



2021 – 2024 Local Control & Accountability Plan (LCAP) 2022-2023 Update

Acalanes Union High School District
June 1, 2022



Local Control and Accountability Plan

- Requirement – part of the Local Control Funding Formula
- 3 – year plan (2021-2024) to support continuous improvement. 2022-2023 LCAP Update is for second year of 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 8 Governing Board review and approval.)



2022 LCAP Development Timeline

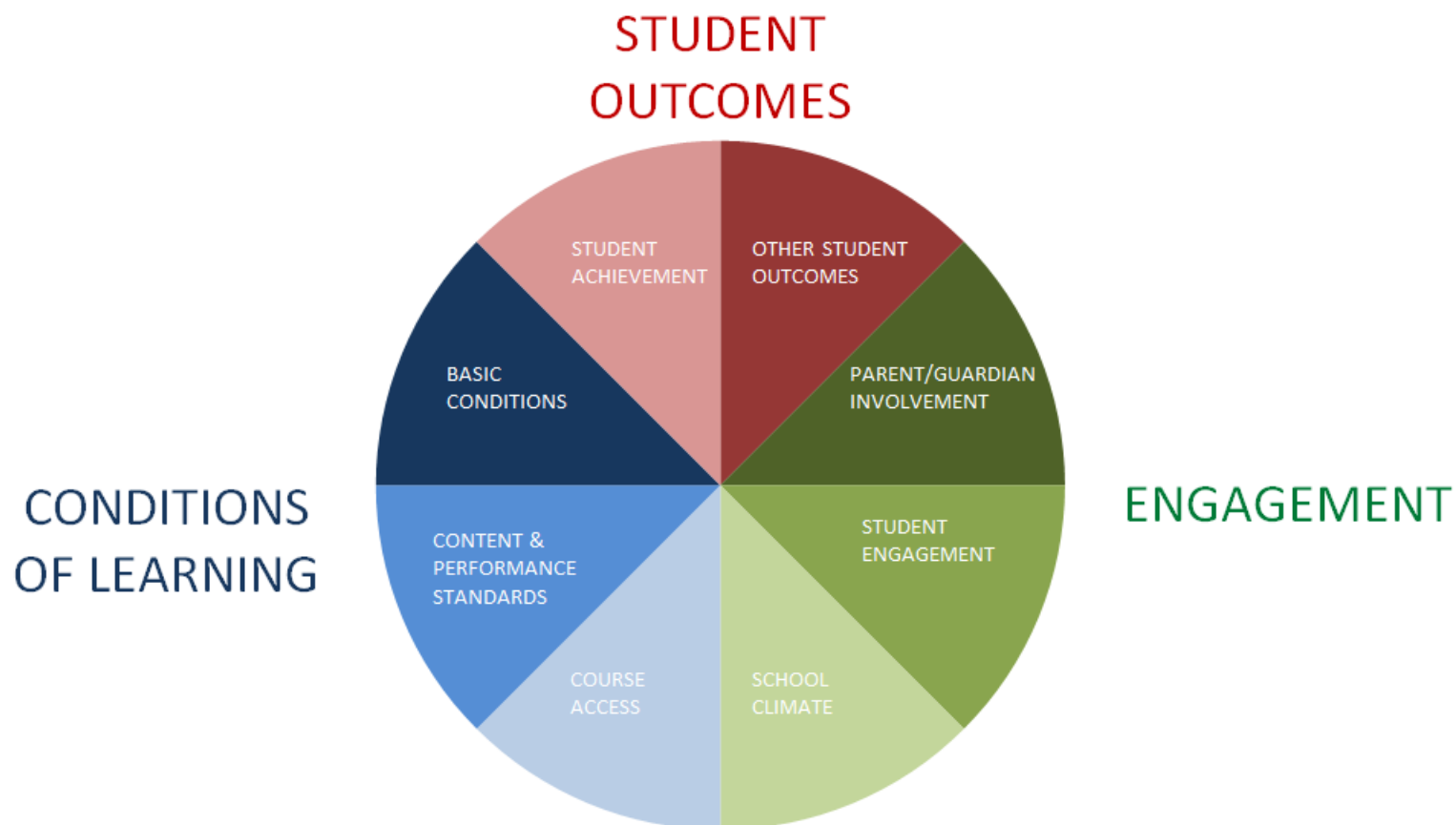
- April – May – Stakeholder outreach and input
 - Teachers, other school personnel, principals, administrators, students, parents/guardians, employee bargaining groups (SEIU Local 1021 and AEA), DEI student and parent groups, DELAC
- April May – Advisory Committee Review/Feedback
- May – Post draft LCAP to web for comments
- April/May – Budget development in alignment to draft LCAP
- June 1 – Public hearing on 2022-2023 LCAP and Budget
- June 8 – Board approval of 2022-2023 LCAP and Budget



LCAP State Priorities

State Priorities established by Education Code 52060

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





2021 California Dashboard

2021 Dashboard –

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 and 2021 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](#).



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)**



2022-2023 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:

- Williams Compliance – Instructional Materials (1B)
- Implementation of Academic Standards (2A)
- Smarter Balanced Assessment – ELA/Literacy (4A)
- Smarter Balanced Assessment – Mathematics (4A)
- Student Completion of UC/CSU a-g Entrance Requirements (4B)
- CTE Pathway Completion (4C)
- CTE Pathway and UC/CSU a-g Completion (4D)
- Advanced Placement Completion (4G)
- College Readiness as Measured by EAP (4H)
- Cohort Graduation Rate (5E)
- Cohort Dropout Rate (5D)
- D/F Semester Grade Rates (8)
- Participation with Parent Group – Students with Exceptional Needs (3C)
- Williams Compliance – Facilities (1C)
- Progress with Deferred Maintenance Plan
- Measure of Progress with Furniture Modernization



Goal 1 Metrics

Metric	Baseline	Year 1 Outcome	Desired Outcome for 2023–24
Williams compliance – students have access to standards-aligned instructional materials (#1B)*	May 2021 - 100% Williams compliance – standards-aligned instructional materials.	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. May 2021 – 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. May 2022 – 65% of all areas are at full implementation (4 on the Rating Scale) 50% 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) 70% 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.	85.57% of students achieved “Met” or “Exceeded” standard in ELA as measured by the 2021 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.	73.66% of students achieved “Met” or “Exceeded” standard in Math as measured by the 2021 Smarter Balanced Assessment.	76% of students achieved “Meets” or “Exceeds” standard in Mathematics as measured by the 2023 Smarter Balanced Assessment.



Goal 1 Metrics

Metric	Baseline	Year 1 Outcome	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.	78.1% of students completed UC/CSU entrance requirements in 2021.	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).	Class of 2021 data: 19.2% 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)*	2020 - 4.2% completes UC/CSU a-g entrance requirements <u>AND</u> CTE education sequence. (Data not from State – locally measured)	Class of 2021: 16.6% 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 <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%	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.
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)	85.% were Ready or Conditionally Ready in ELA and 73.7% were Ready or Conditionally Ready in Mathematics. (Data from 2021 CAASPP results.)	92.0% will be Ready or Conditionally Ready in ELA and 76.0% will be Ready or Conditionally Ready in Mathematics.
Cohort graduation rate (#5E)*	The cohort graduation rate in 2020 was 96.7%	The cohort graduation rate in 2021 was 97.7%.	The cohort graduation rate in 2023 will be 98%



Goal 1 Metrics

Metric	Baseline	Year 1 Outcome	Desired Outcome for 2023–24
Cohort dropout rate (#5D)*	The cohort dropout rate in 2020 was 1.04%. (Data not from State – locally measured)	The cohort dropout rate in 2021 was 1.13%.	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 was 12.7 % in 2022.	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)*	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.	2021-2022 - 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 15.	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)*	May 2021 – facilities maintained and in good repair	March 2022 - facilities maintained and in good repair. There were no incident reports of Williams compliance as of March 31, 2022	100% Williams compliance – facilities maintained and in good repair
Progress with deferred maintenance plan	May 2021 - 0% complete with rolling five-year plan	Due to the Covid-19 pandemic, 2021 summer projects were postponed and a five-year deferred maintenance plan was not updated to determine a % of completion with a rolling five-year plan.	20% complete after year one with <u>new</u> rolling five-year plan
Measure of progress achieving “Furniture modernization”	May 2021 - 38% of classrooms are modernized The District has approximately 285 classrooms to modernize. (110 classrooms)	Due to the Covid-19 pandemic Classroom Furniture modernization project for the summer of 2021 was postponed.	50% of classrooms will be modernized



2022-2023 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
- 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



2022-2023 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:

- EL Student Progress from One Year to Next (4E)
- EL Reclassification Rate (4F)
- ELD Standard Implementation (2B)
- EL Advanced Placement Success (8A)
- DELAC Parent/Guardian Participation (3A, 3B)
- UC/CSU a-g Completion – Students with Special Needs
- UC/CSU a-g Completion – EL and RFEP
- UC/CSU a-g Completion – African American/Black and Hispanic/Latino



**Goal 2
Metrics**

Metric	Baseline	Year 1 Outcome	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.	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)	65% of EL students will make progress toward language proficiency from one year to the next.
English Learner Reclassification Rate. (#4F)	The English Learner Reclassification Rate in 2019-2020 is 18%	The English Learner Reclassification Rate in 2020-2021 is 14.4%	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 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. (#8A)*	The 2020 percentage of English Learners who have passed an Advanced Placement examination is 3.5%	The 2021 percentage of English Learners who have passed an Advanced Placement examination is 5.6%	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 was 2 in 2021-2022.	Parent/guardian involvement in the District English Language Advisory Committee will be 20 in 2021-2022.



**Goal 2
Metrics**

Metric	Baseline	Year 1 Outcome	Desired Outcome for 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 2021 was 31.4%.	The number of students with special needs who complete UC/CSU entrance requirements in 2023 will increase by 10 percentage points.
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 2021 was 16.7% and 59% 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.
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 2021 was 66.7% 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.



2022-2023 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



2022-2023 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:

- School Attendance Rates (5A)
- Student Chronic Absenteeism Rates (5B)
- Student Suspension Rate (6A)
- Student Expulsion Rate (6B)
- Pulse Survey – Student Inclusion, Belonging and Connection (6C)
- CHKS – School Connectedness Scale (6C)
- Stanford Survey of School Experiences (6C)
 - Teacher Care and Support
 - Academic Engagement
 - School Stress and Academic Worry
 - Academic Integrity



Goal 3 Metrics

Metric	Baseline	Year 1 Outcome	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%	2020-2021 attendance rate at P2 was 96% to enrollment.	The school attendance rate using three-year average P2ADA/Enrollment for 2021-2022 will be 96.20%
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 2020-2021 was 6.5%	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 for 2020-2021 was 0.1%.	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 2020-2021 was 0.0%.	The expulsion rate for 2022-2023 will be 0.0%.
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.”	March 2022 - In Spring of 2022, 70% 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.”



Goal 3 Metrics

Metric	Baseline	Year 1 Outcome	Desired Outcome for 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%
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.
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.
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 4.20 (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 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



2022-2023 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)



2022-2023 Goals, Metrics & Highlighted Action

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

Metrics:

- Williams Compliance – Fully Credentialed Teachers
- Ability to Recruit and Retain Quality Employees
- Certificated Staff Diversity



Goal 4 Metrics

Metric	Baseline	Year 1 Outcome	Desired Outcome for 2023–24
Williams compliance: Teachers are appropriately assigned and fully credentialed(#1A)*	May 2021 – 99% compliance for appropriately assigned staff	In May of 2022, AUHSD had 95% compliance for appropriately assigned staff.	100% compliance for appropriately assigned staff
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	In May of 2022, 100% of staff were retained without unexplained departures.	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)	May 2021 – 18% certificated staff of color	In May of 2022, AUHSD had 18% certificated staff of color.	25% certificated staff of color



2022-2023 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



2022-2023 LCFF Supplemental Funding Budget

Contributing Expenditure – State LCFF Requirement ≈ \$890,016

(Funding principally directed at unduplicated students)

Supplemental Funding

Program	Supplemental Funding
Teacher on Special Assignment – Intervention (.2FTE/school)	\$125,000
Supplemental Instruction	\$195,000
EL Support Summer Enrichment	\$32,500
SEL Learning & RJ PD	\$25,000
Equity – Climate and PD	\$85,000
Wellness Centers	\$400,000
Data Analysis Systems and PD	\$30,000



Local Control and Accountability Plan

Questions and Input