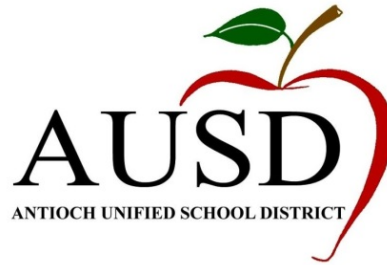


Antioch Unified School District



AUSD Local Control Accountability Plan Board Report



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Overview

- 2018-2019 LCFF Funding
- Diversity of Student Needs
- AUSD Theory of Time
- Engagement, Oversight, and Collaborative Decision Making
- New Actions Resulting from Recommendations



2018-2019 LCFF Funding Rates

Table 2: LCFF Entitlement Factors

Entitlement Factors per ADA	K-3	4-6	7-8	9-12
2017-18 Base Grant	\$7,193	\$7,301	\$7,518	\$8,712
COLA at 3.00%	\$216	\$219	\$226	\$261
2018-19 Base Grant	\$7,409	\$7,520	\$7,744	\$8,973
Grade Span Adjustment Factors	10.4%	-	-	2.6%
Grade Span Adjustment Amounts	\$771	-	-	\$233
2016-17 Adjusted Base Grant	\$8,180	\$7,520	\$7,744	\$9,206
Supplemental Grants (% Adj. Base)	20%	20%	20%	20%
Concentration Grants	50%	50%	50%	50%
Concentration Grant Threshold	55%	55%	55%	55%

Source: School Services Dartboard May 2018

Base Grant - Grant that every school district in the state receives based on enrollment

- \$132,537,973

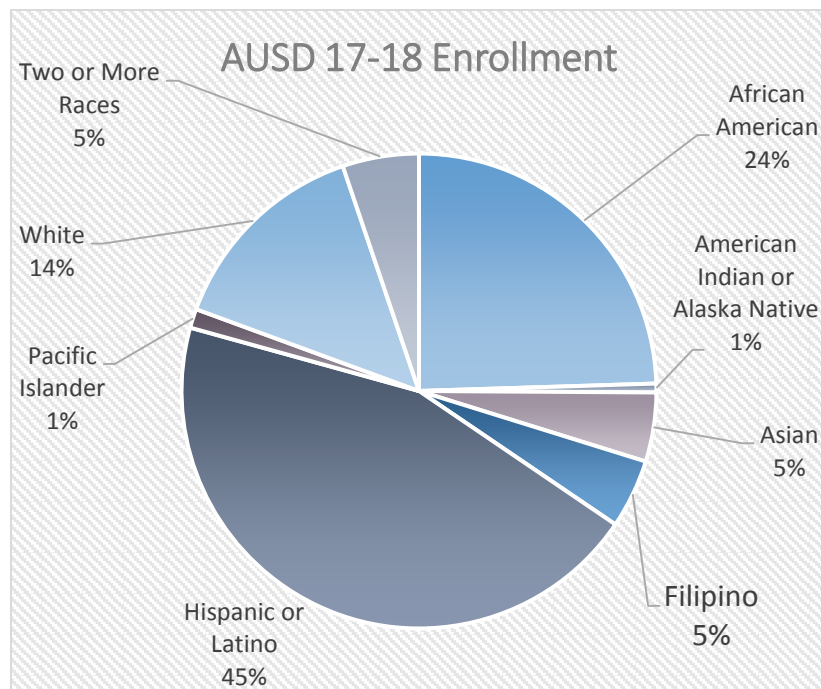
Supplemental & Concentration Grant - Additional grant based on the number of English Learners, Foster Youth, and Students In Poverty

- \$29,810,862

Total LCF Allocation

- \$ 162,348,835

Diversity of Students and Needs



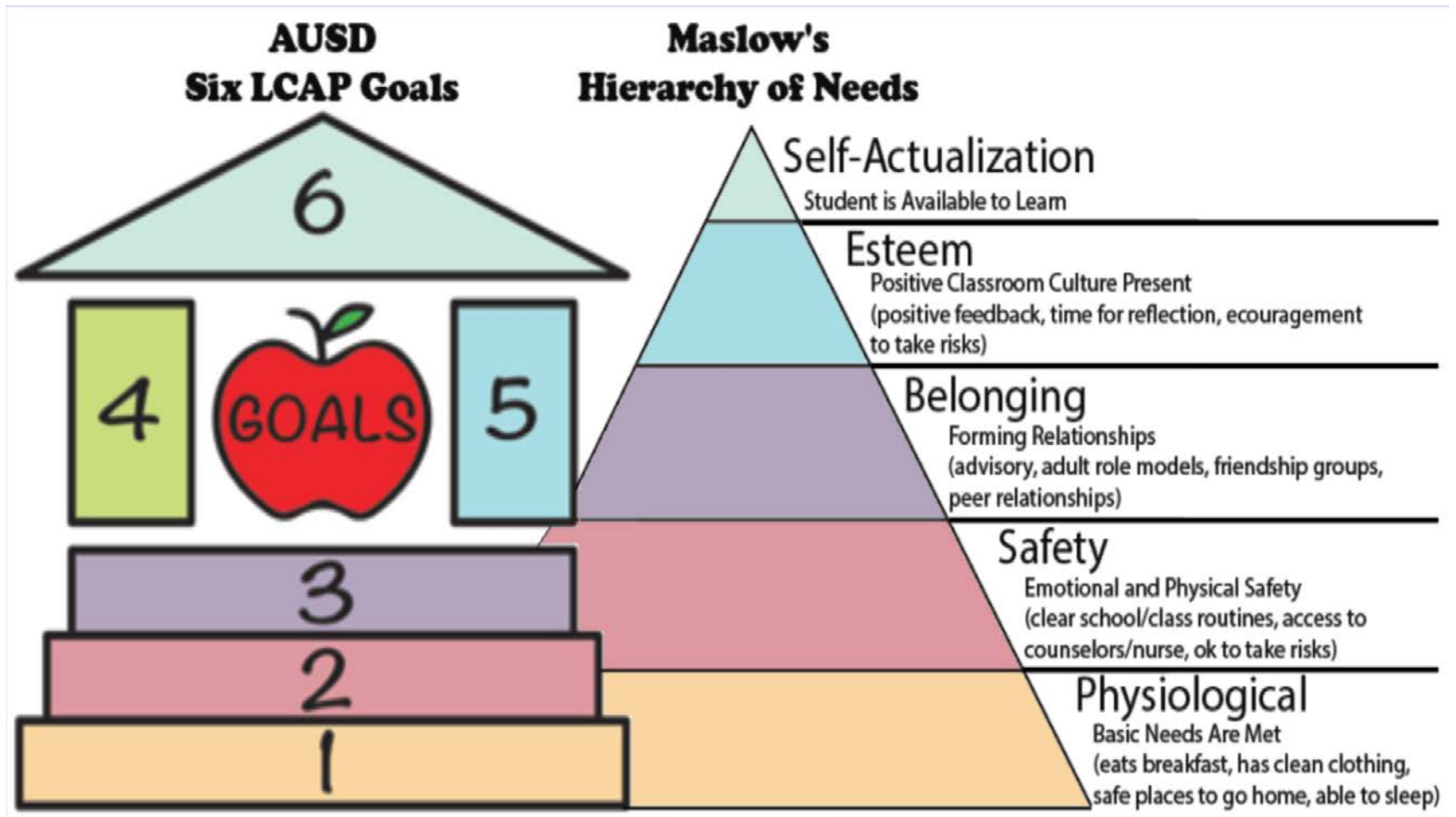
Subgroup	2014-15	2015-16	2016-17	2017-18
English Learners	3,257	3,319	3,387	3,389
Foster Youth	217	233	227	183
Homeless Youth	441	321	252	255
Students with Disabilities	2,168	2,137	2,161	2,270
Socioeconomically Disadvantaged	12,357	12,282	11,865	11,684
Unduplicated Pupil Count	12,110	12,661	12,557	12,108
Total Student Enrolment	18,352	17,874	17,326	17,233

Note: From CDE Dataquest Enrollment Reports - <http://dq.cde.ca.gov/dataquest/>






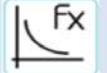

Antioch Community Characteristics (ACS 2016 Estimates)

- 21.7% of households with children under 18 feel below poverty
- Unemployment rate at 9.7%
- Mean resident travel to work 45.2 minutes
- Median household income \$65,530
- 9.3% of families have no health insurance

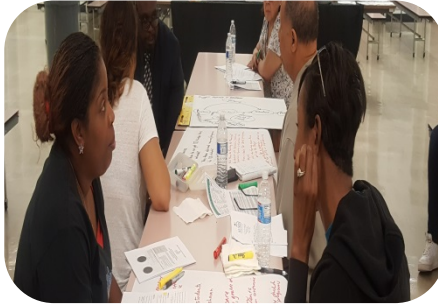
AUSD LCAP Theory of Action



AUSD LCAP Theory of Action cont,

LCAP GOALS THAT MATCH STATE PRIORITIES		California State Priorities							
		Priority 1: <i>Basic Services</i>	Priority 2: <i>State Standards</i>	Priority 3: <i>Parent Involvement</i>	Priority 4: <i>Student Achievement</i>	Priority 5: <i>Student Engagement</i>	Priority 6: <i>School Climate</i>	Priority 7: <i>Course Access</i>	Priority 8: <i>Student Outcomes</i>
 GOAL 1: 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.		✓	✓						
 GOAL 2: Build inclusive school communities where all students, families, and members of the community feel welcome and valued.			✓	✓			✓		
 GOAL 3: 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.				✓	✓	✓	✓		
 GOAL 4: 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.					✓				
 GOAL 5: 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.			✓		✓				✓
 GOAL 6: Reduce the achievement gap amongst student groups and graduates will have the skills necessary for success in college and career.					✓	✓		✓	✓

Engage, Collaborate, & Decide



UPDATE

Antioch Unified School District's 2017-2018 Local Control & Accountability Plan (LCAP) Stakeholder Committee Timeline



District Scheduled Meetings from 6-8pm

**Community
Engagement
Summit @ Deer
Valley High
School Library**

**Oct. 3rd
2017**

**1st Quarterly
LCAP Meeting
@Prospects High
School Atrium**

**Dec. 14th
2017**

**2nd Quarterly
LCAP Meeting
@ Lone Tree
Elementary School
Library**

**Jan. 18th
2018**

**3rd Quarterly
LCAP Meeting
@ Antioch Middle
School Library**

**April 19th
2018**

**4th Quarterly
LCAP Meeting
@ District Office
in Board Room**

**June 4th
2018**

**LCAP Public
Hearing at Board of
Education Meeting**

**June 13th
2018**

**LCAP Approved
at Board of
Education Meeting**

**June 27th
2018**

Sub-Committee Meetings

**Oct./Nov.
2017**

Sub-
Committee
meet @ date
convenient
for the
Committee

**Nov./Dec.
2017**

Sub-
Committee
meet @ date
convenient
for the
Committee

**Feb./Mar.
2018**

Sub-
Committee
meet @ date
convenient
for the
Committee

**April/May
2018**

Sub-
Committee
meet @ date
convenient
for the
Committee

**May
2018**

Sub-
Committee
meet @ date
convenient
for the
Committee

**June 21st
2018**



"Actions Worksheet"

GOAL 1- Facilities and Materials

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.

Guiding Questions:

- Does the action address the identified needs of the goal? If not how could it be revised to meet the identified needs of the LCAP goal?
- Does the actions/services address the "identified needs" of the students? If not how could it be revised to meet the identified needs of the LCAP goal?
- Does the action seem clear? Can you understand from reading what specific actions or behaviors are to be taken in the service?
- How does this goal/action further AUD's mission of preparing every student for success in college, career, and life?
- What actions/services in this goal address the needs of AUD's highest needs student groups according to the CA Schools Dashboard (suspensions for Foster youth, Homeless youth, and American Indians)?
- How does this goal address either the "greatest needs" or "greatest progress" as identified by the CA Schools Dashboard?

Actions		Initial Reactions	Questions, information needed, people you wanna talk to
ACTION 1	1.1 Recruit and retain highly qualified teachers that reflect the diversity of the students we serve.	how many teachers are working out of their area, what programs are available, programs retentions, incentives, smaller class groups. How many teachers leave the district within 5 years.	programs retention, human resources. benefits, programs, incentives, salary schedule's gaps for teacher coming in with experience, beginning and experience, a survey should go out to all teachers
ACTION 2	1.2 Provide instructional materials, supplemental resources, and technology to support students' attainment of the California State Standards.	Paper testing out of date, computerized testing but maintain IEP's limitations. Make sure students have technology, give students a laptop with internet access with limited minutes per month. Use of school projects only. You can provide the laptop with a replacement cost and a contract.	paper testing- contact Hayley within the District. Computer up to date contact Joe Gengler with in the District. How far is District to 1 to 1? Contact Joe Develop science courses and integrate to each level grade according to grade level.
ACTION 3	1.3 Employ trained staff and contracted services to provide professional development and ongoing support for staff.	Bilingual aides according to our school population. Each school should have a psychologist, counselors,nurse and cross guards. (paid)	Bilingual aides for schools, how many do we have within the district and is it enough for the population of the student There are some schools with high percentages of Spanish speaking parents that warrant full day bilingual office staff.
ACTION 4	1.4 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 achievement gap between student groups.	Emphasize reading k-4 grade so kids can learn to read. School programs for after school.	Survey the parents and find out what programs they would like to see, workshops for parents and students regarding bullying. Parents also need to recognize what bullying is? High school students should come and volunteer on a program to show high school students regarding what is it like to be in high school and to continue learning.. what program is put in place for K to learn to read? Manual art programs and life skills
ACTION 5	1.5 AUSD will continue to make progress toward reducing class size in grades k-3.	What is the formula used for teacher allocation in each school, what is the state limit that each teacher can handle, kids learn better in smaller classes. Teachers and kids are overcrowded and stress.	There should be a class maximum of students allowed in any individual class. It is difficult to learn in overcrowded classes.
ACTION 6	1.6 Provide well-maintained facilities that are conducive to teaching and learning.	Upgrade facility with adequate infrastructure for new technology	Update all security doors and gates so it opens from the inside only not from the outside. Buzzing doors for office with parent identification card given to the parent each year when signing up their kids at the orientation day.
ACTION 7	1.7 Strengthen the school library programs.	Make sure all the books in the library are on the AR system.	Does each school have a librarian on site? library clerks? assistant? What are the CA Dept of Education standards for libraries in schools?
ACTION 8	1.8 Provide transitional kindergarten program.	Increment budget expenditure to expand early childhood program for 4 years old.	How many schools in the district have this program out of how many elementary. send survey to parent to see if they would like to see if they would like to see this program in their schools.

New Actions & Services Based on Needs Assessment and Stakeholder Feedback

<p>AUSD'S 2017-2018 LCAP</p> <p>RECOMMENDATIONS FROM STAKEHOLDERS</p> <p>The following charts reflect the work of the LCAP goal Sub-Committees and AUSD Staff. Throughout the course of the 17-18 school year Stakeholders worked on specialized sub-committees in order to delve deeply into one of the six goal areas of their choice. Through this in depth exploration of one specific goal area, the sub-committees generated actionable recommendations for updates or modifications to the action steps, and presented those recommendations to the larger LCAP Stakeholder Advisory Committee. The subsequent charts reflect the many hours of work AUSD's Stakeholder community put into updating the 18-19 LCAP. The 1st left column represents the 16-17 LCAP language. The 2nd column is the Stakeholders recommendations for modifications to the action steps. The 3rd column is the AUSD Program Administrator recommendations. Lastly, the 4th column represents the adopted language for the 18-19 LCAP.</p>			
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.			
17-18 Actions	18-19 Sub-Committee Recommendations	18-19 AUSD Program Administrator Recommendations	18-19 Adopted Actions and Services
	<p>Red = Recommended Updates and Changes</p> <p>Red with Strikeout = eliminate</p> <p>Black = no changes from 17-18</p>		
1.1 Recruit and retain highly qualified teachers that reflect the diversity of the students we serve.	<p>1.1 Highly Qualified & Diverse Teachers: Recruit and retain highly qualified teachers that reflect the diversity of the students we serve.</p>	Evaluate the success of various career fairs attended and determine cost analysis of attendance versus staff recruited from each one. Purchase technology to utilize at recruitment fair to maintain competitive ability to efficiently process and market district image while at recruitment fairs. The basis for the change is observation that most school districts within the LEA have on site ability to complete Edjoin, create contracts and share digital presentations of District /LEA highlights.	<p>1.1 Highly Qualified & Diverse Teachers: Recruit and retain highly qualified teachers that reflect the diversity of the students we serve.</p>
<p>a. Establish signing bonuses for teachers in high need areas, including, but not limited to, bilingual and special education teachers.</p> <p>b. Bargain to close the salary gap for new teachers.</p> <p>c. Explore options for closing the salary gap for teachers based on longevity.</p>	<p>a. Signing Bonuses: Establish signing bonuses for teachers in high need areas, including, but not limited to, bilingual and special education teachers.</p> <p>b. Close Salary Hole for New Teachers: Bargain to close the salary gap hole for new teachers.</p> <p>c. Close Salary Hole for Teachers based on Longevity: Explore options for closing the salary gap hole for teachers based on longevity.</p>	n/a	<p>1.1 a. Signing Bonuses: Establish signing bonuses for teachers in high need areas, including, but not limited to, bilingual and special education teachers.</p> <p>1.1 b. Close Salary Hole for New Teachers: Bargain to close the salary hole for new teachers.</p> <p>1.1 c. Close Salary Hole for Teachers based on Longevity: Explore options for closing the salary hole for teachers based on longevity.</p>
1.2 Provide instructional materials, supplemental resources, and technology to support students' attainment of the California State Standards.	<p>1.2 Instructional Materials & Technology: Provide instructional materials, supplemental resources, and technology to support students' attainment of the California State Standards.</p>	n/a	<p>1.2 Instructional Materials & Technology: Provide instructional materials, supplemental resources, and technology to support students' attainment of the California State Standards.</p>
<p>a. Purchase and provide training for teacher in the effective use of core and supplemental instructional materials.</p> <p>b. Continue to upgrade the technology hardware, software, and infrastructure needed for on-line access that supports instruction, academic intervention, and supplemental learning opportunities.</p> <p>c. Provide 8 technology teachers at all elementary schools to prepare students for learning and assessment in a digital</p>	<p>a. Professional Development: Purchase and provide training for teacher in the effective use of core and supplemental instructional materials.</p> <p>b. Upgrade Technology: Continue to upgrade the technology hardware, software, and infrastructure needed for on-line access that supports instruction, academic intervention, and supplemental learning opportunities.</p> <p>c. Provide Technology Teachers:</p>	<p>1.2a. The action will remain The same. The amount of funding will increase to support The need to adopt History-Social Science and Science.</p> <p>1.2b. Most of our changes will encompass classroom solutions. Technology has focused on upgrading central infrastructure to current standards so we can be supporting The needs at The school sites. Since this will mostly be completed by</p>	<p>1.2 a. Professional Development: Purchase and provide training for teacher in the effective use of core and supplemental instructional materials.</p> <p>1.2 b. Upgrade Technology: Continue to upgrade the technology hardware, software, and infrastructure needed for on-line access that supports instruction, academic intervention, and supplemental learning opportunities.</p> <p>1.2 c. Provide Technology Teachers: Continue to provide 8 technology teachers at all elementary schools to prepare students for learning and assessment in a digital environment.</p> <p>1.2 d. Publish Inventory of Computers and Technology</p>

- Goal 1:
 - Invest in new standards based core curriculum
 - Implementation technology upgrades
 - Increase school site funding
 - Provide professional development for teachers on standards based instruction and assessment
- Goal 2:
 - Maintain safety services
 - Implement quarterly student check (via survey or focus group)
 - Implement student driven vertical collaboration through the Student Advisory Committee
- Goal 3:
 - Implement Manhood Development at middle and high schools
 - Design year Latino Achievement initiative
 - Expand access to mental health services
- Goal 4:
 - Implement baseline, formative, and sustentative assessment system
- Goal 5:
 - Provide targeted intervention for students in mathematics
 - Provide professional development for teachers on standards based instruction in the context of mathematics
 - Implement baseline, formative, and sustentative assessment system
- Goal 6:
 - Expand Puente Program at Antioch High School
 - Expand AVID at all middle and high schools
 - Expand access to college and career preparation courses

The Road Ahead

- LCAP Parent Advisory Committee
- LCAP Student Advisory Committee
- District English Learner Advisory Committee
- Foster Youth Meetings
- GATE Parent Advisory Committee
- Faith-based Leader Advisory Committee
- Goal 1: Basic Services Committee
- Goal 2: Climate Culture Committee
- Goal 3: Social Emotional Committee
- Goal 4: Literacy
- Goal 5: Mathematics
- Goal 6: College & Career Readiness



Thank you

Questions