available for students to increase participation in rigorous A-G coursework, CTE Pathways, and AP classes to prepare them for post-graduation opportunities through the support of the additional counselor positions.

BUDGETED EXPENDITURES

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

Action 2.E.1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue the increased budget for technology to support the implementation of increased hardware and software as well as to enhance the implementation of the AUSD Technology Standards.	Continue the increased budget for technology to support the implementation of increased hardware and software as well as to enhance the implementation of the AUSD Technology Standards.	Continue the increased budget for technology to support the implementation of increased hardware and software as well as to enhance the implementation of the AUSD Technology Standards.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$28,925	Amount	$28,925	Amount	$28,925
Source	LCFF Supplemental	Source	LCFF Supplemental	Source	LCFF Supplemental
Budget Reference	01-0200-5000	Budget Reference	01-0200-5000	Budget Reference	01-0200-5000

Action **2.E.2**

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

| Students to be Served | ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____ |
| Location(s) | ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____ |

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue the Computer Technician, Data Technician, and TOSA for technology. Continued support for teachers with 1:1 computer roll out and the SAMR transition of use of technology (Substitute, Augmentation, Modification, Redefinition).	Continue the Computer Technician, Data Technician, and TOSA for technology. Continued support for teachers with 1:1 computer roll out and the SAMR transition of use of technology (Substitute, Augmentation, Modification, Redefinition).	Continue the Computer Technician, Data Technician, and TOSA for technology. Continued support for teachers with 1:1 computer roll out and the SAMR transition of use of technology (Substitute, Augmentation, Modification, Redefinition).

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$109,439 = TOSA $51,952 = Computer Technician $19,733 = Data Technician	Amount	$111,022 = TOSA $55,228 = Computer Technician $20,975 = Data Technician	Amount	$112,606 = TOSA $58,790 = Computer Technician $22,364 = Data Technician
Source	LCFF Supplemental	Source	LCFF Supplemental	Source	LCFF Supplemental
Budget Reference	01-0200-1000-2000,3000	Budget Reference	01-0200-1000-2000,3000	Budget Reference	01-0200-1000-2000,3000

Action 2.F.1

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Give Senior Survey to exiting seniors.	Give Senior Survey to exiting seniors and 2nd year alumni.	Give Senior Survey to exiting seniors and 2nd year alumni.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No Additional Costs	Amount	No Additional Costs	Amount	No Additional Costs
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **2.F.2**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">

OR

</div>

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Create publicity materials for Graduate Profile, Graduation Requirements, UC A-G, and CTE requirements and post in classrooms for grades 6-12.	Continue to post publicity materials for Graduate Profile, Graduation Requirements, UC A-G, and CTE requirements in classrooms for grades 6-12.	Continue to post publicity materials for Graduate Profile, Graduation Requirements, UC A-G, and CTE requirements in classrooms for grades 6-12.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	No Additional Costs	Amount	No Additional Costs	Amount	No Additional Costs
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **2.F.3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)] _____
Location(s)   ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☐ English Learners   ☐ Foster Youth   ☐ Low Income
Scope of Services   ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)
Location(s)   ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Utilize Career Cruising in grades 6-8 to introduce students to career opportunities after graduation and the pathways in high school that can get them there.	Utilize Career Cruising in grades 6-8 to introduce students to career opportunities after graduation and the pathways in high school that can get them there.	Utilize Career Cruising in grades 6-8 to introduce students to career opportunities after graduation and the pathways in high school that can get them there.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$1,600	Amount	$1,600	Amount	$1,600
Source	Lottery	Source	Lottery	Source	Lottery
Budget Reference	01-1100-5000	Budget Reference	01-1100-5000	Budget Reference	01-1100-5000

Goal 3	☐ New ☐ Modified ☒ Unchanged
	School Climate: Our school sites will have safe, welcoming and inclusive climates that support our students by providing social-emotional support and supports our families by providing parent education. • **Outcome G:** AUSD schools will provide a positive school climate and counseling services to at-risk students, grades TK-12. • **Outcome H:** AUSD will provide parent engagement programs to support the families of our students.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐2 ☒ 3 ☐4 ☒ 5 ☒ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

District wide attendance and graduation rates continue to be very high, exceeding 95%, while suspension and expulsion rates are very low. Existing actions for awareness and importance of good attendance will continue. Committees and efforts to create positive school climates and restorative practices for discipline will continue with improved data collection at the elementary levels and implementation of practices and procedures at the secondary levels.

Input from the LCAP Steering Committee reflect the need to increase parent participation on committees where parents can influence decision making at the school and district level.

Initial results from the new annual ASUD student/staff/parent survey show positive results in the area of school climate. Results between the three stakeholder groups were similar with the exception of their perception of Harassment or Bullying of Students, where students had a more positive view of these areas compared to teachers and parents:

Harassment or bullying of students	Teacher	Parent	Student
No or Insignificant Problem	33%	41%	71%
Mild Problem	54%	37%	19%
Moderate to Severe Problem	13%	22%	10%

The evidence shows that efforts in this areas should continue at the school level and communication to stakeholders of the successes should be improved.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rates & Chronic Truancy Rates	Attendance = 95.6% Chronic Truancy = 10.5%	Attendance = 95.8% Chronic Truancy = 9%	Attendance = 96% Chronic Truancy = 8%	Attendance = 96% Chronic Truancy = 7.5%
California School Dashboard: <u>Suspension Rates</u>	**Status: Change:** All Students 3.0% -0.5 English Learners 4.9% +0.3 Socioeconomically Disadvantaged 5.0% -0.9 Students with Disabilities 9.5% -1.7 Hispanic or Latino 3.9% -0.8 White 2.6% -0.2	**Status: Change:** All Students 2.5% -0.5 English Learners 3.9% -1.0 Socioeconomically Disadvantaged 4.0% -1.0 Students with Disabilities 7.5% -2.0 Hispanic or Latino 2.9% -1.0 White 2.4% -0.2	**Status: Change:** All Students 2.0% -0.5 English Learners 2.9% -1.0 Socioeconomically Disadvantaged 3.0% -1.0 Students with Disabilities 5.5% -2.0 Hispanic or Latino 2.4% -0.5 White 2.2% -0.2	**Status: Change:** All Students 2.0% -0.0 English Learners 2.4% -0.5 Socioeconomically Disadvantaged 2.5% -5.0 Students with Disabilities 4.5% -1.0 Hispanic or Latino 1.9% -0.5 White 2.0% -0.2
California School Dashboard: <u>Graduation Rates</u>	**Status: Change:** All Students 97.4% +1.0 English Learners 100% +12.1 Socioeconomically Disadvantaged 95.0% +1.3 Students with Disabilities 91.3% +13.5 Hispanic or Latino 98.0% +4.0 White 97.4% -0.1	**Status: Change:** All Students 98.0% +0.6 English Learners 100% +0.0 Socioeconomically Disadvantaged 97.0% +2.0 Students with Disabilities 95.0% +3.7 Hispanic or Latino 98.0% +0.0 White 98.0% +0.6	**Status: Change:** All Students 98.0% +0.0 English Learners 100% +0.0 Socioeconomically Disadvantaged 97.5% +0.5 Students with Disabilities 96.0% +1.0 Hispanic or Latino 98.0% +0.0 White 98.0% +0.0	**Status: Change:** All Students 98.0% +0.0 English Learners 100% +0.0 Socioeconomically Disadvantaged 98.0% +0.5 Students with Disabilities 97.0% +1.0 Hispanic or Latino 98.0% +0.0 White 98.0% +0.0
Annual Survey & Semi-Annual California Healthy Kids Survey (CHKS)	86% (CaHKS) *(2015-2016)* *(Student results are still being accepted. Baseline for local survey for parents, students, teachers will be established summer of 2017)*	90% (CaHKS) *% for AUSD Survey will be based upon improvement of 2016-2017 results.*	(CaHKS Not Given) *% for AUSD Survey will be based upon improvement of 2017-2018 results.*	92% (CaHKS) *% for AUSD Survey will be based upon improvement of 2016-2017 results.*
Percentage of Schools with full parent participation on SSC & PTA/PTO	New Goal – no baseline established, but 100% for 2017-2018 should be attainable.	100%	100%	100%
Percentage of parent conference participation.	New Goal	85%	90%	92%
Number of Academic events held at schools	New Goal	4 academic events per school, per year.	4 academic events per school, per year.	4 academic events per school, per year.
Dropout Rates	Middle = 0% High = 3.5% (2015-2016 Cohort)	Middle = 0% High = 3.0%	Middle = 0% High = 3.0%	Middle = 0% High = 3.0%
Expulsion Rates	0.1% (2014-2015 Cohort)	Maintain	Maintain	Maintain

Action **3.G.1**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Maintain contract to provide community counseling to support student needs in the area of attendance and social/emotional well-being.	Maintain contract to provide community counseling to support student needs in the area of attendance and social/emotional well-being.	Maintain contract to provide community counseling to support student needs in the area of attendance and social/emotional well-being.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$33,375 $60,340	Amount	$33,375 $60,340	Amount	$33,375 $60,340
Source	LCFF Supplemental Medi Cal	Source	LCFF Supplemental Medi Cal	Source	LCFF Supplemental Medi Cal
Budget Reference	01-0200-5000 01-5640-5000	Budget Reference	01-0200-5000 01-5640-5000	Budget Reference	01-0200-5000 01-5640-5000

Action   **3.G.2**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Recognizing the value and impact of a clean and well-maintained school campus, additional deferred maintenance funds will be ongoing.	Recognizing the value and impact of a clean and well-maintained school campus, additional deferred maintenance funds will be ongoing.	Recognizing the value and impact of a clean and well-maintained school campus, additional deferred maintenance funds will be ongoing.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$160,000	Amount	$160,000	Amount	$160,000
Source	LCFF Supplemental	Source	LCFF Supplemental	Source	LCFF Supplemental
Budget Reference	01-2000/8150-8980	Budget Reference	01-2000/8150-8980	Budget Reference	01-2000/8150-8980

Action **3.G.3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Maintain funding for a school resource officer (SRO). The SRO serves an important function associated with addressing issues of significant student behavior and attendance, while serving as a community liaison.	Maintain funding for a school resource officer (SRO). The SRO serves an important function associated with addressing issues of significant student behavior and attendance, while serving as a community liaison.	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.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$80,000	Amount	$80,000	Amount	$80,000
Source	LCFF Supplemental	Source	LCFF Supplemental	Source	LCFF Supplemental
Budget Reference	01-0200-5000	Budget Reference	01-0200-5000	Budget Reference	01-0200-5000

Action **3.G.4**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: Atascadero High School_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Employ a Behavioral Health Coordinator in the High School Wellness Center. This person will coordinate counseling services for AHS students individually and in small groups. Additionally, this person will oversee MFT (Marriage Family Therapist) interns who will provide services at schools throughout the district to increase the counseling services to students at other sites. A final component of the Behavioral Health Coordinator will be providing parent education classes for parents throughout the district.	Employ a Behavioral Health Coordinator in the High School Wellness Center. This person will coordinate counseling services for AHS students individually and in small groups. Additionally, this person will oversee MFT (Marriage Family Therapist) interns who will provide services at schools throughout the district to increase the counseling services to students at other sites. A final component of the Behavioral Health Coordinator will be providing parent education classes for parents throughout the district.	Employ a Behavioral Health Coordinator in the High School Wellness Center. This person will coordinate counseling services for AHS students individually and in small groups. Additionally, this person will oversee MFT (Marriage Family Therapist) interns who will provide services at schools throughout the district to increase the counseling services to students at other sites. A final component of the Behavioral Health Coordinator will be providing parent education classes for parents throughout the district.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$49,998 $19,999 $29,999	Amount	$49,998 $19,999 $26,999	Amount	$49,998 $19,999 $26,999
Source	LCFF Supplemental Lottery Medi Cal	Source	LCFF Supplemental Lottery Medi Cal	Source	LCFF Supplemental Lottery Medi Cal
Budget Reference	01-0200-2000,3000 01-1100-2000,3000 01-5640-2000,3000	Budget Reference	01-0200-2000,3000 01-1100-2000,3000 01-5640-2000,3000	Budget Reference	01-0200-2000,3000 01-1100-2000,3000 01-5640-2000,3000

Action **3.G.5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Use results from California Healthy Kids Survey and the AUSD Annual Parent, Teacher, Student Survey to establish targeted areas of need and actions for desired improvement.	Use results from California Healthy Kids Survey and the AUSD Annual Parent, Teacher, Student Survey to establish targeted areas of need and actions for desired improvement.	Use results from California Healthy Kids Survey and the AUSD Annual Parent, Teacher, Student Survey to establish targeted areas of need and actions for desired improvement.

[BUDGETED EXPENDITURES](#)

	2017-18		2018-19		2019-20
Amount	No Additional Costs	Amount	No Additional Costs	Amount	No Additional Costs
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **3.G.6**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Establish procedures and practices to document discipline, interventions, and counseling within Aeries to monitor and support students who may be at risk.	Establish procedures and practices to document discipline, interventions, and counseling within Aeries to monitor and support students who may be at risk.	Establish procedures and practices to document discipline, interventions, and counseling within Aeries to monitor and support students who may be at risk.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	No Additional Costs	Amount	No Additional Costs	Amount	No Additional Costs
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **3.G.7**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)] _____
Location(s)	☒ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
Scope of Services	☐ LEA-wide	☐ Schoolwide **OR**	☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue with the implementation of site plans that includes restorative practices for student discipline and common behavior expectations to influence a positive culture.	Continue with the implementation of site plans that includes restorative practices for student discipline and common behavior expectations to influence a positive culture.	Continue with the implementation of site plans that includes restorative practices for student discipline and common behavior expectations to influence a positive culture.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	No Additional Costs	Amount	No Additional Costs	Amount	No Additional Costs
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action   **3.H.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Maintain a contract with the LINK for family advocate services intended to support students and families.	Maintain a contract with the LINK for family advocate services intended to support students and families.	Maintain a contract with the LINK for family advocate services intended to support students and families.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$55,000 $25,000	Amount	$55,000 $25,000	Amount	$55,000 $25,000
Source	LCFF Supplemental Title I	Source	LCFF Supplemental Title I	Source	LCFF Supplemental Title I
Budget Reference	01-0200-5000 01-3010-5000	Budget Reference	01-0200-5000 01-3010-5000	Budget Reference	01-0200-5000 01-3010-5000

Action **3.H.2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue use of social media, email, district website and traditional strategies to create opportunities for two-way communication between families and the District.	Continue use of social media, email, district website and traditional strategies to create opportunities for two-way communication between families and the District.	Continue use of social media, email, district website and traditional strategies to create opportunities for two-way communication between families and the District.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No Additional Costs	Amount	No Additional Costs	Amount	No Additional Costs
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

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

Estimated Supplemental and Concentration Grant Funds:	$2,370,420	Percentage to Increase or Improve Services:	6.82%

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

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

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

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