



2021 – 2024 Local Control & Accountability Plan (LCAP) 2023-2024 Update

Acalanes Union High School District
May 17, 2023



Local Control and Accountability Plan

- Requirement – part of the Local Control Funding Formula
- 3 – year plan (2021-2024) to support continuous improvement. 2023-2024 LCAP Update is for the third year of the 3-year plan
- Stakeholder input guides LCAP development & revision
- 8 State priorities and over 20 required metrics must be included
- LCAP and budget must be adopted by June 30. (AUHSD scheduled for June 7 Governing Board review and approval.)



2023 LCAP Development Timeline

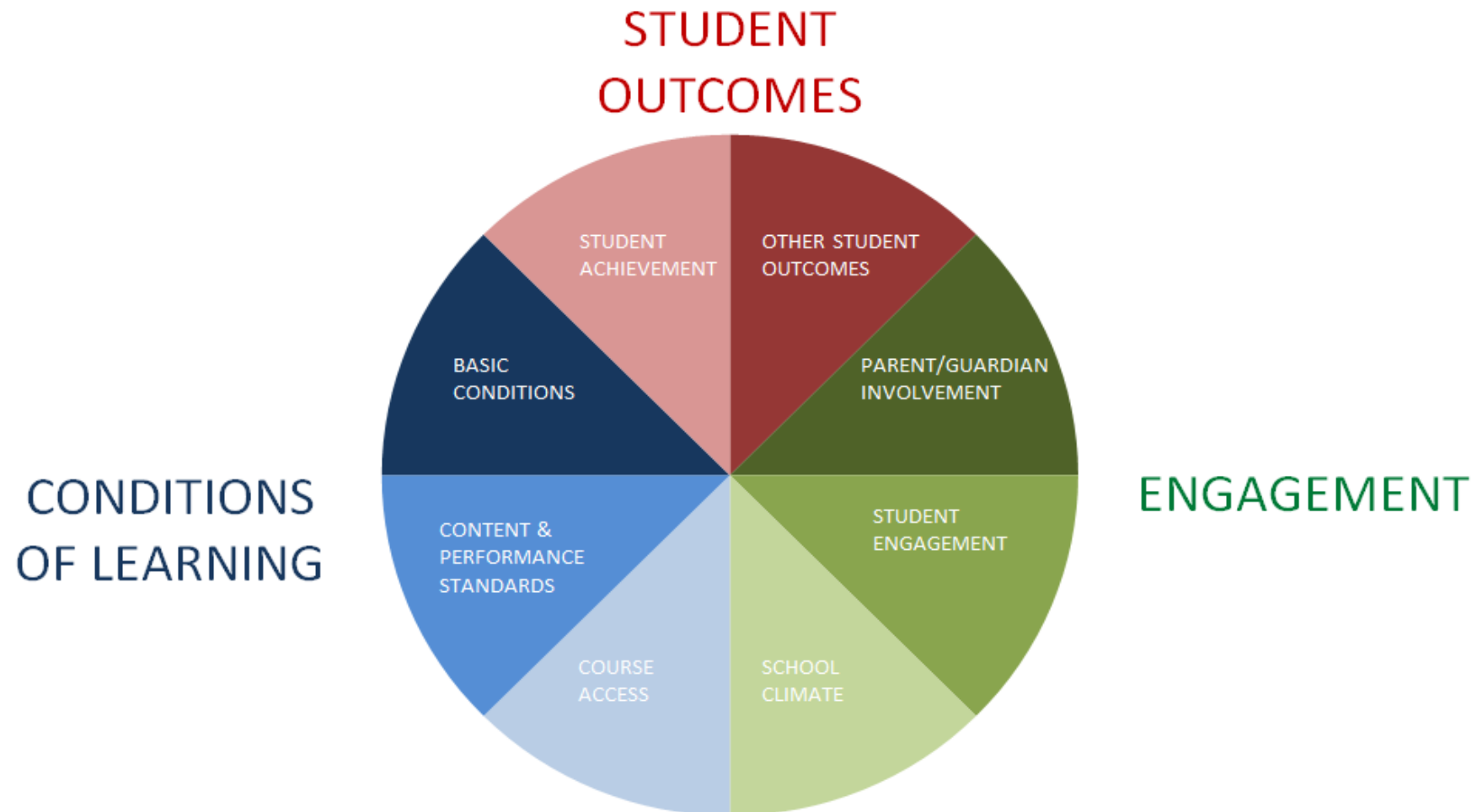
- February – April: Educational Partner outreach and input
 - Teachers, other school personnel, principals, administrators, students, parents/guardians, employee bargaining groups (SEIU Local 1021 and AEA), DELAC
- April – May: Advisory Committee Review/Feedback
- May: Post draft LCAP to web
- February - May – Budget development in alignment to draft LCAP
- May 17 – Public hearing on 2023-2024 LCAP and Budget
- June 7 – Board approval of 2023-2024 LCAP and Budget



LCAP State Priorities

State Priorities established by Education Code 52060

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





2022 California Schools Dashboard

2022 Dashboard –

The California School Dashboard (Dashboard) is an online tool that shows how local educational agencies and schools are performing on state and local indicators that are included in California's school accountability system.

Due to limitations in State assessment and accountability from 2020 through 2022, the Dashboard shows only “status” and not “growth.” The 2023 Dashboard will include “growth” in its report.

[2022 Dashboard - AUHSD](#)



AUHSD LCAP 3-Year Goal Areas

1. High quality programs →
College/Career Ready
2. Access & Equity
3. School climate & Social-emotional
development
4. High quality staff



2023 LCAP Educational Partner Input

Educational Partner Input

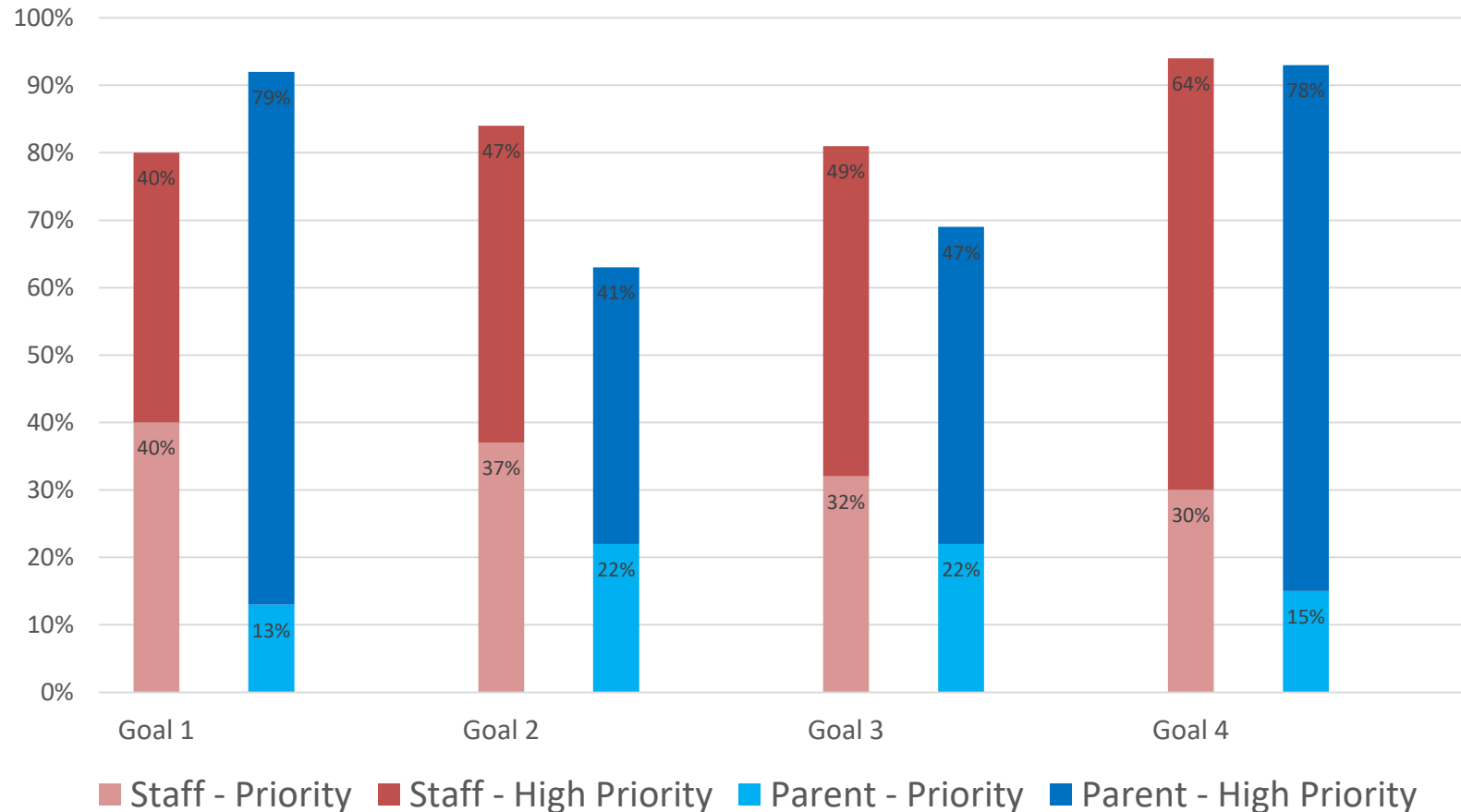
- School Staff – survey and five input sessions
- Parents/Guardians – survey and four informational input sessions
- Students – 6 focus group input sessions
- DELAC – Meeting topic
- Coordinating Council – Meeting topic
- Cabinet/Admin Council
- Collective Bargaining Groups



2023 LCAP Educational Partner Input

Staff and Parent Survey

Priority Given to LCAP Goals



- 83 Staff members
- 936 Parents/Guardians



2023 LCAP Educational Partner Input

Parent Input & Themes

- General support for goal areas and most actions
- Significant support for more elective options and access and Career Technical Education pathways
- Advanced Placement
- Campus climate, safety and promoting “belonging”
- Concern regarding mental health and unhealthy academic stress
- Interest/concern regarding learning gaps and core academics
- Support for grading practice alignment
- Support for LGBTQIA+ students and their families
- Improvements to school facilities
- Expanding college & career advising



2023 LCAP Educational Partner Input

Staff Input & Themes

- General support for goal areas and most actions
- Additional support for new teachers
- Programming and work conditions to retain current employees
- Improved systems for targeted support for students
- Course grading alignment
- Support for CTE and visual and performing arts
- “not new programs...more support for current programs”



2023 LCAP Educational Partner Input

Student Focus Groups

- Miramonte High School, May 3 -- Students from all grades
- Las Lomas High School, May 3 -- Students from all grades
- Acalanes High School, May 8 -- Student leaders, including leaders of racial/cultural affinity clubs, grades 10-12
- Acalanes Center for Independent Study, May 9 -- Students from all grades
- Campolindo High School, May 10 -- Students in Special Education, all grades
- Miramonte High School, May 10 -- Students taking multiple Advanced Placement classes, grades 10-12



2023 LCAP Educational Partner Input

Student Input & Themes

- Students from all of the focus groups felt that AUHSD had “high quality programs” that are preparing them for various college and career options.
- Students did express an interest in having more career-related courses, especially in STEM.
- Feedback about “access and equity” was positive.
- Students felt academically challenged by curriculum that is relevant. They also spoke highly of their school’s academic support systems.
- Student input about “school climate and social-emotional development” was mixed. Students praised the work of the Wellness Centers, and they supported equity-related initiatives; however, they also spoke about the intense academic pressures they and their peers experience.
- Students felt their schools had “high quality staff” – teachers who have strong professional skills and care about their students.
- A key recommendation from the students was for teachers to use more “interesting” activities, especially during 90-minute lessons.



2023 LCAP Educational Partner Input

District English Learner Advisory Committee Input & Themes

- Strong interest in greater inclusion, support for English fluency attainment, and the availability and accessibility of more advanced classes.
- The campuses feel safe, staff are supportive and a resource, ELD and SADIE classes are helpful, and our schools have many opportunities for students, including sports, college & career counseling
- Increased outreach to English Learners to make sure they are aware of and understand how to access sports, take AP classes and participate in events.
- More support when they enroll from another country as they need more explicit knowledge of how to navigate our system and plan for the future



AUHSD LCAP Goals & Metrics

2021-2024 Goals & 37 Metrics

1. Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness **(High quality programs) 16 Measures**
2. Develop programs and opportunities to promote access and achievement for all students in relevant and engaging curriculum and programs **(Access and Equity) 8 Measures**
3. Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students **(School climate and Social-emotional development) 10 Measures**
4. Recruit, develop and retain high quality certificated, classified and administrative staff **(High quality staff) 3 Measures**



AUHSD LCAP Goals & Metrics

Goal 1

1. Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness (**High quality programs**)

Metric	Baseline	Year 2 Outcome	Desired Outcome – 2023-24
Williams compliance – students have access to standards-aligned instructional materials (#1B)*	May 2021 - 100% Williams compliance – standards-aligned instructional materials.	2023 - 100% Williams compliance – standards-aligned instructional materials.	100% Williams compliance – standards-aligned instructional materials.

*Denotes metric required by California Education Code 52060(d)



AUHSD LCAP Goals & Metrics

Goal 1

1. Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness (**High quality programs**)

Metric	Baseline	Year 2 Outcome	Desired Outcome – 2023-24
Implementation of the academic content and performance standards adopted by the State Board of Education (#2A)*	Criteria Met based on the state implementation tool. May 2021 (2019 status) – 100% of all areas are at full implementation (4 on the Rating Scale) 40% of all areas are at Full Implementation and Sustainability (5 on the Rating Scale)	Criteria Met based on the state implementation tool. May 2023 (2022 status) -- 100% of all areas are at “Full Implementation” or “Full Implementation and Sustainability” (4 or higher on the Rating Scale) 65% of all areas are at “Full Implementation and Sustainability” (5 on the Rating Scale)	Criteria Met based on the state implementation tool. 90% of all areas are at “Full Implementation” (4 or higher on the Rating Scale) 70% of all areas are at “Full Implementation and Sustainability” (5 on the Rating Scale)

*Denotes metric required by California Education Code 52060(d)



AUHSD LCAP Goals & Metrics

Goal 1

1. Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness (**High quality programs**)

Metric	Baseline	Year 2 Outcome	Desired Outcome – 2023-24
Percentage of students achieving “Meets” or “Exceeds” standard in ELA/Literacy as measured by the Smarter Balanced Assessment.(#4A)*	89% of students achieved “Meets” or “Exceeds” standard in ELA/Literacy as measured by the 2019 Smarter Balanced Assessment.	78% of students achieved “Met” or “Exceeded” standard in ELA as measured by the 2022 Smarter Balanced Assessment.	92% of students will achieve “Meets” or “Exceeds” standard in ELA/Literacy as measured by the 2023 Smarter Balanced Assessment.

*Denotes metric required by California Education Code 52060(d)



AUHSD LCAP Goals & Metrics

Goal 1

1. Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness (**High quality programs**)

Metric	Baseline	Year 2 Outcome	Desired Outcome – 2023-24
Percentage of students achieving “Meets” or “Exceeds” standard in Mathematics as measured by the Smarter Balanced Assessment. (#4A)*	72% of students achieved “Meets” or “Exceeds” standard in Mathematics as measured by the 2019 Smarter Balanced Assessment.	65% of students achieved “Met” or “Exceeded” standard in Math as measured by the 2022 Smarter Balanced Assessment.	76% of students achieved “Meets” or “Exceeds” standard in Mathematics as measured by the 2023 Smarter Balanced Assessment.

*Denotes metric required by California Education Code 52060(d)



AUHSD LCAP Goals & Metrics

Goal 1

1. Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness **(High quality programs)**

Metric	Baseline	Year 2 Outcome	Desired Outcome – 2023-24
Percentage of students who complete UC/CSU a-g entrance requirements (#4B)*	77% of students completed UC/CSU entrance requirements in 2020.	75.1% of students completed UC/CSU entrance requirements in 2022.	83% of students will complete UC/CSU entrance requirements.

*Denotes metric required by California Education Code 52060(d)



AUHSD LCAP Goals & Metrics

Goal 1

1. Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness (**High quality programs**)

Metric	Baseline	Year 2 Outcome	Desired Outcome – 2023-24
Percentage of students who complete CTE pathway (#4C)*	11% of students in Class of 2020 completed a CTE pathway (designated as a completer).	6% of students in Class of 2022 completed a CTE pathway (designated as a completer)	20% of students in Class of 2023 will complete a CTE pathway (designated as a completer)

*Denotes metric required by California Education Code 52060(d)



AUHSD LCAP Goals & Metrics

Goal 1

1. Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness **(High quality programs)**

Metric	Baseline	Year 2 Outcome	Desired Outcome – 2023-24
Percentage of students who complete UC/CSU a-g entrance requirements AND CTE education sequence. (#4D)*	2020 - 4.2% completes UC/CSU a-g entrance requirements AND CTE education sequence. (Data not from State – locally measured)	Class of 2022: 3.2% completed UC/CSU a-g entrance requirements AND CTE education sequence. (Data not from State – locally measured)	10% will complete UC/CSU a-g entrance requirements AND CTE education sequence.

*Denotes metric required by California Education Code 52060(d)



AUHSD LCAP Goals & Metrics

Goal 1

1. Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness **(High quality programs)**

Metric	Baseline	Year 2 Outcome	Desired Outcome – 2023-24
Percentage of students who have passed an Advanced Placement examination with a score of 3 or higher (#4G)*	The percentage of Grade 10-12 students who passed an Advanced Placement examination in 2020 was 46%	The percentage of Grade 10-12 students who passed an Advanced Placement examination in 2021 was 51%.	52% of Grade 10-12 students will pass an Advanced Placement examination in 2023.

*Denotes metric required by California Education Code 52060(d)



AUHSD LCAP Goals & Metrics

Goal 1

1. Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness (**High quality programs**)

Metric	Baseline	Year 2 Outcome	Desired Outcome – 2023-24
Percentage of students considered college ready as measured by the Early Assessment Program in ELA and Math and subsequent assessments (#4H)*	89.0% were Ready or Conditionally Ready in ELA and 72.6% were Ready or Conditionally Ready in Mathematics. (2019 - Data not from State – locally measured)	78.09% were Ready or Conditionally Ready in ELA and 65.56% were Ready or Conditionally Ready in Mathematics. (Data from 2022 CAASPP results.)	92.0% will be Ready or Conditionally Ready in ELA and 76.0% will be Ready or Conditionally Ready in Mathematics.

*Denotes metric required by California Education Code 52060(d)



AUHSD LCAP Goals & Metrics

Goal 1

1. Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness **(High quality programs)**

Metric	Baseline	Year 2 Outcome	Desired Outcome – 2023-24
Cohort graduation rate (#5E)*	The cohort graduation rate in 2020 was 96.7%	The cohort graduation rate in 2022 was 97.5%.	The cohort graduation rate in 2023 will be 98%

*Denotes metric required by California Education Code 52060(d)



AUHSD LCAP Goals & Metrics

Goal 1

1. Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness **(High quality programs)**

Metric	Baseline	Year 2 Outcome	Desired Outcome – 2023-24
Cohort dropout rate (#5D)*	The cohort dropout rate in 2020 was 1.04%.	The cohort dropout rate in 2022 was 1.08%.	The cohort dropout rate in 2023 will be 0.50%.

*Denotes metric required by California Education Code 52060(d)



AUHSD LCAP Goals & Metrics

Goal 1

1. Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness (**High quality programs**)

Metric	Baseline	Year 2 Outcome	Desired Outcome – 2023-24
Percentage of students receiving a D or F semester grades (#8)*	The percentage of students receiving a D or F Spring semester grades was 12.9% in 2021.	The percentage of students receiving a D or F Spring semester grades was 12.4% in 2022.	The percentage of students receiving a D or F Spring semester grades will drop to 10.0% in 2024

*Denotes metric required by California Education Code 52060(d)



AUHSD LCAP Goals & Metrics

Goal 1

1. Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness (**High quality programs**)

Metric	Baseline	Year 2 Outcome	Desired Outcome – 2023-24
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. (#3C)*	2020-2021 - Participation rate and involvement with community advisory committee of District parents and K-8 partner district parents to support improved engagement with parents of individual with exceptional needs was 10.	2022-2023 Two parents co-represent the AUHSD on the SELPA CAC committee. The CAC sponsors various educational events throughout the school year, which are attended by many parents of individuals with special needs. County Community events are attended by AUHSD families i.e. Transition Faire, Care Parent Network trainings, Parents of Color with children with special needs cohort group. Parent engagement is 20	Participation rate and involvement with community advisory committee of District parents and K-8 partner district parents to support improved engagement with parents of individual with exceptional needs will be 25.

*Denotes metric required by California Education Code 52060(d)



AUHSD LCAP Goals & Metrics

Goal 1

1. Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness **(High quality programs)**

Metric	Baseline	Year 2 Outcome	Desired Outcome – 2023-24
Williams compliance – facilities maintained and in good repair (#1C)*	May 2021 - – facilities maintained and in good repair	February 2023 - facilities maintained and in good repair, There are no incident report of Williams compliance as of February 28, 2023	100% Williams compliance – facilities maintained and in good repair

*Denotes metric required by California Education Code 52060(d)



AUHSD LCAP Goals & Metrics

Goal 1

1. Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness **(High quality programs)**

Metric	Baseline	Year 2 Outcome	Desired Outcome – 2023-24
Progress with deferred maintenance plan	May 2021 - 0% complete with rolling five year plan	Completed deferred maintenance projects in the summer of 2021 that includes projects from 2020 that was postponed. Projects were for roofing, electrical, painting, HVAC and wall systems Completed Projects is in the Deferred Maintenance Report January 2022	20% complete after year one with new rolling five year plan



AUHSD LCAP Goals & Metrics

Goal 1

1. Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness **(High quality programs)**

Metric	Baseline	Year 2 Outcome	Desired Outcome – 2023-24
Measure of progress achieving “Furniture modernization”	May 2021 - 28% of classrooms are modernized The District has approximately 285 classrooms to modernize. (110 classrooms)	Summer of 2021 the district increased the allocation for classroom furniture modernization order to make up for the 2020 postponement. 40% of classrooms are modernized.	50% of classrooms will be modernized

*Denotes metric required by California Education Code 52060(d)



AUHSD LCAP Goals & Metrics

Goal 2

2. Develop programs and opportunities to promote access and achievement for all students in relevant and engaging curriculum and programs **(Access and Equity)**

Metric	Baseline	Year 2 Outcome	Desired Outcome – 2023-24
Percent of EL students who are making progress toward language proficiency from one year to the next. (#4E)*	Class of 2021 data: 45% of EL students are making progress toward language proficiency from one year to the next. (Students moved at least one level on the Summative ELPAC)	Class of 2022 data: 73.3% of EL students are making progress toward language proficiency from one year to the next. (Students moved at least one level on the Summative ELPAC) 51.7% made progress and 21.7% maintained at level 4	65% of EL students will make progress toward language proficiency from one year to the next.

*Denotes metric required by California Education Code 52060(d)



AUHSD LCAP Goals & Metrics

Goal 2

2. Develop programs and opportunities to promote access and achievement for all students in relevant and engaging curriculum and programs (**Access and Equity**)

Metric	Baseline	Year 2 Outcome	Desired Outcome – 2023-24
English Learner Reclassification Rate. (#4F)	The English Learner Reclassification Rate in 2019-2020 is 18%	The English Learner Reclassification Rate in 2021-2022 is 16.5%	The English Learner Reclassification Rate in 2023-2024 will exceed 12%.

*Denotes metric required by California Education Code 52060(d)



AUHSD LCAP Goals & Metrics

Goal 2

2. Develop programs and opportunities to promote access and achievement for all students in relevant and engaging curriculum and programs **(Access and Equity)**

Metric	Baseline	Year 2 Outcome	Desired Outcome – 2023-24
The new California ELD Standards will be fully implemented. (#2B)*	California ELD Standards have been Fully Implemented (Rating Scale 4 – Local Indicator)	California ELD Standards have been Fully Implemented (Rating Scale 4 – Local Indicator)	California ELD Standards will be Fully Implemented and Sustainable (Rating Scale 5 – Local Indicator)

*Denotes metric required by California Education Code 52060(d)



AUHSD LCAP Goals & Metrics

Goal 2

2. Develop programs and opportunities to promote access and achievement for all students in relevant and engaging curriculum and programs **(Access and Equity)**

Metric	Baseline	Year 2 Outcome	Desired Outcome – 2023-24
Percentage of English Learners who have passed an Advanced Placement examination. (#8A)*	The 2020 percentage of English Learners who have passed an Advanced Placement examination is 3.5%	The 2022 percentage of English Learners who have passed an Advanced Placement examination is 8.1%	The 2023 percentage of English Learners who have passed an Advanced Placement examination will be 6%.

*Denotes metric required by California Education Code 52060(d)



AUHSD LCAP Goals & Metrics

Goal 2

2. Develop programs and opportunities to promote access and achievement for all students in relevant and engaging curriculum and programs **(Access and Equity)**

Metric	Baseline	Year 2 Outcome	Desired Outcome – 2023-24
Parent/guardian involvement in the District English Language Advisory Committee. (#3A & 3B)*	Parent/guardian involvement in the District English Language Advisory Committee was 10 in 2020-2021.	Parent/guardian involvement in the District English Language Advisory Committee was 45 in 2022-23.	Parent/guardian involvement in the District English Language Advisory Committee will be 20 in 2023-2024.

*Denotes metric required by California Education Code 52060(d)



AUHSD LCAP Goals & Metrics

Goal 2

2. Develop programs and opportunities to promote access and achievement for all students in relevant and engaging curriculum and programs **(Access and Equity)**

Metric	Baseline	Year 2 Outcome	Desired Outcome – 2023-24
Percentage of students with special needs who complete UC/CSU a-g entrance requirements (#7C)*	The percentage of students with special needs who complete UC/CSU entrance requirements in 2020 was 23%.	The percentage of students with special needs who completed UC/CSU entrance requirements in 2022 was 24.2%.	The number of students with special needs who complete UC/CSU entrance requirements in 2023 will increase by 10 percentage points.

*Denotes metric required by California Education Code 52060(d)



AUHSD LCAP Goals & Metrics

Goal 2

2. Develop programs and opportunities to promote access and achievement for all students in relevant and engaging curriculum and programs (**Access and Equity**)

Metric	Baseline	Year 2 Outcome	Desired Outcome – 2023-24
Percentage of English learners and Redesignated Fluent English Proficient students who complete UC/CSU a-g entrance requirements(#7B)	The percentage of English learners or RFEP students who complete UC/CSU a-g entrance requirements in 2020 was 7.7% and 67.5% respectively.	The percentage of English Learner or RFEP students who completed UC/CSU a-g entrance requirements in 2022 was 30.4% and 63.7% respectively.	The number of English learners and RFEP students who complete UC/CSU entrance requirements in 2023 will increase by 10 and 5 percentage points, respectively.

*Denotes metric required by California Education Code 52060(d)



AUHSD LCAP Goals & Metrics

Goal 2

2. Develop programs and opportunities to promote access and achievement for all students in relevant and engaging curriculum and programs **(Access and Equity)**

Metric	Baseline	Year 2 Outcome	Desired Outcome – 2023-24
Percentage of African American/Black and Hispanic students who complete UC/CSU a-g entrance requirements (#7A)*	The percentage of African American/Black and Hispanic students who complete UC/CSU a-g entrance requirements in 2020 was 42.3% and 60.4% respectively.	The percentage of African American/Black and Hispanic students who completed UC/CSU a-g entrance requirements in 2022 was 58.8% and 62.7% respectively.	The number of African American/Black and Hispanic students who complete UC/CSU entrance requirements in 2023 will increase by 15 and 10 percentage points, respectively.

*Denotes metric required by California Education Code 52060(d)



AUHSD LCAP Goals & Metrics

Goal 3

3. Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students **(School climate and Social-emotional development)**

Metric	Baseline	Year 2 Outcome	Desired Outcome – 2023-24
School attendance rate using three-year average P2ADA/Enrollment. (#5A)*	2019-2020 data incomplete due to distance learning. 2018-2019 data: The school attendance rate using three year average P2ADA/Enrollment for 2018-2019 was 95.79%	21-22 attendance rate at P2 was 95% to enrollment.	The school attendance rate using three year average P2ADA/Enrollment for 2021-2022 will be 96.20%

*Denotes metric required by California Education Code 52060(d)



AUHSD LCAP Goals & Metrics

Goal 3

3. Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students **(School climate and Social-emotional development)**

Metric	Baseline	Year 2 Outcome	Desired Outcome – 2023-24
Student chronic absenteeism rates. (#5B)*	2019-2020 data incomplete due to distance learning. 2018-2019 data: The student chronic absenteeism rates for 2018-2019 was 9.2%	The student chronic absenteeism rates for 2021-2022 was 12.5%	The student chronic absenteeism rates for 2023-2024 will be 7.0%

*Denotes metric required by California Education Code 52060(d)



AUHSD LCAP Goals & Metrics

Goal 3

3. Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students **(School climate and Social-emotional development)**

Metric	Baseline	Year 2 Outcome	Desired Outcome – 2023-24
Student suspension rate. (#6A)*	The suspension rate for 2019-2020 was 1.2%.	The suspension rate for 2021-2022 was 1.6%	The suspension rate will be 0.6% for 2022-2023.

*Denotes metric required by California Education Code 52060(d)



AUHSD LCAP Goals & Metrics

Goal 3

3. Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students **(School climate and Social-emotional development)**

Metric	Baseline	Year 2 Outcome	Desired Outcome – 2023-24
Student expulsion rate. (#6B)*	The expulsion rate for 2019-2020 was 0.0%.	The expulsion rate for 2021-2022 was 0.0%	The expulsion rate for 2022-2023 will be 0.0%.

*Denotes metric required by California Education Code 52060(d)



AUHSD LCAP Goals & Metrics

Goal 3

3. Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students **(School climate and Social-emotional development)**

Metric	Baseline	Year 2 Outcome	Desired Outcome – 2023-24
The AUHSD Pulse Survey developed in May 2021 and measuring factors of inclusion, belonging and connection, will be administered to students twice annually. (#6C)*	May 2021 – 59.4% of students agree or strongly agree with the feeling that “I belong at this school.”	In Fall of 2022, 75% of students agree or strongly agree with the feeling that “I belong at this school.”	75.0% of students will agree or strongly agree with the feeling that “I belong at this school.”

*Denotes metric required by California Education Code 52060(d)



AUHSD LCAP Goals & Metrics

Goal 3

3. Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students **(School climate and Social-emotional development)**

Metric	Baseline	Year 2 Outcome	Desired Outcome – 2023-24
California Healthy Kids Survey – School Connectedness Scale (CHKS administered in November in “odd” years) (#6C)*	2019 Data: Scale based on Agree or Strongly Agree Grade 9 – 69% Grade 11 – 64%	2021 Data: Scale based on Agree or Strongly Agree Grade 9 – 69% Grade 11 – 63%	2023 Data: Scale based on Agree or Strongly Agree Grade 9 – 75% Grade 11 – 70%

*Denotes metric required by California Education Code 52060(d)



AUHSD LCAP Goals & Metrics

Goal 3

3. Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students **(School climate and Social-emotional development)**

Metric	Baseline	Year 2 Outcome	Desired Outcome – 2023-24
Teacher care and support as indicated by the administration of the Stanford Survey of Adolescent School Experiences (#6C)	The 2019 baseline is 3.57 – the number of teachers that “care about them and support them” - as reported by the Stanford Survey of Adolescent School Experiences.	The 2022 survey – 3.72 – the number of teachers that “care about them and support them” - as reported by the Stanford Survey of Adolescent School Experiences.	The average number of teachers that “care about them and support them” will be 4.00 as measured by the Stanford Survey of Adolescent School Experiences.

*Denotes metric required by California Education Code 52060(d)



AUHSD LCAP Goals & Metrics

Goal 3

3. Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students **(School climate and Social-emotional development)**

Metric	Baseline	Year 2 Outcome	Desired Outcome – 2023-24
Positive academic engagement as indicated by the Stanford Survey of Adolescent School Experiences (#6C)	The 2019 baseline is 25.0% of the students reporting positive academic engagement as measured by the Stanford Survey of Adolescent School Experiences.	The 2022 survey – 25.3% of the students reporting positive academic engagement as measured by the Stanford Survey of Adolescent School Experiences.	35.0% of the students will report positive academic engagement as measured by the Stanford Survey of Adolescent School Experiences.

*Denotes metric required by California Education Code 52060(d)



AUHSD LCAP Goals & Metrics

Goal 3

3. Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students **(School climate and Social-emotional development)**

Metric	Baseline	Year 2 Outcome	Desired Outcome – 2023-24
School stress and academic worries as indicated by the Stanford Survey of Adolescent School Experiences (#6C)	The 2019 baseline is 3.68 (on a 5-point scale with 5 being most stressed by schoolwork) as measured by the Stanford Survey of Adolescent School Experiences.	The 2022 survey – 3.87 (on a 5-point scale with 5 being most stressed by schoolwork) as measured by the Stanford Survey of Adolescent School Experiences.	The 2022 data will be 3.20 (on a 5-point scale with 5 being most stressed by schoolwork) as measured by the Stanford Survey of Adolescent School Experiences.

*Denotes metric required by California Education Code 52060(d)



AUHSD LCAP Goals & Metrics

Goal 3

3. Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students **(School climate and Social-emotional development)**

Metric	Baseline	Year 2 Outcome	Desired Outcome – 2023-24
Academic integrity as indicated by the % of students reporting they had cheated in the past month in the Stanford Survey of Adolescent School Experiences (#6C)	The 2019 administration of the Stanford Survey of Adolescent School Experience – The % of student reporting they had cheated in the past month was 87.9%	The 2022 survey – 80.4 % of student reporting they had cheated in the past month as measured by the Stanford Survey of Adolescent School Experience	The % of student reporting they had cheated in the past month will be 80.0% as measured by the Stanford Survey of Adolescent School Experience

*Denotes metric required by California Education Code 52060(d)



AUHSD LCAP Goals & Metrics

Goal 4

4. Recruit, develop and retain high quality certificated, classified and administrative staff
(High quality staff)

Metric	Baseline	Year 2 Outcome	Desired Outcome – 2023-24
Williams compliance: Teachers are appropriately assigned and fully credentialed(#1A)*	May 2021 – 99% compliance for appropriately assigned staff	In fall of 2022, AUHSD had 90% compliance for appropriately assigned staff (21-22 school year)	100% compliance for appropriately assigned staff

*Denotes metric required by California Education Code 52060(d)



AUHSD LCAP Goals & Metrics

Goal 4

4. Recruit, develop and retain high quality certificated, classified and administrative staff
(High quality staff)

Metric	Baseline	Year 2 Outcome	Desired Outcome – 2023-24
Recruit and retain quality employees (qualitative measure)	May 2021 – Recruit and hire quality classified, certificated and administrative employees at 100% Retain 100% of employees without “unexplained” departure for lateral position		Recruit and hire quality classified, certificated and administrative employees at 100% Retain 100% of employees without “unexplained” departure for lateral position

*Denotes metric required by California Education Code 52060(d)



AUHSD LCAP Goals & Metrics

Goal 4

4. Recruit, develop and retain high quality certificated, classified and administrative staff
(High quality staff)

Metric	Baseline	Year 2 Outcome	Desired Outcome – 2023-24
Certificated staff “diversity” – increase racial and ethnic diversity of certificated staff (Students of color make up 33% (2020) of the District student population)	May 2021 – 18% certificated staff of color	In the fall of 2022, AUHSD had 17% certificated staff of color.	25% certificated staff of color

*Denotes metric required by California Education Code 52060(d)



2021-2024 Goals & Highlighted Action

1. Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness (High Quality Programs)

Highlighted Action:

- Curriculum development and course of study revision – transition/alignment to new standards and course materials
- Expand course options
 - UC/CSU a-g fulfillment
 - Advanced Placement
 - Career Technical Education (CTE) pathways
 - Computer Science and Math Pathways
- Academic Counseling & College/Career guidance planning
- Social studies curriculum development – diverse perspectives & Ethnic Studies
- Support Visual and Performing Arts
- Examine assessment and grading practices to support student learning
- Support greater use of common assessment and data systems and analysis
- Enhance curricular articulation efforts with K-8 partner districts – math focus



2021-2024 Goals & Highlighted Action

2. Develop programs and opportunities to promote access to and achievement for all students in relevant and engaging curriculum and programs (Access and Equity)

Highlighted Action:

- Course offerings to meet student needs and interests
- Expand UC/CSU a-g options
- Academy and data systems for targeted intervention
- Grading and assessment practices to support student learning
- Collaborative efforts for course alignment and common assessments
- Relevant and engaging curriculum development
- Access to Advanced Placement programming
- Supplemental learning opportunities for English learners
- English Learner and family school engagement
- Improvements to English learner and student with disability program delivery
- Targeted College & Career support
- Parent engagement efforts
- Staff equity training



2021-2024 Goals & Highlighted Action

3. Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students (School Climate and Social-emotional Development)

Highlighted Action:

- Wellness Centers
- Reporting systems (BIRT & SHP Say Something)
- Classroom & school social emotional learning and restorative practices
- Human & Social Development curriculum development
- Digital citizenship and academic honesty
- Academic integrity & generative AI
- Strong extra-curricular programs
- Parent education programs
- Support for student groups, equity summits, affinity groups, Academy programming
- Support LGBTQIA+ students and families
- Surveys – California Healthy Kids Survey, Survey of Adolescent School Experiences (alternating years), and locally developed AUHSD Pulse Survey (bi/triannually)



2021-2024 Goals & Highlighted Action

4. Recruit, develop and retain high quality certificated, classified and administrative staff (High Quality Staff)

Highlighted Action:

- Professional development
- Competitive compensation package
- Recruitment (High quality/representative of student population)
- Staff support and retention strategies
- New teacher induction and support programs
- Support effective teacher collaboration
- Athletic coach training and development



2023-2024 LCFF Supplemental Funding Budget

Contributing Expenditure – State LCFF Requirement ≈ \$1,173,000

(Funding principally directed at unduplicated students)

Supplemental Funding

Program	Supplemental Funding
Teacher on Special Assignment – Intervention (.2FTE/school)	\$160,000
Supplemental Instruction	\$210,900
EL Support Summer Enrichment	\$10,500
SEL Learning & RJ PD	\$49,500
Equity – Climate and PD	\$105,800
Wellness Centers	\$574,000
Data Analysis Systems and PD	\$35,000
Student Summits for Equity and Inclusion	\$28,000



Local Control and Accountability Plan

Questions and Input