



# 2021 – 2024 Local Control & Accountability Plan (LCAP)

Acalanes Union High School District

June 9, 2021



# Local Control and Accountability Plan

- Requirement – part of the Local Control Funding Formula
- 3 – year plan (2021-2024) to support continuous improvement. 2021-2022 LCAP is first year of 3-year plan
- Stakeholder input guides LCAP development & revision
- 8 State priorities and over 20 required metrics must be included
- LCAP template revisions for 2021-2024 are substantial. Improvements intended for readability and clarity. Budget detail in separate document. Annual Update bridging 2019-2020 LCAP and 2020-2021 Learning Continuity and Attendance Plan (LCP).
- 2021-2022 budget must align to 2021-2022 LCAP priorities
- LCAP and budget must be adopted by June 30. (AUHSD scheduled for June 9 Governing Board review and approval.)



# 2021 LCAP Development Timeline

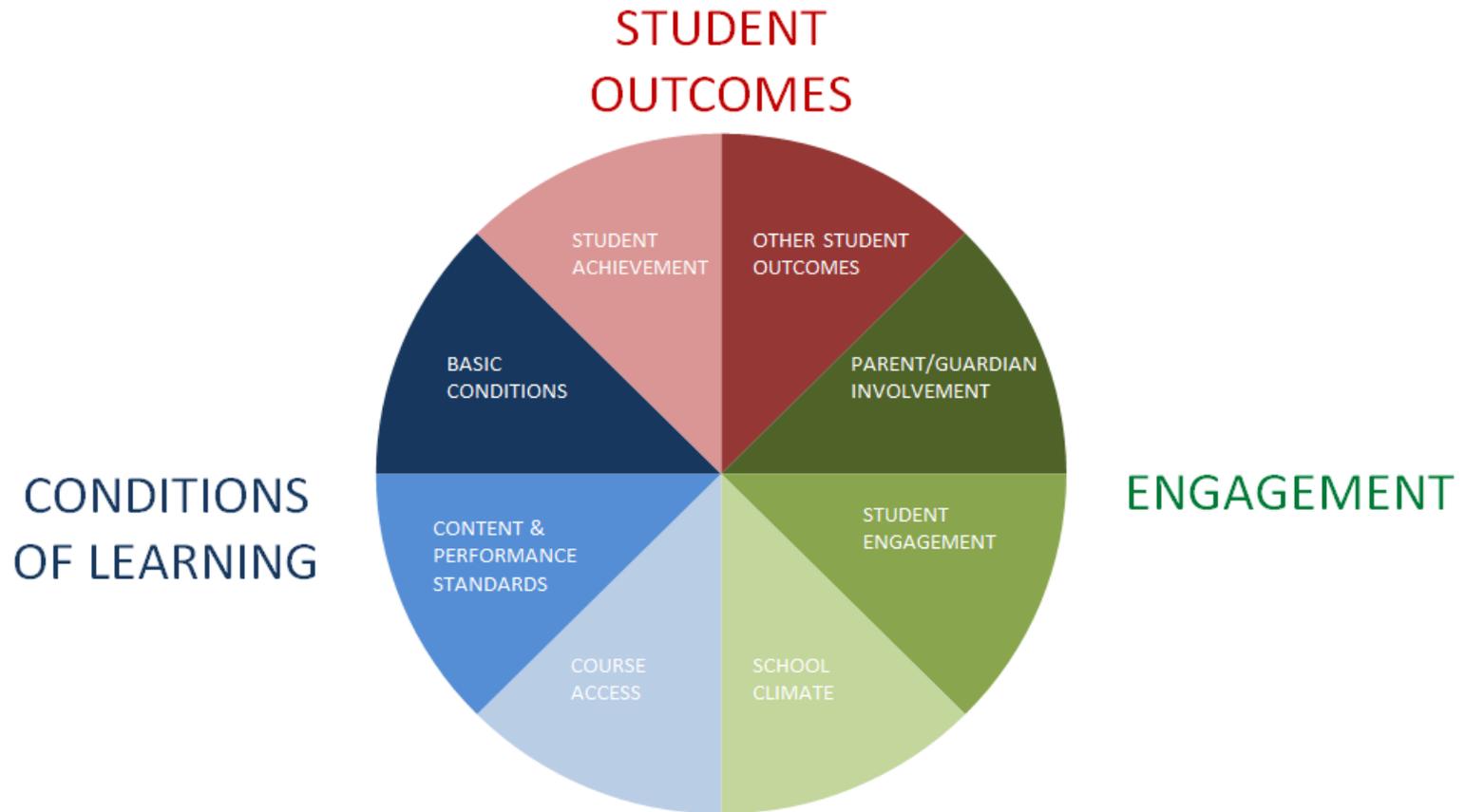
- April – May – Stakeholder outreach and input
  - Teachers, other school personnel, principals, administrators, students, parents/guardians, employee bargaining groups (SEIU Local 1021 and AEA), DEI student and parent groups, DELAC
- May – Advisory Committee Review/Feedback
- May – Post draft LCAP to web
- April/May – Budget development in alignment to draft LCAP
- May 19 – Public hearing on 2021-2022 LCAP and Budget
- June 9 – Board approval of 2021-2022 LCAP and Budget



# LCAP State Priorities

State Priorities established by Education Code 52060

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





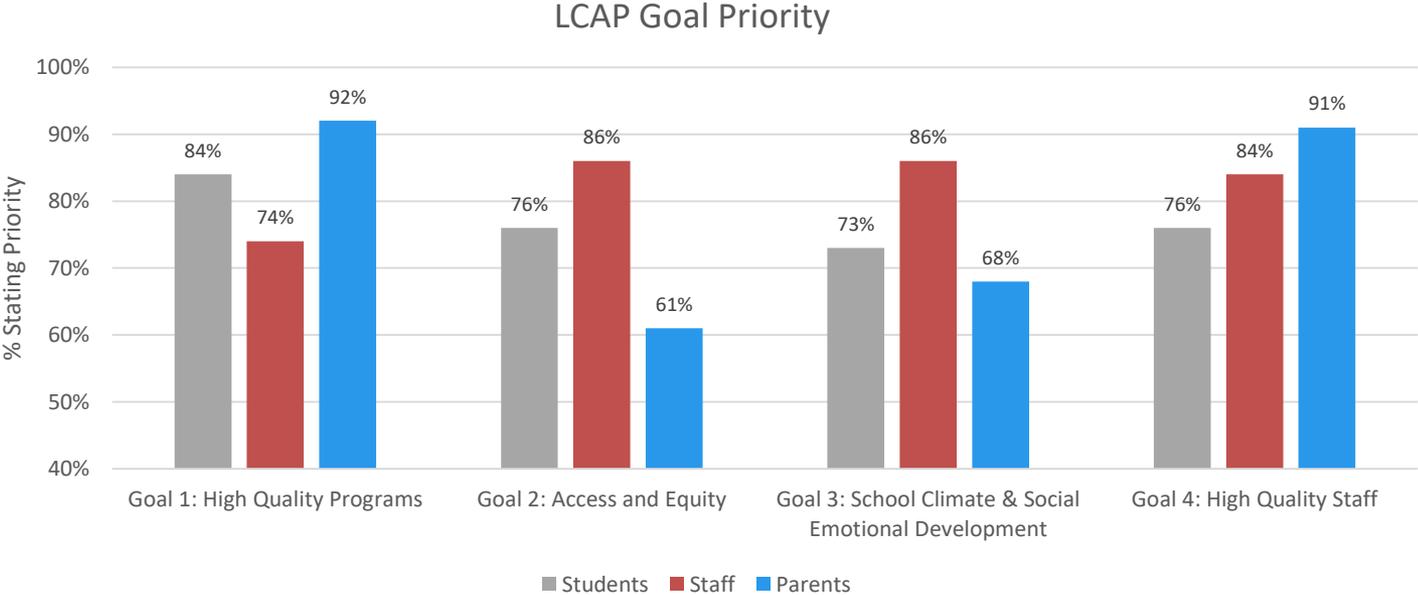
# Stakeholder Input

Input throughout 2020-2021 school year –

Recent surveys and virtual meetings:

Teachers, other school personnel, principals, administrators, students, parents/guardians, employee bargaining groups (SEIU Local 1021 and AEA), Coordinating Council, DEI student and parent groups, DELAC

May survey on LCAP broad goal areas:





# 2020 California Dashboard

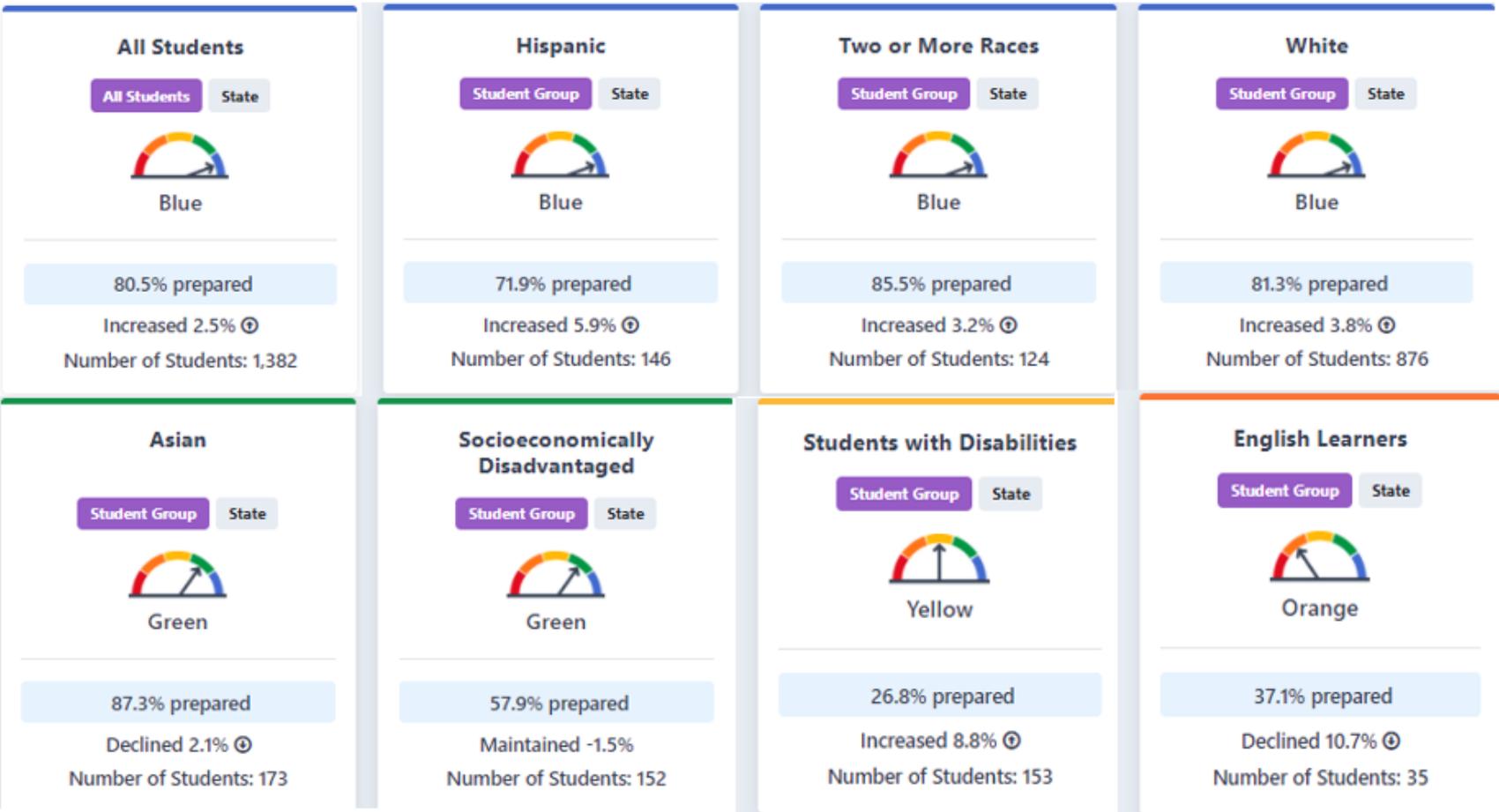
## 2020 Dashboard –

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).



# 2019 California Dashboard

## AUHSD Data: College/Career Indicator - Prepared

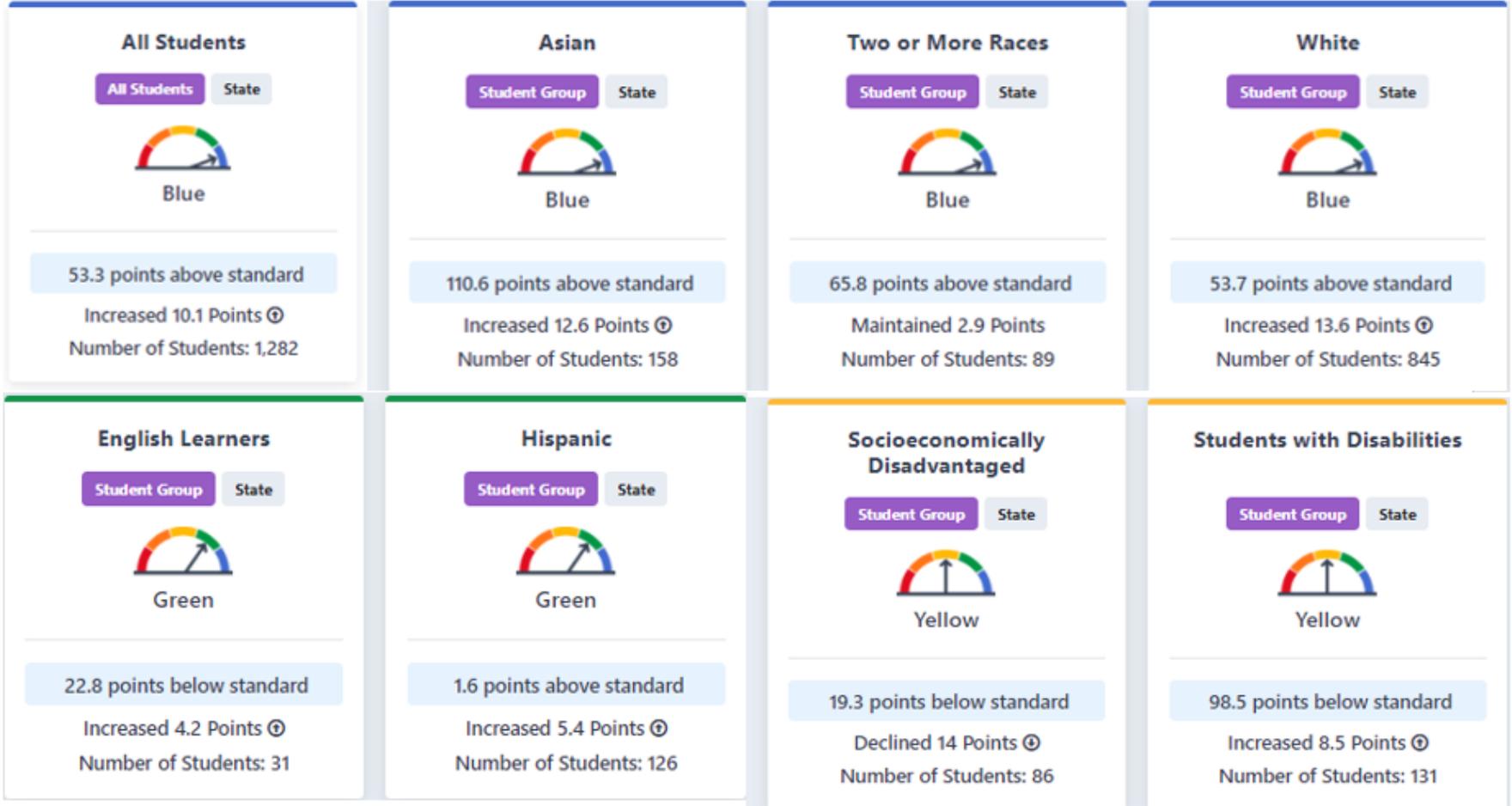


Student groups  $\geq 25$  are reported on the California Dashboard



# 2019 California Dashboard

## AUHSD Data: English Language Arts – Smarter Balanced Assessment

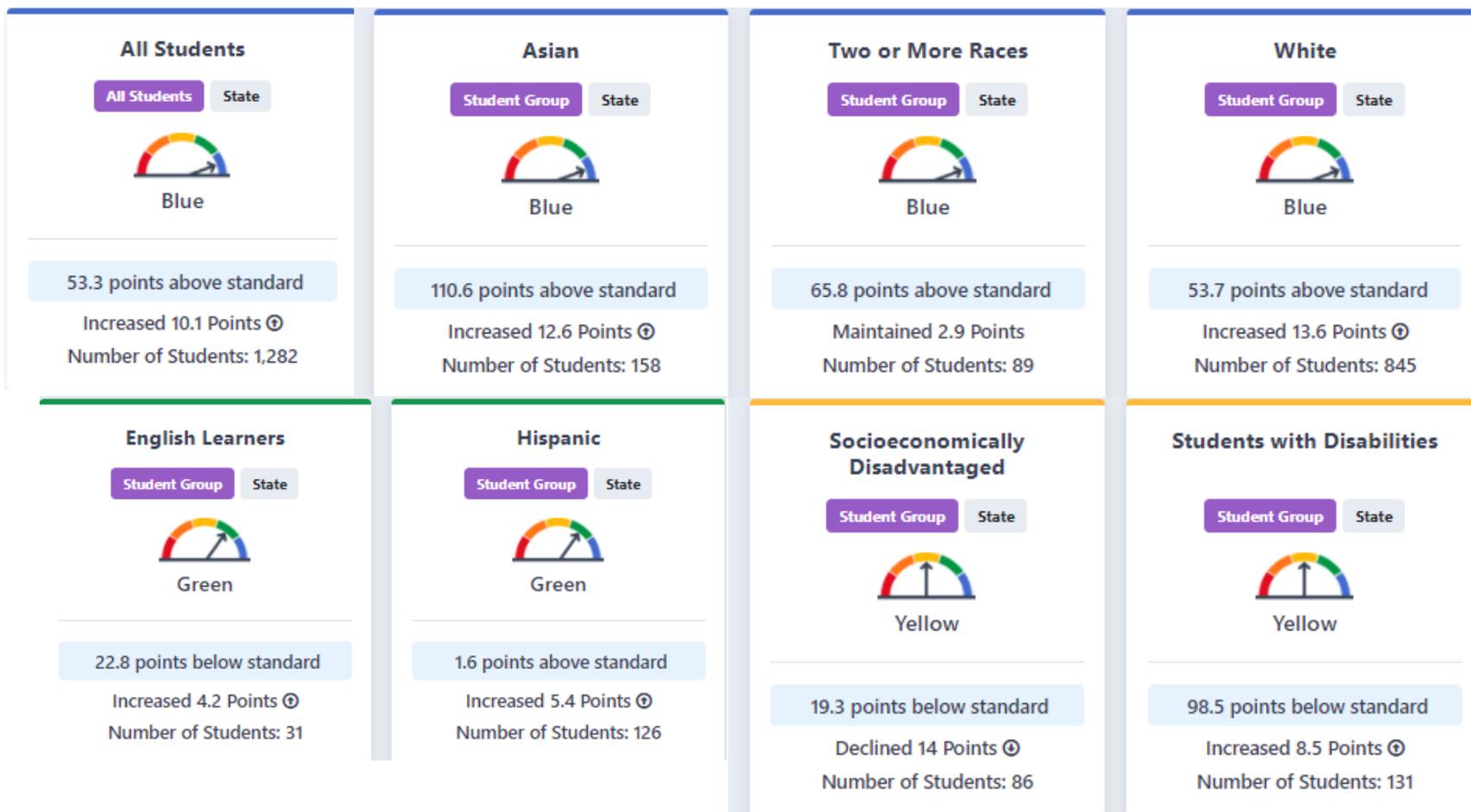


Student groups  $\geq 25$  are reported on the California Dashboard



# 2019 California Dashboard

## AUHSD Data: Mathematics – Smarter Balanced Assessment



Student groups  $\geq 25$  are reported on the California Dashboard



# 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



# AUHSD LCAP 3-Year Goal Areas

1. Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness **(High quality programs)**
2. Develop programs and opportunities to promote access and achievement for all students in relevant and engaging curriculum and programs **(Access and Equity)**
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)**
4. Recruit, develop and retain high quality certificated, classified and administrative staff **(High quality staff)**



# 2021-2022 Goals, Metrics & Highlighted Action

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

Metrics:

Metric	Baseline	Desired Outcome for 2023–24
Williams compliance – students have access to standards-aligned instructional materials (#1B)*	100% Williams compliance – standards-aligned instructional materials.	100% Williams compliance – standards-aligned instructional materials.
Implementation of the academic content and performance standards adopted by the State Board of Education (#2A)*	Criteria Met based on the state implementation tool. 60% 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. 90% of all areas are at full implementation (4 on the Rating Scale) 10% of all areas are at Full Implementation and Sustainability (5 on the Rating Scale)
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.	92% of students will achieve “Meets” or “Exceeds” standard in ELA/Literacy as measured by the 2023 Smarter Balanced Assessment.
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.	76% of students achieved “Meets” or “Exceeds” standard in Mathematics as measured by the 2023 Smarter Balanced Assessment.



# 2021-2022 Goals, Metrics & Highlighted Action

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

Metrics:

Metric	Baseline	Desired Outcome for 2023–24
Percentage of students who complete UC/CSU a-g entrance requirements (#4B)*	77% of students completed UC/CSU entrance requirements in 2020.	83% of students will complete UC/CSU entrance requirements.
Percentage of students who complete CTE pathway (#4C)*	11% of students in Class of 2020 completed a CTE pathway (designated as a completer).	20% of students in Class of 2023 will complete a CTE pathway (designated as a completer)
Percentage of students who complete UC/CSU a-g entrance requirements AND CTE education sequence. (#4D)*	4.2% completes UC/CSU a-g entrance requirements <u>AND</u> CTE education sequence.  (Data not from State – locally measured)	10% will complete UC/CSU a-g entrance requirements <u>AND</u> CTE education sequence.
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%	52% of Grade 10-12 students will pass an Advanced Placement examination in 2023.
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.  (Data not from State – locally measured)	92.0% will be Ready or Conditionally Ready in ELA and 76.0% will be Ready or Conditionally Ready in Mathematics.



# 2021-2022 Goals, Metrics & Highlighted Action

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

Metrics:

Metric	Baseline	Desired Outcome for 2023–24
Cohort graduation rate (#5E)*	The cohort graduation rate in 2020 was 96.7%	The cohort graduation rate in 2023 will be 98%
Cohort dropout rate (#5D)*	The cohort dropout rate in 2020 was 1.04%.  (Data not from State – locally measured)	The cohort dropout rate in 2023 will be 0.50%.
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 will drop to 10.0% in 2024
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)*	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.	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.
Williams compliance – facilities maintained and in good repair (#1C)*	100% Williams compliance – facilities maintained and in good repair	100% Williams compliance – facilities maintained and in good repair



# 2021-2022 Goals, Metrics & 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
  - a-g fulfillment
  - AP
  - CTE pathways
- Social studies curriculum development – diverse perspectives
- 2021-2022 class size reduction
- 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



# 2021-2022 Goals, Metrics & 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)

Metrics:

Metric	Baseline	Desired Outcome for 2023–24
Percent of EL students who are making progress toward language proficiency from one year to the next. (#4E)*	Percent of EL students who are making progress toward language proficiency from one year to the next in 2020 was not provided.	Establish baseline and improvement goals when data provided.
English Learner Reclassification Rate. (#4F)	The English Learner Reclassification Rate in 2019-2020 is 18%	The English Learner Reclassification Rate in 2023-2024 will exceed 12%.
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 will be Fully Implemented and Sustainable (Rating Scale 5 – Local Indicator)
Percentage of English Learners who have passed an Advanced Placement examination. (#7B)*	The 2020 percentage of English Learners who have passed an Advanced Placement examination is 3.5%	The 2023 percentage of English Learners who have passed an Advanced Placement examination will be 6%.
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 will be 20 in 2021-2022.



# 2021-2022 Goals, Metrics & 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)

Metrics:

Metric	Baseline	Desired Outcome for 2023–24
Percentage of students with special needs who complete UC/CSU a-g entrance requirements (#7B)*	The percentage of students with special needs who complete UC/CSU entrance requirements in 2020 was 23%.	83% of students with special needs will complete UC/CSU entrance requirements in 2023.
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.	83% of English learners and 83% of RFEP students will complete UC/CSU entrance requirements in 2023.
Percentage of African American/Black and Hispanic students who complete UC/CSU a-g entrance requirements (#7B)*	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.	83% of African American/Black and 83% of Hispanic students will complete UC/CSU entrance requirements in 2023.



# 2021-2022 Goals, Metrics & 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 a-g options
- Academy and data systems for targeted intervention
- Grading for equity and assessment practices to support student learning
- Collaborative efforts for course alignment and common assessments
- Relevant and engaging curriculum development
- Supplemental learning opportunities for English learners
- Improvements to English learner and student with disability program delivery
- Staff equity training



# 2021-2022 Goals, Metrics & 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)

Metrics:

Metric	Baseline	Desired Outcome for 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%	The school attendance rate using three year average P2ADA/Enrollment for 2021-2022 will be 96.20%
Student chronic absenteeism rates.	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 2023-2024 will be 7.0%
Student suspension rate. (#6A)*	The suspension rate for 2019-2020 was 1.2%.	The suspension rate will be 0.6% for 2022-2023.
Student expulsion rate. (#6B)*	The expulsion rate for 2019-2020 was 0.0%.	The expulsion rate for 2022-2023 will be 0.0%.



# 2021-2022 Goals, Metrics & 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)

Metrics:

Metric	Baseline	Desired Outcome for 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.  Key metrics for Goal 3 will be established.	Baseline data will be established in June 2021.	The three-year goal will be established in June 2021.
California Healthy Kids Survey – School Connectedness Scale  (CHKS administered in November in “odd” years)	2019 Data:  Scale based on Agree or Strongly Agree  Grade 9 – 69%  Grade 11 – 64%	2023 Data:  Scale based on Agree or Strongly Agree  Grade 9 – 75%  Grade 11 – 70%
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 average number of teachers that “care about them and support them” will be 4.00



# 2021-2022 Goals, Metrics & 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)

Metrics:

Metric	Baseline	Desired Outcome for 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.	30.0% of the students will report positive academic engagement.
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 data will be 3.60 (on a 5-point scale with 5 being most stressed by schoolwork) as measured by the Stanford Survey of Adolescent School Experiences.
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 % of student reporting they had cheated in the past month will be 87.0%
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)*	Not applicable	Not applicable



# 2021-2022 Goals, Metrics & 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
- Implement new behavior standards and systems (BIRT)
- Classroom & school social emotional learning and restorative practices
- Strong extra-curricular programs
- Parent education programs
- Support for student groups, equity summits, affinity groups, Academy programming
- Surveys – California Healthy Kids Survey, Survey of Adolescent School Experiences (alternating years), and locally developed AUHSD Pulse Survey (biannually)



# 2021-2022 Goals, Metrics & Highlighted Action

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

### Metrics:

Metric	Baseline	Desired Outcome for 2023–24
Williams compliance: Teachers are appropriately assigned and fully credentialed(#1A)*	99% compliance for appropriately assigned staff	100% compliance for appropriately assigned staff
Recruit and retain quality employees (qualitative measure)	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
Certificated staff “diversity” – increase racial and ethnic diversity of certificated staff (Students of color make up 33% (2020) of the District student population)	18% certificated staff of color	25% certificated staff of color



# 2021-2022 Goals, Metrics & 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)
- New teacher induction and support programs
- Support effective teacher collaboration
- Athletic coach training and development



# 2021-2022 LCFF Supplemental Funding Budget

Contributing Expenditure – State LCFF Requirement ≈ \$807,000  
(Funding principally directed at unduplicated students)

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$ 1,170,500	\$ 2,128,500
<b>LEA-wide Total:</b>	\$ 1,073,000	\$ 2,031,000
<b>Limited Total:</b>	\$ 97,500	\$ 97,500

## Supplemental Funding

Program	Supplemental Funding
Teacher on Special Assignment – Intervention (.2FTE/school)	\$120,000
Supplemental Instruction	\$245,000
EL Summer Enrichment	\$10,000
SEL Learning & RJ PD	\$50,000
Equity – Climate and PD	\$90,000
Wellness Centers	\$250,000
Data Analysis Systems and PD	\$42,000



# Local Control and Accountability Plan

Questions and Input