

# Local Control and Accountability Plan 2016-2017 through 2018-2019

Acalanes Union High School District

June 29, 2016

# Local Control and Accountability Plan



- School districts must develop and locally approve a LCAP on or before July 1.
- The LCAP will include a description of the annual goals for each State priority (and for any local priorities). The goals will apply to all students and each numerically significant (>30) subgroup of students. The plan will also include specific actions to achieve the goals.
- The District budget must be aligned to fund services and actions outlined in the LCAP.
- The three-year LCAP must be updated on or before July 1 of each year.

# LCAP Timeline

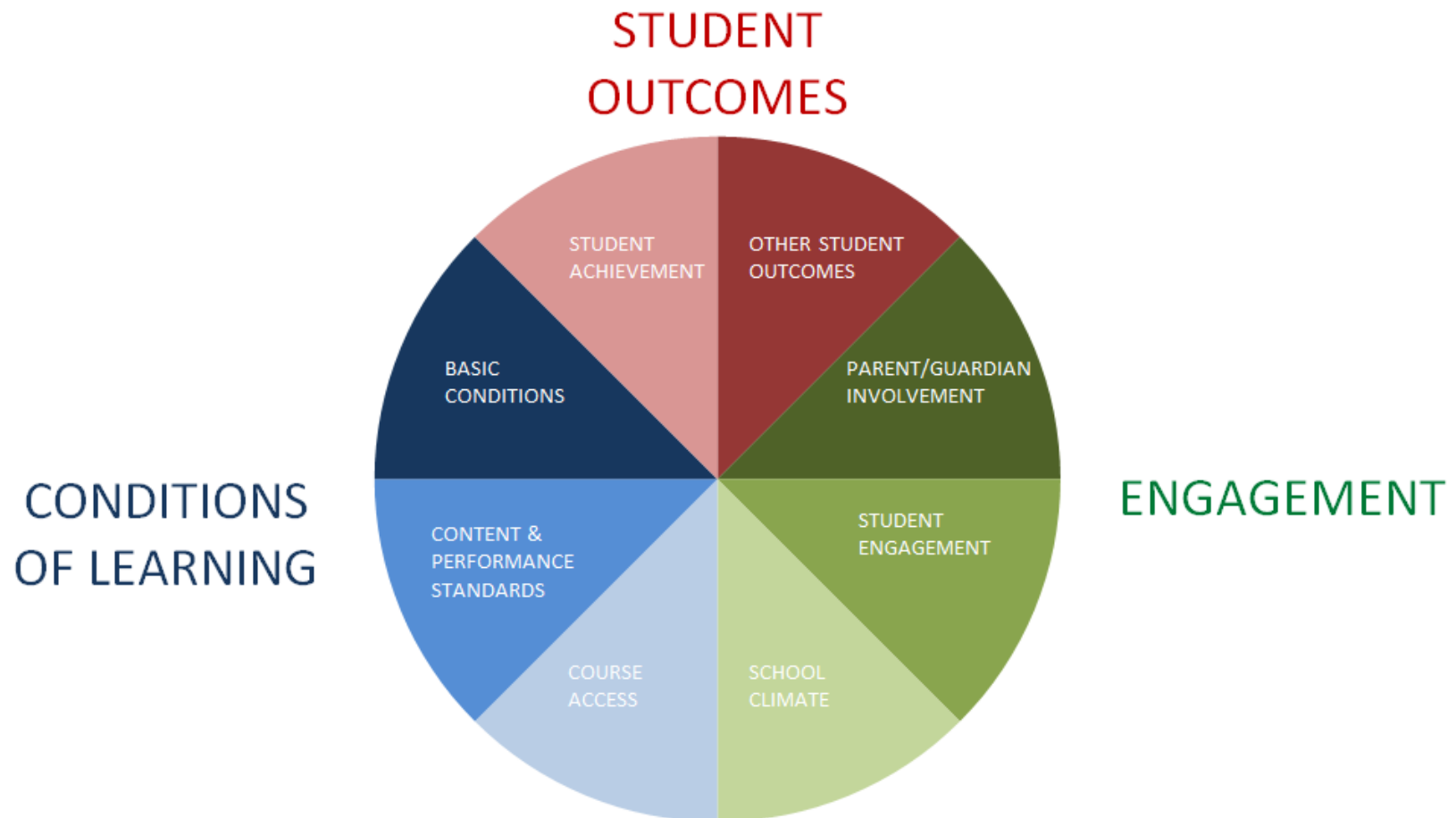


- January – May – Stakeholder outreach and input
  - Teachers, other school personnel, principals, administrators, students, parents/guardians, employee bargaining groups, Governing Board
- April/May – Advisory Committee Review/Feedback
- June – Post draft LCAP to web
- May-June – Budget development in alignment to draft LCAP
- June 28 – Public hearing on LCAP and 2015-2016 Budget
- June 29 – Board approval of LCAP and 2015-2016 Budget

# LCAP State Priorities

State Priorities established by Education Code 52060

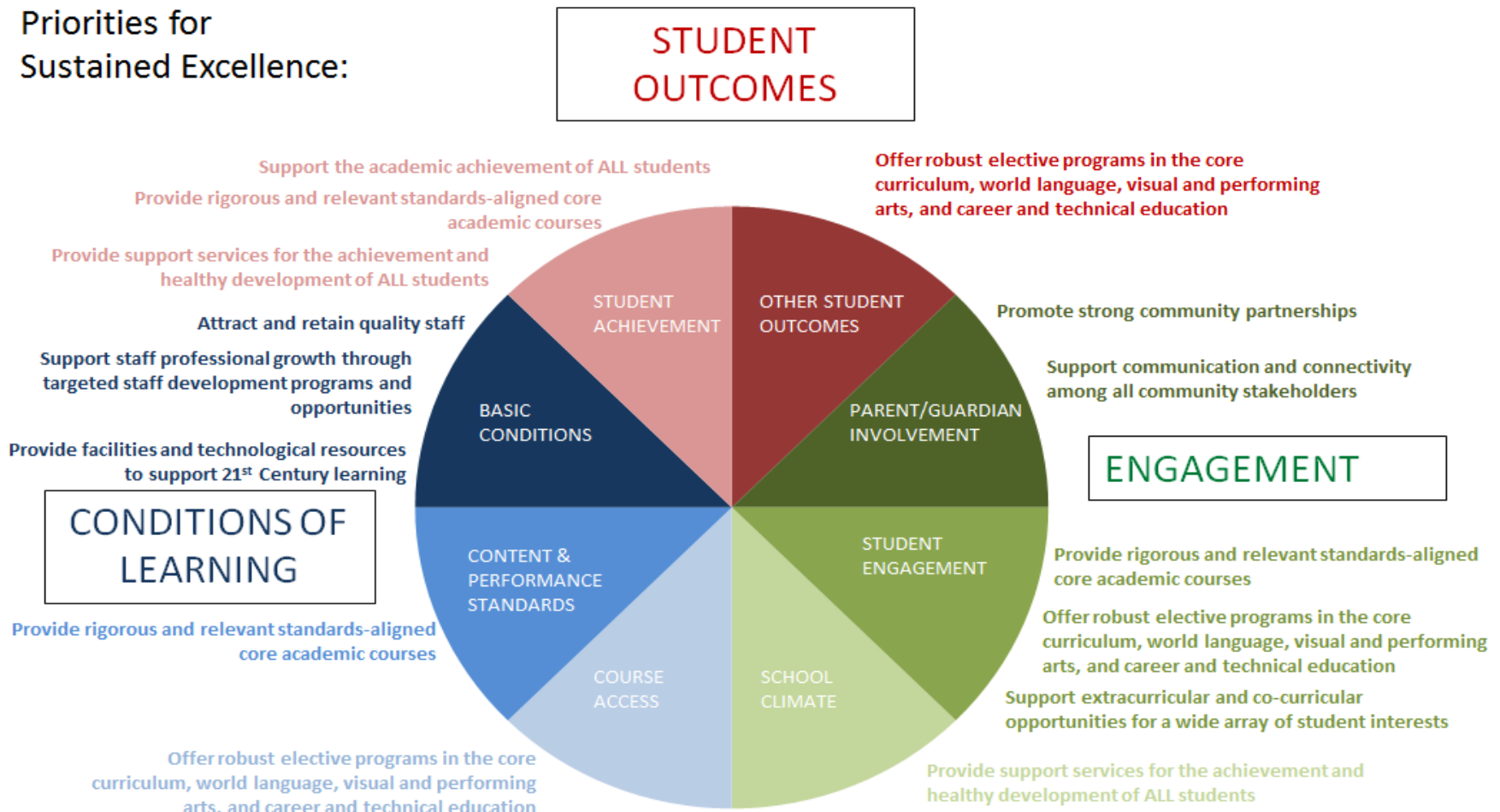
*Eight State Priorities for all students and each numerically significant subgroup:*



# LCAP State and District Priorities

State Priorities established by Education Code 52060  
and 2012-2016 District Priorities for Sustained Excellence

Priorities for  
Sustained Excellence:



# LCAP 3-Year Goals



1. Recruit, develop and retain high quality certificated, classified and administrative staff
2. Provide facilities and learning environments conducive to 21st Century learning opportunities
3. Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness
4. Expand course offerings and opportunities to promote access to relevant and engaging curriculum
5. Increase English Language Learner academic achievement
6. Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students

# Goals and 2016-2017 Measures & Actions



## 1. Recruit, develop and retain high quality certificated, classified and administrative staff

### Metrics:

- Maintain Williams compliance for appropriately assigned staff at 100% (#1)\*
- Maintain ability to recruit and retain quality employees (qualitative measure)
- Increase certificated staff “diversity” by hiring high quality teachers of color to increase their representation from 10% (2015) to 12%. (Students of color make up 33% (2015) of our student population)

\*State Required LCAP Measure

### Primary Actions:

- Certificated and classified professional development programs
- Develop classified professional development plan
- Recruiting efforts for all job classifications
- Develop baseline measure of the level at which we “retain” employees
- Focus group to examine the AUHSD experience

# Goals and 2016-2017 Measures & Actions



## 2. Provide facilities and learning environments conducive to 21st Century learning opportunities

### **Metrics:**

- 100% Williams compliance – facilities maintained and in good repair (#1)\*
- 95% complete with Measure E facilities
- 80% complete with Measure E technology lifecycle replacement plan
- 24% complete with deferred maintenance plan
- Establish baseline measure of wireless functionality and 1:1 efforts

\*State Required LCAP Measure

### **Primary Actions :**

- Complete Measure E projects and technology life-cycle replacement program
- Deferred maintenance plan execution
- Improve wireless infrastructure and support 1:1/BYOD initiatives
- Address growing enrollment and school impaction



# Goals and 2016-2017 Measures & Actions



## 3. Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness

### Metrics:

- 100% Williams compliance – standards-aligned instructional materials (#1)\*
- Implementation of the academic content and performance standards adopted by the State Board of Education (#2)\*
- Increase the percentage of students achieving “Meets” or “Exceeds” standard in ELA/Literacy as measured by the Smarter Balanced Assessment by 5% from the 2015 baseline of 85% to 90% in 2016. (#4A)\*
- Increase the percentage of students achieving “Meets” or “Exceeds” standard in mathematics as measured by the Smarter Balanced Assessment by 5% from the 2015 baseline of 70% to 75% in 2016. (#4A)\*
- Increase the Academic Performance Index – Not Applicable (#4B)
- Increase the percentage of students who complete UC/CSU entrance requirements or CTE education sequence from 74.9% (2015) to 76.9% (#4C)\*
- Develop a 2016 baseline for the percentage of students with special needs who complete UC/CSU entrance requirements or CTE education sequence (#7C)\*
- Increase the percentage of students who have passed an Advanced Placement examination from 39.5% (2015) to 42.0% (#4F)\*
- Increase the percentage of students considered college ready as measured by the Early Assessment Program by 5% from the 2015 baseline of 74.9% and 50.8% in ELA and Math, respectively, to 76.9% and 55.8%. (#4G)\*
- Increase the cohort graduation rate by .8% from 97.0% (2014) to 97.8% (#5E)\*
- Decrease the cohort dropout rate by .4% from 1.0% (2014) to 0.6% (#5D)\*
- Reduce the percentage of students receiving a D or F semester grades by 0.5% from 13.9% (2016) to 13.4% (#8)\*
- Increase the student and parent use of Naviance (college/career guidance program) by 50% from the 2016 baseline of 13.4 times per year for students and 4.3 times per year for parents. Target 2017 use for students will be 20.1 times per year and 6.5 times per year for parents.
- Develop baseline participation rate and involvement with community advisory committee of District parents and K-8 partner district parents to support improved engagement and communication with parents of individuals with exceptional needs. (#3)\*

\*State Required LCAP Measure

# Goals and 2016-2017 Measures & Actions



## **3. Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness**

### **Primary Actions:**

- Professional development programs
- Course of study development – California Standards (Common Core, NGSS) and new courses (including Health, PE 9, PE electives, English electives, and semester electives)
- Instructional material development and adoption
- Instructional coaches
- Intervention support
- Develop RTI model for intervention/tutorial periods
- Develop school day schedule for 2016-2017 implementation
- Implement best practices for special education support
- Expand course that fulfill UC/CSU entrance requirements
- Expand use of assessment data analysis
- Coordinate and expand college and career services
- Coordinate and expand comprehensive use of grade 9-12 Naviance utilization
- Implement staff development plan and personnel support for athletic coaches

# Goals and 2016-2017 Measures & Actions



## 4. Expand course offerings and opportunities to promote access to relevant and engaging curriculum

### Metrics:

- Increase the percentage of students who complete UC/CSU entrance requirements or CTE education sequence from 74.9% (2015) to 76.9% (#4C & #7)\*
- Increase the percentage of students who have passed an Advanced Placement examination from 39.5% (2015) to 42.0% (#4F & #7)\*
- Increase percentage of female students enrolled in STEM courses beyond basic graduation requirements by 5 percentage points from 64.7% of students(2015-2016) to 67% (#7 & #8)\*

\*State Required LCAP Measure

### Primary Actions

- Develop new courses to align to student interest in STEM, VAPA and Advance Placement
- Examine commitment to visual and performing arts with partner districts
- Implement new graduation requirements and increased opportunity/flexibility to the Class of 2020
- Professional development for integration of computer science
- Develop plan for STEM course outreach and recruitment of females

# Goals and 2016-2017 Measures & Actions



## 5. Increase English Language Learner academic achievement

### Metrics:

- Increase EL students making progress toward English Proficiency (AMAO 1) 79.1%(2015) by 2% to 81.1%. Increase the EL cohort attaining English Proficient Level (AMAO 2 <5years) from 53.8%(2015) by 2% to 55.8%. Increase the EL Cohort attaining English Proficient Level (AMAO 2 > 5 years) from 66.0%(2015) by 2% to 68.0%.(#4D)\*
- Increase the rate that English Learners are reclassified as Redesignated Fluent English Proficient from 25.6%(2016) by 2% to 27.6%.(#4E)\*
- The new California ELD Standards have been partially implemented. They will be further developed into new courses of study in 2016-2017. (#2)\*
- Increase the parent/guardian involvement in the District English Language Advisory Committee from 25(2016) to 30. (#3)\*
- Develop 2016 baseline for the percentage of English Learners who have passed an Advanced Placement examination. (#7B)\*

\*State Required LCAP Measure

### Primary Actions:

- Professional development for ELD and general education staff
- Instructional coach for ELD
- Site-based ELD programs
- Co-teaching model for core academic program to address EL student learning needs
- Supplemental counseling at Las Lomas to support EL students

# Goals and 2016-2017 Measures & Actions



## 6. Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students

### Metrics:

- Increase school attendance rate using three year average P2ADA/Enrollment by .75 percentage point from 95.67 (2015-2016) to 96.42. (#5A)\*
- Decrease student chronic absenteeism rates by 1 percentage point from 7.0% (2015-2016) to 6.0% (#5B)\*
- Decrease student suspension rate by 0.5 percentage points from 1.7% (2014-2015) to 1.2% (#6A)\*
- Maintain student expulsion rate at 0.0% (2014-2015) (#6B)\*
- Improve academic integrity indicator by reducing the 2015 baseline 1.78(2015) average times a year students “cheat” by 0.5 as measured by the 2017 administration of the Stanford Survey of Adolescent School Experiences (#6C)
- Improve teacher care and support indicator by increasing the 2015 baseline of 3.46 (student report of the number of teachers that “care about them and support them”) by 0.2 as measured by the 2017 administration of the Stanford Survey of Adolescent School Experiences (#6C)
- Improve positive academic engagement indicator by increasing from 2015 baseline of 24% of the students reporting positive academic engagement by 5% as measured by the 2017 administration of the Stanford Survey of Adolescent School Experiences (#6C)
- Improve school stress and academic worries indicator by reducing from 2015 baseline of 4.15 (on a 5-point scale with 5 being most stressed by schoolwork) by 0.2 as measured by the 2017 administration of the Stanford Survey of Adolescent School Experiences (#6C)

Note: Since the Acalanes Union High School District does not include middle schools, Middle school dropout rates, as described in paragraph (3) of subdivision (a) of Section 52052.1, will not be measured. (#5C)\*

\*State Required LCAP Measure

# Goals and 2016-2017 Measures & Actions



## **6. Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students**

### **Primary Actions:**

- Challenge Success site-based programs with increased District coordination/support
- Administer the Stanford Survey of the Adolescent School Experience
- Develop and plan for the implementation of a new school day schedule
- Plan to expand RTI practices utilizing teacher collaboration and new structures within the school day schedule
- Develop grade 10 health curriculum
- Develop potential grade 9 program for health topics (taught during intervention/tutorial)
- Expand and better coordinate mental health services
- Further development/implement SST/SRT/intervention and 504 support program
- Implement comprehensive professional development plan to address “equity”
- Hold fall and spring Diversity Summit for students

# Use of LCFF Supplemental Funding

LCFF Funded Supplemental Items	2016-2017 Expenditure	2017-2018 Expenditure	2018-2019 Expenditure
Intervention class Periods (Push-In/Pull-Out Academic Support and Parallel Academic Support)	125,000	125,000	125,000
English Language Development Program Professional Development	10,000	10,000	10,000
English Language Development Program Supplemental Counseling	50,000	50,000	50,000
English Language Development Program summer enrichment, advancement and remediation program.		20,000	20,000
Summer School Supplemental, Remedial Support & Credit Recovery/Intersession	110,000	100,000	100,000
Site Based Funding	60,000	52,500	56,000
Software Support for Student Data Analysis	40,000	40,000	40,000
Equity Program Development and Professional Development	50,000	50,000	50,000
Professional Development for Response to Intervention	30,000	30,000	30,000
College Admission Test Prep Support	20,000	20,000	20,000
<b>Total Budgeted Expenditures</b>	<b>495,000</b>	<b>497,500</b>	<b>501,000</b>

# Local Control and Accountability Plan



# Questions?