LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Antioch Unified School District

CDS Code: 07616480000000

School Year: 2021-22
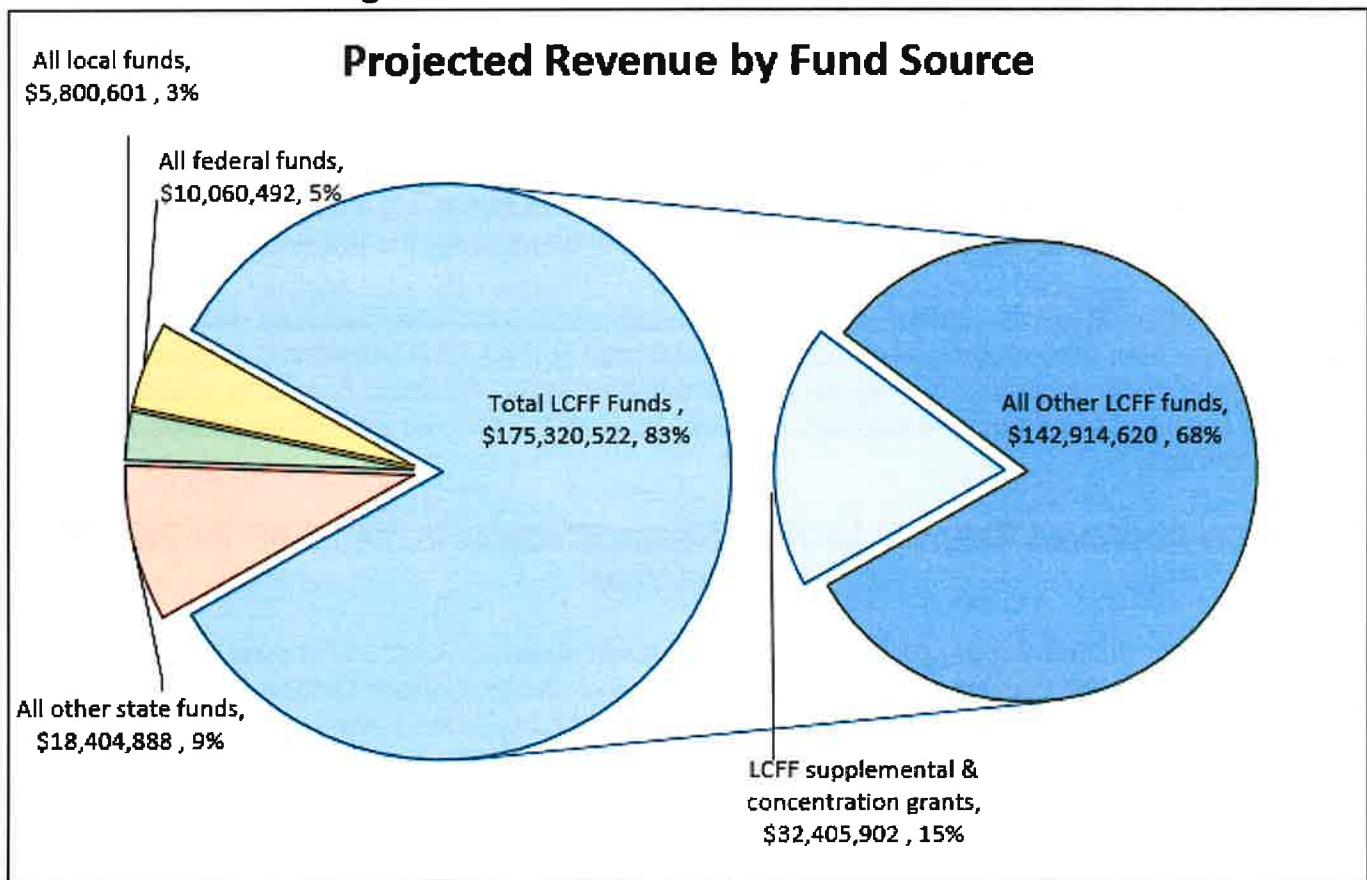
LEA contact information:

Christine Ibarra

Associate Superintendent

ChristineIbarra@antiochschools.net

925-779-7500

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All local funds, $5,800,601, 3%

All federal funds, $10,060,492, 5%

Total LCFF Funds, $175,320,522, 83%

All Other LCFF funds, $142,914,620, 68%

All other state funds, $18,404,888, 9%

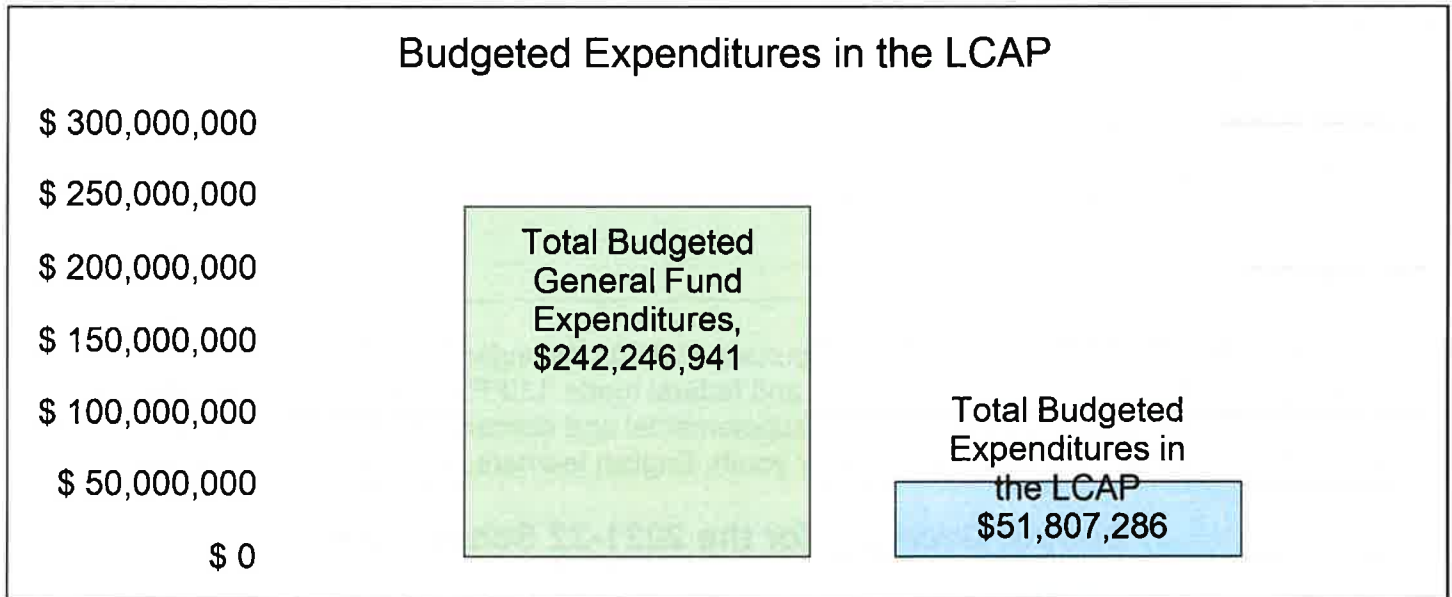LCFF supplemental & concentration grants, $32,405,902, 15%

This chart shows the total general purpose revenue Antioch Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Antioch Unified School District is $209,786,503, of which $175,320,522 is Local Control Funding Formula (LCFF), $18,404,888 is other state funds, $5,800,601 is local funds, and $10,260,492 is federal funds. Of the $175,320,522 in LCFF Funds, $32,405,902 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

$ 300,000,000	
$ 250,000,000	
$ 200,000,000	**Total Budgeted General Fund Expenditures, $242,246,941**
$ 150,000,000	
$ 100,000,000	**Total Budgeted Expenditures in the LCAP $51,807,286**
$ 50,000,000	
$ 0	

This chart provides a quick summary of how much Antioch Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Antioch Unified School District plans to spend $242,246,941 for the 2021-22 school year. Of that amount, $51,807,286 is tied to actions/services in the LCAP and $190,439,655 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
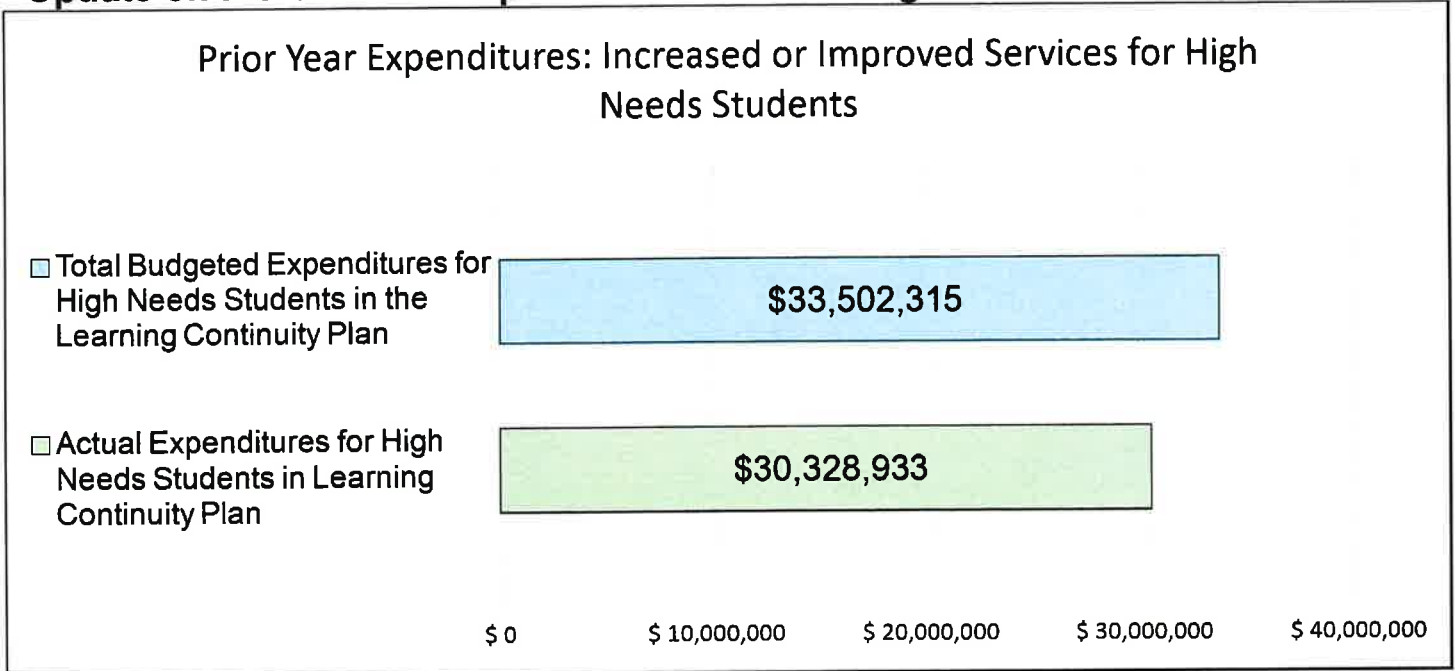
General Fund expenditures for staffing, which include both certificated and classified employees, account for more than 80% of spending and are not included in the LCAP. Additional expenditures include the costs associated with the regular maintenance of AUSD facilities, contracts related to professional services, materials and supplies required for staff to carry out job duties, and transportation costs for students.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Antioch Unified School District is projecting it will receive $32,405,902 based on the enrollment of foster youth, English learner, and low-income students. Antioch Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Antioch Unified School District plans to spend $48,425,425 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan
$33,502,315

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan
$30,328,933

$ 0 $ 10,000,000 $ 20,000,000 $ 30,000,000 $ 40,000,000

This chart compares what Antioch Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Antioch Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Antioch Unified School District's Learning Continuity Plan budgeted $33,502,315 for planned actions to increase or improve services for high needs students. Antioch Unified School District actually spent $30,328,933 for actions to increase or improve services for high needs students in 2020-21.

The difference in estimated actual expenditures based on LCP actions for high-need students compared to budgeted expenditures resulted in no negative impact. Most of the $3 million difference in spending is found in the actions for student technology and professional development for teachers. These two actions were given large initial budget allocations anticipating costs would be higher during distance learning in the 2020-21 school year. The actual costs were lower than expected. Additionally, other funds provided by the federal and state government, not included at the time of the LCP, were used to support many of the actions listed.
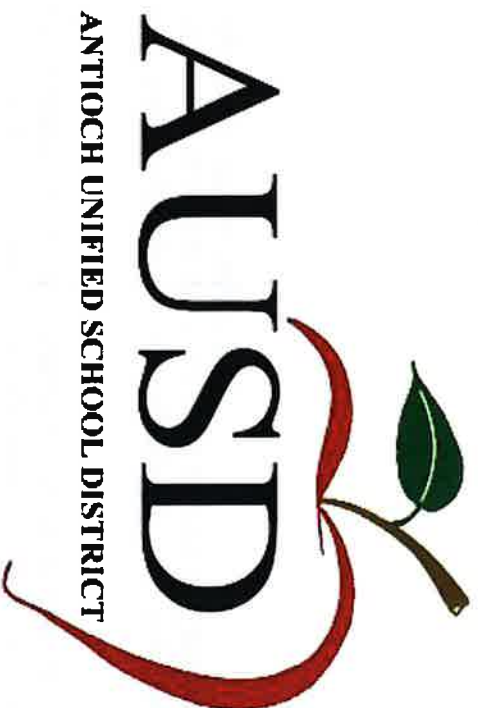
Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Antioch Unified School District	Christine Ibarra Associate Superintendent	ChristineIbarra@antiochschools.net 925-779-7500

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Goal 1: Antioch Unified School District will provide effective and enriching learning environments with highly qualified and skilled staff, quality classroom instruction, appropriate instructional materials, and facilities that are in good repair.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                    Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Metric/Indicator	Expected	Actual
Antioch Unified School District will:		
1. Ensure teachers are appropriately assigned and fully credentialed in all subject areas and for the students they are teaching (State Metric 1A)		1. MET: All teachers have valid California credentials/authorizations in the subject areas in which they are assigned.
2. Receive ratings of good, or better, on all components of the William's report (State Metric 1C)		2. MET: 10 schools were evaluated by the County Office: 9 schools received "GOOD" facilities ratings and 1 school received, "EXEMPLARY."
3. Provide curricular resources and instructional materials in all core content areas that reflect CA State Standards. (State Metric 1B)		3. MET: All 24 school sites verified that they were in possession of adequate common core instructional materials.
4. Provide professional development to improve classroom instruction and student outcomes aligned to California State Standards. (State Metric 2A)		4. MET: AUSD held 3 staff development day opportunities for certificated teachers on August 5, November 1, and January 6 during the 2019-20 school year.

Expected	Actual

19-20

1. Continue to have all teaching misassignments cleared by annual Williams Visit.

2. Ratings of, "good" or "better," on all components of the William's report

3. All sites provided with adequate common core instructional materials in accordance with Williams visit.

4. Provide 3 professional development days to support common core.

Baseline

1. All teaching miss-assignments cleared by annual Williams Visit.

2. Receive ratings of good, or better, on all components of the William's report

3. All sites provided with adequate common core instructional materials in accordance with Williams visit.

4. Provide 3 professional development days to support common core.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Highly Qualified & Diverse Teachers: Recruit and retain highly qualified teachers that reflect the diversity of the students we serve.	1000-1999: Certificated Salaries 4000-4999: Materials & Supplies 5000-5999: Contracts & Services $40,019	Supplemental and Concentration

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 a. Signing Bonuses: Implement and utilize signing bonuses for teachers in high need areas, including, but not limited to, bilingual and special education teachers.	Supplemental and Concentration $60,000	
1.2 Instructional Materials & Technology: Provide instructional materials, supplemental resources, and technology to support students' attainment of the California State Standards.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books & Supplies Supplemental and Concentration $1,828,423	Supplemental and Concentration $2,086,337
1.2 a. Professional Development: Purchase and provide training for teacher in the effective use of core and supplemental instructional materials.	4000-4999: Books & Supplies	
1.2 b. Upgrade Technology: Upgrade the technology hardware, software, and infrastructure needed for online access that supports instruction, academic intervention, and supplemental learning opportunities.	Lottery $790,000 4000-4099: Books and Supplies Title I $62,689	Lottery $968,178 Title I $ 405,361
1.2 c. Provide Technology Teachers: Provide technology instruction at elementary schools to prepare students for learning and assessment in a digital environment.	4000-4999: Books & Supplies Comprehensive Support and Improvement (CSI) $100,000	Comprehensive Support and Improvement (CSI) $320,215
1.2 d. Publish Inventory of Computers and Technology: Publish an inventory of all computers at all school sites, to ensure there is equity among the different school sites in the District and to see if they meet the minimum ratio requirements for students to technology.		
1.3 Professional Development for Staff: Employ trained staff and contracted services to provide professional development and ongoing support for staff.	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	Supplemental and Concentration $1,520,008
1.3 a. Professional Development for Research-Proven Practices:		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Professional development and support for teachers will be based on data derived from needs assessments, promote research-proven practices that contribute to close the opportunity gap between student groups. Strategies include the following student sub-group populations: • English Learners • Foster youth • Socioeconomically disadvantaged students • African American students • Students with disabilities	4000-4999: Books & Supplies 5000-5999: Contracts & Services Supplemental and Concentration $1,623,458	Title I $367,158
1.3 b. Professional Development for Metrics Assessment: Create metrics for assessing the impact of ongoing professional development activities on teaching and learning and periodically assess their effectiveness. Such professional development includes, but is not limited to: • three professional development days for all certificated staff to increase their understanding of the California State Standards and assessment systems • content area network meetings to increase teachers' content area knowledge and to share best practices; • instructional coaches to support planning for and delivering effective classroom instruction; • training for site teacher leaders in various roles • a teacher on special assignment (TOSA) to support classroom teachers in the effective use of digital resources and systems for teaching and for assessing student achievement • an accredited induction program for new teachers • a support program for teacher interns; a peer assistance program for teachers who require or have requested additional support	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 5000-5999: Contracts & Services Title II $484,900 5800 - PROFESSIONAL/CONSULT OPRTNG Low Performing Block Grant (LPSBG) 1,026,330 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 5000-5999: Contracts & Services Comprehensive Support and Improvement (CSI) $213,255 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 5000-5999: Contracts & Services Title III $35,000	Title II $427,338 Low Performing Block Grant (LPSBG) $1,026,330 Comprehensive Support and Improvement (CSI) $8,327 Title III $114,851
1.3 c. Professional Development for Classified Staff: Professional development and support for classified staff in various roles will be based on data derived from needs assessments and input from staff in each classification, and all trainings will promote proven best practices for specific duties.		
1.3 d. Professional Development for District Administrators:		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Professional Development and support for District administrators in various roles will focus on leadership skills and practices that increase administrators' capacity to realize the District's vision and mission.		
1.4 - Monitor Funds to School Sites: Allocate and monitor funds to school sites for programs and actions that support meeting the needs of identified target populations and contribute to closing the opportunity gap between student groups.	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books & Supplies 5000-5999: Services & Operating Expenditures Supplemental and Concentration $2,728,100	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $2,263,787
	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books & Supplies 5000-5999: Services & Operating Expenditures Title I $1,665,000	1000-1999: Certificated Personnel Title I $1,621,768
	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits Title IV $63,274	Title IV $0
	1000-1999: Certificated Personnel Salaries 4000-4999: Books & Supplies 5000-5999: Services & Operating Expenditures Title II $25,000	Title II $25,000
1.5 Reduce Class Size: AUSD will continue to make progress toward reducing class size in grades k-3.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $3,700,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.6 Well-Maintained Facilities: Provide well-maintained facilities that are conducive to teaching and learning.	Supplemental and Concentration $3,700,000	Supplemental and Concentration $500,000
1.6 a. Prioritize Deferred Maintenance Plans: Publish a prioritized list and monitor the implementation of projects from the five-year deferred maintenance plan that includes funding amounts and sources as well as timetables for completion. Publish a list of work orders opened and completed throughout the year, which can be disaggregated by school sites.	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books & Supplies 5000-5999: Services & Operating Expenditures 6000-6999: Capital Outlay Supplemental and Concentration $500,000	
1.6 b. Campus Beautification Projects: Pursue opportunities to involve more businesses and organizations in campus beautification projects.		
1.7 Library Programs: Strengthen the school library programs.	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books & Supplies Supplemental and Concentration $1,044,400	Supplemental and Concentration $842,836
1.7 a. Library Media Technicians: Provide library media technicians at all elementary, middle, and high schools to ensure students, parents, and staff have access to instructional materials.		
1.7 b. Library Books: Provide additional funding to school libraries to improve library holdings.	4000-4999: Books & Supplies 5000-5999: Contracts & Services Title I $50,000	Title I $ 48,000
1.7 d. Software for Library Management: Provide software to accurately manage library media holdings and other instructional resources.		
1.7 g. Policies, Procedures, and Plans:		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Each site is required to publish on their website yearly library plans, as well as the procedures and policies, as required by the California Department of Education. This should include, but is not limited too, the ratio of books per student at the school site as required by the CDE.		
1.8 Transitional Kindergarten: Provide a transitional Kindergarten program.		
1.8 a. Materials Purchase relevant materials for each school site included in the TK program.	4000-4999: Books & Supplies Supplemental and Concentration $5,000	Supplemental and Concentration $294

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Unspent school site allocations are reflective of the sudden closure of schools in the spring of 2020. Many of the actions/services within their school plans were not possible in distance learning. 1.4 – Title IV funds were not utilized in this action due to the retirement of a coordinator at the central office. Title IV funds were included in action 6.15. Other unused funds from goal 1.4 were repurposed to staff development, curriculum, and costs associated with the purchase of technology devices for distance learning. 1.7a library media technicians were fully staffed at school sites. The budgeted cost was more than the actual cost.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Recruitment - Through the recruitment process, AUSD hired a combination of 9 special education and BCLAD (for the dual immersion program) teachers. Each teacher received a stipend. A shortage of teachers is a challenge for recruiting and hiring additional teachers with these credentials. During the pandemic, in-person job fairs were canceled also limiting access to teaching candidates. Staff adjusted their processes and participated in digital job fairs. These events allowed district and site staff to meet, virtually, with prospective new hires.

Instructional Materials - All teachers had access to adopted core instructional materials in print. Middle school science and high school Biology teachers participated in a full pilot experience and selected a new NGSS-aligned science curriculum. Biology materials were purchased. The middle school science purchase was delayed until the 2021-22 school year based on preliminary financial

outlooks in the spring from the governor's office that projected reductions in revenue to school districts. To support the middle school science program in the interim, we utilized a county-provided digital resource, Discovery Education until the middle school adoption and the purchase was approved. Additionally, digital curriculum access and resources were purchased anticipating a continued use of the distance learning program in the 2020-21 school year.

Technology - The technology department added several new digital tools and programs to its current portfolio. In addition to maintaining the student information system portal, they implemented a communications tool, Remind, and added a digital learning platform, SeeSaw, for elementary schools. Each new program was selected by teachers and other staff who reviewed them in preparation for distance learning. The major challenge for the technology department was to pivot from a classroom-based technology program to one that allowed students to take devices home with them and access instruction remotely. The technology team invested in virtual management tools and involved temporary tech support staff to reimage every laptop in the district. As a result of these efforts, seven thousand laptops and iPads were provided to students for distance learning in the spring of 2020.

Professional Development - District teachers participated in 3 district-wide staff development day training opportunities with an emphasis on strategies focused on our high needs students, including our English learners, foster and homeless, socio-economically disadvantaged, African American students, and students with disabilities. Training featured a half-day conference-style learning event where teachers chose from various program offerings. The second half of the day featured site-specific training developed by the principal in conjunction with the school leadership team. The major emphasis of training for each of these days was focused on implementing social-emotional support systems for students and staff in addition to academic support with priority standards implementation. Additional professional days and supplemental training were implemented when schools transitioned from in-person to distance learning. These events focused on learning and applying digital tools including Microsoft Teams, SeeSaw, Remind, MyLocker, iReady, etc.

School Site Funding - Each of the 24 AUSD schools received funding to support unduplicated and high-need student groups. All services were outlined in their school plans (SPSA). Many of these services were interrupted during school closures in March. Schools quickly adjusted their plans in the spring with approval from their respective school site councils. Schools used repurposed funds to purchase additional technology and digital learning and assessment tools. The remaining funds from schools were consolidated and applied at the district level to procure thousands of computers and other equipment in anticipation of continuing the distance learning program through 2020-21.

Class Size Reduction - The total allocation of funding allowed elementary classes in grades K-3rd to have smaller class sizes to allow teachers to focus on our high needs students, including our English learners, foster and homeless, socio-economically disadvantaged, African American students, and students with disabilities. This was especially helpful for teachers, students, and parents as we began distance learning.

Deferred Maintenance – The Deer Valley High school HVAC system (chiller systems) was in desperate need of attention. This funding stream allowed for upgrades and replacement of old and failing machinery. In addition, the DVHS back parking lot received

repairs and a new slurry coat. This area receives a great amount of traffic from students and staff as wells as community patrons using the facilities or watching sporting events. The last major work was done more than 20 years ago.

Library Programs - Each school received the services of a library media technician. Staffing supported students in the various media centers with book selection, research, and textbook distribution. $50,000 was used by school sites to add reading books to their circulation based on student interest.

Transitional Kindergarten was offered at six elementary school sites with a total enrollment of one-hundred and thirty-three students. Six dedicated TK teachers focused on developing foundational literacy skills and mathematical number sense while supporting the developmental skills essential for social and academic success of our high needs students, including our English learners, foster and homeless, socio-economically disadvantaged, African American students, and students with disabilities. During previous years, AUSD had nine TK sites and was forced to reduce TK offerings due to lack of enrollment. Transitional Kindergarten uses the McGraw Hill Language Arts curriculum (2017 edition). Staff also uses Learning Dynamics for decoding and sight word practice when appropriate. Math is a combination of Math Their Way, use of dedicated manipulatives, small group skill work. Science is hands-on nature activities with the Seasons, Farm, living and non-living things, and Zoo, with the adoption of the standards-based Twig curriculum set to onboard during the 2021-2022 school year.

Goal 2

Goal 2: Antioch Unified School District will build inclusive school communities where all students, families, and members of the community feel welcome and valued.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                    Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Metric/Indicator	Expected	Actual

1. Increase by 5% the percentage of students who report a sense of:

- feeling connected to school
- academic motivation
- caring relationships with adults
- being held to high expectations
- opportunity for meaningful participation

Data provided will be presented overall and disaggregated. (State Metric 6C)

2. Increase the percentage of parents/guardians feeling welcomed at AUSD school facilities. (State Metric 3B and 3C)

3. Antioch Unified School District will establish baseline data regarding parental participation in programs. Data will be disaggregated by parents participation in:

- program for unduplicated students
- programs for individuals with exceptional needs. (State Metric 3B and 3C)

4. Antioch Unified School District will provide training to inform parents/guardians on how to best support their child's education and participate in decision making processes. (State Metric 3A)

Actual

1. Increase by 5% the percentage of students who report a sense of:

- NOT MET: School Connectedness: The 2016-2017 California Healthy Kids Survey compared to the 2017-2018 California Healthy Kids Survey for AUSD indicates that students feeling connected to school has decreased significantly in grades 7,9, and 11.

- NOT MET: Academic Motivation - Met at grade 7 and Not Met at grade 9 and 11. Academic motivation for grade 7 increased 11%, grade 9 increased 3% and grade 11 had a decrease of 11%.

- NOT MET: Caring Relationships with Adults - Caring relationships with adults in grade 7 decreased 12%, grade 9 decreased 1% and grade 11 decreased 6%.

- NOT MET: Being Held to High Expectations - Being held to high standards in grade 7 decreased 5%, grade 8 increased 3% and grade 11 decreased 4%.

- NOT MET: Opportunity for Meaningful Participation - Opportunity for meaningful participation in grade 7 decreased by 3%, grade 9 decreased 6% and grade 11 decreased 12%.

2. Not Met - PTA Partnership Survey was not administered to provide a comparison

3. MET: Stakeholder group info below:

- PAC - 09-18-19, 11-07-19, 01-16-20, 03-19-20, 05-21-20

Expected

19-20

1. Increase by 5% the percentage of students who report a sense of:

- feeling connected to school
- academic motivation
- caring relationships with adults
- being held to high expectations
- opportunity for meaningful participation

(California Healthy Kids Survey)

2. Increase by 3% the percentage of parents/guardians feeling welcomed at AUSD school facilities. (State Metric 3B and 3C) (Source - PTA Partnership Survey)

3. Increase by 5% the percentage of community stakeholders who participate in

- Parent Advisory Committee
- Student Advisory Committee
- LCAP Goal Advisory Committee
- District English Learner Advisory Committee

4. AUSD will hold a Parent University and School Site Council Summit to support parents in their child's education and participate in decision making processes.

Actual

- SAC - Met with student groups at all middle schools, high schools, and continuation high schools
- LCAP Goal Advisory - 10-17-19, 1-30-20, 03-05-20
- DELAC participation rates- There were six DELAC meetings held: 9-12-19, 11-14-19, 1-23-20, 3-5-20, 4-9-20,5-7-20. There was an average of 19 plus parents at each meeting.

4. MET: 21 of 24 school sites participated in authorized Title I programs. As a component of the program school site leaders led a minimum of 2 parent involvement meetings. Each of these meetings included information on the overall school planning process, how to get involved in the school and monitor student progress. Participants gave input into how parent involvement funds were used at the school site and described the role of the school site council as a vessel for parent input and shared leadership.

At the beginning of the school year, all school site council members participated in a training seminar detailing the process by which the SSC operates including membership and voting, SPSA development, comprehensive needs assessment, and program monitoring.

Expected

Baseline

1. Data from CORE district Social Emotional Inventory and California Healthy Kids Survey Pending Summer 2017.

2. 78.6% of parents expressed feeling welcome at district schools (Source - PTA Partnership Survey) Parents of Unduplicated Students

3. AUSD will use Data propeller to track community engagement and report on a regular basis through AUSD dashboard.

4. AUSD will hold a Parent University and School Site Council Summit to support parents in their child's education and participate in decision making processes.

Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 - Welcoming School Environment: AUSD will ensure that parents feel welcomed, are equipped with critical information on how to best support their student's education, and are engaged by the District to take leadership in budgetary and programmatic decision making throughout the school system. (Add newcomer position info and salary...?)	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books & Supplies 5000-5999: Services & Operating Expenditures Title I $9,000	Title I $2,141
2.1 a. LCAP Stakeholder Advisory Committee: Strengthen the LCAP Stakeholder Advisory committee by increasing school site and student representation and participation on this committee.		Supplemental and Concentration 6,205
2.1 b. School Site Summit: Host the School Site Summit to strengthen partnerships between parents, staff and the community and to train School Site Council		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
members on the importance of their roles in making data-driven decisions.		
2.1 c. Expand Student Voices: Secondary school sites will expand student voices – especially those of high needs student populations. Each site is required to have at least one student representative to provide advice on site-based decisions related to each school's English Language Advisory Committee (ELAC) and School Site Council (SSC).		
2.1 d. Increase Communication: Increase communication strategies and methods in order to involve and inform parents and the community about critical and day-to-day issues affecting individual schools and the school system.		
2.2 Support LCAP and Engagement Process: AUSD will provide support, guidance, and accountability measures to support school sites in the planning and implementation of the actions and services in the LCAP in an effort to increase engagement and connectedness within the entire AUSD community.	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits Supplemental and Concentration $254,000	Supplemental and Concentration $335,651
a. District Community Engagement Coordinator: Continue the role of the District Community Engagement Coordinator to ensure parents, students, staff, and community members are included in the decisions that affect their schools and the District. The District Community Engagement Coordinator shall oversee and provide support to the Site Community Engagement Liaisons.		
b. Site Community Engagement Liaison: In addition to the District Community Engagement Coordinator, each school site is to have a Community Engagement Liaison, this person can be a parent, community member, student, or whomever the school chooses. Funds shall be dispersed at the beginning of the year to school sites to provide a stipend for this ongoing and year-round Community Engagement work.		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
c. SSC Guidance and Accountability: To ensure accountability of the actions steps, School Site Councils must be provided guidance by the District on the intent and implementation of the actions and services in the LCAP. In addition, School Site Councils are required to report on how these funds are being used at their site to increase school connectedness.		
2.3 - Bilingual Services: Continue expanding and improving Bilingual Services to support EL families and students. (Add newcomer position info and salary...?)	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits Supplemental and Concentration $523,000	Supplemental and Concentration $552,548
2.3 a Spanish Interpretation Services: Support families as school sites with bilingual school office assistants whose duties will include acting as site liaisons to build relationships between school, students and parents/guardians to ensure all members of the community feel welcomed.		
2.3 b. Spanish Interpretation Services: Continue providing Spanish interpretation at school events to encourage increased involvement of parents using allocated school site staff and funding		
2.3 c. Communication Skills Professional Development for District Staff: Continue to expand and improve training on basic communication skills for certificated and classified site staff in order to build relationships between sites, the District, and EL families and students. This training will include basic greetings, phrases, and terms included but not limited to Spanish so that front line staff, not just the Bilingual office aides, can communicate with all members of the community.		
2.4 - Increase School Connectedness: AUSD will provide safe, culturally sensitive, and emotionally supportive environment to increase sense of school connectedness."	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel	Supplemental and Concentration $10,682

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.4 a. Cultural Day: AUSD and school sites will host an annual Cultural Day to promote cultural connectedness and understanding. These celebrations can be collaborated between sites or on an individual site basis.	Salaries 3000-3999: Employee Benefits Supplemental and Concentration $6,500 5000-5999: Services & Operating Expenditures Title II $5,000	Title II $6,815
2.4 b. Cultural Humility Training: Expand cultural humility training for staff, students, parents and community members that includes District wide training, as well as individual site training. Training can be, but is not limited to, outsourced organizations with training and expertise on different cultures that are represented within our District.		
2.4 c. LGBTQ Professional Training Development: Implement inclusion strategies and provide curriculum for Lesbian, Gay, Bisexual, Transgender and Questioning students (LGBTQ).		
2.5 - Increase Sense of Safety: AUSD will expand services to increase sense of safety.	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books & Supplies 5000-5999: Services & Operating Expenditures Supplemental and Concentration $950,000	Supplemental and Concentration $922,965
2.5 a. Security Services: Provide security services, including but not limited to supplemental security services, site safety supervisors and site safety personnel.		
2.5 b. Safety Response Professional Development: Provide on-going professional development for site safety personnel and staff on safety response protocols.		
2.5 c. Create Safe Spaces: Provide support for site creation of "safe spaces" and other alternative methods of violence reduction and prevention.		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.5 d. Site Safety Plans: Support sites in their efforts to strengthen site safety plans and to educate staff and parents of the school's response should a crisis occur.		
2.6 - Vice Principals AUSD will provide Vice principals who will assist with parental involvement, student engagement, student achievement and attendance with an emphasis on supporting students who are low income, foster youth and homeless youth, English Learner or African American and other high-needs student sub-groups as indicated by the California Schools Dashboard .	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits Supplemental and Concentration $2,460,000	Supplemental and Concentration $2,587,091

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions/services were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Welcoming School Environment - Each school site focused on creating welcoming environments. Schools held nightly events throughout the year including a district-wide back-to-school night in the fall of 2019. 19 of the 24 schools held their bi-annual Title I parent meetings. These events gave parents a voice in the academic programming of each school and training on strategies to support their students' learning. All 24 schools maintain a school site council and receive training on how to successfully facilitate a school site council meeting. SSC meetings were held frequently allowing for parents, families, staff, and the community to receive reports on the implementation of the school plan (SPSA) student achievement data, and other initiatives for the school. District Parent Advisory, DELAC, and the African American Parent Advisory groups met throughout the year. Meetings focused on implementing, reviewing, and planning for the district LCAP. Digital communications tools including Aeries, Remind, Blackboard Connect, and the district website was used to maintain a two-way dialogue with parents about events, training, and another programming. They also allowed parents to access essential services and staff to support them and their children in being successful learners. The challenge,

however, was the Healthy Kids Survey was not administered in spring 2020 due to COVID and, therefore, there was no new data to determine if progress was made from the 20218 administration of the Healthy Kids Survey.

Bilingual services – Bilingual Services were available and provided at all needed district events to encourage increased involvement of parents and school connectedness. Each school site was allocated a bilingual office assistant who provided interpretation services for Spanish-speaking parents. They regularly participated in teacher conferences, provided enrollment support, and attended to various other parent needs.

Cultural celebrations and experiences were provided throughout the district and were well received and enjoyed by students, families, and community members. Cultural humility training was not deemed a priority by staff in this year's needs assessments and therefore was not provided. LGBTQ training was deemed to be highly desired by our staff development surveys and offered all year long.

Increase Sense of Safety - AUSD achieved the actions and services for site safety. AUSD placed extra personnel at the comprehensive high school sites to support school-wide safety. When school closures occurred, site safety staff conducted home visits, helped in the delivery of computers to students, and made regular phone calls to communicate to families with needs. AUSD has provided SB1626 training to site safety personnel. AUSD is working on a professional development plan for the 2020 – 2021 school year to implement continued safety training. Wellness rooms were implemented in 4 schools (1 elementary; 3 secondary). The expansion of wellness rooms is ongoing throughout the district to provide increased supports to students in need. Several schools are planning to open wellness rooms in the 2020-21 school year. School Site Safety plans have been uploaded in the document tracking system. These plans will continue to be updated twice per year in the future.

Vice Principals- Vice Principals were allocated to all school sites with a primary role of supporting high needs student groups, including our English learners, foster and homeless, socio-economically disadvantaged, African American students, and students with disabilities with social-emotional learning, academic support and counseling, and implementing positive behavior and intervention services. Staff conducted SST meetings, 504 plans, attended IEP meetings, conducted parent conferences, EL delivery programs, and assessment, managed the attendance incentive programs, and provided professional development training to teachers.

Goal 3

Goal 3: Antioch Unified School District, in partnership with parents and the community, will increase student opportunities to access the core program, enrichment programs and higher level courses, and will provide academic and social-emotional supports and opportunities that result in high academic achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
               Priority 4: Pupil Achievement (Pupil Outcomes)
               Priority 5: Pupil Engagement (Engagement)
               Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Metric/Indicator	Expected	Actual
Metric/Indicator 1. Attendance will increase in grades K-3 by: a. 1% overall b. 2% for English learner, African American and low-income students (State Metric 5A)		1a. NOT MET:- AUSD attendance goal is 94.5 % overall. ADA percentage in 2018-2019 was 93.33%. 1B.
2. Chronic absenteeism will decrease by: a. 1% overall b. 3% in grades K-3 (State Metric 5B)		2a. NOT MET: In 2018-2019 Chronic absenteeism increased .6% overall. 2b. NOT MET: 2018-2019 Aeries data shows K-3 attendance resulting in 93.66% and chronic absenteeism district wide increased .8% since 2017-2018.
3. The number of suspension occurrences and days will decrease by 2%. a. Data provided will be presented overall and disaggregated. (State Metric 6A)		3. MET: The number of suspension occurrences from 2017-2018 and 2018-2019 decreased by 3%. The number of suspension days from 2017-2018 to 2018-2019 decreased by 1%.
4. Expulsion rates will decrease by: a. 1% Overall		4a. MET: The overall expulsion rates decreased by .06% in 2017-2018 and .05% in 2018-2019.

Expected	Actual
b. 2% for African American students and low-income students. (State Metric 6B)	4b. NOT MET: The expulsion reate for African American students and low-income students decreased by .02% in 2017-2018 and by .03% 2018-2019.
5. AUSD will meet or exceed State targets for English learner students: a. AMAO 1: Increase the percentage of English Learners who make one year of progress in learning English or maintain Early Advanced or Advanced English proficient status until reclassified from 60.5% to 65%. (State Metric 4D)	5. NOT MET: AMAOs are no longer in place but 37.47% scored Level 3 (moderately developed) and 11.97% scored Level 4 (well developed) on the ELPAC summative assessment. 7.02% met or exceeded standards on the SBAC for ELA. 3.96% met or exceed standards on the SBAC for math.
b. AMAO 2: Increase the percentage of English Learners meeting the proficient level on the California English Language Development Test i. From 25.6% to 30.0% for students in ELD classes less than 5 years ii. From 57.8% to 62% for students in ELD classes 5 years or more (State Metric 4D)	6. NOT MET: 11% of ELs were reclassified-Not Met (A large percentage of students were unable to complete the summative ELPAC exams due to COVID 19 school closure)
c. AMAO 3: Increase the percentage of English Learners scoring proficient on the SBAC in: i. English Language Arts from 20.0% to 25%. ii. Mathematics from 12.1% to 18%. (State Metric 2B)	7. NOT MET: Reclassified students were 61.9 (13.1 point decline) points below standard in mathematics and 52.4 points (maintained) below standard in ELA.
6. Increase English Learner reclassification rates from 7.3% to meet or exceed the state average of 12.2%. (State Metric 4E)	
7. Increase the percentage of students who maintain reclassification criteria to: a. From 64% to 70% during year 1 of reclassification b. From 47% to 50% during year 2 of reclassification c. (State Metric 4E)	
19-20 1-2. Decrease Chronic Absenteeism by 5%. Maintain or exceed a 94.5% attendance rate at each school site.	

3. Decrease the number of students suspended by 5% for the 2019-20 school year.

4. Decrease the number of students expelled by 10% for the 2019-20 school year.

5. Increase by 5% points the number of students making progress on the English Language Indicator.

6 & 7. Increase reclassification rate by 5%

Baseline

1-2. Truancy Rate 42.9%

3. 1,729 students suspended in 2014-15 school year.

4. 20 students expelled in 2014-15 school year.

5. Status 70.5% (California Schools Dashboard)

6. Reclassification rate in 19.8%

7. 0-3 Ever EL's is 1,593 and Total RFEP IS 1890

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 African American Male Achievement: AUSD will support and strengthen the African American Male Achievement Initiative (AAMAI). 3.1 a. AAMAI Taskforce:	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books & Supplies 5000-5999: Services & Operating Expenditures	Supplemental and Concentration $60,721

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement and support the AAMAI task force comprised of teachers, principals, parents and community members.	Supplemental and Concentration $67,400	Title I $127,294
3.1 b. Fully Implement OUSD AAMA Model: Establish and support programs for African American males by fully implementing Oakland Unified model K-12.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books & Supplies 5000-5999: Services & Operating Expenditures Title I 157,600	
3.1 c. Bright Beginnings: Implement and support Bright beginnings preschool program for those entering kindergarten.		
3.1 d. Middle School Transition Program: Establish a middle school transition program for those exiting elementary school.		
3.1 e. AAM Preparatory Academy: Continue AAM Preparatory Academy for students transitioning to high school.		
3.1 f. Parent Education: Quarterly parent education courses on A-G requirements, college entrance and scholarships.		
3.1 g. HBCU College Fair: Continue Historically Black Colleges and Universities (HBCUs) College Fair.		
3.1 h. Reduce Suspensions: Reduce days of suspension and expulsion district-wide for African American students.		
3.1 i. Professional Development:		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The district will provide staff development yearly, utilizing their district AAMAI teachers, on instructional strategies that increase student engagement.		
3.1 j. Parent Partnerships: District and site staff will meet with parents/guardians/students when student behavior interferes with the student's opportunity to learn. Meetings will focus on classroom strategies, restorative processes and behavior support plans.		
3.1 k. PBIS: Schools will monitor the effectiveness of PBIS interventions and Restorative processes, especially as it relates to disproportion of African American students.		
3.2 Anti-Violence: Increase practices, programs and education related to community building, anti-bullying and anti-violence prevention.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits Supplemental and Concentration $352,900	Supplemental and Concentration $270,059
3.2 a. Restorative Justice: Continue to implement and strengthen Restorative Practices at all school sites.	5000-5999: Services & Operating Expenditures Comprehensive Support and Improvement (CSI) $148,000	Comprehensive Support and Improvement (CSI) $188,084
3.2 b. Restorative Practice Training: Implement RP training at all grade levels.		
3.2 c. Restorative Practice TOSA: Develop Restorative Practice Facilitators (TOSA).		
3.2 d. Tool Box: Support training and implementation of 'Tool Box' social and emotional program at elementary level.		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.2 e. Mindfulness Strategies: Implement Mindfulness strategies at schools.		
3.2 f. Trauma Informed Education Training: Provide training opportunities for all staff and site safety around trauma informed education.		
3.2 g. Mental Health Supports: Provide therapeutic supports for the highest needs students.	$0	$0
3.3 Wrap Around Services: Provide collaborative support, advocate and wrap around services to students in transition (including Foster and Homeless youth, nonpublic schools and those returning from juvenile hall). Support for students included in action 3.7.		
3.4 Special Ed Services: Services were moved back to 3.4 from 3.3.	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books & Supplies 5000-5999: Services & Operating Expenditures Supplemental and Concentration $4,360,000	Supplemental and Concentration $4,250,000
3.4 a. Bridge Program: Expand bridge programs for students		
3.4 b. Therapeutic Behavioral Supports: Support Therapeutic Behavioral Support Program.		
3.4 c. Program Specialists: Provide program specialist to extend and expand services to students		
3.4 d. Instructional Aides: Provide Instructional Aides to support students with disabilities.		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.5 English Learner Supports: Provide greater supports for English Learner students to achieve and maintain English language proficiency and accelerate reclassification.	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books & Supplies 5000-5999: Services & Operating Expenditures Supplemental and Concentration $1,662,800	Supplemental and Concentration $1,665,907
3.5 a. Bilingual Aides: Schools will provide one bilingual aide per site to assist students with primary language support in the core subjects with special emphasis given to English Learner students identified as 'beginners'.		
3.5 b. Dual Immersion Program: Create and support a dual-immersion program for elementary schools.	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books & Supplies 5000-5999: Services & Operating Expenditures Title I $140,000	Title I $72,870
3.5 c. ELPAC Information: AUSD and schools will provide parents and students with information related to the California English Language Development Test (ELPAC) that includes the purpose, timelines, testing processes and communicates the criteria for English Learner reclassification.		
3.5 d. Jump Start Program: Continue the Jump Start summer program specifically tailored to meet the needs of incoming kindergarten students who have another language other than English spoken in the home.	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books & Supplies 5000-5999: Services & Operating Expenditures Title III $223,500	Title III $178,876
3.5 e. Extended Learning: Provide contextualized extended learning opportunities and summer programs for English learners, in 6-8th grade.	Lottery $10,000	Lottery $ 0
3.5 f. High School Summer Program: Provide a high school summer program for long term English learners that focuses on academic language.		
3.5 g. Professional Development Coaches		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide coaches for all school sites who will deliver professional development to teachers focusing on the ELD standards and strategies that meet the needs of English learners.		
3.5 h. Data Technician: AUSD will continue to utilize a data technician to ensure EL students are properly identified, placed in the correct instructional setting and monitored.		
3.5 i. Translators: Provide translators to allow greater access and supports for English learner students and their families.		
3.5 j. Supplemental Materials: Provide research based supplemental materials to assist English learners in accelerating English proficiency.		
3.5 m. Electives: Provide a 7th period for English learners so they can access electives and meet pathway elective requirements.		
3.5 n. Parent Leadership: Expand parent leadership professional development to include model to build family awareness and competence in improving their child's educational outcomes and continuing to build relationships with district and school staff.		
3.6 Counselors: AUSD will continue to provide counselors at each school site who will: • Focus primarily on serving high need and at-risk students. • Providing social and emotional counseling as needed. • Collaborate with site bilingual liaisons to meet the needs of non-English speaking students and families.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 5000-5999: Services & Operating Expenditures	Supplemental and Concentration $3,575,477

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.6 a. Social-Emotional Development Training: Providing training on research based strategies on social-emotional development and supports for Foster Youth, students returning from special settings and students exhibiting high needs.	Supplemental and Concentration $3,675,000 5000-5999: Contracts & Services Comprehensive Support and Improvement (CSI) $405,000	Comprehensive Support and Improvement (CSI) $107,418
3.6 b. District Counseling Plan: Create and publish a District-wide Counseling Plan that identifies strategies and accountability measures for high need student groups to meet graduation requirements, college entrance requirements (A-G), college and career readiness skills and to decrease dropout rates. This includes, but is not limited to, coordination of information from different sources regarding eligible resources for Foster Youth in AUSD.		
3.6 c. Social and Emotional Counselors: Provide social/emotional counselors at each school site		
3.7 Foster Youth Supports: AUSD will provide support to Foster Youth, Homeless students and their families.		
3.7 a. Foster Youth Advisory Committee: Create a Foster youth, Group Home Advisory Committee which will inform the LCAP stakeholder advisory committee, on a semi-annual basis, regarding pertinent information regarding foster youth and homeless populations.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books & Supplies 5000-5999: Services & Operating Expenditures Supplemental and Concentration $218,000 5000-5999: Services & Operating Expenditures Title I $45,000	Supplemental and Concentration $98,292 Title I $140,607
3.7 b. Tutoring and Opportunity Supports: Support the academic growth of Foster Youth, Group Home and Homeless students through: • Providing access and assistance to obtain tutoring and other extended learning opportunities. • District counselors and Foster Youth Liaison will ensure prompt enrollment in the appropriate school and classes and awarded credit for work completed including partial credits.		
3.7 c. Nurse: Provide a nurse to remove barriers to the education process focusing		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
on specific health needs (Base funded).		
3.7 d. Counselors: Provide social-emotional support, trauma informed services to support Foster Youth through:		
• District counselors will maintain communication with support providers to foster youth students to promote their success.		
• Provide additional support to homeless students during summer to assist families during summer school (new longer year).		
3.7 e. Establish Baseline Data: AUSD and sites will establish baseline data in attendance, suspension, expulsion and graduation rates. Math and reading scores of foster youth will be collected quarterly comparing with previous year. Data will be used to measure effectiveness of services offered to foster youth.		
3.8 Increase Attendance: The District will increase student attendance and decrease chronic truancy rates.	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits Supplemental and Concentration $77,000	Supplemental and Concentration $78,473
3.8 a. Reward Systems: School sites will create and implement reward systems for attendance.		
3.8 b. Bilingual Attendance Assistant: The District will develop and expand services of the District Bilingual Attendance Assistant.		
3.8 c. Tiered Intervention Plan: Elementary school sites will develop a tiered intervention plan to address chronic absenteeism and truancy in grades K-3.		
3.8 d. Community Outreach:		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
AUSD, in partnership with parents and community, will create a citywide education and outreach program regarding the importance of attendance at all levels and especially in the early grades.		
3.8 e. Central Enrollment Process: Create and implement a central enrollment process to ensure students are enrolled and identified for the proper school and programs and to reduce absenteeism at the start of the year.	Title I $0	
3.9 and 3.9a moved to 3.1h		
3.9b moved to 3.1j		
3.9c moved to 3.1k		
3.10 Opportunity program: AUSD will offer and support an Opportunity program that meets the needs of high needs students.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits Supplemental and Concentration $332,000	Supplemental and Concentration $0
3.10 a. District-wide Model for Opportunity program: The district will design and implement a district-wide model for this program.		Title I $228,675
3.11 Music Programs: AUSD will provide music programs at the elementary and middle schools to include vocal, visual and instrumental instruction to increase opportunities for student exposure to the visual arts through classroom instruction and after school programming. Programming will focus on high need students and students not reading proficiently at all grade levels."	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books & Supplies 5000-5999: Services & Operating Expenditures Supplemental and Concentration $1,426,890	Supplemental and Concentration $1,321,081
3.11 a. Music Teachers:		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
AUSD will continue to provide elementary music teachers to teach instrumental music to elementary students and will expand the music program as these students matriculate.	4000-4999: Books & Supplies 5000-5999: Services & Operating Expenditures Title I $108,000	Title I $98,190
3.11 b. Musical Instruments: AUSD will purchase and maintain musical instruments for students to use while enrolled in instrumental music at the elementary and middle school level.		
3.11 c. Visual and Performing Arts Showcase: Schools will be allocated funds to create at least one showcase of the visual and performing arts per year.		
3.11 d. After school VAPA: Elementary, middle and high schools will be allocated funding to provide after school programs that focus on the visual and performing arts.		
3.11 e. Document and Evaluate: Document and evaluate the impact of after school VAPA programs on student attitude, attendance, and achievement.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions/services were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

African American Male Achievement (AAMAI)- With a goal of closing the achievement gap, preparing students for college and career, and supporting soft skills, the AAMAi initiative was implemented. This effort helped students within the program improve achievement. Enrollment in the programs was less than anticipated. The manhood development class offerings remained at the same level as the previous year and were offered at Park Middle, Dallas Ranch Middle, Antioch Middle, Deer Valley High, and Antioch High. Future efforts will focus on recruitment and improving the curriculum to provide high-interest culturally relevant lessons.

Due to low enrollment, Bright Beginnings will not be offered during the summer, 2020. The middle school transition program was not offered during the summer, 2019.

The suspension rate within AUSD's African American population decreased by 1% from 2018 to 2019 based on the California Dashboard. African American chronic absenteeism increased 2.1% in 2019. Between 2020 and 2023, the African American student achievement and more of a focus on increased attendance and decreased suspension rates is imperative. The African Male Achievement initiatives, as well as Restorative Justice initiatives, were successful. An HBCU college fair was conducted online for the first time. Various elective and summer school offerings were provided to address the educational gap for African American students as outlined in the LCAP.

During the 2019-2020 school year, an African American Parent Advisory Committee (AAPAC.) was developed. Committee meetings were well-attended. The committee has a goal of increasing participation in the committee and the student programming options.

Restorative Practices - AUSD employed two Teachers on Special Assignment (TOSA) who worked with students, staff, and the community to build restoration through conflict and crisis. Both TOSA's are been trained in Restorative Practices and strategies. Mental health clinicians worked with seven school sites to provide Tier 2 and Tier 3 supports for students, including our English learners, foster and homeless, socio-economically disadvantaged, African American students, and students with disabilities. AUSD is expanding the site CARE teams and implementing more wellness rooms. Several school sites have been trained in Trauma-Informed Practices and strategies. Sandy Hook Promise Foundation offered secondary student support. Currently, AUSD is in the process of implementing the Sandy Hook Promise Say Something Anonymous system and partnering with the Antioch Police Department. Efforts to increase mental health supports throughout the district have helped to support students through tiered intervention. Counselors have been informed and have utilized outside resources to provide supports to students and families. Mindfulness strategies and Toolbox implementation has been very effective at elementary sites. Extra site safety personnel added most recently at comprehensive high schools to help with behavior intervention and student support has been effective.

Wrap-Around Services - As part of the mental health and wellness initiative, CARE (Children Accessing Resources for Education) Teams have been formed and trained, to review Tier 2 and Tier 3 student intervention supports focused on our high needs students, including our English learners, foster and homeless, socio-economically disadvantaged, African American students, and students with disabilities. The development of more site CARE teams has helped provide students with more support and intervention. With an increase of students experiencing trauma at some time in their lives, AUSD has been effective at training more site personnel through trauma-informed practices and strategies.

Special Education Services – This action was intended to provide additional services to students identified with exceptional needs, including our English learners, foster and homeless, socio-economically disadvantaged, African American students, and students with disabilities. Services focused on additional services that include various academic programming for students needed residential or non-public school services. Additional staff supported school site teachers in the development and implementation of IEPs. Staffing included program specialists, behaviorists, and paraprofessionals. Language translation services were provided as needed for families whose primary language was not English.

English Learner Supports- EL services and program delivery was routinely offered and supported at all sites across the district. Parent training to support EL student progress was provided and well attended throughout the year. A variety of supports for English Learner students to achieve and maintain English language proficiency and accelerate reclassification were provided but a lack of progress monitoring and designated and integrated ELD instruction had a negative impact on student achievement. English Learner supports included: bilingual aides, a Dual Immersion program, and various EL summer school offerings. A professional development coach, data technician, and translators were also utilized to increase the success for all English Learner students and their families. Plans are underway for a Newcomer Center based on the needs expressed from site ELAC, DELAC, and district staff. This program will be implemented in the spring of 2021 and will provide a robust intervention model with parents and students within the EL community.

Counselors- Site counselors at all schools support students academically and offer social-emotional support and SEL curriculum training and implementation. Elementary and middle school counselors are trained in Suicide Risk Assessment and conflict mediation. High school counselors help students with a variety of support relative to academic, college admission, social/emotional, 504's, IEP's and student conferences. Providing training and awareness to counselors with restorative practices, outside resources for students and families and mental health services have been effective. Counselors have provided more support for students and families. High school counselors will continue to provide academic support and a-g college admission support. Counselors at each school site were assigned to provide social/emotional as well and are using a newly adopted consistent curriculum. Professional Development training was presented to counselors relative to social/emotional development and supports.

Foster Youth Supports – AUSD's Foster Youth Advisory Committee meets monthly. Foster students are supported with tutoring services through Professional Tutors of America. All counselors are aware of foster students at their school site and they provide social/emotional supports for students. The Foster Youth Advisory Committee has proven to be an effective way to communicate and provide transparency for foster youth families. Professional Tutoring of America has continued to be utilized to support foster youth. This was in place at the beginning of the 2019-2020 school year and ongoing. AUSD utilizes the nurse coordinator to dispatch LVN's to support any foster youth needing medical supports. A District Coordinator of Health Services (RN) was also provided to oversee LVNs and Health Care Assistants provide health needs to students. A challenge became eminent when schools closed due to Covid-19 with sustaining the Foster Youth Advisory Committee. We were partnering with Los Medanos College and this committee stopped when schools closed. Counseling and mental health services, transportation, clothing and school supply assistance as well as food and health resources are made available ongoing.

Increase Attendance – Site principals included an attendance goal into their evaluation plan. Attendance has been trending downward and chronic absenteeism has increased despite the efforts of staff. AUSD started a Centralized Enrollment Process during spring,

2020 and it is currently in place. More work needs to be done with all school sites to improve attendance rates and decrease suspension rates, particularly for high needs students, including our English learners, foster and homeless, socio-economically disadvantaged, African American students, and students with disabilities. Training on how to take attendance and develop weekly engagement logs during distance learning was conducted. Data were analyzed through Aeries Student Information System and many school sites developed Home Visitation teams to help students become engaged in school during a distance learning model of instruction. Some school sites developed incentives and tiered intervention plans for increased student engagement. School sites developed student support programs utilizing site staff including administration, counselors, teachers, and classified staff to create student attendance, review teams. Students and families not meeting attendance requirements receive frequent communications on the need to attend school regularly. District staff conducts a student attendance review board that meets with parents to assist.

Opportunity Program – The opportunity program has been developed and implemented as an intervention that supports high needs students, including our English learners, foster and homeless, socio-economically disadvantaged, African American students, and students with disabilities who are in middle or high school who need a small class setting to help with getting them to school and support them in their academics. Many of the students referred have gone through all their school site supports and are still in need of a smaller learning environment. A referral process for secondary students and a district CARE Team has been developed. The District CARE Team has been established as a screening group for entrance into a Tier 3 Intervention for students Work needs to continue to be done relative to site-level intervention versus consequences for behavior.

Goal 4

Goal 4: The Antioch Unified School District will work in partnership with parents to ensure that all students are reading proficiently by grade 3 and continue to read at grade level as they matriculate.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                    Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Metric/Indicator
1. Increase by 5% the number of students reading at grade level by:
 	
  • third grade
  • beyond third grade
 	
Data provided will be overall and disaggregated. (State Metric 2A)
 	
2. Increase by 5% the percentage of students scoring proficient in English Language Arts as determined by the California Assessment of Student Performance (CAASP).
 	
Data provided will be overall and disaggregated. (State Metric 4A)
	1. MET: 45% of 3rd grade students were reading at grade level as measured by the third iReady Diagnostic assessment.
	NOT MET: 21% of all students grades 4th-8th were reading at or above grade level.
	
	2. CAASSP was not given in the Spring of 2020 but the following data on English Language Arts was gathered via iReady for students in grades K-8th. 11th grade did not have a standardized assessment in the spring of 2020.
	
	  • Vocabulary: 27% of all students were on or above grade level
	  • Comprehension-Literature: 31% of all students were on or above grade level
	  • Comprehension-Informational Text: 28% of all students were on or above grade level

19-20 1. Increase by 2% the number of students reading at grade level as measured by proficiency on the iReady benchmark assessment. 2. Increase by 2% the percentage of students scoring proficient in English Language Arts as determined by the California Assessment of Student Performance (CAASPP).	

Expected

Actual

Baseline
1. Third Grade: 24%
"All": 33%

2. "All": 33%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.1 Identify and Track: Identify and track the progress of students not demonstrating reading proficiency using multiple tools that assess decoding skills, sight word mastery, fluency, and comprehension.	Actions continued by current staff $0	$0
4.1 a. System for 1-5: Continue to identify and track the progress of students not demonstrating reading proficiency in grades 1 - 5.		
4.1 b. System for 6-12: Define and implement a system to track reading proficiency for student in grades 6 - 12, including but not limited to reading benchmarks.		
4.2 Reading Supports: Maintain and increase, as needed, a tiered system of supports for students who are not reading at grade level and/or are not progressing and assess the impact of these systems.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits Supplemental and Concentration $283,991	Supplemental and Concentration $185,866
4.2 a. Push-In Reading Teachers: Continue to support push-in reading teachers collaborating with classroom teachers in Transitional Kindergarten through grade three to provide tiered systems of research-proven interventions, such as small-group or one-to-one instruction, during the school day.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits Title I $531,927 1000-1999: Certificated Personnel Salaries	Title I $624,590 Comprehensive Support and Improvement (CSI) $38,380

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.2 b. Extended Learning Opportunities Provide remedial learning opportunities for students reading below grade level outside of the school day.	3000-3999: Employee Benefits Comprehensive Support and Improvement (CSI) $41,000	
4.2 c. Professional Development (grades TK-12): Continue to provide mandatory, on-going professional development in research-proven literacy strategies for all reading and classroom teachers.		
4.2 d. Communication with Parents and Families: Continue to implement and improve upon communication strategies in multiple languages to support families in promoting reading at home.		
4.3 - Targeted Summer Programs: Continue to provide and to assess the impact of targeted summer programs that incorporate research-proven strategies for students in grades one through three and in grade five who are not reading proficiently at grade level.	$0	$0
(eliminated)		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All budgeted actions/services were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Although spring of 2019 CAASPP testing was suspended, we were able to continue to measure 3rd-8th grade students' academic progress in ELA and mathematics through our iReady spring diagnostic. Because we had utilized iReady assessments with students in the past, they were familiar and able to complete both assessments and the instructional components remotely. Push-in reading teachers provided direct instruction to elementary students before school closures. Small group support was challenging during the last quarter of school due to distance learning systems being developed and not fully accessible by all students initially. K-2nd grade students were unable to complete their final BPST testing as well. Communication with families about student progress was routinely provided from both a site level and a district level as appropriate in English and Spanish. Unfortunately, Credit Recovery was the only summer programming provided in 2019 due to budget cuts and in 2020 due to the pandemic.

Goal 5

Goal 5: Antioch Unified School District will work in partnership with parents to support students in mastering Algebra 1 standards so they are able to complete Algebra I with a C or better by the end of 9th grade.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                  Priority 4: Pupil Achievement (Pupil Outcomes)
                  Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Algebra 1 • Increase Algebra 1 pass rates from **49% to 54%**. • Decrease the number of students needing to repeat Algebra 1 by 25%. Data provided will be overall and disaggregated. (State 2A, 4C, 5E, 8) 2. Increase the percentage of students scoring proficient in mathematics as determined by the California Smarter Balanced Assessments (SBAC) by 2%. Data provided will be overall and disaggregated. (State Metric 4A) 3. Increase the number of students scoring "Ready for College" on the Early Assessment of College Readiness for Mathematics (EAP) exam by 2%. Data provided will be overall and disaggregated (State Metric 4G)	1. MET: Algebra 1 pass rate went from 49% in 2016-17, to 59% in 2019-2020. 2. NOT MET: In 2017, the percentage of students who met or exceeded standards on the Mathematics SBAC was 19%. In 2019, 16.85% of students met or exceeded standards on the Mathematics SBAC. CAASSP was not given in the Spring of 2020 but the following data in mathematics was gathered via iReady for students in grades K-8th. 11th grade did not have a standardized assessment in the spring of 2020. • Numbers and Operations: 23% of all students were on or above grade level • Algebra and Algebraic Thinking: 25% of all students were on or above grade level • Measurement and Data: 23% of all students were on or above grade level • Geometry: 20% of all students were on or above grade level 3. NOT MET: The percentage of students determined to be "College and Career Ready" was 29.6% in 2017, and was 23.9% in 2019.

Expected   **Actual**

19-20

1. Increase the 9th grade Algebra 1 pass rate by 2%.

2. Increase by 2% the number of students who meet or exceed standards on the 2020 Mathematics SBAC.

3. Increase the number of students scoring "Ready for College" on the Early Assessment of College Readiness for Mathematics (EAP) exam by 2%.

Baseline

1. Algebra I metrics available summer 2017

2. 19% of students met or exceeded standards on the mathematics SBAC.

3 22% of students are Ready for College on the mathematics SBAC.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5.1 Identify and Track Students: Identify and track the progress of students not demonstrating proficiency in math using multiple measure. Multiple measures, include but are not limited to, State assessment data, Mathematics Diagnostic Testing Project (MDTP), district benchmark assessments, chapter assessments, and teacher made assessments.	Title I $0	$0
5.1 a. Communicating Assessment Information AUSD will post the assessments and testing windows on the AUSD Curriculum and Instruction webpage.		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5.1 b. Analyze Data: Benchmark data will be analyzed 3 times following each testing window to inform instruction.		
5.2 Tiered System of Supports: Implement a tiered system of supports for students in Mathematics.	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 5000-5999: Contract and Services Supplemental and Concentration $140,000	Supplemental and Concentration $95,975
5.2 a. Tier 1 Supports: Identify and implement Tier 1 first best instructional strategies focused on improving mathematical understanding and proficiency of all students, with an emphasis on the 8 Standards of Mathematical Practice, Operations and Algebraic thinking and fractions, and performance tasks.	5000-5999: Contract and Services Comprehensive Support and Improvement (CSI) $20,000	Comprehensive Support and Improvement (CSI) $21,395
5.2 b. Tier 2 Supports: Identify and implement Tier 2 interventions for students 1-2 years behind in Mathematics, such as Math Lab, tutoring, and differentiation, including blended learning.		
5.2 c. Tier 3 Supports: Identify and implement Tier 3 interventions and supports for students 3 or more years behind in Mathematics, which can include a math support class, study block time, pullout, push in or Special Education services.		
5.2 d. Course Sequence Support and Monitoring Support and monitor the high school Algebra 1X and 1Y course sequence.		
5.2 e. Spanish Textbooks: Provide Spanish primary language and textbook support in Algebra 1 classes that have beginner level English learner students to support Spanish speaking students.		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5.3 Extended and Expanded Opportunities Identify students for additional intervention opportunities through after school programs, summer academies, and other extended school opportunities such as Math Lab and tutoring. (school sites allocated funds in goal 6.15)	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books & Supplies Title I $16,639	Title I $ 0
5.3 a. Targeted Summer and After school Interventions: Select students for targeted intervention in after school, summer, and extended school opportunities based on grades, assessments, and teacher recommendation.		
5.3 b. Communication of Extended School Opportunities: Inform parents of extended school opportunities and the availability, targeting students in the transition to grade 6 and grade 9 who are below proficiency in math.		
5.4 Instructional Technology: Provide instructional technology to enhance student engagement and improve mathematics proficiency at home and school. (iReady - 3 year service agreement in 1.3e)	$0	$ 0
5.4 a. Online Resources and Supports: Supplement math curriculum in grades k-12 with online resources and support.		
5.4 b. Communication of Online Math Curriculum: Communicate with parents and students the supplemental math curriculum available to their K-12 students with online resources and support.		
5.5 Math Professional Development: Provide math professional development for teachers and personnel with a focus on elevating math instruction and student engagement.	$0	$ 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5.5 a. CA State Standards for K-12: Instruction of CA State Mathematics Standards in K-12.		
5.5 b. Eight Math Practice Standards: Instruction of the eight Math Practice standards.		
5.5 c. Writing in Math Standards: Implement the use of writing in math to solve, justify, and explain.		
5.5 d. Math Performance Tasks: Implement practice of Math Performance Tasks.		
5.5 e. Implement Number Talks at the elementary level.		
5.6 Publish Math Standards: Identify and publish priority standards within the math progression which students need to master to be successful in Algebra and beyond.	$0	$ 0
5.6 a. Prioritize Standards-Based Assessments and Grading: AUSD will use Marzano Research to establish a prioritization of standards and standards-based assessments and grading.		
5.6 b. Teacher Identification of Standards: AUSD Teachers in K-12 will identify the priority standards for math as it relates to their grade level.		
5.6 c. Publish Key Math Concepts: Parents will be informed of the key concepts and may refer to the AUSD website for this information.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funding for summer programs in goal 5.3 went unused due to school closures. The funds were repurposed to support LCAP actions for our high needs students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Dallas Ranch Middle School, Orchard Park School, and Dozier-Libbey Medical Highs school utilized .6 FTE for math support classes and tutoring services after school.

Fremont Elementary supplemented its math curricula with other additional instructional resources. All school sites participated in training and began the implementation of standards-based grading provided by Marzano Research. Each school had teacher leaders trained in the program that included standards-based grading, creating priority standards, creating performance scales, and conducting curriculum audits. These teacher leaders began the early implementation of the training and tools created. Additional whole staff training was provided during staff development days and school-level professional development events. Particular attention was given to working with student groups that are below grade level and those students with learning disabilities and English learners.

iReady was used throughout the year for students in grades K-8th for both remediation and advancement focused on our high needs students, including our English learners, foster and homeless, socio-economically disadvantaged, African American students, and students with disabilities. iReady lessons are now aligned with the priority standards. The program gave students and families prescriptive math support based on their abilities and needs. This program proved very useful for families after school closures in March due to the pandemic. Students were provided computers and hotspots as needed to participate in iReady lessons and distance learning.

Goal 6

Goal 6: Antioch Unified will reduce the achievement gap amongst student groups and graduates will have the skills necessary for success in college and career.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                   Priority 5: Pupil Engagement (Engagement)
                   Priority 7: Course Access (Conditions of Learning)
                   Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator	
1. Increase by 2% the percent of students who:	1. NOT MET: The 2019 graduation rate that is available via the California Dashboard was 81.2% for all students and 17.2% graduated college and career ready as measured by meeting A-G requirements-not met.
• Graduate on time	
• Graduate College and Career Ready as measured by a- g.	2. NOT MET: Establishing baseline data for this area is a continued work in progress. But set criteria has not been determined at this point.
Data provided will be presented overall and disaggregated. (State Metric 4C, 5E)	
2. Establish baseline data to measure the progress of 6th grade students towards high school graduation. (State Metric 4G, 8)	3. MET: 1,662 students are enrolled in AP classes, of that 290 were African American students and 34 were English Learners. We cannot disaggregate the numbers of socio-economically disadvantaged students due to confidentiality
3. Increase the percent of African American, English learners, and socio-economically disadvantaged students enrolled in:	
• Advanced Placement Courses	4. NOT MET: 202 students scored 3 or better on a AP test
• Gate Program (State Metric 4F, 7A, 7B)	5. NOT MET: Establishing baseline data for this area is a continued work in progress.
4. Increase the percent of students that pass Advanced Placement exams with 3 or higher. Data provided will be presented overall and disaggregated (State Metric 4F, 8)	6. MET: CTE pathway completer data has been tracked during the last couple of years. For the 2019 - 2020 school year, 20.8%

Expected

5. Establish baseline data for the percent of students enrolled in a broad course of study that includes all required subject areas for:

- Grades 1 – 6
- Grades 7 - 12

(State Metric 7A)

6. Establish baseline data for the percent of high school students completing pathway sequences, career technical education (CTE) sequences or CTE programs of study aligned to State Board of Education standards and frameworks.
(State Metric 4C, 8)

7. Increase percent of high school students earning college credit via dual enrollment, articulation or concurrent enrollment. (State Metric 8)

8. Establish Base API and corresponding growth targets once Base API is established by the State.
Data provided will be presented overall and disaggregated. (State Metric 4B)

9. Decrease:

- High School Dropout rates
- Middle School Dropout rates

Data provided will be presented overall and disaggregated. (State Metric 5C, 5D)

19-20

1. Increase by 2% the percent of students who:

- Graduate on time
- Graduate College and Career Ready as measured by a-g.

2. Increase by 5% the number of students who pass both their 6th grade mathematics and English Language Arts course.

Actual

of students completed a sequence of courses in their respective academy or CTE pathway.

7. The number of students who have earned college credit via dual enrollment and articulated courses are as follows: Career Seminar 9 (3,246), Astronomy (153), Emergency Medical Care (129), Sports Medicine (162), and Medical Ethics (135). In the past, the district offered a Counseling 32 and Counseling 34 class after school, which was eventually cut due to low enrollment.

8. API no longer exists as a metric provided by the State.

9. NOT MET: The CDE Data Quest data source indicates the non-grad rate at 16.8% for the comprehensive and alternative high schools in 2019 - 2020. For our middle schools, our district is in the process of determining a systematic way of tracking the dropout rate, which historically has been was 1%.

3. Increase by 2% the number of students enrolled in an AP class.

4. Increase by 5% the number of students who score 3 or better on a AP test

5. Decrease the dropout rate by 5% for all students. Maintain the middle school dropout rate at less than 1%.

Baseline

1. Graduation Rate for all is 87.9%. 28.8% graduated college and career ready

2. Baseline no more than to D or Fs in any content area. Baseline established summer 2017.

3. 616 students enrolled in a AP class.

4. 413 scored 3 or better on a AP test

5. Dropout rate 12.2%. Middle school dropout rate is less than 1%.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
6.1 College-bound Requirements: Prioritize the development, implementation, and documentation of the impact of a district-wide continuum of strategies that promote awareness of college-bound requirements for students in Kindergarten through 12th grade, their parents/guardians, and other community stakeholders.	Action implemented with current staff. $0	$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
6.1 a. College Applications: Provide information about and active support for the college application and admissions process, including • the timely completion of the UC/CSU a-g admission requirements • college entrance exams • college course placement assessments • financial aid resources, such as the Free Application for Federal Student Aid (FAFSA, the Cal Grant, and the California Dream Act applications.		
6.1 b. Financial Aid: Increase students' FAFSA, Cal Grant, or California Dream Act application completion rate from 48% for the class of 2016 to 65% for the class of 2020, with 100% of foster students completing a financial aid application.		
6.2 - College and Career Centers: College and Career Centers at each comprehensive high school will assist students and their parents/guardians in exploring post-secondary options and opportunities."	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits Supplemental and Concentration $76,000	Supplemental and Concentration $76,820
6.2 a. Publish Framework: Develop and publish frameworks that define the scope of services at College and Career Centers.		
6.2 b. Assess Impacts: Establish metrics and periodically assess the impact of College and Career Centers.		
6.3 - Requirements for College: AUSD will provide parents and students with information and training related to a-g requirements, college access, advanced course enrollment, FAFSA completion, the college application process, college entrance exams and course placement assessments.	$ 0	$ 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
6.4 – Advanced Placement (AP) and Accelerated Courses: Antioch Unified will increase the enrollment of high need student groups in Advanced Placement (AP) and accelerated courses by reducing barriers and increasing supports.	Actions implemented by current staff. See Action 3.5. $0	$0
6.4 a. Reduce barriers and increase supports for students to access accelerated and AP courses.		
6.4 b. Provide Professional Development to site administrators and their staffs to enable them to assess the impact of increased screening, increased programs, and reduced barriers on students access, engagement, and achievement.		
6.5 California Seal of Bi-literacy: AUSD will support students to become bilingual and qualifying for the California Seal of Bi-literacy.	4000-4999: Books & Supplies Title III $3,000	Title III $2,010
6.6 Linked Learning/Career Pathway model: AUSD will continue to strengthen and expand the Linked Learning/Career Pathway model.	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books & Supplies 5000-5599: Services & Operating Expenditures Supplemental and Concentration $309,000	Supplemental and Concentration $175,210
6.6 a. Teacher on Special Assignment (TOSA): The Linked Learning / Career Pathways Teacher on Special Assignment (TOSA) will continue to work to support teachers in the development of inter-disciplinary projects and work-based learning curriculum that connects academic learning to student career interests.		Title I $140,857
6.6 b. Work-Based Learning Coordinators: Work-Based Learning Coordinators will support teachers in the development of inter-disciplinary projects and work-based learning curriculum that connects academic learning to student career interests.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits Title I $133,000	Title II $58,365

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
6.6 c. Linked Learning for Alternative Schools: Expand linked learning to include students in alternative school settings (new CPPT2 Grant for alternative and continuation schools – 2 years)		
6.6 d. Dual Enrollment: Work with local colleges to increase dual enrollment access and completion within pathway programs to facilitate post-secondary access and persistence.		
6.6 e. Work-Based Learning Opportunities: Increase the number of work-based learning opportunities available to students such as internships and summer jobs.		
6.7 Science, Technology, Engineering, Arts and Mathematics (STEAM): The District will expand courses related to science, technology, engineering, arts and mathematics (STEAM) as well as courses and opportunities to experience real world learning.	Title I $0 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books & Supplies 5000-5999: Services & Operating Expenditures Supplemental and Concentration	Title I $ 0 Supplemental and Concentration $1,300,543
6.7 a. Project Lead the Way: Expand Project Lead the Way in elementary schools.		
6.7 b. Career Technical Courses: Expand the selection of Career Technical courses.	$1,285,000	
6.8 - College Fair and Parent Information Nights: AUSD will hold a district College Fair and Parent Information Nights.	4000-4999: Books & Supplies Supplemental and Concentration $1,000	Supplemental and Concentration $2,683
6.9 Training on Data Tracking Systems: Continue efforts to train staff in the use of the data tracking systems, including Illuminate, to	5000-5999: Services & Operating Expenditures Supplemental and Concentration $84,000	Supplemental and Concentration $51,107

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
6.10 Communication Systems: AUSD will use communication systems including Aries Parent Portal and Black Board to ensure that parents and students have access to timely student achievement and attainment data including student assignments, grades, credits earned, graduation requirements met, and student assessment results. (Included in goal 1.2 B.)	$0	$0
6.11 Expository Reading and Writing Curriculum: AUSD will continue to train teachers in the Expository Reading and Writing Curriculum (ERWC) to ensure students are able to pass the Early Assessment Program (EAP) assessment.	$0	$0
6.12 Advancement Via Individual -Determination (AVID) and Puente Program: Expand and periodically assess the impact of the Advancement Via Individual Determination (AVID) : • implementing the program at 3 of 4 middle schools; • making the program available at the comprehensive high schools; • expanding to 3 elementary school sites; • offering priority enrollment for high need students. Expand and periodically assess the impact of the Puente Program : • fully developing the 9th and 10th grade courses • offering priority enrollment for high need students.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 5000-5999: Services & Operating Expenditures Supplemental and Concentration $164,530 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 5000-5999: Services & Operating Expenditures Title I $246,120 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books & Supplies	Supplemental and Concentration $129,986 Title I $209,671 Comprehensive Support and Improvement (CSI) $13,045

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
6.13 Provide College Readiness/Entrance Assessments	5000-5999: Services & Operating Expenditures Comprehensive Support and Improvement (CSI) $32,000	Title II $30,568
6.13 a. PSAT and SAT Adminstration Students will be given the opportunity to take the PSAT in 10th grade and the SAT in 11th grade at no cost.	4000-4999: Books & Supplies 5000-5999: Services & Operating Expenditures Supplemental and Concentration $38,000	Supplemental and Concentration $0
6.13 b. Communicate with High-Needs Student Populations: Ensure and document that high-need students and their parents/guardians receive the appropriate information and the support necessary to act on it.		5000-5999: Title I $8,645
6.14 Summer School: Antioch Unified will provide summer school opportunities for students who are credit deficient. • on-line courses that are accredited by • WASC and NCS; teacher-directed classes; • dual enrollment opportunities with local community colleges.	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books & Supplies Title I $155,000	Title I $ 27,948
6.15 Afterschool Enrichment and Intervention: AUSD will continue to fund afterschool enrichment and remediation programs to meet the goals of the LCAP and in compliance with federal regulations. 6.15 a. Documentation: Document implements activities, including a calendar, as well as student participation at each funded school site (k-12). 6.15 b. Evaluation:	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books & Supplies 5000-5999: Services & Operating Expenditures Supplemental and Concentration $151,970	Supplemental and Concentration $138,427

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Establish metrics to evaluate the impact of afterschool enrichment and activities.	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books & Supplies 5000-5999: Services & Operating Expenditures Title I $240,835	Title I $77,010
	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books & Supplies 5000-5999: Services & Operating Expenditures After School Education and Safety (ASES) $642,000	After School Education and Safety (ASES) $730,606
	5000-5999: Services & Operating Expenditures Title IV $132,883	Title IV $115,557
6.16 Gifted and Talented Education (GATE): Increase the identification of qualifying high need students for Gifted and Talented Education (GATE) and provide high interest programs.	4000-4999: Books And Supplies 5000-5999: Services and Other Operating Expenditures Supplemental and Concentration $22,500	24,789
6.16 a. Identification: Collaborate with site administrators and teachers, using multiple measures, to annually identify students in 3rd and 5th grade for GATE services.		
6.16 b. Program Development: Develop and implement GATE programs at all elementary and middle schools.		
6.16 c. Parent/Guardian Engagement:		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Continue to support the GATE Parent Community Group to become effective collaborators with school site staff to help meet the needs of GATE-eligible students.

6.16 d. Establish metrics to evaluate the impact of GATE activities on participating students.

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

PSAT administration at the high school campuses was cancelled due to school closures. The linked learning program expenditures were lower than budgeted as several trainings, off-site professional development, and field trips were cancelled due to school closures.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

College Bound Requirements - Each high school continued to provide virtual support to students on college applications, FAFSA completion, and accessing necessary tools and supports for post-secondary areas of interest and needs. Counselors and Career Center staff gave support to students to prepare them for post-secondary education. Career fairs, guest speakers, and other programming were provided throughout the year.

AP Courses - AP courses were offered at each comprehensive school. This action provided 51 sections of advanced placement courses equivalent to 10.2 full-time teaching staff. Teachers and counselors supported students to sign up for and take the AP exams. District funds were used to supplement the cost of the exams for students needing financial assistance. AP teachers and site coordinators attended AP workshops and virtual training. The California Seal of Biliteracy application process was conducted and over 90 students have submitted applications for consideration. Both AVID programming and the Puente program continued during this school year.

Linked Learning - The district implemented a K - 12 College and Career Readiness program to provide middle school students with a greater understanding of possible college and career opportunities beyond high school. The program was developed to introduce students to academies and pathways offerings at the high schools. At the comprehensive high schools, students choose to be part of our Linked Learning academies with a built-in CTE pathway focused on a specific industry sector. Data from the CA Dashboard College and Career Indicator shows that 23.9% of students are "Prepared", while 19.0% of students are "Approaching Prepared" in

2019 - 2020. Academy and CTE completer data was tracked internally and used to assess each program's sequence. A review of longitudinal data revealed that the majority of our students are "Prepared" or "Approaching Prepared," categories according to CCI state metrics. Planning for future programming will focus on the needs of our diverse student populations so they can complete their CTE sequence of courses, and thus, enhance CTE pathway completer rates.

In 2018 - 2019, AUSD received a Middle School Foundations Academy (MSFA) grant, which allowed us to launch a college and career explorations/awareness program at the middle schools. Then, in 2019 - 2020, our district received two Strong Workforce Program (SWP) grants focused on middle schools and alternative school redesign. The grants allowed us to initiate deeper implementation of our college and career explorations program at the middle school. For the alternative schools, our initiative continues to be a work in progress. This funding source will be used to sustain and enhance the work-based learning programs at each secondary site. When school closures occurred in the spring, Academy TOSA and Work-Based Learning Coordinators were able to find innovative ways to transform our work-based learning program into an online format. Virtual campus field trips, virtual industry tours, virtual job shadows, virtual guest speakers, and virtual student workshops were offered to students.

AVID - AVID programming continued to expand in 2019-2020 in support of our high needs students, including our English learners, foster and homeless, socio-economically disadvantaged, African American students, and students with disabilities and AVID site teams continued to engage in professional development opportunities as well as network meetings to further develop their site programs. Although many teams were slated to attend summer institute in 2020, we did have a decline in teacher registration and participation due to it being moved to a virtual format. As a result, two schools who were considering implementing AVID on their campus in the 20-21 school year decided to postpone their onboarding for a year.

Summer School – The credit recovery program provided students with the opportunity to take high school courses for credit toward graduation. The program operated via a learning management tool, Edgenuity. The coursework was supervised by a content-specific teacher. 506 Students enrolled in the program where they worked independently with teacher support to complete an assigned module and earn credits beyond the regular instructional day. The average percentage of course completion equaled 63.4% at the comprehensive sites, while the completion rate in the alternative schools amounts to 62.5%. Students who needed additional time to complete their course work after the summer session continued their incomplete assignments during the following term. This service is instrumental for students who need a variety of opportunities and choices in pursuing graduation, which further supports high needs students, including our English learners, foster and homeless, socio-economically disadvantaged, African American students, and students with disabilities. The program will continue into the next year. Additional college preparatory programming will be explored as an option for students seeking advancement or enrichment.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide an effective curriculum for students to master California content standards including both digital and print media.	$717,000	$1,563,558	No
Provide signage, handwashing stations, PPE, as well as sneezeguards and other social distancing equipment for school sites to adhere to state and county guidelines when in person learning can be provided on campuses.	$550,000	$661,438	No
Continue Dual Immersion programming at two sites to create and foster bilingualism, bi-literacy, awareness of linguistic and cultural diversity, and high levels of academic achievement through instruction in two languages.	$1,750,000	$1,495,144	Yes
Provide a temporary, alternative placement for students needing specialized academic and behavioral supports.	$354,000	$240,254	Yes
Students will have equitable access to a well-rounded education through career and technical education courses, advanced placement (AP) offering, and various STEM programs, whether virtual or in-person.	$1,425,000	$1,157,157	Yes
Develop school media centers for high needs students to develop literacy and research skills in preparation for college and career. The College and Career TOSA and Work Based Learning Coordinators will create a K- 12 college and careers resource bank which teachers can access to incorporate college awareness, exploration, and preparation activities within the curriculum. They will also work with business, community and higher education partners to enhance STEAM-related instruction in specific academies and pathways.	$300,000	$326,413	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Additional instructional materials and supplies and online academic subscription services for students and teachers during distance learning more than doubled the expenditures for the curriculum action. The Dual Immersion program was fully funded. Staffing totals were not as great as anticipated leaving $250,000 remaining for other services.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

At the direction of the Antioch school board and superintendent, schools were to remain in distance learning throughout the school year. Each of the programs listed made the necessary adjustments to operate as a virtual program. Digital curriculum accounts were distributed to every student and teacher to access using the district-provided computers. Print media was given out as requested by families and when the digital curriculum was not available for current textbook adoptions. Despite remaining in distance learning, we have continued to offer Dual Immersion programs at two of our elementary sites and have seen an increased interest from families regarding enrollment into the program in the 2021-2022 school year. AUSD also managed to recruit and maintain high interest and engagement in various programs such as Advanced Placement courses, Career Technical Education courses and pathways, as well as various STEM courses and throughout the district while in full distance learning. Ongoing formative assessment processes have been utilized to continually monitor student progress and areas of need during full distance learning which supported the employment of additional levels of academic, mental, and emotional supports for identified students. These universal screeners and diagnostic assessments will be utilized as we return to in-person instruction during the 4th quarter to further support students' needs during the transition back into schools. A significant amount of preparation has been completed in regards to health and safety protocols including PPE, signage, and parent communication tools and resources. These safety measures are in place at every school and ready to be utilized when students and staff return to full in-person learning.

In March of 2021, the board of education amended the learning plan to include learning centers at each of the 24 Antioch schools. Additionally, students participating in the special education program per the IEP and designated in special day class setting in grades K-5 were allowed to return to partial day in-person learning. These two programs opened in April. Priority for enrollment was given to students who have IEPs, English learners, foster and homeless, and students otherwise struggling with engagement and/or internet connectivity.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Antioch teachers and administrators will participate in professional learning opportunities focusing on distance learning and engagement strategies utilizing various software applications to mitigate learning loss and promote student achievement.	$3,100,000	$2,179,521	Yes
Implement after school programs at 9 school sites: Belshaw, Fremont, Kimball, Marsh, Mission, Turner, Antioch Middle, Park Middle, and Antioch High.	$1,165,815	$983,103	Yes
Purchase and maintain equipment for staff and student use that includes projectors, laptops, software, and other digital tools to prepare students to meet the rigors of state standards and be prepared for 21st century careers during both distance learning and in-person learning.	$9,750,000	$8,698,380	Yes
Implement a virtual summer credit recovery program for high school students.	$143,000	$143,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Professional development has been provided throughout the school year with high teacher participation rates. The budget for this was set high initially as staff anticipated additional training days may be necessary when the learning program changed from distance to in-person. The Antioch Board of Trustees chose to remain in distance learning for the entirety of the school year. The unspent funds will be repurposed for other LCP expenses. After school programming costs will continue to be incurred as funds were redirected to school site staff in addition to our BACR partners to facilitate learning centers and allow teachers to provide tutoring services to students who are struggling in the distance learning program. Additional technology purchases will be made before the end of the fiscal year. Currently, AUSD possesses enough laptops for each student and staff providing direct services to students for use. Aging devices will be replaced or upgraded with remaining funds.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Professional Learning - During the onset of the COVID 19 pandemic and distance learning, the Antioch Unified School District realized the need to offer professional learning opportunities for staff to deliver effective virtual instruction. The Educational Services department gave a survey to determine how to support staff in the use of technology in a virtual setting. The resulting outcome indicated that teachers needed to be more familiar with the features and functions of Microsoft Teams. The survey also illustrated the necessity of learning about various virtual teaching practices to promote high levels of student engagement and achievement.

Staff development sessions occurred during non-student days and regular days throughout the school year. Twenty-four workshops were open in the summer and the fall for teachers on various technology components ranging from accessing various platforms, delivering digital curriculum, developing online student engagement strategies, and providing technology support. Over 1600 hours of professional development and 100% of our teachers participated in at least one or more sessions. And, 82% elected to join more than one professional development activity throughout the year.

As teachers became more comfortable with technology, they began exploring and utilizing other software applications such as I-Ready, AERIES gradebook, and the various digital tools and resources available in MyLocker/Classlink. Teachers also began experimenting with other digital resources such as Kahoot, OneNote, and Jam Board. Several have designed lessons that include individualized and small group instruction. Some have incorporated innovative teaching strategies using group chat and discussion boards to engage students. Others have adopted their classroom management strategies to meet the diverse learning styles of their students.

After school programs - Student interest and participation was an initial challenge with after-school programming. Students and parents were less interested in a virtual after-school program after participating all day from home in the regular school virtual learning. Staff actively called families and adjusted their offerings to include more enrichment activities. Ultimately, participation rates have remained low throughout the year. In the spring, learning centers were opened by after-school program staff. These centers provide academic and technical support to students on the school campus for students who are struggling to be successful at home due to connectivity or other learning barriers. 14 learning centers were opened in March/April at 9 school sites using the after-school program grant funds. These learning centers are in addition to the learning centers sponsored and staffed by AUSD through its other funding streams.

Technology - The Antioch Unified School District purchased over 10,000 laptops (in addition to the laptops already in the district inventory) for distance learning to ensure that students and families have equitable access to technology devices. Through a community donation, over 1,000 hotspots were purchased to support students who have no internet and internet access issues. To aid with classroom instruction, digital tools such as Seesaw was procured for grades TK - 4, while Microsoft 365 and Microsoft Teams

were purchased for Grades 5 – 12. Additional existing computer applications such as AUSD MyLocker were utilized to help students and staff safely log onto district and school-purchased educational applications.

School sites also purchased educational technology that focused on the needs of diverse student subgroups. Using site funds, schools have obtained hardware such as laptops, tablets, web cameras, and other devices. Some have purchased materials such as headphones and styluses to support distance learning. Others have secured educational software such as Nearpod, Newsela, PearDeck, ECHO, and ClassLink to enrich classroom instruction. Schools have also explored multiple ways to optimize the use of AERIES features and functions to support student learning.

The Technology department is anticipating increased usage of wireless networks at the school sites when students return to in-person learning. Funds have been spent to secure new wireless network controllers and to expand the capacity of our wireless network. The district has been examining the addition of hotspots to support more users and provide a better online experience.

Summer Credit Recovery Program - The Antioch Unified School Districts will offer a credit recovery program through a digital online platform in June and July of 2021. During the summer session, students from the comprehensive and alternative high schools can take academic core classes and electives to recoup credits, and make progress towards meeting graduation requirements. Supervised by a content-specific teacher, students will work independently to complete an assigned module and earn credits beyond the regular instructional day. Students who need additional time to complete their course work after the summer session can continue their incomplete assignments during the following term. The summer school credit recovery program be able to serve 500 plus students.

The COVID 19 pandemic presented some initial challenges during the transition from in-person to distance learning. However, the Antioch Unified School District has been able to cope with the changes and has viewed the outcome as a means of rethinking and reimagining our schools during a post-COVID world. One major challenge that we faced dealt with providing access to devices and connectivity for our students. During the onset of the pandemic, our district created a strategic plan to provide technology with our available resources. Our technology department performed an inventory of laptops from our sites and equitably distributed them to our students and families as loaners. As the pandemic continued, our district also continued to purchase additional laptops to ensure that all students had access to a device.

After the laptop availability issue has been resolved, the next set of challenges dealt with internet access, tech support, and teacher technology expertise. Our district was fortunate to receive a generous donation that gave our students and families greater access to hot spots and the internet. With families experiencing laptop difficulties, our district organized a tech support team that addressed login, software, hardware, and other operational problems. To allow staff to become more proficient with technology use, professional development activities were launched to address teaching and learning in a virtual format. Since last year, our district has made tremendous strides in implementing distance learning. The success of distance learning has been a byproduct of collaborative work between individual departments at the district office. In addition, sites have done a phenomenal job of providing technology access and support for their school community, and thus, making the program work.

At this time, our district continues to focus on the continuity of curriculum and instruction in a virtual setting. Central office administrators continue to provide online training to site administrators on standards-based and mastery-based instruction through a Marzano consulting firm. Site administrators continue to perform virtual walkthroughs and observations to monitor classroom instruction. Site administration experiments with different educational tools such as I-Ready, NearPod, Jam Board, and Kahoot, which they eventually share with their teachers. As a professional learning community, site administrators have conversations with teachers about the best virtual teaching practices and encourage them to try various approaches to raise student engagement. Teachers have used individualized and small group instruction during their lessons. They have used the general chat rooms, discussion groups, bulletin boards, and other methodologies to enhance student learning.

Student participation and academic progress were areas of concern during distance learning. Our preliminary data showed that attendance and participation rates were higher at the elementary level compared to the secondary level. However, after a recent data review, current data shows a positive result where students who were previously marked absent all day at the secondary schools are now marked as "Engaged" in at least one period per day. The pattern reveals 800 days of positive attendance across all the secondary schools. As schools continue to implement their Multi-Tiered Student Support (MTSS) programs, our district hopes to see similar trends for the duration of the school year.

Our district continues to monitor academic progress during distance learning, and find ways to mitigate learning loss. Schools offer teacher office hours, tutorial programs, homework help, and counseling support weekly to address students' academic and social-emotional needs. As we approach the end of the school year, our district has begun to have conversations about programmatic offerings for the summer session. For Special Needs students, the extended school year (ESY) program will be offered. For ELD students, classes in bilingual instruction are available. In addition, the district will also hold a credit recovery program, an independent study program, an algebra transition camp, and an AVID skill-building workshop.

One of the primary challenges during distance learning has been sustaining student engagement. Site-based efforts have had some success with conducting outreach using various re-purposed staff members to connect with the students and identify any needs or challenges they may be encountering. Once attendance patterns have been stabilized, efforts are being made to offer tiered levels of both academic and social-emotional support. Identified students were slotted into small intervention groups developed to ensure that basic skills were mastered in both ELA and mathematics. Progress is monitored using multiple metrics and is based on student learning preferences. All K-8 sites continued to implement fidelity I-Ready, which allowed for teachers to assess students' progress toward standards mastery while placing students in online leveled lessons designed to remediate or accelerate based on their present levels. Staff actively uses data to drive decisions about student groupings and uses dedicated reading teachers and instructional aides to support small group instruction. Through the use of site funds, in conjunction with central dollars, sites are in the process of developing Wellness rooms, which will be established to allow for dedicated spaces for students to de-escalate, and be restored through several designed activities allowing students to be in a safe and nurturing environment with dedicated staff, ultimately resulting in the student being re-entered into the classroom environment. Currently, there are Wellness Rooms at several sites primarily staffed by the school counselor and contracted mental health professional. Throughout this year the main challenge has been to establish robust MTSS tiers for both academic and social-emotional needs for our students. We are in the developing phase

of this work and are currently ramping up efforts to develop the capacity to meet the potential increased numbers of students who have been impacted and lost learning by not being in the classroom.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Support English Learners with academic interventions focusing on accelerating progress towards English language proficiency.	$197,000	310,634	Yes
Support homeless and foster youth and their families to access academic supports and counseling services.	$184,000	$184,222	Yes
Elementary students needing additional support and intervention in reading and mathematics will have access to digital curriculum and supplementary instruction under the guidance of a credentialed teacher during the school day.	$905,000	$973,053	Yes
School sites will use allocated funds to meet the needs of their learners as outlined in their individual School Plans for Student Achievement.	$1,100,000	$1,215,439	Yes
Enhance and expand instructional and counseling programs for students identified as needing special education services which includes specialized training for staff.	$4,250,000	$4,250,000	Yes
Provide an assessment system and support a cycle of inquiry to monitor high needs student progress and identify needed changes to instruction.	$81,000	$78,649	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

School sites received and expended additional funds in excess of the $1.1million listed in the LCP. Additional site allocations were used by school sites to address the individual needs of their community providing learning programs during distance learning. These expenditures include additional tutoring services beyond the school day, instructional software, supplemental curriculum and materials, social-emotional support and additional counseling services, and technology devices.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

One of the primary challenges during distance learning has been sustaining student engagement. Site based efforts have had some success with conducting outreach using various re-purposed staff members to connect with the students and identify any needs or challenges they may be encountering. Once attendance patterns have been stabilized, efforts are being made to offer tiered levels of both academic and social-emotional support. Identified students were slotted into small intervention groups developed to ensure that basic skills were mastered in both ELA and mathematics. Progress is monitored using multiple metrics and is based on student learning preferences. All K-8 sites continued to implement to fidelity I-Ready, which allowed for teachers to assess students progress toward standards mastery, while placing students in online leveled lessons designed to remediate or accelerate based on their present levels. Staff actively uses data to drive decisions about student groupings and uses dedicated reading teachers and instructional aides to support small group instruction. Through the use of site funds, in conjunction with central dollars, sites are in the process of developing Wellness rooms, which will be established to allow for dedicated spaces for students to de-escalate, and be restored through a number of designed activities allowing students to be in a safe and nurturing environment with dedicated staff, ultimately resulting in the student being re-entered into the classroom environment. Currently there are Wellness Rooms at several sites primarily staffed by the school counselor, and a contracted mental health professional. Throughout this year the main challenge has been to establish robust MTSS tiers for both academic and social-emotional needs for our students. We are in the developing phase of this work, and are currently ramping up efforts to develop the capacity to meet the potential increased numbers of students who have been impacted and lost learning by not being in the classroom.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

AUSD will continue to provide a learning environment to help students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Our Mental Health, School Counseling teams, Restorative Practices TOSAs, and a Trauma-Informed Practices consultant will continue to provide training and support to all general education and specialized teaching and support staff on how to integrate restorative circles, trauma-informed practices, social and emotional learning, and mental health into daily lessons to the greatest extent possible. AUSD will increase services through a Covid-19 Recovery grant. Antioch Unified School District has received a grant for $250,000 over five years. On top of the $250,000, ten full time licensed mental health professionals (Transitional Coaches) will be funded through the School-Based Healthcare Solutions Network, Inc. Ten school sites were selected based on the grant criteria including percentages of free and reduced lunch, monthly attendance averages, chronic absenteeism, discipline, and suspension rates. The purpose of the grant and the transitional coaches is to promote a collaborative and integrated approach amongst the education and healthcare community to ensure students succeed academically, socially, and emotionally while confined to home learning mandates during the nation's current national emergency. Licensed mental health professionals will be funded to coordinate behavioral health services utilizing Telehealth technology and academic coordination activities with school administration in collaboration with Antioch Unified School District personnel.

- Tier I – Universal Interventions: Building relationships and community; Mental Health and Social-Emotional Wellness training for teachers and staff; Restorative Circles; Trauma-Informed Practices; Linkage and connections to school and community supports;

The implementation of 2nd Step SEL curriculum at all elementary schools

- Tier II – Targeted Interventions: Group Interventions including Coping with Stress, Healthy Relationships, Motivation, Decision Making, etc.; Short-Term Individual Counseling focused on a targeted goal – Anger Management, Healthy Relationships, Grief & Loss, etc.; Linkage and connections to school and community support
- Tier III – Intensive Interventions: Individual Counseling including Risk & Safety Assessments; Linkage and connections to school and community support; access to mental health clinicians and supports. The School Counselors will continue gathering feedback from the students.

A Student Wellness Survey was completed in January 2021 and will be available all year to provide an open-ended opportunity for students to receive additional support. Topic areas covered included academic planning, connectedness at school, coping with stress, and questions to determine basic needs of students and their families. Data will continue to be analyzed in the fall and spring. The School Counselors also created a website with resources and tools available for students to access. AUSD will continue to reach out to students and staff to develop training and services to address mental health needs so that students can thrive at school and in their jobs. A full-time mental health clinician will continue at both comprehensive high schools. We have an interagency agreement with Contra Costa Health Services to allow Lincoln clinicians at Park Middle School. An outside grant-funded, consultant will continue her contract with Antioch Unified School District to train sites in Trauma-Informed Practices.

Additionally, AUSD's identified CSI schools are receiving training through CCCOE on MTSS during the 2020-2021 school year. Professional development for staff will be provided during 3 contracted staff development days as well as through voluntary training experiences and offerings after contract hours with specific attention on the implementation of Advisory check-ins, community circles, and proper communication protocols for students who are struggling with their social-emotional mindset. We are working to strengthen MTSS tiered supports and expanding our staff and student wellness rooms and offerings.

AUSD staff's health and wellness was also an area of focus. Teachers were able to work from home throughout the 2020-2021 school year and free health and wellness resources were shared with all school staff via weekly district newsletters.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Surveys were created to gather feedback from parents, students, teachers, and staff and were administered during the fall and winter. Data from the most recent surveys are below.

Parent Survey Data:

Engagement and Participation
96% indicated their child attends synchronous live meetings daily
91% indicated their child regularly submits assignments
83% responded that their child is either very focused or sometimes focused/sometimes not focused
68% responded that their student was motivated to learn

Instruction & Programming
13% indicated their child spends less than an hour per day in synchronous learning. 59% 1-3 hours per day and 28% more than 3 hours per day
51% indicated the amount of small group instruction was just right, 30% indicated it was too little, and 19% indicated they had no small group instruction
66% indicated the pace of instruction was just right, 24% indicated it was too fast, and 10% indicated it was too slow
63% indicated the amount of asynchronous assignments was the right amount for their child, 29% indicated it was too much, and 8% indicated it was too little
68% indicated the work their student was doing felt challenging enough, 6% felt it was not challenging, and 26% felt it was too challenging

Access

98% answered that their child was able to access online schoolwork. 87% indicated it was very easy or somewhat easy to use distance learning platforms. (issues identified included internet issues, platforms being down, teachers also having issues) 76% indicated that an adult was always available at home to assist with assignments, 19% indicated that sometimes an adult was home to assist with assignments, 5% indicated an adult was almost never available to assist with assignments 22% indicated they would attend parent workshops/training, 55% indicated they would attend parent workshops/ trainings depending on the topic, and 23% indicated they would not attend parent workshops or training

Student Survey Data:

Distance Learning Student Survey Highlights Learning Style, Work Habits, & Strengths
87% of the students feel that they can openly communicate questions to their teachers
87% of the students easily utilize the internet to research information
83% of the students feel that their teachers encourage creativity from them
80% of the students are assigned written work and/or project-based assignments

School Connection
88% of the students feel cared for during their classes and lessons
86% of the students feel comfortable seeking help from staff
95% of the students utilize the computer for learning as compared to other technology devices
Over half of the students feel that they learn best on their own
Even though distance learning, 71% of the students feel connected to other students and staff

Teacher Recommendations:

Technology
Improved infrastructure (wifi access on specific campuses, etc)
Ensuring 1:1 devices for students
Elimination of labs and having technology in the classroom
Continuance of Teams and Seesaw upon full return

Building Relationship and Community
Morning meetings
Lunch bunch activities
Emoji check-in activities
Family meetings
Virtual parent check-ins

Communication and Support
Use of Remind
Teams meetings
Messaging and chatting
Email
Use of social media platforms

Instructional Strategies
Use of Kahoot, Nearpod, and Flipgrid (and Ed Puzzle)
Virtual field trips
Mindful moments and activities
Use of breakout rooms
Class notebook
Small group instruction for tiered support

Engagement Strategies
Morning meetings
Community circles
Use of "chat" feature in Teams
Use of Office Hours
1:1 check-ins and small group check-ins

We have met with our Parent Advisory Committee, District English Learning Advisory Committee, and African-American Parent Advisory Committee three times this year: December 3, 2020, March 4, 2021, and May 6, 2021. At these meetings, data, progress, and challenges were shared, as well as plans going forward. Additionally, parents had an opportunity to offer feedback and suggestions along the way not only for immediate plans but also with regards to plans captured in the LCP and LCAP.

Extensive efforts have been in place throughout the school year related to student engagement, reengagement, and parent/guardian outreach. Parents received letters on non-participation as a first step, with follow up calls made by teachers, counselors, and site administrators. When those measures were unsuccessful, site administrators made home visits to reengage students and families. When learning centers were opened in the spring, nonengaged students were recommended for participation in the learning centers to provide a structured and supporting learning environment for our most at risk students.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

From the period of March 16, 2020, through March 12, 2021, AUSD has served a combined total of 2,227,616 breakfasts, lunches, suppers, and snacks. Meal distribution is at 12 school sites (Belshaw, Dragon, Lone Tree, Marsh, Mission, Turner, Deer Valley, AMS, PMS, Kimball, Fremont, and Orchard), M-F, 10 a.m.-12 p.m. Fridays food distribution includes weekend meals. Families are provided breakfast, lunch, supper, and snacks for all children 18 and under, regardless of their school of residency. USDA Waivers included measures for non-congregate feeding, parents to pick up meals without their children present, and bulk meal pickups. To keep staff and district families extra safe during meal distribution, parents/guardians were instructed to pop their trunks to allow NS staff to place the meals inside.

Parents and guardians appreciate the service we are providing for their children. On an Antioch Rants and Raves Facebook post, the following comments were made:

- "My kids always enjoy their school lunches and it helps a lot, and the district has even made it so non-school age kids also receive a lunch so even though my 3-year-old is not in the district yet she still gets the same lunch bags as her brothers."
- "I am thankful for the opportunity to get it at all and AUSD provided Breakfast, lunch, and dinner 7 days a week."
- "Very thankful for lunches having kids home is very expensive"
- "AUSD has been providing meals since schools have been closed even when other surrounding districts weren't. They even made sure families had meals during the holidays..."

AUSD provided bulk meal distribution for Spring Break. Families picked up groceries for their children 18 and under on Tuesday, 3/30 from 5 of our feeding sites: Marsh, DVHS, Belshaw, Lone Tree, and Park. Items included assorted fresh fruits and vegetables, Mandarin Orange Chicken, rice, granola, yogurt, and milk. This covered the USDA requirements for 7 days' worth of breakfast, lunch, supper, and snacks. Beginning April 19, 2021, all AUSD school sites will provide meal service to their students and parents, and guardians in conjunction with the opening of learning centers at all AUSD schools.

The AUSD Nutrition Services' Webpage, https://www.antiochschools.net/nutrition-services, is constantly being updated. It lists current menus, nutritional promotions, and nutritional education. Parents can also connect with the staff and get the latest information about our meal service via the Instagram page @antiochschoolfood.

One challenge parents faced was not being able to pick up meals during the 10 am-12 pm distribution times. Meal pickup flyers that were issued to all students at the beginning of the school year allowed parents to pass along their flyers to other friends or family members to pick up meals for their children.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	Recruit and retain highly qualified staff who reflect the diversity of the Antioch community.	$57,500	23,247	Yes
N/A	Provide a fully accredited Teacher Induction program.	$138,000	$138,000	No
Distance Learning Program (Pupil Participation and Progress)	Continue the African American Achievement Initiative including Manhood development courses at middle and high schools.	$200,000	$187,667	Yes
Pupil Engagement and Outreach	Hire and retain vice principals to assist with parental involvement, student engagement, student achievement and attendance with an emphasis on supporting students who are low income, foster or homeless youth, English Learners, African American, and other high- needs student groups	$3,500,000	$3,232,472	Yes
N/A	Implement a visual and performing arts program K-12 to provide a well-rounded education.	1,400,000	$1,464,999	No
Mental Health and Social and Emotional Well-Being	School safety staff will ensure students can learn in a positive and inclusive school community and all members feel safe and respected.	$975,000	$540,489	No
Mental Health and Social and Emotional Well-Being	Implement social and emotional learning programs that promote student academic achievement, social and emotional learning, physical well-being, and college, career, and civic life readiness.	$3,885,000	$3,274,987	Yes
Pupil Engagement and Outreach	Seek parent and community involvement to connect with parents on their child's educational progress and needs, to assist with decision-making, and to increase access to services.	$870,000	$1,066,909	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Supports for Pupils with Unique Needs)	Increase the number of students who will meet the eligibility standards to receive a seal of bi-literacy on their high school diplomas.	$5,000	$2,160	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Implement AVID program to increase college and career readiness for students.	$120,000	$187,607	Yes
Distance Learning Program (Continuity of Instruction)	Provide college and career counseling at secondary schools.	$160,000	$118,915	Yes
In-Person Instructional Offerings	Improve student learning environments focusing on safe and collaborative spaces.	$1,340,000	$3,750,000	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Each of the listed strategies was fully implemented. School safety expenditures were lower than originally budgeted due to unfilled site safety classified positions. The need for site safety personnel was diminished during the pandemic shutdown of schools. Parent and community support expenditures were higher than anticipated to account for staffing costs related to site personnel for translation services and other support to families. Improved learning environment costs ran more than anticipated. Elementary class size reductions totaled $3.75 million a full $2.45 million more than budgeted in the LCP.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021-24 LCAP.

So much has been learned during school closures and distance learning and students, teachers, counselors, and administrators have adapted and grown dramatically over the 2020-21 school year. AUSD has experienced many silver linings and also identified areas of need that have influenced numerous goals and actions in the 2021-2024 LCAP. For our students who have experienced a decline in participation and engagement, grades, motivation, and overall social emotional health, AUSD has prioritized the need for a fully developed, robust Multi-Tiered Systems of Support to include an adoption of SEL curriculum, wellness strategies, and increased

services from instructional assistants. New for AUSD this year was the introduction to the Student Wellness Wheel which engages sites in building a Healing and Resiliency Centered School through instructional strategies dedicated to standards mastery based learning, and trauma informed and cultural relevant teaching practices. This effort will be expanding to all levels TK-12 over the next several years.

The biggest gift to come from our year of distance learning was the rapid transition to the virtual world. Our students and teachers now have their own laptops which allows them to utilize instructional technology through our learning managements systems, and provides access to far greater digital core and supplemental curriculum, and online intervention programs. Teachers, students, and parents are now able to communicate with each other in ways they were not before through the use of email, chat, and video conferencing. We have seen a spike in parent engagement and hot spots have been provided for households with limited or no internet to ensure equitable access to instruction and resources. Due to the dramatic increase in technological proficiency, AUSD is able to expand blended learning, linked learning, virtual learning, concurrent enrollment, and project based learning options that will be truly innovative and tailored to student needs and interests and could revolutionize the face of public education in our district.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021-24 LCAP, especially for pupils with unique needs.

Summer program offerings are being extended to service more students identified as needing academic supports to remediate learning gaps experienced by students that were evident before and during the pandemic shutdown of school with a focus on English Learners, students with disabilities, homeless and foster youth, African American students, and students who are socio-economically disadvantaged. Families will receive communication via print and digital services outlining the ways they can enroll. Schools will receive additional staffing allocations in math and reading at all grade levels to lower class sizes and provide more individualized instruction specific to student needs. Paraprofessionals will support the learning process and provide academic support for students in English and Spanish. Digital learning and assessment tools will be employed to further assist students to meet the rigors of the California Common Core State Standards. These systems will provide diagnostic assessments and learning continuums in both math and reading and can be accessed at designated times during the school day and may be used after school. Additional after-school programming will give students opportunities to receive tutoring services. English language development courses will be expanded to lower class sizes and focus on small group and individual attention. Students needing computers and access to high-speed internet will have tools made available to them. Teachers will be coached and supported with accelerated learning techniques to build up the prerequisite skills needed to meet grade level priority standards.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Improving student learning environments and the expenditures related to class size reductions at the elementary is an action that can be classified as contributing to increased services. Smaller class sizes allow for teachers to provide small group and individualized learning for students. $3.75 million of the total expenditures were allocated for this need.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

District wide, AUSD performed at the "orange" level for English Language Arts (52.4 points below standard), Mathematics (93.9 points below standard), Chronic Absenteeism (18.8% chronically absent), Suspension Rate (7.3% suspended at least once), and College and Career (23.9% prepared). The following narrative outlines how AUSD plans to focus on the areas of greatest need, which were also identified through the Differentiated Assistance process.

ELA AND MATHEMATICS ACHIEVEMENT
AUSD is developing a 3 tiered system of support for students in ELA and Mathematics starting with Tier 1: First best instruction. This includes professional development for general and Special Education teachers and site administrators. AUSD is also engaged in Standards Based Learning, which includes the identification of priority standards in Literacy and Mathematics, the use of proficiency scales by teachers and students, and training in the development and use of standards based assessments and grading. An adaptive assessment system is used with K-8 students as a benchmark assessment and high school students take the Smarter Balanced Interim Assessments to monitor student proficiency in ELA and Math. All schools use a combination of online and classroom interventions to support students needing Tiers 2 and 3 supports. There is also an increased focus on Professional Learning Communities to utilize data and a cycle of inquiry to inform decisions that will impact instruction and student progress.

CHRONIC ABSENTEEISM AND SUSPENSION RATE
AUSD acknowledges that the ways to decrease chronic absenteeism and suspensions are multi-faceted. Aside from district-wide and site level strategies being implemented to improve attendance and decrease suspensions, such as student incentives, working with parents to understand the importance of regular attendance, phone calls home, truancy letters, and home visits, AUSD is looking for ways to further build relationships with students, support students on a social emotional level, and provide instruction that is engaging and meaningful. AUSD has done this through initiatives that incorporate trauma informed practices, restorative justice, mindfulness, wellness rooms, Toolbox strategies, and supports through counselors and mental health clinicians, to name a few. AUSD is also identifying ways to embed meaningful use of technology in the classroom and expand project based learning efforts beyond the high schools into the middle and elementary schools.

COLLEGE AND CAREER READINESS RATE
AUSD is working towards continually improving all students' preparedness by continuing to provide a robust AVID program that is expanding to our elementary schools. We are also focused on implementing project based learning models throughout the district to increase student engagement and access and mastery of content standards as a result of hands on, real-world experiences in their learning processes. Additionally, professional development will continue to be provided for teachers and administrators that support

student engagement, access to rigorous courses of study, and appropriate supports to address gaps students K-12 may experience for a variety of reasons.

So much has been learned during school closures and distance learning and students, teachers, counselors, and administrators have adapted and grown dramatically over the 2020-21 school year. AUSD has experienced many silver linings and also identified areas of need that have influenced numerous goals and actions in the 2021-2024 LCAP. For our students who have experienced a decline in participation and engagement, grades, motivation, and overall social emotional health, AUSD has prioritized the need for a fully developed, robust Multi-Tiered Systems of Support to include an adoption of SEL curriculum, wellness strategies, and increased services from instructional assistants. New for AUSD this year was the introduction to the Student Wellness Wheel which engages sites in building a Healing and Resiliency Centered School through instructional strategies dedicated to standards mastery based learning, and trauma informed and cultural relevant teaching practices. This effort will be expanding to all levels TK-12 over the next several years.

Summer program offerings are being extended to service more students identified as needing academic supports to remediate learning gaps experienced by students that were evident before and during the pandemic shutdown of school. Families will receive communication via print and digital services outlining the ways they can enroll. Schools will receive additional staffing allocations in math and reading at all grade levels to lower class sizes and provide more individualized instruction specific to student needs. Paraprofessionals will support the learning process and provide academic support for students in English and Spanish. Digital learning and assessment tools will be employed to further assist students to meet the rigors of the California Common Core State Standards. These systems will provide diagnostic assessments and learning continuums in both math and reading and can be accessed at designated times during the school day and may be used after school. Additional after-school programming will give students opportunities to receive tutoring services. English language development courses will be expanded to lower class sizes and focus on small group and individual attention. Students needing computers and access to high-speed internet will have tools made available to them.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021-24 LCAP.

  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021-24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021-24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAF, as applicable.

Annual Update for the 2019-20 Local Control and Accountability Plan Year

Expenditure Summary

Total Expenditures by Funding Source

Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	38,756,814.00	37,451,982.00
	0.00	24,789.00
After School Education and Safety (ASES)	642,000.00	730,606.00
Comprehensive Support and Improvement (CSI)	959,255.00	696,864.00
Lottery	800,000.00	968,178.00
Low Performing Block Grant (LPSBG)	1,026,330.00	1,026,330.00
Supplemental and Concentration	30,410,862.00	28,845,050.00
Title I	3,945,810.00	4,200,785.00
Title II	514,900.00	548,086.00
Title III	261,500.00	295,737.00
Title IV	196,157.00	115,557.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type

Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	38,756,814.00	37,451,982.00
	37,730,484.00	37,451,982.00
5800 - PROFESSIONAL/CONSULT OPRTNG	1,026,330.00	0.00
	1,009,618.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	38,756,814.00	37,451,982.00
	After School Education and Safety (ASES)	0.00	24,789.00
	Comprehensive Support and Improvement (CSI)	642,000.00	730,606.00
	Lottery	959,255.00	696,864.00
	Low Performing Block Grant (LPSBG)	800,000.00	968,178.00
	Supplemental and Concentration	0.00	1,026,330.00
	Title I	30,410,862.00	28,845,050.00
	Title II	3,945,810.00	4,200,785.00
	Title III	514,900.00	548,086.00
	Title IV	261,500.00	295,737.00
	Low Performing Block Grant (LPSBG)	196,157.00	115,557.00
5800 - PROFESSIONAL/CONSULT OPRTNG		1,026,330.00	0.00
			1,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	16,389,829.00	16,285,807.00
Goal 2	4,207,500.00	4,424,098.00
Goal 3	13,409,090.00	12,462,024.00
Goal 4	856,918.00	848,836.00
Goal 5	176,639.00	117,370.00
Goal 6	3,716,838.00	3,313,847.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program

Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$5,096,000.00	$5,443,964.00
Distance Learning Program	$14,158,815.00	$12,004,004.00
Pupil Learning Loss	$6,717,000.00	$7,011,997.00
Additional Actions and Plan Requirements	$12,650,500.00	$13,987,452.00
All Expenditures in Learning Continuity and Attendance Plan	$38,622,315.00	$38,447,417.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)

Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$1,267,000.00	$2,224,996.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	$3,853,000.00	$5,893,488.00
All Expenditures in Learning Continuity and Attendance Plan	$5,120,000.00	$8,118,484.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)

Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$3,829,000.00	$3,218,968.00
Distance Learning Program	$14,158,815.00	$12,004,004.00
Pupil Learning Loss	$6,717,000.00	$7,011,997.00
Additional Actions and Plan Requirements	$8,797,500.00	$8,093,964.00
All Expenditures in Learning Continuity and Attendance Plan	$33,502,315.00	$30,328,933.00
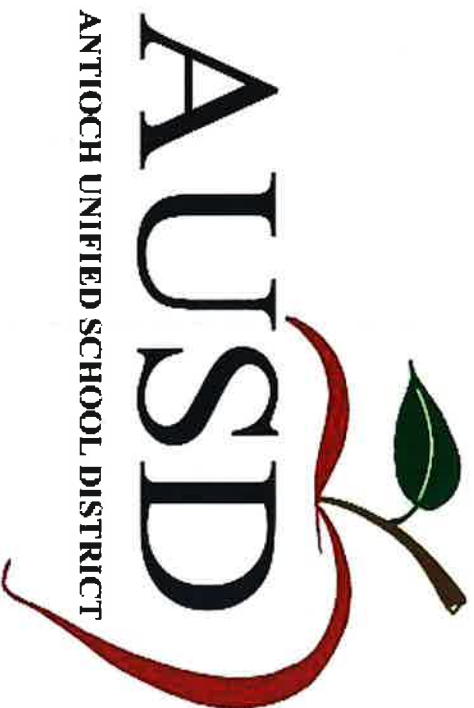
Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Antioch Unified School District	Christine Ibarra Associate Superintendent	Christineilbarra@antiochschools.net 925-779-7500

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Antioch Unified School District (AUSD) operates in Antioch, CA, located along the San Joaquin Sacramento River Delta in East Contra Costa County. Antioch has a rich history, and is one of the oldest towns in California, having been incorporated in 1872. AUSD serves 16,293 TK-12 students with an ethnic and racial makeup of 24.6% African American, 0.6% American Indian, 4.2% Asian, 4.8% Filipino, 46.8% Latino/Hispanic, 1.5% Pacific Islander, 12.5% White, and 4.9% as two or more races. Of our student population, 72% are Socioeconomically Disadvantaged, 18.7% are English Learners, 1% are Foster Youth, and 14.6% are Students with Disabilities.

The District includes 13 elementary schools, 4 middle schools, and 1 K-8 school. AUSD is also pleased to provide many educational options to our high school students based on an academy design. Eighth grade students are given the opportunity to review the available options

and to select a high school program based on their interest. In total, AUSD has two comprehensive high schools, one pathway high school focused on a health science theme, and 3 educational alternative schools serving high-risk, mobile students.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

SUSPENSIONS

Suspension Rates continue to be an area of progress for AUSD. An increase in Social-Emotional Learning (SEL) initiatives are having a positive impact. Over the past 3 years, more and more schools in AUSD are being trained in trauma informed practices, restorative practices, and mindfulness. Schools have counselors and vice principals, some are implementing wellness rooms, and several sites have access to mental health clinicians. Additionally, AUSD now has behaviorists to support teachers in working with students who exhibit more extreme behaviors in both general and Special Education.

Suspension Rates decreased for the following student populations on the California Schools Dashboard:

All Students by 0.2%
Foster Youth by 2.2%
Homeless by 0.4%
Socio-Economically Disadvantaged by 0.6%
Student with Disabilities by 1.5%
African American by 1.0%

ENGLISH LANGUAGE ARTS (ELA)

In recent years, AUSD has invested in a few key initiatives. Teachers in all grades, including Special Education, are beginning to focus their instruction on priority standards and utilizing proficiency scales to measure student growth. This work is expanding into standards mastery assessments and reporting. AUSD also uses an adaptive assessment system to measure student achievement in Reading over the course of the school year so that instruction can be modified along the way. Students in grades K-2 are receiving foundational literacy skills through the California Reading & Literature Project.

Progress was made in ELA for high needs student subgroups according to the California Schools Dashboard:

ELA improved for the following student populations:

Foster Youth by 5.8 distance from standard
Socio-Economically Disadvantaged by 0.7 distance from standard
Student with Disabilities by 9.6 distance from standard
African American by 4.2 distance from standard

FOSTER YOUTH and STUDENTS WITH DISABILITIES demonstrated growth in 4 out of the 6 California Dashboard indicators. Foster Youth improved in the areas of ELA, Math, Chronic Absenteeism, and Suspension Rate. Students with Disabilities improved in the areas of ELA, Math, Suspension Rate, and Graduation Rate. A counselor dedicated to supporting Foster Youth and their guardians and counselors in

the schools has had an overall positive impact on those students. An increased focus on Special Education instructional programs and strategies is beginning to have an impact on our Special Education student achievement.

STAKEHOLDER ENGAGEMENT
Stakeholder engagement continues to be one of AUSD's greatest strengths. In the 2019-2021 school year, AUSD provided multiple opportunities for parents, staff, students, and members of the community to have equal voice in evaluating current programs based upon review of the California Schools Dashboard and local data, and in making suggestions for future LCAP goals and actions.

LOCAL INDICATORS
Lastly, AUSD has met every local indicator as shown on the California Dashboard (Implementation of Academic Standards, Access to a Broad Course of Study, Basic Services, including Teachers, Instructional Materials, Facilities, Parent and Family Engagement, and Local Climate Survey).

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

District wide, AUSD performed at the "orange" level for English Language Arts (52.4 points below standard), Mathematics (93.9 points below standard), Chronic Absenteeism (18.8% chronically absent), Suspension Rate (7.3% suspended at least once), and College and Career (23.9% prepared). The following narrative outlines how AUSD plans to focus on the areas of greatest need, which were also identified through the Differentiated Assistance process.

ELA AND MATHEMATICS ACHIEVEMENT
AUSD is developing a 3 tiered system of support for students in ELA and Mathematics starting with Tier 1: First best instruction. This includes professional development for general and Special Education teachers and site administrators. AUSD is also engaged in Standards Based Learning, which includes the identification of priority standards in Literacy and Mathematics, the use of proficiency scales by teachers and students, and training in the development and use of standards based assessments and grading. An adaptive assessment system is used with K-8 students as a benchmark assessment and high school students take the Smarter Balanced Interim Assessments to monitor student proficiency in ELA and Math. All schools use a combination of online and classroom interventions to support students needing Tiers 2 and 3 supports. There is also an increased focus on Professional Learning Communities to utilize data and a cycle of inquiry to inform decisions that will impact instruction and student progress.

CHRONIC ABSENTEEISM AND SUSPENSION RATE
AUSD acknowledges that the ways to decrease chronic absenteeism and suspensions are multi-faceted. Aside from district-wide and site level strategies being implemented to improve attendance and decrease suspensions, such as student incentives, working with parents to understand the importance of regular attendance, phone calls home, truancy letters, and home visits, AUSD is looking for ways to further build relationships with students, support students on a social emotional level, and provide instruction that is engaging and meaningful. AUSD has done this through initiatives that incorporate trauma informed practices, restorative justice, mindfulness, wellness rooms, Toolbox

strategies, and supports through counselors and mental health clinicians, to name a few. AUSD is also identifying ways to embed meaningful use of technology in the classroom and expand project based learning efforts beyond the high schools into the middle and elementary schools.

COLLEGE AND CAREER READINESS RATE

AUSD is working towards continually improving all students' preparedness by continuing to provide a robust AVID program that is expanding to our elementary schools. We are also focused on implementing project based learning models throughout the district to increase student engagement and access and mastery of content standards as a result of hands on, real-world experiences in their learning processes. Additionally, professional development will continue to be provided for teachers and administrators that support student engagement, access to rigorous courses of study, and appropriate supports to address gaps students K-12 may experience for a variety of reasons.

GRADUATION RATE FOR FOSTER YOUTH AND STUDENTS WITH DISABILITIES

High school counselors play a critical role in supporting Foster Youth. Since Foster Youth tend to have a higher mobility rate, it is important that student transcripts are reviewed carefully and classes are assigned appropriately so students can remain on track to graduate in 4 years. For our Special Education students, we are not only looking at their course sequences, but also the opportunities for inclusion throughout the grades to increase student access to grade level curriculum and instruction.

STUDENT SUBGROUPS

AUSD has a few student groups needing focused attention. Across the board, our English Learners (ELs) are not experiencing growth. We are in the process of rewriting our English Learner Master Plan, which is taking a comprehensive look at how we improve services and programs to improve outcomes for ELs. Our Homeless students are also in need of focused support, particularly in the area of attendance with a Chronic Absenteeism rate of 40.1% and Mathematics at 131.7 points below standard. And, our African American subgroup needs additional supports in ELA as demonstrated by their level of 81.3 points below standard on the California Schools Dashboard, Mathematics at 124.4 points below standard, a Chronic Absenteeism rate of 27.6%, a Suspension rate of 14.2%, and with 73.9% graduating and 9.3% deemed College and Career Ready.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The AUSD LCAP addresses each state priority through 4 high leverage goals. Throughout the LCAP development process, district staff and stakeholders worked closely to align goals and actions to student needs. Each school site's School Plan for Student Achievement will also align to the the 4 goals in the LCAP. Highlights from actions and services to be implemented in the upcoming years are detailed below.

Goal 1: Student Achievement: Reduce the achievement gap for high needs students and ensure all students are accessing learning at the highest levels. Actions will include:

- Highly qualified and diverse staff
- Teacher induction program
- Curriculum
- Professional development
- Mathematics
- Literacy
- Assessments
- English Learner program
- Dual Immersion program
- Class size reduction
- Opportunity alternative program
- Summer educational programs
- After School Learning Programs
- Special Education services
- School Funding and Program Monitoring
- Multi-Tiered System of Support for academic instruction

Goal 2: School Connectedness: Foster student, family and staff connectedness to school to enhance the overall learning experiences of all students. Actions will include:

- African American Student Achievement Initiatives
- Vice Principals
- Visual and Performing Arts
- School Safety
- Social-Emotional Learning Initiatives
- Parent and Community Involvement
- Homeless and Foster Youth supports and resources
- English Learner Newcomer Center
- Healing and Resiliency Centered Schools

Goal 3: College & Career Readiness: Prepare our students to be college and career ready, starting in the elementary grades through high school. Actions will include:

- Advanced Placement courses
- Linked Learning Academies and Career Technical Education pathways
- Project Based Learning
- Seal of Biliteracy
- Advancement Via Individual Determination (AVID)
- Puente
- Blended Learning
- College preparatory support

- Facilities
- Instructional technology
- School Media Centers
- Technology support

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Marsh Elementary, Carmen Dragon Elementary, Jack London Elementary, Antioch Middle School, Park Middle School, Live Oak High School (Continuation), Bidwell Continuation High School, Prospects High School (Alternative)

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

The Antioch Unified School District (AUSD) reviewed its trends in state and local data and chose to take a research-based, systems approach to addressing the needs of its CSI schools. Oftentimes, it is not the programs themselves that determine effectiveness, but the structures of implementation and monitoring that are the lead indicators of whether or not a program will be successful. For this reason, AUSD identified initiatives that would guide the CSI schools in examining their own practices and systems in place in order to address the needs of each unique system within their schools.

All CSI schools participated in extensive and ongoing training on Multi-Tiered Systems of Support (MTSS) over the course of the 2020-2021 school year facilitated by the Contra Costa County Office of Education (CCCOE). CCCOE staff worked directly with district leadership and teams from each of the CSI schools with the plan to support sites in developing a robust MTSS on their individual campuses. AUSD has partnered with CCCOE through Differentiated Assistance for the past 2 years and we appreciate their continuous support and guidance. The CSI schools completed the Fidelity Integrity Assessment (FIA) which examined current practices and identified the gaps in services for students in order to implement the necessary evidence-based programs and practices to improve student outcomes. District leadership will continue to support CSI schools with implementation and progress monitoring of their MTSS goals and actions with the support of CCCOE staff.

AUSD is also partnering with Marzano Research to develop Healing and Resiliency Centered Schools focused on a student wellness wheel that incorporates trauma informed and culturally relevant teaching practices to accelerate student mastery of priority standards. This is the next level of practice stemming from work began 3 years ago in the area of standards-based learning as we work toward the implementation

of a mastery based learning model. Our CSI schools will receive intensive training and support for all teachers and administrators, and our alternative high schools in particular will be working towards competency grading to advance students through courses once mastered to make up credits and improve their chances of graduating on time.

The Director of Program Support provided training to school leaders on the CSI program. Training included the identification of CSI schools, the components of a needs assessment and root cause analysis (fishbone activity), completing the needs assessment document, inclusion of stakeholders, and completing the SPSA. As a result of this training, each school site conducted a needs assessment with their stakeholder groups in conjunction with their school planning process in the spring of 2021, and completed the Fidelity Integrity Assessment (FIA) with their MTSS team in winter 2021. Stakeholder groups include school site councils, teacher leadership teams, PTA, and ELAC. By analyzing 2019 dashboard data (attendance, achievement, EL progress, suspensions, graduation rates) and other local sources of information, these groups contributed to the completion of the needs assessment. These groups found no resource inequities in their review process. However, they did indicate that additional funds would support student achievement through the expansion of services (actions and services are listed below for the schools). The needs assessment became the guiding tool to determine how all allocated funding would be used to support students at each site. The School Plan for Student Achievement was drawn up listing the various activities/strategies necessary to improve student outcomes along with metrics for determining success.

Likewise, district stakeholder groups reviewed data during the spring of 2020, and again in spring of 2021, during the LCAP development process to determine needs. The LCAP and Parent Advisory groups provided input leading to the identification of needs related to standards-based instruction and student engagement. CSI funds were allocated centrally to support service contracts with Marzano Research to fulfill these needs.

Carmen Dragon Elementary, Jack London Elementary, Marsh Elementary, Antioch Middle School, and Park Middle school qualified for CSI due to their status within the California Schools Dashboard. The CSI elementary and middle schools received all red and orange indicators in Math, ELA, Chronic Absenteeism, and Suspensions. Live Oak High School, Bidwell Continuation High School, and Prospects High School were identified for comprehensive support and improvement due to low graduation rates. Based upon the needs assessments, the data showed the need for more consistent implementation of standards based and social emotional learning practices and intervention programs and strategies in English Language Arts, Mathematics, and social emotional learning. Both district and site initiatives and actions address these identified areas.

School Site programs/activities:

Academic Intervention Programs – school sites facilitate intervention programs at each of their school sites. These occur as afterschool programs and embedded school day programming. These focus on math, reading, and credit recovery for students in danger of meeting academic proficiency standards and/or in danger of not graduating from high school.

- Push-in Reading teachers will provide targeted instruction to elementary students reading based on assessment results: BPST (Basic Phonics Skills Test), iReady diagnostic, CAASPP, and other local assessments.
- Standards-based grading and performance scales will be implemented
- A Math coach to provide support to math teachers at the identified sites
- Supplemental instructional materials will be purchased for Math and Reading instruction (print media)

- Software licenses – include licenses for supplemental instructional programs including Newsela, Renaissance Learning, Nearpod, etc.
- Student technology device purchases to implement digital learning and the use of intervention software programs for both in-person and distance learning
- Curriculum Development and Instructional Pedagogy training – teachers will receive substitute teachers to be able to attend staff training and time to develop curriculum including standards-based unit and lesson plans.
- After-school academic tutoring (Math, Reading, English Language Development) and a credit recovery program

Social Emotional Supports
- Restorative and trauma informed practices training
- Counseling service contracts - mindfulness training for students and staff and mental health services aimed at reducing negative behaviors linked to chronic absenteeism and suspensions

District staff engage regularly with site administrators in Professional Learning Communities by reviewing state and local data, with a focus on local data for the 2020-2021 school year. Ongoing data conversations occur over the course of the school year which include an analysis of local benchmark data in order to adjust goals and actions. School data teams meet regularly to analyze student achievement data and report to the School Site Council and school staff to adjust the school plan for student achievement as needed. Principals then come back together to chart progress and adjust goals as a district-wide team.

Monitoring and Evaluating Effectiveness
A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

District administrators are participating in all training activities and are responsible for supporting CSI schools with implementation efforts both with standards-based learning and MTSS. Due to the ongoing participation and direct support by district staff, monitoring implementation will be continuous. Moreover, through the Principals PLC, site administrators are holding themselves accountable to the goals and actions they set for their schools.

There are a number of artifacts that will be reviewed to measure the level of implementation at each CSI school, such as sites establishing a tiered system of support for academics, student behavior, and social emotional learning; using priority standards and student mastery of those standards to drive instruction; and goal setting with students. AUSD has identified universal screeners for English, Math and Social-Emotional Health. These tools will be used 2 times per year to measure progress, and long-term effectiveness will be measured by growth on the California Schools Dashboard.

Before the SPSA is finalized, district support staff evaluates the various programs and strategies identified by the site relative to the CSI grant award. Staff provides feedback on the allowable costs and ensures that all programs align to the AUSD LCAP. District staff maintain regularly scheduled meetings with CSI school leaders to monitor program implementation. Site leaders provide data on program effectiveness and detail upcoming adjustments to their plans based on these results. All contracts and requisitions submitted by the site are evaluated by district staff and approved by the Board of Education as applicable. School leaders are able to monitor spending and run

various financial reports. Progress monitoring will include site level leadership groups including, site leadership teams, school site councils, ELAC, and PTA.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Antioch Unified School District (AUSD) has actively engaged its school community in processes that support implementation of the LCAP. Stakeholder involvement includes participation by parents, students, administrators, staff, the Contra Costa County Special Education Local Plan Area, and community members in the review and evaluation of LCAP initiatives, and participation in the development of the 2021-2024 LCAP goals. Administrators provided input and feedback during site administrator meetings and groups of students provided feedback from each of the middle, high, and continuation high schools. An LCAP Advisory Committee met throughout the 2019-2020 school year and members of this body included representatives from school sites, students, AUSD Educational Services, the Antioch Educators Association, the California School Employees Association, other District advisory groups such as the District English Learner Advisory Committee (DELAC), the Parent Advisory Committee (PAC), the African American Parent Advisory Council (AAPAC), and the Foster Parents Advisory Committee, and community advisory groups such as representatives from Public Advocates, Faith in Action, the NAACP, and the faith-based consortium. The composition of the committee helped to ensure a focus on meeting the needs of our high needs students who generate Supplemental and Concentration grant funds. Committee members had the opportunity to review data, ask questions and provide feedback, and generate recommendations. The AUSD Superintendent responded in writing to questions from the LCAP Advisory Committee, DELAC, and PAC. In the 2020-2021 school year, the PAC, DELAC, and AAPAC met throughout the year to collaborate and provide feedback on goals and actions associated with the Learning Continuity and Attendance Plan (LCP) and updates to the 2021-2024 LCAP.

Meeting Dates:

LCAP Advisory Committee Meeting Dates:
10-17-19 1-30-20 03-05-20

Parent Advisory Committee Meetings:
09-18-19 11-07-19 01-16-20 03-19-20 05-21-20 07-07-2020 12-03-2020 03-04-2021 05-06-2021

District English Learner Advisory Committee Meeting Dates:
09-12-19 10-22-19 11-14-19 01-23-20 02-04-20 03-05-20 04-09-20 05-07-20 08-06-2020 09-03-2020 10-15-2020 11-14-2020 12-03-2020
03-04-2021 05-06-2021

Foster Youth Advisory Meetings:
09-04-19 10-02-19 11-06-19 02-05-20 03-04-20 04-01-20 05-06-20   NONE IN 2020-21 due to COVID

May 6, 2021: A draft of the 2021-2024 LCAP was presented to the Parent Advisory Committee and African American Parent Advisory Committee and they submitted written comments regarding the specific actions and expenditures proposed in the plan.

May 6, 2021: A draft of the 2021-2024 LCAP was presented to the District English Learner Advisory Committee and they submitted written comments regarding the specific actions and expenditures proposed in the plan.

June 4, 2021: A Notice of Public Hearing will be posted at locations in the community and a draft of the 2021-2024 LCAP will be posted on the District Website. Included in the posting will be notification to the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed in the plan.

June 9, 2021: A Public Hearing for the 2021-2024 LCAP will be held. Outcomes of the 2019-20 LCAP Actions, outcomes of the 2020-21 LCP, as well as Draft of 2021-2024 LCAP, will be presented to the Board of Trustees.

June 23, 2021: School Plans for Student Achievement will be submitted to the Board of Trustees for review and to ensure alignment with the LCAP goals as delineated by Education Code 52062.

June 23, 2021: Board of Trustees vote on the 2021-2024 LCAP

A summary of the feedback provided by specific stakeholder groups.

Stakeholder groups regularly met in larger mixed groups and then broke out into smaller subgroups to generate ideas and feedback. The summary of the trends that emerged across parent, student, teacher, and administrator stakeholder feedback was as follows:

- Keep social and emotional support services at all schools focused on building relationships and student engagement strategies and maintaining counselors and vice principals at all sites
- Build a strong Multi-Tiered System of Support to include interventions for reading and math, professional development for general and special education teachers, and an opportunity program for students at risk
- Expand summer learning options, after school programs and tutoring, and services and programs for English learners
- Class size reduction for primary classrooms, math, literacy, Special Education, and English language development
- Expand project based learning and AVID at the elementary level
- Provide digital citizenship curriculum and improve security cameras and lighting to increase school safety
- Provide professional development for classified staff, such as instructional assistants and site safety
- Recruit diverse staff and provide diversity training
- Grow the Dual Immersion program
- Offer more programs and strategies for African American students
- Enhance parent involvement efforts to include program monitoring
- Maintain continuity of services to avoid adding services only to cut when budgets are tight
- Expand Career Technical Education pathways by providing real life experiences and skills
- Access for all students to Advanced Placement courses and testing, A-G courses, and free PSAT
- Update curriculum, especially in Science
- More technology devices for students
- Hire a grant writer
- Expand visual and performing arts offerings

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Stakeholder groups of parents, students, staff, and county and community members met regularly over the past 2 years to analyze state and local indicators, identify the student groups that are not making progress or adequate progress towards closing the achievement gap; to review implementation efforts and program/strategy effectiveness that can be seen in the LCAP/LCP annual update; and to establish goals and actions for the 2021-2024 LCAP focused on meeting the needs of our high needs student groups. The Contra Costa County Special Education Local Plan Area Executive Director presented LCAP strategies to support students with disabilities and such strategies were incorporated into the LCAP. The review of our local data further identified services and programs needed to build a highly relational school community where students felt connected to staff and to each other. Equity and access also emerged from the conversations, which led into identifying practices that would improve our ability to hire and retain a diverse staff and offer programs for African-American students and English learners. For the upcoming 2021-2024 LCAP, metrics were intentionally selected that were measurable and broken down by subgroup were practicable.

Every bit of feedback influenced the goals and actions written into AUSD's LCAP as can be seen in the following pages. Many of the suggestions were under consideration but funding initially was a challenge due to declining enrollment in AUSD. The recent one time monies in response to COVID have allowed AUSD to offer the supports, programs, and interventions we know our students will require to recover and thrive post COVID. The challenge remains around sustainability. A theme that emerged from the stakeholder input was on the sustainability of programs. Continuous funding is critical when working to implement new programs and services with fidelity so impact can be measured and fully realized.

Goals and Actions

Goal

Goal #	Description
1	Student Achievement: Reduce the achievement gap for high needs students and ensure all students are accessing learning at the highest levels

An explanation of why the LEA has developed this goal.

AUSD has developed this goal in response to California State Priorities 1 (Conditions of Learning), 2 (State Standards), 4 (Pupil Achievement), 7 (Course Access), and 8 (Other Pupil Outcomes). AUSD is committed to increasing the academic achievement of all students through effective instruction, a challenging and engaging curriculum, and aligned assessments. Furthermore, AUSD is focused on implementing strategies to engage students in their learning and interventions to eliminate barriers to student success. AUSD is committed to increasing the academic achievement of all students through effective instruction, a challenging and engaging curriculum, and aligned assessments. Furthermore, AUSD is focused on implementing strategies to engage students in their learning and interventions to eliminate barriers to student success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA on CAASPP (4A)	Based on Distance from Standard (2019): All Students 52.4 English Learners 68.3 Foster Youth 88.5 Homeless 87.8 SED 64.1 Students with Disabilities 128.0 African American 81.3				Based on Distance from Standard: All Students 46 English Learners 60 Foster Youth 78 Homeless 77 SED 57 Students with Disabilities 115 African American 71
Mathematics on CAASPP (4A)	Based on Distance from Standard (2019): All Students 93.9				Based on Distance from Standard: All Students 83 English Learners 95

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
9th Grade Algebra 1 Pass Rate (8)	English Learners 105.8 Foster Youth 133.1 Homeless 131.7 SED 104.6 Students with Disabilities 171.3 African American 124.4				Foster Youth 123 Homeless 121 SED 94 Students with Disabilities 159 African American 114
	59% (2019-2020)				69%
English Learner (EL) Reclassification Rate (4F)	Based on Dataquest Data from 2018-2019 school year, AUSD Reclassified 399 students or 11.6% of EL's Compared to the County at 13.9% and the State at 13.8%				Reclassify 14% of ELs
English Learner Progress Towards English Language Proficiency (4E)	Based on California School Dashboard (2019): 49.1% of ELs made progress towards English Language Proficiency; 2,115 ELs assessed; performance Level was Low				54% of ELs make progress towards English Language Proficiency
Interim Assessment Block Assessments (Math) (2A)	85% of all high school students enrolled in math courses participated in one IAB in 2019-2020 with the following results:				95% of 9th-12th grade students who are enrolled in math courses will participate in three IAB assessments per

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Algebra and Functions 1: 0% above standard Algebra and Functions 2: 17% above standard Geometry and Right Triangle Trigonometry: 24% above standard				year. 35% of all students be above standard on all assessed targets.
Interim Assessment Block Assessments (English Language Arts) (2A)	20% of all students enrolled in English courses in grades 9-12 have taken at least one IAB (2019-2020).				95% of 9th-12th grade students who are enrolled in English courses will participate in quarterly IAB assessments. 30% will score Near Standard and 50% will score Above on each assessment.
Fully Credentialed and Appropriately Assigned Teachers (1A)	2020-2021 All Schools: 94.35% of teachers were fully credentialed 97.63% of teachers were appropriately assigned CSI Schools: 96.34% of teachers were fully credentialed 98.43% of teachers were appropriately assigned Non-CSI Schools:				All schools: 95% of teachers will be fully credentialed 98% of teachers will be appropriately assigned CSI Schools: 97% of teachers will be fully credentialed 99% of teachers will be appropriately assigned Non-CSI Schools: 95% of teachers will be fully credentialed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	93.93% of teachers were fully credentialed 97.34% of teachers were appropriately assigned				98% of teachers will be appropriately assigned
Student Access to Standards Aligned Instructional Materials (1B, 2B)	Students had access to 85% of standards aligned materials including programs and services for English Learners to access the CCSS and ELD standards for the purposes of gaining academic content knowledge and English language proficiency in 2020-2021				Students will have access to 100% of standards aligned materials including programs and services for English Learners to access the CCSS and ELD standards for the purposes of gaining academic content knowledge and English language proficiency
Common Assessments (2A)	75% of K-8 students completed the benchmark assessments in 2020-2021				85% of K-8 students completed the benchmark assessments
Broad Course of Study (7A, 7B, 7C)	In 2020-2021, 100% of students had access to a broad course of study in all subject areas, including SED, EL, Foster Youth, Homeless and Students with Disabilities access to				100% of students will continue to have access to a broad course of study in all subject areas, including SED, EL, Foster Youth, Homeless and Students with Disabilities access to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
all College Preparatory, Advanced Placement, and Career Technical Education courses					all College Preparatory, Advanced Placement, and Career Technical Education courses

Actions

Action #	Title	Description	Total Funds	Contributing
1	(1.A) Highly Qualified & Diverse Staff	• Recruit and retain highly qualified staff who reflect the diversity of the students we serve • Utilize current teaching staff in hard to fill programs and positions to support recruitment efforts at local, regional and state recruitment events • Provide stipends for high need credential areas: Special Education and Dual Immersion with BCLAD	$830,000.00	Yes
2	(1.B) Teacher Induction Program	• Provide a fully accredited Teacher Induction program for general education and special education teachers to earn a Clear Credential • Provide stipends for mentor teachers in the program • Offer professional development for both induction candidates and mentors focused on addressing student groups that are in the red or orange on the California Dashboard (English learners, foster, homeless, special education, and African American students)	$327,600.00	Yes
3	(1.C) Curriculum	Provide access to effective curriculum for students to master California content standards	$2,670,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	(1.D) Professional Development	**Textbooks** • Review and adopt updated curriculum for the following courses/grade levels: health, secondary science electives, and secondary ELD • Provide Spanish Dual Immersion curriculum for all content areas grades K-5th • Continue purchasing Renewals/Replacements of all adopted core content curriculum • Update current ELA adoption for TK-5th grade from 2013 version to the 2018 version • Standards-aligned instructional materials for students with disabilities **Supplemental Instructional Materials** • Provide Online course subscriptions for core content area for all teachers • Provide professional development for teachers, administrators, and classified staff to improve student achievement outcomes focused on addressing student groups that are in the red or orange on the California Dashboard (English learners, foster, homeless, special education, and African American students) • Provide necessary staffing to serve as facilitators in professional development • Provide three days of district sponsored staff development that aligns with annual needs assessment • Ensure K-12 teachers and administrators have ongoing professional development and collaboration time to ensure CCSS/Standards Based Learning is being implemented with fidelity	$1,668,115.29	Yes

Action #	Title	Description	Total Funds	Contributing
5	(1.E) Mathematics	• Provide a variety of resources, materials and training to improve students' procedural skills and conceptual understanding of grade level standards. • Develop and standardize multi-tiered systems of supports in mathematics that utilize research-based best practices and programming for K-12. • Support teacher leaders and site administration in data analysis processes and prioritization of needs with specific and intention focus on African American, socioeconomically disadvantaged, English Learners, Foster Youth and Homeless students • Utilize the instructional coaching model to provide direct and ongoing support for implementation of differentiation within classrooms, grade levels and school sites that is based on individualized student data points. • Support teachers in the development of lessons and learning goals that are aligned with the priority standards, with a balanced set of success criteria for all students through lesson studies and universal design learning principles. • Offer a Bridge Program during the summer session that enables 8th graders to adequately prepare for Algebra courses at the high schools. • Support sites in the development of site-based math common assessments that are aligned with the priority standards and proficiency scales. • Support teachers in the implementation of the standards-based learning in the classroom.	$216,000.00	Yes
6	(1.F) Literacy	Provide staffing, resources, materials, and training to improve students' literacy across all content areas • Elementary staff will provide reading intervention services for students who are reading below grade level.	$3,033,029.98	Yes

Action #	Title	Description	Total Funds	Contributing
7	(1.G) Assessments	• Develop and standardize multi-tiered systems of supports in reading and writing that utilize research-based best practices and programming for K-12 • Support teacher leaders and site administration in data analysis processes and prioritization of needs to ensure appropriate and responsive actions for African American, socioeconomically disadvantaged, English Learners, Foster Youth and Homeless students • Utilize the instructional coaching model to provide direct and ongoing support for implementation of differentiation within classrooms, grade levels and school sites that is based on individualized student data points. • Build students' volume of and stamina for reading and writing aligned with grade level priority standards through student goal setting, providing supplemental resources and supports and proven instructional strategies. • Provide an assessment system and support a cycle of inquiry to monitor student progress and identify needed changes to instruction focused on addressing student groups that are in the red or orange on the California Dashboard (English learners, foster, homeless, special education, and African American students) • Provide students in K-8 access to an online adaptive system that aligns to CCSS and the CAASPP system • Administer students in grades 9-12 site standards based common assessments in English and math quarterly • Provide resources and training to support staff in engaging in student progress monitoring and goal setting • Provide staff training on developing quality assessments and effective feedback that are aligned with the priority standards • Support grade-level teams in calibrating the grading of common assessments	$1,362,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	(1.H) English Learner Program	Provide programming that ensures EL students will acquire English language proficiency and will have access to core curriculum to meet grade level standards as quickly as possible • Provide highly qualified credentialed and classified staffing to support EL progress. • Provide stipends for Lead EL teachers to support progress monitoring, program implementation and site-based staff development on the ELD standards • Provide differentiated supports to ensure high-quality instruction for diverse ELs (LTELS, RFEPs, ELs in Special Education and Newcomer ELs) that builds on their assets and addresses their specific needs • Design and implement a substantial and sustained ongoing professional learning plan to ensure all educators and administrators understand best practices for ELs • Provide collaboration and professional development for special education to support ELs with disabilities • Ensure the ELD program will be developed and fully implemented as described in the Master Plan for English Learner Success	$1,106,000.00	Yes
9	(1.I) Dual Immersion Program	Create and foster bilingualism, biliteracy, awareness of linguistic and cultural diversity, and high levels of academic achievement through instruction in two languages • Continue to add teachers to build out the DI Program starting in K through grade 8. Recruit and retain qualified staff holding BCLAD certificates • Ensure curriculum, resources, and assessment tools are provided for DI programming • Provide professional development to support the development of the program • Offer DI as an option for Spanish speaking newcomer students, especially those who enter the US in higher grades	$1,684,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
10	(1.J) Class Size Reduction	• Maintain reduced class size in grades K-3rd to allow for focus on addressing student groups that are in the red or orange on the California Dashboard (English learners, foster, homeless, special education, and African American students) • Reduce class size in secondary schools for the 2021-22 school year utilizing one-time funds designed to support expanded learning opportunities	$5,650,000.00	Yes
11	(1.K) Opportunity Alternative Program	Provide a temporary, alternative placement for at risk students needing specialized academic and behavioral supports	$360,000.00	Yes
12	(1.L) Summer Education Programs	• Provide students with academic support and enrichment opportunities during the summer break focused on addressing student groups that are in the red or orange on the California Dashboard (English learners, foster, homeless, special education, and African American students) • Provide staffing for the summer school program • Offer supplemental materials for summer school bridge and support programs • Explore the possibility of developing summer programs, such as a STEM-based summer camp	$845,000.00	Yes
13	(1.M) After School Learning Programs	• Continue after school programs for ASES and ASSETs grants at 9 school sites: Belshaw, Fremont, Kimball, Marsh, Mission, Turner, AMS, PMS • Extend instructional learning time for all schools	$1,466,668.10	Yes

Action #	Title	Description	Total Funds	Contributing
14	(1.N) Special Education Services	- Maintain class sizes to support students individual learning needs. - Provide inclusive learning environments for students with disabilities to best support social, emotional, and academic development. - Hire and retain Special Education support staff to provide specialized instructional support, ensure safety and support for students and district employees, and ensure students are learning in a safe and supportive learning environment - Provide evidence-based instructional materials and strategies, appropriate to support each Special Education service, on an ongoing basis, driven by students' IEPs/individual transition plans (post- secondary education, employment, and independent living skills) - Implement programs and initiatives focused on accelerating student learning outcomes for students performing below grade level and improving the opportunities for students with disabilities to graduate college or career ready - Offer professional development utilizing evidence-based practices to prepare and support all staff, so they are able to carryout IEPs and services to meet students' individual needs - Partner with individual sites on the MTSS framework in support of the whole child and intervening early to improve student outcomes	$5,620,000.00	Yes
15	(1.O) School Funding and Program Monitoring	Provide support, guidance, and accountability measures to assist school sites in the planning and implementation of the actions and services in the LCAP and SPSA to increase student achievement focused on addressing student groups that are in the red or orange on the California Dashboard	$5,526,396.00	Yes

Action #	Title	Description	Total Funds	Contributing
16	(1.P) Mutli-Tiered System of Support (MTSS) for Academic Instruction	(English learners, foster, homeless, special education, and African American students) • Hire and retain staffing to provide site supports • Provide school site allocations so sites can tailor their programs and services to address site specific needs prioritized by the needs assessment • Implementation of learning supports to close achievement gaps • Additional academic services for students • Develop an MTSS to provide individualized and equitable access for English Learners, Homeless and Foster Youth, Low Income, African American, and Special Education students to instructional services that will increase student achievement • Support sites with Tier 1 academic supports that include standards-based learning, instructional strategies, and student achievement monitoring; Tier 2 supports focused on small group interventions and classes, site-based supports, and school CARE teams; and Tier 3 supports that provide more intensive supports via Special Education services, modified program or curriculum, and the District CARE team • Utilize a comprehensive assessment system to identify students in need of supports and services and monitor student progress to make necessary adjustments • Provide any professional development necessary to implement an MTSS • Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	$436,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	School Connectedness: Foster student, family and staff connectedness to school to enhance the overall learning experiences of all students

An explanation of why the LEA has developed this goal.

AUSD has developed this goal in response to California State Priorities 3 (Parent Involvement), 5 (Pupil Engagement), 6 (School Climate), 7 (Course Access), and 8 (Other Pupil Outcomes). AUSD aspires to provide programs that are relevant, engaging, and connect students, families, and staff to their school community, and strengthen the social and emotional learning of students, staff, and the community by developing a range of skills needed for school and life.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism (5B)	2018-2019 All Students 18.8% English Learners 12.9% Foster Youth 19.9% Homeless 40.1% SED 21.2% Students with Disabilities 25.6% African American 27.6%				All Students 16% English Learners 11% Foster Youth 17% Homeless 37% SED 19% Students with Disabilities 22% African American 24%
Suspension Rate (6A)	2018-2019 All Students 7.3% English Learners 5.4% Foster Youth 16.7% Homeless 11.9% SED 8.3%				All Students 5% English Learners 4% Foster Youth 14% Homeless 10% SED 6% Students with Disabilities 11%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	Students with Disabilities 12.5% African American 14.2%				African American 12%
Attendance Rate (5A)	2019-2020 93.77% All Students 89.24& Students with Disabilities				94.5% All Students 92% Students with Disabilities
Student Connection to School (6C)	2018 CA Healthy Kids Survey: Students reporting "Strongly Agree" with feeling connected to school: 5th Grade 36% 7th Grade 17% 9th Grade 14% 11th Grade 11%				Students reporting "Strongly Agree" with feeling connected to school: 5th Grade 41% 7th Grade 27% 9th Grade 24% 11th Grade 21%
Expulsion Rate (6B)	2019-2020 AUSD 0.04% (CCC 0.05%, State 0.09%) African American 0.13% Hispanic 0.12%				AUSD 0.03% African American 0.09% Hispanic 0.09%
Parent Participation (3A, 3B, 3C)	Outreach for parent decision making, input and participation for all parents, with an emphasis on parental participation in programs of low income, English				Outreach for parent decision making, input and participation for all parents, with an emphasis on parental participation in programs of low income, English

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	learner, foster youth, and students with disabilities				learner, foster youth, and students with disabilities

Actions

Action #	Title	Description	Total Funds	Contributing
1	(2.A) African American Student Achievement Initiative	Strengthen African American student skills and engagement to eliminate the achievement gap and increase the number of students who graduate ready for college and career • Implement programs and practices K-12, including curriculum and supplemental materials, specific to African American male and female students • Provide in-class, online, after school, and summer interventions for African American students not making academic progress and/or request academic interventions • Provide professional development on adopted programs and culturally responsive strategies, and engaging learning activities • Reduce suspensions through the implementation of trauma-informed and restorative practices, developing strong relationships, and counseling services • Provide parent education on A-G requirements, college entrance, and scholarships and seek parent involvement to connect with parents through the African American Parent Advisory Council discuss the educational progress and needs of African American students, to assist with decision-making, and to increase access to services • Provide opportunities for African American students to attend the Historically Black Colleges and Universities (HBCUs) College Fair • Continue the summer African American Male Preparatory Academy for students transitioning to high school and explore other summer programs for female students and students of all grade spans	$161,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	(2.B) Vice Principals	• Implement ethnic studies curriculum or units into ELA and history courses in compliance with CDE recommendation and state standards Hire and retain vice principals to assist with parental involvement, student engagement, student achievement and attendance with an emphasis on supporting students who are low income, foster or homeless youth, English Learners, African American, and other high-needs student groups	$3,745,000.00	Yes
3	(2.C) Visual and Performing Arts	Implement a visual and performing arts program K-12 to provide a well-rounded education to all students regardless of income and private means • Provide appropriate credentialed staff in the visual and performing arts programs K-12 • Ensure all VAPA programs have necessary materials, supplies and curricular resources to provide effective instruction across all grade spans • Allocate resources to provide centralized VAPA showcases districtwide	$1,673,000.00	Yes
4	(2.D) School Safety	Provide resources for increased safety at school sites • Hire and retain site safety personnel at secondary campuses to increase safety at schools • Offer training on safety protocols and strategies for school staff • Promote Digital Citizenship through curriculum that addresses the importance of being responsible, safe, aware, and kind when using social media or online platforms and understanding the implications one's digital footprint has on one's future	$955,861.00	No

Action #	Title	Description	Total Funds	Contributing
		• Provide necessary equipment in support of increased safety measures		
5	(2.E) Social-Emotional Learning (SEL) Initiatives	Ensure all students and staff have access to social and emotional instruction and supports needed for optimum mental health and wellness • Hire and retain staffing to provide counseling and mental health services for high needs student groups • Provide professional development to strengthen the social and emotional learning of students, staff, and the community by developing a range of skills needed for school and life • Implement SEL programs that promote student academic achievement, social and emotional learning, physical well-being, and college, career, and civic life readiness • Trauma-informed practices - provide three levels of trauma-informed training for site staff, classified staff, and site and district administrators, which includes an introduction to trauma-informed principles, teacher and staff resiliency, and trauma applied strategies. • Restorative practices - provide restorative practices training for site staff, classified staff, and site and district administrators, which includes community circles and restorative conferences • Self-regulation and care techniques - provide training in the social-emotional curriculum that assists students in regulating behavior, mindfulness through conscious breathing, and wellness rooms which provides students time and space to regulate their emotions • Positive Behavior Interventions and Supports - provide training on the framework of PBIS, which provides a clear definition of and structure for positive behavior and incentives meeting those expectations • Sandy Hook Promise Foundation (SHPF) - implement SHPF programs to increase student connectedness and safety and reduce violence and self-harm via student clubs, school-wide	$4,825,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		assemblies, and the Say Something Anonymous Reporting System smartphone app • Implement school-based and district CARE (Children Accessing Resources for Education) Teams to identify students needing additional support, assign interventions, and monitor student progress regularly • Engaging with community and business partners to provide links, supports and resources to students and families related to health care, mental health, and social services • Partnership with County Behavioral Health for Mental Health funding related to services on campus		
6	(2.F) Parent and Community Involvement	Seek parent and community involvement to connect with parents on their child's educational progress and needs, to assist with decision-making, and increase access to services • Utilize communication resources and tools, such as bilingual staff, translation services, electronic communication tools, letters, etc., to ensure parents and the community are informed • Schedule regular parent and community meetings, such as LCAP, PAC, ELAC/DELAC, AAPAC, SSC, Foster Youth • Engage youth in school and district LCAP planning process • Implement a centralized enrollment structure to streamline enrollment for parents and guardians	$1,276,000.00	Yes
7	(2.G) Homeless and Foster Youth Supports and Resources	Support homeless and foster youth and their families to access educational services • Provide school uniforms/clothing and school supplies • Refer students to counseling and mental health services, as needed • Connect students and families to community resources • Coordinate Family Advisory Classes and community resources for Foster parents	$206,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Support homeless families with resources needed to improve student attendance		
8	(2.H) English Learner Newcomer Center	Implement an English Learner Newcomer Center • The center will provide access to non-English speaking families to facilitate enrollment, initial assessments, and recommendation of appropriate and needed resources to access the educational system • Staff will support families and students with after-hours questions, support and intervention as needed to increase school engagement for students and families.	$75,000.00	Yes
9	(2.I) Healing and Resiliency Centered Schools	Build Healing and Resiliency Centered Schools focused on a student wellness wheel that incorporates trauma informed and culturally relevant teaching practices in support of English Learners, Homeless and Foster Youth, Low Income, African American, and Special Education students to accelerate student mastery of priority standards. • Expand standards-based learning efforts to aid in the transition to a mastery based learning model through the use of multiple measures of standards based assessment which honors mastery of learning over the length of time a student needs to reach mastery • Train and provide collaboration time and support for teachers and administrators to implement the strategies and practices of a Healing and Resiliency Centered School	$95,615.94	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	College & Career Readiness: Prepare our students to be college and career ready, starting in the elementary grades through high school

An explanation of why the LEA has developed this goal.

AUSD has developed this goal in response to California State Priorities 1 (Conditions of Learning), 2 (State Standards), 4 (Pupil Achievement), 5 (Pupil Engagement), 7 (Course Access), and 8 (Other Pupil Outcomes). AUSD's ultimate goal is to graduate students ready for college or a career. We strive to provide equal access and opportunities for students to access a broad course of study, and achieve high standards. We work to ensure that our students possess the essential qualities and skills that prepare them for college, career and life.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Graduation Rates (5E)	2019-2020 All Students 81.2% English Learners 70.5% Foster Youth 53.6% Homeless 69.6% SED 78.5% Students with Disabilities 65.8% African American 73.9%				2023 – 2024 All Students 85% English Learners 74% Foster Youth 57% Homeless 74% SED 82% Students with Disabilities 69% African American 77%
Dropout Rate (5C, 5D)	2019-2020 High school cohort outcome (10.2 %) Middle school cohort outcome (0.35%)				2023 – 2024 High school cohort outcome (6.0%) Middle school cohort outcome (0.25%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Completion Rate (4C)	2019-2020 Percentage of students in CTE pathways: 26.7% Percentage of CTE pathway completers: 13.7%				Percentage of student in CTE pathways: 32% Percentage of CTE pathway completers: 19%
AP Exams Results (4G)	2020-2021 598 unique students with score results 39.7% pass rate (398/1003 exams)				45% pass rate
College and Career Indicator on the California Schools Dashboard (4B)	2018-2019 All students 23.9% English Learners 5.5% Foster Youth 3.7% Homeless 17.1% SED 18.3% Students with Disabilities 3.5% African American 9.3% Percentage of "Prepared" (23.9%) Percentage of "Approaching Prepared (19.0%)				All students 28% English Learners 10% Foster Youth 8% Homeless 21% SED 22% Students with Disabilities 7% African American 13% Percentage of "Prepared" (27%) Percentage of "Approaching Prepared (23%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Students Earning the Seal of Biliteracy (8)	2020-2021 103 Seals of Biliteracy were awarded to graduating high school students (12th Grade)				Increase the amount of recipients by 10% each year
A-G Completion Rates (4B)	2018 - 2019 Cohort Rate (21%)				2023 - 2024 Cohort Rate (25%)
A-G and CTE Completion Rates (4D)	2020-2021 Percentage of student completing A-G and CTE courses: 4.9%				Percentage of student completing A-G and CTE courses: 8%
College Preparedness (4H)	In ELA, 16% were deemed "ready" and 25% were "conditionally ready." In math 5% were "ready" and 11% were "conditionally ready" (2018-2019)				In ELA, 19% will be deemed "ready" and 28% will be "conditionally ready." In math 7% will be "ready" and 14% will be "conditionally ready"

Actions

Action #	Title	Description	Total Funds	Contributing
1	(3.A) Advanced Placement Courses	• Provide equitable access to rigorous courses of study that prepare and promote students to be college ready • Assign well-trained, certified Advanced Placement teachers to the various AP classes • Provide professional development opportunities for interested staff to attend AP conferences and workshops	$732,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Offer Advanced Placement courses using an online platform to provide students with AP choices not offered during the school year • Create AP preparation student study sessions or workshops to prepare students to earn a score of "Three of Higher" on the Advanced Placement test • Contribute to exam costs for students who qualify Free and Reduced Lunch		
2	(3.B) Linked Learning Academies and CTE Pathways	Linked Learning Academies • Develop and implement the key elements of Linked Learning in each academy and pathway focused on addressing student groups that are in the red or orange on the California Dashboard (English learners, foster, homeless, special education, and African American students) • Offer a rigorous academic course of study aligned with A-G requirements • Provide Career Technical Education pathway sequence of courses • Implement a Work-Based Learning program • Provide college and career counseling, tutoring, after-school clubs, and enrichment activities • Develop transitional programming at the middle school in preparation for the transition to high school academies • Support students with learning disabilities to fully participate and complete pathway requirements Career Technical Education Pathways at the Comprehensive and Alternative High Schools • Comprehensive high schools will offer multiple CTE courses and course sequences taught by qualified teachers to build and expand college and career awareness, exploration, and preparation programs • Purchase tools and materials needed to provide a modern career education program	$1,113,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	(3.C) Project-Based Learning	• Incorporate guest speakers, fieldtrips, industry tours, job shadows, internships, work-experience education, and other unique career training opportunities to prepare students for success after high school • Provide opportunities for participation in apprenticeships and receive work related certifications • Maintain current and create new articulation agreements with community colleges to offer dual enrollment courses and create a pipeline for students to continue their education • Engage community partners, students, and school and district staff during regular meetings and events • Ensure all students are able to access career technical educational programming • Develop and implement a system of professional development trainings and workshops to build teacher, administrator, and support staff (i.e. Work-Based Learning Coordinators) capacity, knowledge, and skills in Project Based Learning. • Create a continuum of curriculum integration and project opportunities within the grade level bands of primary (TK-3), intermediate (4-5/6), middle school (5/6-8), and high school (9-12) to authentically engage English learners, foster, homeless, special education, and African American students • Consult with specialists in project based learning to be guest presenters and trainers • Purchase equipment, materials, resources, supplies, and memberships needed for Project Based Learning and specific projects • Support Project Based Learning "launch" and "exhibition" activities and related costs	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	(3.D) Seal of Biliteracy	• Promote the Seal of Biliteracy among high school seniors by working with Academic School Counselors and World Language teachers in an effort to increase the amount of students receiving the Seal each year • Support students attain the academic requirements by completing all English-language arts (ELA) requirements for graduation with an overall grade point average (GPA) of 2.0 or above in those classes, passing the (CAASPP) n ELA administered in grade eleven, and demonstrating proficiency in one or more languages other than English • Provide district-sponsored and approved assessments for students to demonstrate language proficiency in languages that cannot be assessed via AP exams or SAT II exams	$2,000.00	Yes
5	(3.E) Advancement Via Individual Determination (AVID)	Staffing: Provide highly qualified credentialed staffing to support AVID students for post-secondary success (college and career readiness) by closing the achievement gap in education. Provide coaching and support that promotes data collection (Coaching and Certification Instrument), implementation of AVID strategies through four domains (systems, culture, instruction, and leadership) and site-based professional development on AVID Strategies. Supplemental materials: Provide access to AVID Online (myAVID.org) for use of resources, such as lesson plans in multiple disciplinary areas, engagement strategies, professional development materials, community building and direct support through AVID Center that is aligned to 21st Century Teaching and Learning. Professional development: Provide professional development for teachers, administrators, and other staff to improve student achievement, student engagement and post-secondary success through college and career pathway. Provide 2-3 days of ntensive training through AVID Summer Institute to build capacity of AVID teachers, facilitators, and instructional leaders. Ensure K-12 teachers and administrators have ongoing professional developme1t and	$212,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	(3.F) Puente	collaboration time to expand AVID school-wide. Train students in Middle Schools and High Schools to become AVID Tutors and help facilitate in any subject in AVID Elective Classes. Field Trips: Provide opportunities for K-12 Students to have college and career days by visiting Colleges, Universities, Technical/Vocational Schools, and/or seek other careers. • Provide a Multi-Cultural English Class that welcomes a diverse group of underrepresented students to increase the number of educationally disadvantaged students who enroll in colleges and universities • Included in program design is writing, counseling, and mentoring components by highly qualified credential teachers and counselors • Engage students through cultural celebrations, rigorous lessons, college field trips, and career research	$23,000.00	Yes
7	(3.G) Blended Learning	Offer blended learning opportunities for English learner, foster, homeless, special education, and African American high school students to equitably access online courses to meet A-G graduation requirements, earn credit recovery, and earn college credits Credit Recovery: • Maintain the credit recovery program to assist students in completing coursework necessary to meet all AUSD graduation requirements • Summer Credit Recovery programming will be offered for students • Students will have access to online programming during the regular school year facilitated by high school staff to retake	$292,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	(3.H) College and Career Support	courses required for graduation that in which students were previously unsuccessful • Train staff on best practices in academic and social emotional support for students who are deficient in credits College Preparatory and Enrichment: • Plan and implement a program of study that allows students to take additional coursework via online learning systems to prepare them for the rigors of college • Offer additional A-G courses for students to meet college requirements • Plan and implement online learning for math intervention and acceleration at the middle schools Provide college and career planning services for secondary students and their families with a focus on assisting English learners, foster, homeless, special education, and African American students • Operate college/career centers at Antioch High School and Deer Valley High School • Sponsor parent workshop and institutes that provide information about district-wide academic programs and the college application process (i.e. FAFSA financial aid, college admission, etc.) • Create equitable access for students to participate in college preparatory assessments such as PSAT, and AP exams • Facilitate college and career fairs for students and families • Establish partnerships with higher education partners to bring college awareness and preparedness activities to the alternative and comprehensive high schools • Host College and Career Awareness Month at the elementary and middle schools to enable students to begin thinking about college during their early years	$144,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	21st Century Learning Environments: Ensure students and staff have increased access to 21st century learning environments

An explanation of why the LEA has developed this goal.

AUSD developed this goal in response to California State Priorities 1 (Conditions of Learning), and 5 (Pupil Engagement). To meet the ever increasing demands of higher education and the workforce, training and access to technology is paramount to a 21st century education. This goal will provide for modernized facilities and create versatile learning spaces that employ multiple tools allowing students to collaborate, present, and conduct research.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
FIT Reports (1C)	2020-2021 Most sites were rated "Good" and one site was rated "Exemplary"				"Good" or "Better"
Student Computer Ratio	2020-2021 1 student per 1 computer				Maintain 1 student per 1 computer
Learning Commons Metric	2020-2021 0 school learning commons				4 school learning commons
21st Century Classrooms	2020-2021 10% of our classrooms have 21st century equipment				35% of our classrooms have 21st century equipment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
1	(4.A) Facilities	Improve student learning environments focusing on safe and collaborative spaces • Collaborative workspaces • Flexible seating • Deferred Maintenance projects	$1,600,000.00	No
2	(4.B) Instructional Technology	Purchase and maintain equipment for staff and student use that includes projection devices, laptops, software, and other digital tools to prepare students to meet the rigors of state standards and be prepared for 21st century careers • Upgrade technology equipment and services to support a 21st Century Learning environment • Provide student devices and maintain one to one computer to student ratios at all schools • Provide interactive screens that engage students and provide next generation learning opportunities in the classroom • Provide software licensing and digital subscriptions that support a 21st-Century learning environment • Digital learning management systems • Replacement of Tech device based on damage and loss	$1,000,000.00	Yes
3	(4.C) School Learning Commons	• Develop school learning commons creating spaces for students to develop literacy and research skills and can support small group and large group learning experiences supporting 21st Century learning initiatives	$326,000.00	No

Action #	Title	Description	Total Funds	Contributing
4	(4.D) Technology Support	• Provide student devices/materials for students to use outside of the classroom for learning • Incorporate interactive screens to promote group-based learning and collaboration Additional Technology staffing to support students and staff as they implement a 21st-century learning program • Repair and restore computers • Assists patrons in software applications installation and troubleshooting • Maintain network connectivity at school sites • Provide training and other support for Office 365 and other software programming • Manage asset and technology inventory	$500,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
23.60%	$32,405,92

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Highly qualified and diverse staff – AUSD teachers identify as 73% white, 46.7% Hispanic, and 7.1% African American. Conversely, AUSD students identify as 12.8% white, 46.7% Hispanic, and 24.5% African American. This action is intended to recruit and retain teachers of diverse backgrounds through a competitive salary and signing bonuses for teacher positions with in-demand credentials (bilingual certification, BCLAD, and special education). Staff will attend virtual and in-person job fairs and partner with institutions of higher education to develop a college-to-school pipeline.

Teacher induction program – Before the pandemic, national statistics show an average of 8% of teachers left the profession each year. The primary reasons for teachers leaving were pay, work conditions, and training and support. Teacher dropout rates and a shortage of adults enrolling in teacher preparation programs can have a devastating impact on high-poverty school districts. The AUSD teacher induction program is designed for teachers who are new to the profession to get the support they need to succeed. They receive a mentor and ongoing professional development. Training and support focus on how to support students in poverty, culturally responsive pedagogy, special education accommodations, and immersive learning strategies for English learners.

Curriculum - The AUSD community values diversity and a culturally relevant curriculum. This action is designed to provide current textbooks and instructional materials consistent with California Common Core State Standards. Supplementary instructional materials aid teachers and students with the tools to remediate learning gaps. Updated English language arts, mathematics, science, and elective curriculum that include digital subscriptions are needed. Further, a curriculum will be selected that includes ELD programming and scaffolded learning for learners who are 1 or more grade levels behind based on state-determined academic benchmarks.

Professional development - AUSD student academic achievement scores from the most recent CAASPP assessment resulted in an overall rating of orange. African Americans, English Learners, Foster Youth, Socioeconomically Disadvantaged, and Students with Disabilities were in the red category. Teachers will participate in 3 dedicated days of staff development and multiple other training throughout the

school year. Professional development for teachers, administrators, and classified staff is focused on improving student achievement for low-performing student groups. Teachers will continue to work on implementing a standards-based grading program. English language arts, mathematics, science, and history priority standards will be the focus and assessed using priority scales developed for each.

Mathematics - Overall mathematics achievement is low for all students based on CAASP data. Additionally, 59% of 9th-grade Algebra students passed the course on their first attempt. This action will center on the school site's implementation of standards-based grading in mathematics. Instructional coaches will support teacher leaders and site administration to monitor and adjust the learning program based on data from local assessments and the interim assessment blocks (high school) with specific attention to African Americans, socioeconomically disadvantaged, English Learners, and foster and homeless youth. Teachers will develop lessons and learning goals that are aligned with priority standards. The summer educational program actions overlap services for students through an algebra summer preparatory program for students matriculating to the 9th grade.

Literacy - Reading and writing achievement for African Americans, socioeconomically disadvantaged, English learners, and foster and homeless students lag behind other district subgroups, state averages, and overall, did not meet proficiency. The literacy action will continue training for early elementary education on the foundations of reading. Reading intervention specialists will provide tier 2 and 3 services for students who need additional support.

Assessments - Students scoring below proficiency in math and reading require additional learning tools to remediate the gaps. This action provides for digital assessment and learning systems tailored specifically to individual student needs. Programming allows students to access California Common Core standards-based curriculum in an engaging virtual environment. Teachers can monitor student progress and provide additional targeted lessons focused on African Americans, socioeconomically disadvantaged, English learners, and foster and homeless students scoring below grade level.

Dual Immersion program - This action is designed to create and foster bilingualism, biliteracy, awareness of linguistic and cultural diversity, and levels of achievement in two languages. Students who graduate and enter the workforce in California benefit greatly from speaking and writing in English and Spanish. English learners and their families benefit from a program that values their primary language and provides instruction in English.

Class size reduction – AUSD has an unduplicated student count over 70%. Academic scores from these students are lower than their counterparts. Students that are not proficient readers by third-grade graduate from high school at a much lower rate. This action lowers class sizes for students in grade K-3. In these formative years, students benefit from more direct support from teachers and other instructional staff. Smaller class sizes allow for more hands-on learning along with small group and blended learning which benefits our African Americans, socioeconomically disadvantaged, English learners, and foster and homeless students. Lower class sizes and additional reading intervention teachers will work in tandem to raise student achievement in both math and reading.

Opportunity alternative program – This is a tier 3 program designed for students who face significant challenges academically and/or socially and emotionally in their current school setting. The Opportunity program provides small group instruction in all core subject matter with embedded counseling services. Students receive counseling support that is specific to their individual needs. School staff work in tandem with parents to overcome the various barriers to learning.

Summer educational programs - Summer programming provides high-quality education to students in grades K-12 and allows high school students who are credit deficient the opportunity to earn credits for graduation. English learners have access to an EL jumpstart program and can participate in the dual immersion sessions. Programs for African American males and an Algebra transition program for middle

school students are also key components of the summer schedule. Elementary steam camps operate at several elementary school sites and are principally directed at low-income youth.

After School Learning Programs – 9 Title I program schools (Antioch High, Park Middle, Antioch Middle, Belshaw Elementary, Mission Elementary, Marsh Elementary, Kimball Elementary, Turner Elementary, and Fremont Elementary) receive additional grant funding to operate afterschool programming. These schools give priority to socioeconomically disadvantaged students. The program offers a safe environment and provides academic tutoring, enrichment programs, and recreation to children. In addition, funding made available from the state and the federal government will provide academic support services at each school including tutoring. Selection will for additional services prioritize students identified as unduplicated.

Special Education services - AUSD students with learning disabilities score lower on standardized academic tests, are less likely to graduate, and have lower attendance than general education students. Additionally, English learners and African American students are disproportionately identified for Special Education services. In this action, the needs of special education students, which make up more than 13% of the student population, are addressed through additional counseling services, behavioral therapeutics, and smaller class sizes. Teachers and paraprofessionals will participate in and implement a multi-tiered system of support that accounts for the individual needs of students based on their IEP. The goal of the action is to raise student achievement in core academic subjects and increase graduation rates.

Program monitoring and support - Schools receive funding on a per-pupil allocation from supplemental and concentration funds and federal, Title I, Part A grant, and unrestricted general funds. Each school site engages with its stakeholders to create a school plan for student achievement (SPSA) which is approved and monitored by their school site council (SSC). Each school conducts a needs assessment. The results of the needs assessment determine the actions and services the school provides utilizing these funds. The SPSA is board-approved and published on the school website. The use of funds is primarily focused on unduplicated students and other student groups determined to be in greatest need based on data. All school actions and services are aligned with the LCAP.

Multi-Tiered Systems of Support - This action will allow staff to develop an MTSS to provide individualized and equitable access for English Learners, Homeless and Foster Youth, Low Income, African American, and Special Education students to instructional services that will increase student achievement. This will include Tier 1 academic supports that include standards-based learning, instructional strategies, and student achievement monitoring. Tier 2 supports will focus on small group interventions and classes, site-based supports, and school CARE teams. Tier 3 supports will provide more intensive supports via Special Education services, modified program or curriculum, and the District CARE team.

African American Student Achievement Initiatives - African American male students score lower than other student subgroups on math and reading assessments, higher chronic absenteeism, and higher rates of suspension. This action provides African American males with skills and engagement to eliminate the achievement gap and increase the number of students ready for college and career.

Vice Principals - This action allocates funding for vice-principals who facilitate parental involvement, student engagement, student achievement, and attendance with an emphasis on supporting students who are low income, foster or homeless youth, English Learners, African Americans, and other high-needs student groups.

Visual and Performing Arts - Arts and music instruction improves cognitive skills, student connectedness, and has an impact on overall student achievement. Low-income students and their families may lack the ability to participate in visual and performing arts programs. This action provides music instruction and instruments for students to use, free of cost.

Social-Emotional Learning Initiatives – This action focuses on providing a safe learning environment through the provision of social-emotional services for all students concentrating on students identified as unduplicated and from high-need student groups. Staff will participate in restorative practices, trauma-informed practices, race and membership, mindfulness, and positive behavior and supports. Schools will continue their Children Accessing Resources for Education (CARE) teams. The implementation of various programs outlined in this action will result in decreased absenteeism, an increase in school connectedness, and a decrease in suspension days and expulsions.

Parent and community involvement is a key component to supporting student achievement. This action places Spanish-speaking staff members in each school so that parents can connect and engage in two-way communication in their home language. A centralized enrollment system will provide greater access to school enrollment and services so that students are placed correctly. District staff will continue to engage with stakeholder groups including the African American parent advisory committee, parent advisory committee, district English learner advisory committee, LCAP advisory committee, school site councils, and the foster youth advisory. Communications in digital and print will be translated accordingly.

English Learner Newcomer Center – English learners and their families who are new to the school system face significant challenges to integrate into the educational system. This action provides resources to families to enroll in school, undergo academic assessment, receive counseling, tutoring, and connect to other social services. Staff will be available during the school day and in the evening to increase student and family engagement.

Healing and Resiliency Centered Schools – AUSD has an 18.8% chronic absenteeism rate. African Americans, students with disabilities, homeless, and socioeconomically disadvantaged students are listed in the red tier according to the California Dashboard. This action works specifically with schools designated as CSI to implement a wellness wheel program. School staff is provided training and collaboration time to apply the program in their schools. The goal of this action is to decrease chronic absenteeism and increase school connectedness for all students especially those identified as unduplicated.

Advanced Placement courses – Hispanic and African American students are less likely to participate in Advanced Placement courses and take an AP exam than their white and Asian peers. This action seeks to provide AP courses at each of the three comprehensive school sites. Subsidies are available to support low-income students who may not be able to afford the examination fees.

Linked Learning Academies and Career Technical Education pathways - Graduation rates: Foster youth 53.6%; Homeless 69.6%; Students with Disabilities 65.7%; African Americans 73.8%; English Learners 70.5%; Socioeconomically Disadvantaged 78.5%; Hispanic 81.4%; White 84%; Asian 91.2%. Students who complete CTE programs have a graduation rate nationally of 93% as compared to 80% of non-completers. This action is intended to provide career technical programs that align with A-G requirements for college enrollment. Students enrolled in CTE programs have access to work experience and apprenticeships. Through articulation agreements with local community colleges, students can earn credit for high school and college. Ultimately this action will support the unduplicated student to graduate at a higher rate and transition into college or career options.

Project-Based Learning - AUSD will expand project-based learning across the district to authentically engage English learners, foster, homeless, special education, and African American students in current and relevant projects. A system of professional development training and workshops will be presented to build teacher, administrator, and support staff capacity, knowledge, and skills in project-based learning.

Advancement Via Individual Determination (AVID) - Low-income students participating in AVID programming are four times more likely to graduate from college than their national peers. In California, 91% of AVID seniors completed 4-year college entrance requirements. AVID programming focuses on low-income and underachieving students with an expectation to increase college-going rates and graduation. This

action supports multiple school sites and grade levels with the implementation and monitoring of the program. Students benefit from a rigorous academic program, social skill development, and intensive support through tutoring.

Puente – This action focuses on educationally underrepresented students to increase enrollment and graduation from college. Students participate in rigorous instruction and receive counseling and mentorship support via a partnership with UC Berkeley. English learners are the primary participants of the program although all students are eligible.

Blended Learning – Blended learning offers opportunities for English learner, foster, homeless, special education, and African American high school students to equitably access online courses to meet A-G graduation requirements, earn credit recovery, and earn college creditsThis action will conduct the planning and implementation of a program of study that allows students to take additional coursework via online learning systems to prepare them for the rigors of college. Courses include those that meet A-G college requirements. Exploration will extend to middle schools to be used for acceleration and math and reading intervention.

College preparatory support – This action provides college and career planning services for secondary students and their families with the attention to assist English learners, foster and homeless, special education, and African American students to access college and career planning tools and events.

Instructional technology and Technology Support– These two actions are principally directed at low-income students who may lack digital tools and internet connectivity to engage in a 21st-century learning environment. All students will benefit from technical support to troubleshoot and repair software and hardware issues on district laptops. Digital management systems and communications tools allow students and parents to receive information about school programming and make teachers and staff more accessible and include translation services that are particularly helpful for parents whose primary language is not English.

English Learner Program - AUSD will provide programming that ensures EL students will acquire English language proficiency and will have access to core curriculum to meet grade level standards as quickly as possible

Homeless and foster youth supports and resources - This action will support homeless and foster youth and their families to access educational services by providing school uniforms/clothing and school supplies, referrals to counseling and mental health services, as needed, connecting students and families to community resources, coordinating Family Advisory Classes and community resources for Foster parents, and supporting homeless families with resources needed to improve student attendance

Seal of Biliteracy - This action encourages bilingual students and English Learners to pursue literacy in their home or learned language beyond English which promotes college and career readiness while honoring multiculturalism.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The outlined actions and services listed in goals 1-4 of the Antioch Unified School district LCAP exceed the number of funds required to demonstrate increased or improved services for foster youth, English learners, and low-income students.

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$30,770,902.00	$14,344,667.79	$6,691,716.52	$51,807,286.31	

Totals:	Total Personnel	Total Non-personnel
	$35,194,635.27	$16,612,651.04

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners	(1.A) Highly Qualified & Diverse Staff	$830,000.00				$830,000.00
1	2	English Learners Foster Youth Low Income	(1.B) Teacher Induction Program	$1,600.00			$326,000.00	$327,600.00
1	3	English Learners	(1.C) Curriculum	$1,870,000.00	$800,000.00			$2,670,000.00
1	4	English Learners Foster Youth Low Income	(1.D) Professional Development	$1,500,000.00	$113,000.00		$55,115.29	$1,668,115.29
1	5	English Learners Foster Youth Low Income	(1.E) Mathematics	$46,000.00			$170,000.00	$216,000.00
1	6	English Learners Foster Youth Low Income	(1.F) Literacy	$10,500.00		$1,800,000.00	$1,222,529.98	$3,033,029.98
1	7	English Learners Foster Youth Low Income	(1.G) Assessments	$108,000.00		$1,242,000.00	$12,000.00	$1,362,000.00
1	8	English Learners Foster Youth Low Income	(1.H) English Learner Program	$137,000.00		$670,000.00	$299,000.00	$1,106,000.00
1	9	English Learners Foster Youth Low Income	(1.I) Dual Immersion Program	$1,484,000.00	$200,000.00			$1,684,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	English Learners Foster Youth Low Income	(1.J) Class Size Reduction	$4,250,000.00	$1,400,000.00			$5,650,000.00
1	11	English Learners Foster Youth Low Income	(1.K) Opportunity Alternative Program				$360,000.00	$360,000.00
1	12	English Learners Foster Youth Low Income	(1.L) Summer Education Programs		$680,000.00		$165,000.00	$845,000.00
1	13	English Learners Foster Youth Low Income	(1.M) After School Learning Programs	$202,600.00	$1,067,667.79		$196,400.31	$1,466,668.10
1	14	English Learners Foster Youth Low Income	(1.N) Special Education Services	$5,500,000.00	$120,000.00			$5,620,000.00
1	15	English Learners Foster Youth Low Income	(1.O) School Funding and Program Monitoring	$2,777,341.00			$2,749,055.00	$5,526,396.00
1	16	English Learners Foster Youth Low Income	(1.P) Mutli-Tiered System of Support (MTSS) for Academic Instruction		$416,000.00		$20,000.00	$436,000.00
2	1	Foster Youth Low Income	(2.A) African American Student Achievement Initiative	$139,000.00			$22,000.00	$161,000.00
2	2	English Learners Foster Youth Low Income	(2.B) Vice Principals	$3,745,000.00				$3,745,000.00
2	3	Low Income	(2.C) Visual and Performing Arts	$1,673,000.00				$1,673,000.00
2	4	All	(2.D) School Safety	$955,861.00				$955,861.00
2	5	Foster Youth Low Income	(2.E) Social-Emotional Learning (SEL) Initiatives	$2,156,000.00	$2,204,000.00		$465,000.00	$4,825,000.00
2	6	English Learners Foster Youth Low Income	(2.F) Parent and Community Involvement	$1,181,000.00			$95,000.00	$1,276,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	7	Foster Youth	(2.G) Homeless and Foster Youth Supports and Resources	$16,000.00			$190,000.00	$206,000.00
2	8	English Learners Foster Youth Low Income	(2.H) English Learner Newcomer Center				$75,000.00	$75,000.00
2	9	English Learners Foster Youth Low Income	(2.I) Healing and Resiliency Centered Schools				$95,615.94	$95,615.94
3	1	Low Income	(3.A) Advanced Placement Courses	$732,000.00				$732,000.00
3	2	English Learners Foster Youth Low Income	(3.B) Linked Learning Academies and CTE Pathways	$873,000.00	$240,000.00			$1,113,000.00
3	3	English Learners Foster Youth Low Income	(3.C) Project-Based Learning				$50,000.00	$50,000.00
3	4	English Learners Foster Youth Low Income	(3.D) Seal of Biliteracy	$2,000.00				$2,000.00
3	5	English Learners Foster Youth Low Income	(3.E) Advancement Via Individual Determination (AVID)	$88,000.00			$124,000.00	$212,000.00
3	6	English Learners Low Income	(3.F) Puente	$23,000.00				$23,000.00
3	7	English Learners Foster Youth Low Income	(3.G) Blended Learning		$292,000.00			$292,000.00
3	8	English Learners Foster Youth Low Income	(3.H) College and Career Support	$144,000.00				$144,000.00
4	1	All	(4.A) Facilities		$1,600,000.00			$1,600,000.00
4	2	Foster Youth Low Income	(4.B) Instructional Technology		$1,000,000.00			$1,000,000.00
4	3	All	(4.C) School Learning Commons	$326,000.00				$326,000.00
4	4	All	(4.D) Technology Support		$500,000.00			$500,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$29,489,041.00	$48,425,425.31
LEA-wide Total:	$29,327,041.00	$47,244,425.31
Limited Total:	$139,000.00	$1,108,000.00
Schoolwide Total:	$23,000.00	$73,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	(1.A) Highly Qualified & Diverse Staff	LEA-wide	English Learners		$830,000.00	$830,000.00
1	2	(1.B) Teacher Induction Program	LEA-wide	English Learners Foster Youth Low Income		$1,600.00	$327,600.00
1	3	(1.C) Curriculum	LEA-wide	English Learners		$1,870,000.00	$2,670,000.00
1	4	(1.D) Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500,000.00	$1,668,115.29
1	5	(1.E) Mathematics	LEA-wide	English Learners Foster Youth Low Income	All Schools	$46,000.00	$216,000.00
1	6	(1.F) Literacy	LEA-wide	English Learners Foster Youth Low Income	All Schools K-5	$10,500.00	$3,033,029.98
1	7	(1.G) Assessments	LEA-wide	English Learners Foster Youth Low Income	English Learners Foster Youth Low Income	$108,000.00	$1,362,000.00
1	8	(1.H) English Learner Program	Limited to Unduplicated Student Group(s)	English Learners	English Learners	$137,000.00	$1,106,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	9	(1.I) Dual Immersion Program	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Fremont Elementary, John Muir Elementary	$1,484,000.00	$1,684,000.00
1	10	(1.J) Class Size Reduction	LEA-wide	English Learners Foster Youth Low Income	K-3	$4,250,000.00	$5,650,000.00
1	11	(1.K) Opportunity Alternative Program	LEA-wide	English Learners Foster Youth Low Income			$360,000.00
1	12	(1.L) Summer Education Programs	LEA-wide	English Learners Foster Youth Low Income			$845,000.00
1	13	(1.M) After School Learning Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$202,600.00	$1,466,668.10
1	14	(1.N) Special Education Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,500,000.00	$5,620,000.00
1	15	(1.O) School Funding and Program Monitoring	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,777,341.00	$5,526,396.00
1	16	(1.P) Mutli-Tiered System of Support (MTSS) for Academic Instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools		$436,000.00
2	1	(2.A) African American Student Achievement Initiative	LEA-wide	Foster Youth Low Income	All Schools	$139,000.00	$161,000.00
2	2	(2.B) Vice Principals	LEA-wide	English Learners Foster Youth Low Income		$3,745,000.00	$3,745,000.00
2	3	(2.C) Visual and Performing Arts	LEA-wide	Low Income		$1,673,000.00	$1,673,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	5	(2.E) Social-Emotional Learning (SEL) Initiatives	LEA-wide	Foster Youth Low Income	All Schools	$2,156,000.00	$4,825,000.00
2	6	(2.F) Parent and Community Involvement	LEA-wide	English Learners Foster Youth Low Income		$1,181,000.00	$1,276,000.00
2	7	(2.G) Homeless and Foster Youth Supports and Resources	LEA-wide	Foster Youth	All Schools	$16,000.00	$206,000.00
2	8	(2.H) English Learner Newcomer Center	LEA-wide	English Learners Foster Youth Low Income			$75,000.00
2	9	(2.I) Healing and Resiliency Centered Schools	LEA-wide	English Learners Foster Youth Low Income			$95,615.94
3	1	(3.A) Advanced Placement Courses	LEA-wide	Low Income	All Schools high schools	$732,000.00	$732,000.00
3	2	(3.B) Linked Learning Academies and CTE Pathways	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools 8-12	$873,000.00	$1,113,000.00
3	3	(3.C) Project-Based Learning	Schoolwide	English Learners Foster Youth Low Income			$50,000.00
3	4	(3.D) Seal of Biliteracy	Limited to Unduplicated Student Group(s)	English Learners		$2,000.00	$2,000.00
3	5	(3.E) Advancement Via Individual Determination (AVID)	LEA-wide	English Learners Foster Youth Low Income	All Schools	$88,000.00	$212,000.00
3	6	(3.F) Puente	Schoolwide	English Learners	Specific Schools: Antioch High School 9-12	$23,000.00	$23,000.00
3	7	(3.G) Blended Learning	LEA-wide	English Learners Foster Youth	Specific Schools: Secondary Schools		$292,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	8	(3.H) College and Career Support	LEA-wide	Low Income	8-12	$144,000.00	$144,000.00
4	2	(4.B) Instructional Technology	LEA-wide	English Learners Foster Youth Low Income	High Schools		
				Foster Youth Low Income			$1,000,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for al students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for wh ch the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024-25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the **"Measuring and Reporting Results"** part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–22**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  ○ **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  ○ **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  ○ **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  ○ **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.