

**2021-22 Local Control and
Accountability Plan (LCAP)
Public Hearing**

**June 8, 2021
Teaching and Learning
Educational Services**

2020-21 Timeline (For 2021-22 LCAP)

<i>Feb-April</i>	<ul style="list-style-type: none"> • Stakeholder Engagement on LCAP • Sites budgeting and SPSA crafting
<i>April</i>	<ul style="list-style-type: none"> • Submit Draft of Annual Update for 19-20 LCAP to ACOE
	<ul style="list-style-type: none"> • Submit Draft of LCAP to ACOE
<i>May</i>	<ul style="list-style-type: none"> • Review sessions with Alameda County Office of Education (ACOE) • Site SPSA Approval with SSC
<i>June</i>	<ul style="list-style-type: none"> • By June 30, hold 2 Board meetings: <ul style="list-style-type: none"> - Public Hearing June 8 - Adoption June 22 • Site SPSA due for Board Approval- June 8
<i>July</i>	<ul style="list-style-type: none"> • Submit Board approved LCAP within 5 days of Board Adoption and by July 1
<i>August</i>	<ul style="list-style-type: none"> • August 12 - ACOE issues clarifying questions to LEA
	<ul style="list-style-type: none"> • August 27 - District responds to clarifying questions
<i>September</i>	<ul style="list-style-type: none"> • September 15 - ACOE sends LCAP approval to Board of Education

New State Accountability Model for California

California's Eight State Priorities

- 1** Basic Services
- Rate of teacher misassignments
 - Access to standards-aligned materials
 - Facilities in good repair

- 2** Implementation of State Standards
- Academic content
 - Performance standards

- 3** Parental Involvement
- Efforts to seek parental input in decision making
 - Promotion of parent participation

- 4** Pupil Achievement
- Standardized test scores
 - Advanced placement test pass rates
 - English learning proficiency and reclassification rates
 - Evidence of college and career readiness

- 5** Pupil Engagement
- Attendance rates
 - Middle & high school dropout rates
 - Graduation rates
 - Chronic absenteeism rates

- 6** School Climate
- Suspension rates
 - Expulsion rates
 - Sense of safety and connectedness (school climate surveys)

- 7** Course Access
- Pupil enrollment in a broad course of study, including core academic subjects, STEM, world languages, the arts, health, career technical education, and physical education

- 8** Other Pupil Outcomes
- Pupil outcomes in broad course of study

Source: California Department of Education, State Priority Related Resources. <https://www.cde.ca.gov/fg/aa/lc/statepriorityresources.asp>.

LCAP Goals

1. Eliminate barriers to student success and maximize learning time
2. Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)
3. Support all English Learners (ELs) in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)
4. Support parents/guardian development as knowledgeable partners and effective advocates for student success
5. Ensure that all students have access to basic services

Focus Priorities

- As an organization, we need to improve outcomes for our African America/Black students.
- As an organization, we need to improve outcomes for our English Learning students.
- As an organization, we need to improve outcomes for our students with IEPs.
- As an organization, we need to improve outcomes for our students Foster/Homeless youth.
- We need to make improvements to the diversity in our employee hiring and retention.

By focusing our efforts on the students who need it most, we will improve outcomes for all students.

LCAP Elements

- Plan Summary
- FY19/20 LCAP and FY20/21 LCP Annual Updates
- Stakeholder Engagement
- Goals, Actions, and Services
- Demonstration of Increased or Improved Services for Unduplicated Pupils
- Budget Overview for Parents/Guardians
- NEW – Expenditure Tables

2021-24 LCAP Plan Summary

- Highlights and Greatest Progress
 - MTSS Implementation
 - Data-driven Improvement
 - Strategic Planning within SpED
 - Ongoing implementation of ELD Master Plan and English Learner Progress
 - Expansion of Career Technical Education and secondary pathways (CTE)
 - Strategic Planning Launch

2021-24 Plan Summary

Continued Refinement of Systems:

- Alignment of data collection, referral processes, and actions related to academic, behavioral, and attendance-related reports focused on our priority groups, (English language learners, Students with Disabilities, African American Students and Homeless and Foster youth population)
 - Continue to strengthen culturally responsive Tier 1 instruction
 - Build capacity in our site leaders and their ILT's to support Cycle of Inquiry's
 - Further Develop Restorative Practices as cornerstone for building community
 - Develop additional school-home communication systems and partnerships to develop goals together and communicate progress

Plan Summary: Performance Gaps

Student Group	Grad Rate	Susp Rate	Acad: Math	Acad: ELA	College & Career	Chronic Absent
All Students	YELLOW	GREEN	GREEN	GREEN	GREEN	YELLOW
English Learners	ORANGE	GREEN	YELLOW	YELLOW	ORANGE	YELLOW
Foster Youth	N/A	RED	N/A	N/A	N/A	RED
Homeless	N/A	RED	RED	RED	N/A	RED
Socioeconomically Disadvantaged	ORANGE	GREEN	ORANGE	ORANGE	ORANGE	ORANGE
Students with Disabilities	ORANGE	YELLOW	RED	YELLOW	YELLOW	ORANGE
African American	ORANGE	YELLOW	ORANGE	ORANGE	ORANGE	RED
Asian	BLUE	BLUE	BLUE	BLUE	YELLOW	GREEN
Filipino	GREEN	GREEN	YELLOW	GREEN	YELLOW	YELLOW
Hispanic	ORANGE	YELLOW	ORANGE	N/A	GREEN	YELLOW
Pacific Islander	N/A	GREEN	N/A	BLUE	N/A	ORANGE
Two or More Races	GREEN	GREEN	GREEN	BLUE	ORANGE	ORANGE
White	ORANGE	GREEN	GREEN	BLUE	GREEN	GREEN

Budget Summary for Parents/Guardians

Budget Summary Details for 2021-22:

- Total General Fund Budget Expenditures for LCAP Year: \$122,678,434
- Total Funds Budgeted for Planned Actions/Services to meet goals in the LCAP: \$117,635,628
- Total projected LCFF Revenues: \$4,939,293

Stakeholder Engagement Summary

District-wide Engagement

- Community Advisory Committee (CAC); Comprehensive Coordinated Early Intervening Services (CCESIS) Stakeholder Meetings; Town Halls; Student Advisory Committee (SAC); Site Administrator Meetings; Teacher Working Groups; Parent Teacher Association Committee (PTAC); District English Language Advisory Committee (DELAC); Alameda Special Education Family Support Group (ASPED); Diversity Equity Inclusion; Surveys

School Site Engagement

- School Site Council (SSC); English Language Advisory Committees (ELAC), Parent Teacher Association (PTA), and Surveys

Engagement on LCAP

Strategy 1: Restorative practices is a strategy designed to build community and repair relationships that have been damaged. Recent research shows that restorative practices can transform student behavior, create safe learning environments, and build healthy school communities.

[More information](#)

Strategy 2 Culturally responsive teaching emphasizes building authentic and supportive connections with students from varied cultural and linguistic backgrounds so that all students have an equitable opportunity to learn and thrive.

[More information](#)

Strategy 3 Hiring and recruiting a more diverse workforce has been shown to help all students, especially students of color, increase test scores and reduce the likelihood of disciplinary issues.

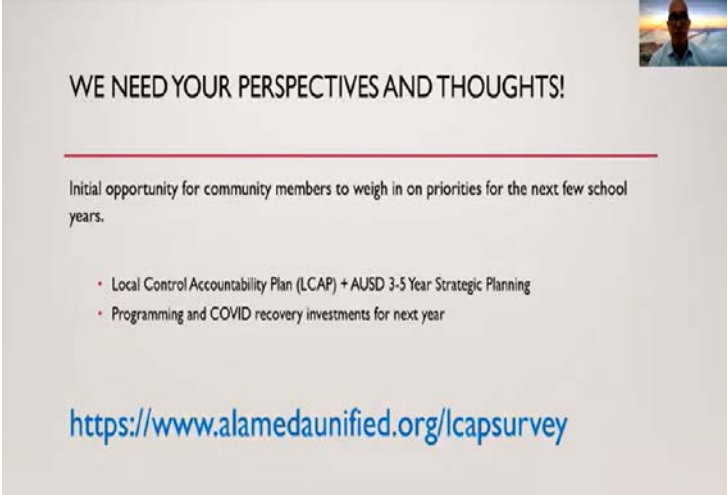
[More information](#)

Strategy 4 Acceleration opportunities outside of the regular school day provide safety, academic support, social-emotional learning, and enrichment opportunities to students who may not have access to it otherwise.

[More information](#)

Strategy 5 Parent and family engagement is widely understood to support academic achievement, improved attendance, and better behavior.

[More information](#)



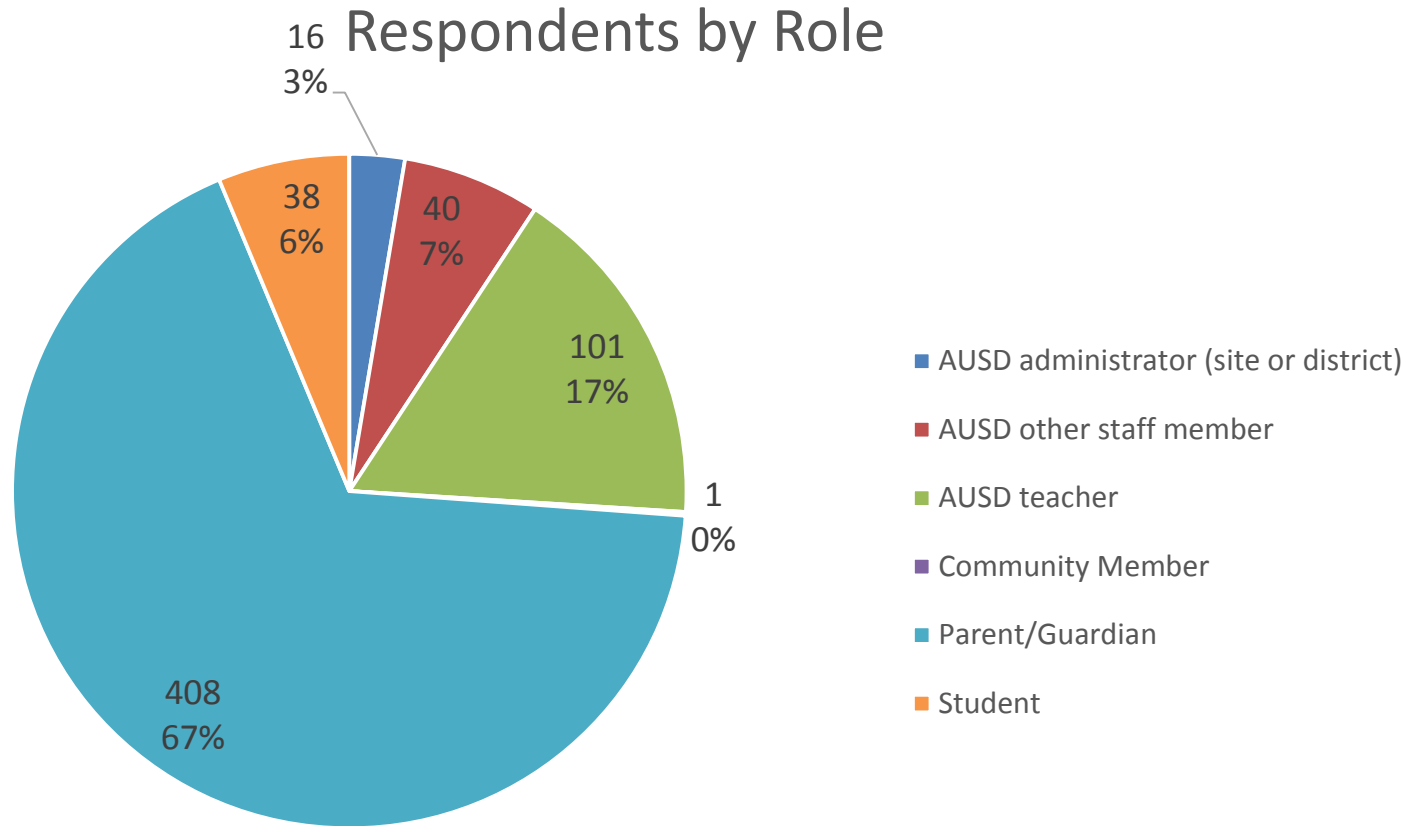
WE NEED YOUR PERSPECTIVES AND THOUGHTS!

Initial opportunity for community members to weigh in on priorities for the next few school years.

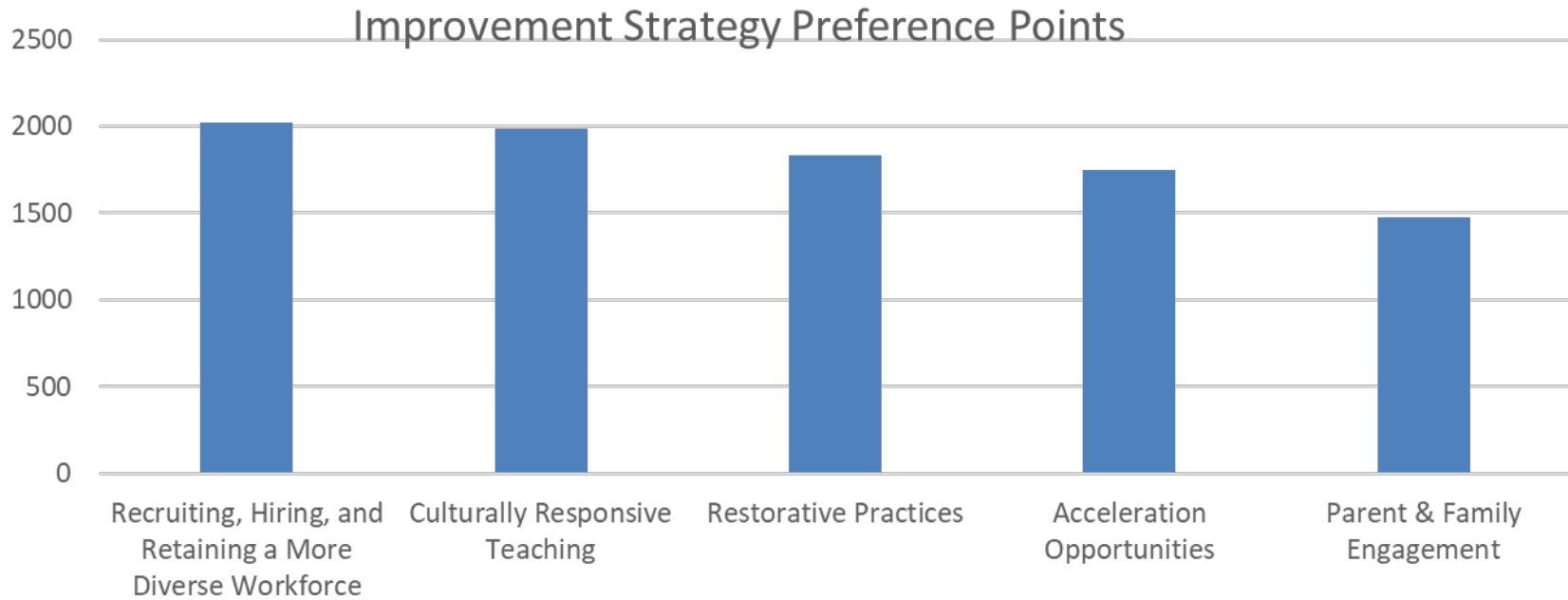
- Local Control Accountability Plan (LCAP) + AUUSD 3-5 Year Strategic Planning
- Programming and COVID recovery investments for next year

<https://www.alamedaunified.org/lcapsurvey>

Engagement

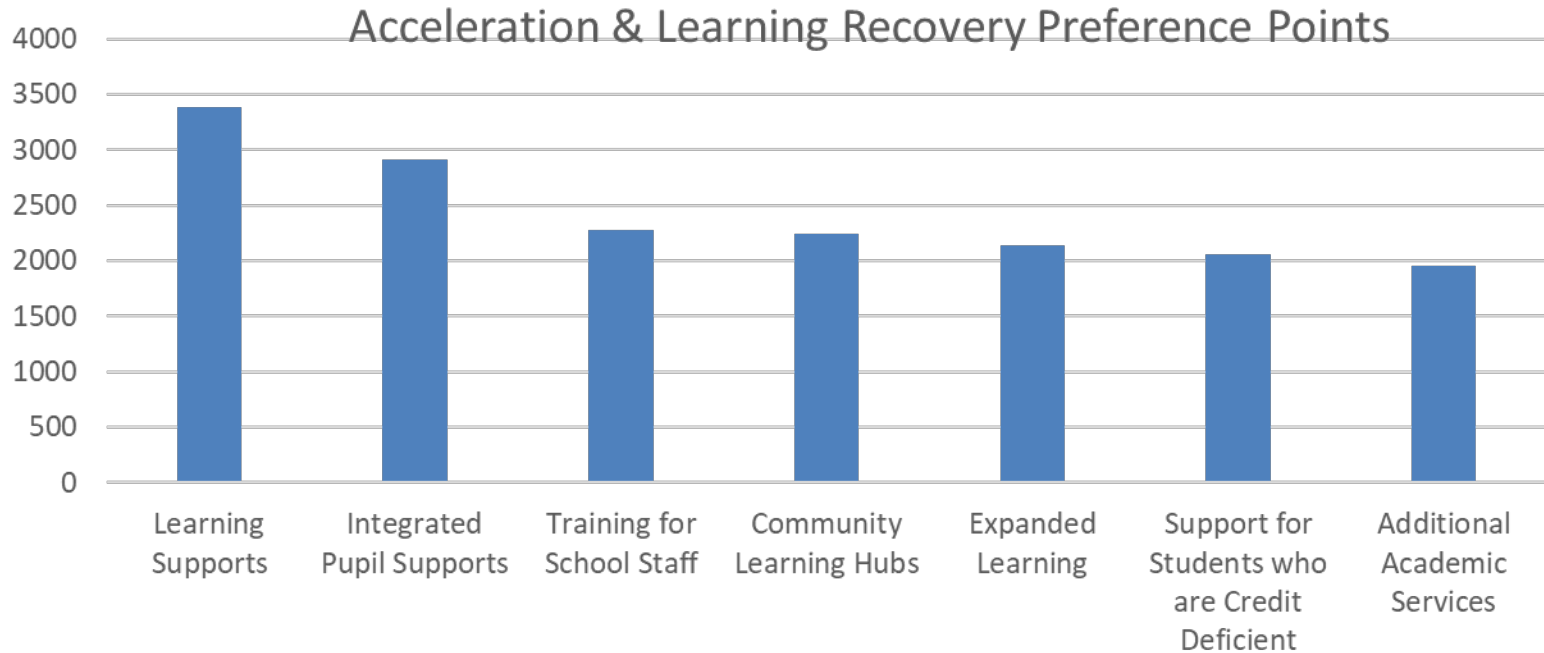


Engagement, *cont...*



To calculate preference points, the frequency of each choice was multiplied by corresponding points based on priority listed and then added together. For example, if 2 people ranked choice A as #1 priority out of 3 choices, 3 people listed it as #2, and 1 person listed it as #3 then $(2 \times 3) + (3 \times 2) + (1 \times 1) = 13$ preference points for that priority.

Engagement, *cont...*



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LCAP and LCP Annual Updates

2019-21 LCAP

- 2019-20 Goals, Actions, and Services including performance targets, as well as planned and actual expenditures
- Analysis of overall implementation, including successes and challenges, and how outcomes have informed the 2021-22 through 2023-24 LCAP

2020-21 LCP

- 2020-21 Actions and Services including planned and estimated actual expenditures
- Analysis of overall implementation, including successes and challenges, and how outcomes have informed the 2021-22 through 2023-24 LCAP

Goals, Actions, and Services: Goal 1

Eliminate barriers to student success and maximize learning time.

District Metrics:

- Chronic Absenteeism (Dashboard/Dataquest)
- Suspension Rate (Dashboard)
- Expulsion Rate (Dataquest)
- High School Graduation Rate (Dashboard)
- High school Drop-out Rate (Dataquest)
- Middle School Drop-out Rate (Dataquest)
- Student Safety (California Healthy Kids Survey)
- Average Daily Attendance Percentage

State Priorities Addressed:

- Priority 5 (Pupil Engagement)
- Priority 6 (School Climate)

Related Dashboard Indicators:

- Chronic Absenteeism
- Suspension Rate
- Graduation Rate
- Local Climate Survey

Goals, Actions, and Services: Goal 1, *cont...*

1	Student Services
2	Health Services
3	Secondary Counseling (Academic, College/Career, and Socioemotional)
4	Focal Support – Homeless
5	Multi-Tiered System of Supports (MTSS)
6	Focal Support – Antibias
7	Focal Support – Credit Recovery
8	After School
9	Focal Support - Academic Supports

Goals, Actions, and Services: Goal 2

Support all students in becoming college and work ready.

District Metrics:

- Math SBAC Assessment (Dashboard)
- ELA SBAC Assessment (Dashboard)
- University of California 'a-g' completion
- AP Exam Pass Rate
- AP Enrollment (grades 10-12)
- CTE Pathway completion (12th graders)
- CTE Pathway Enrollment
- Early Assessment Program (Math)
- Early Assessment Program (ELA)
- College/Career Readiness (Dashboard)

State Priorities Addressed:

- Priority 2 (Implementation of State Standards)
- Priority 4 (Pupil Achievement)
- Priority 7 (Course Access)
- Priority 8 (Pupil Outcomes)

Related Dashboard Indicators:

- Academic Indicator (ELA)
- Academic Indicator (Math)
- College/Career
- Implementation of Academic Standards

Goals, Actions, and Services: Goal 2, *cont...*

- 1 Magnet and Innovative Programs
- 2 Focal Support - After School
- 3 Focal Support - Site Administrative/Leadership
- 4 Focal Support - Teacher Leadership and Development
- 5 Focal Support - TBD
- 6 Focal Support - TBD
- 7 Professional Development – STEAM
- 8 Professional Development - Language and Literacy
- 9 Professional Development - Administrators and Teacher Leaders
- 10 Instructional Technology
- 11 Technology Services
- 12 Teaching and Learning Services
- 13 Career Technical Education (CTE)
- 14 Professional Development - Additional Day

Goals, Actions, and Services: Goal 3

Support all English Learners (ELs) in becoming college and work ready.

District Metrics:

- Reclassification Rate
- Annual English Language Proficiency Assessments for California (ELPAC) growth (currently EL Progress Indicator from dashboard)
- Percentage of non-Long Term English Learner (LTEL) ELs at risk of becoming LTEL
- EL Access to Common Core State Standards (CCSS) & ELD Standards implementation (designated)

State Priorities Addressed:

- Priority 2 (Implementation of State Standards)
- Priority 4 (Pupil Achievement)
- Priority 7 (Course Access)
- Priority 8 (Pupil Outcomes)

Related Dashboard Indicators:

- English Learner Progress

Goals, Actions, and Services: Goal 3, *cont...*

- 1 Focal Support - Summer School
- 2 Focal Support - ELD Leadership and Coordination
- 3 Focal Support - Additional FTE for English Learners and Newcomers
- 4 Assessment Services

Goals, Actions, and Services: Goal 4

Support parents/guardian development as knowledgeable partners and effective advocates for student success.

District Metrics:

- Percentage of parents/guardians reporting that their school actively seeks their input before making important decisions
- Percentage of parents/guardians reporting that they feel welcome to participate at their school
- Percentage of parents/guardians reporting that they have participated in one or more events, meetings, committees, fundraisers, or served as volunteer

State Priorities

Addressed:

- Priority 3 (Parental Involvement)

Related Dashboard

Indicators:

- Parent Engagement

Goals, Actions, and Services: Goal 4, *cont...*

1 Family Engagement Leadership and Coordination

2 Parent/Guardian Empowerment and Training

3 Focal Support - Translation

4 Focal Support - Teen Parenting

5 Focal Support - Parent Engagement

Goals, Actions, and Services: Goal 5

Ensure that all students have access to basic services.

District Metrics:

- Percentage of teachers fully credentialed and highly qualified
- Percentage of teachers qualified to teach ELs
- Percentage of teachers appropriately assigned
- Number of substantiated Williams complaints for textbooks
- School facilities ratings

State Priorities Addressed:

- Priority 1 (Basic Services)

Related Dashboard Indicators:

- Basics

Goals, Actions, and Services: Goal 5, *cont...*

1	Maintenance, Operations, and Facilities
2	Instructional Materials
3	Human Resources and Supports
4	Highly Qualified Teaching Workforce
5	Professional Development - Instructional Coaches
6	Site Discretionary Allocations
7	School Site Front Office and Support Staff
8	Special Education Services
9	Other Core Services Supporting Teaching and Learning - Superintendent, Business Services, Fiscal Services, Legal Services

2021-22 Local Control and Accountability Plan

Board Discussion