

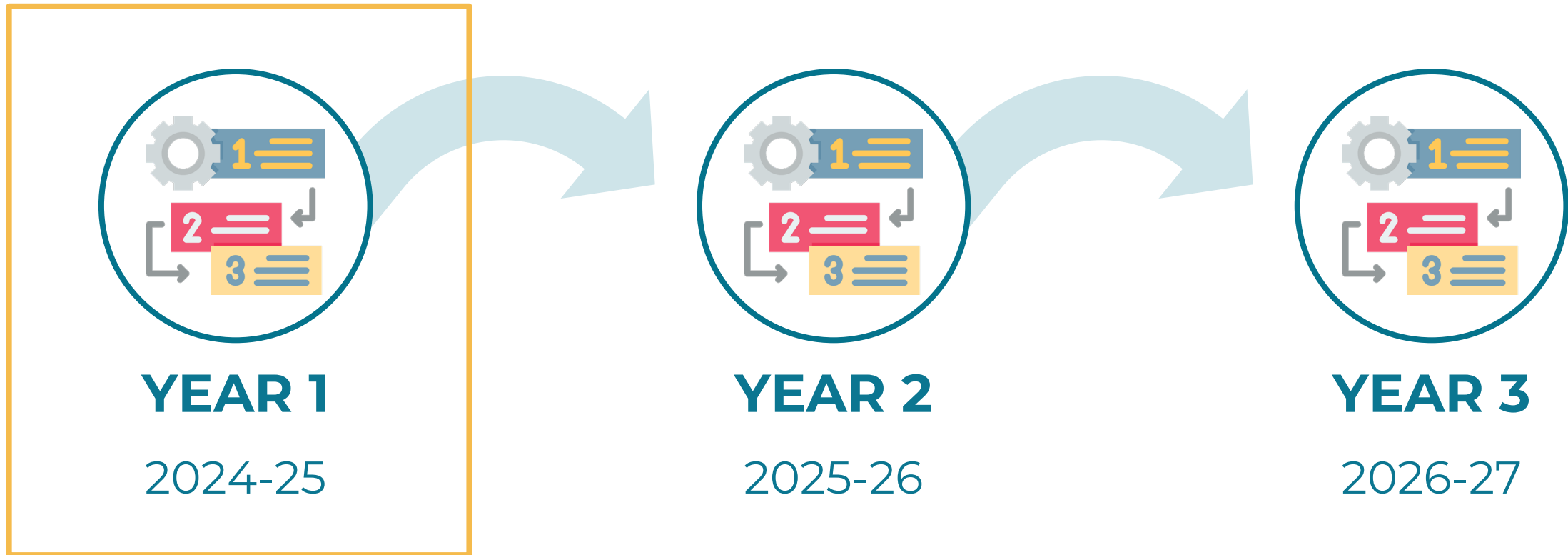


ADOPTION OF THE 2024-25 THREE-YEAR LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

JUNE 25, 2024

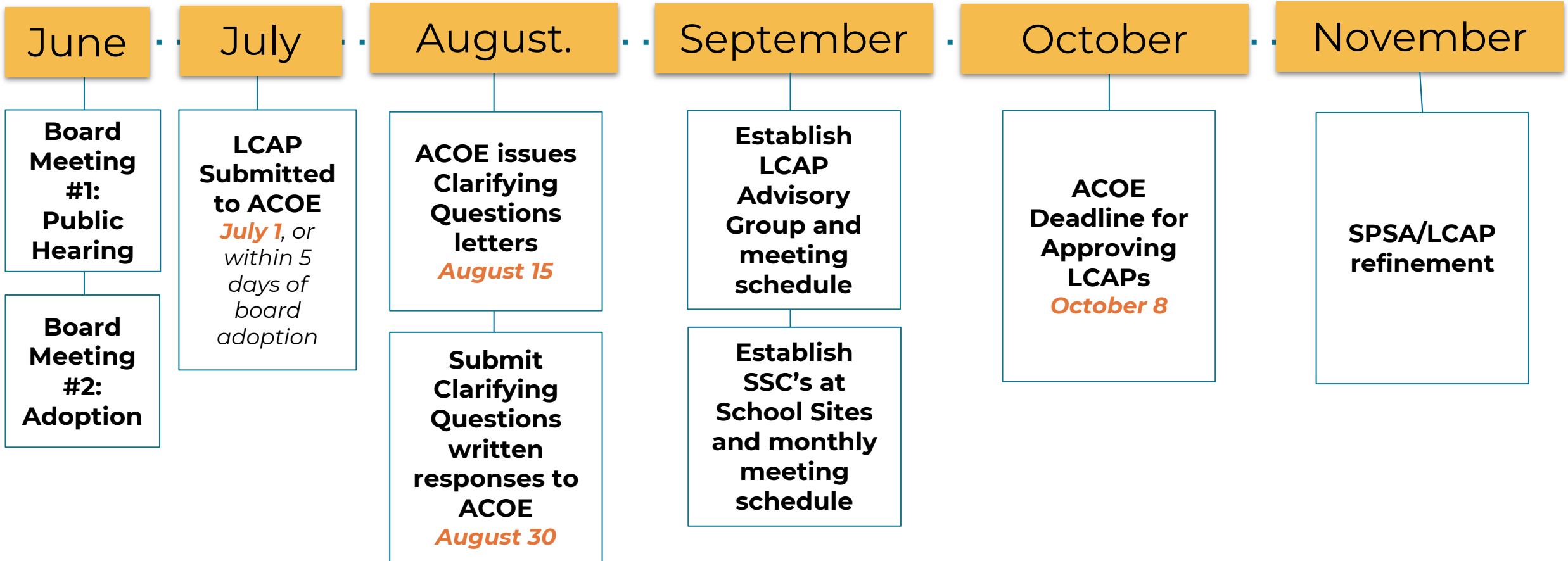
Welcome to the LCAP!

2024-25 will be Year 1 of the three-year plan



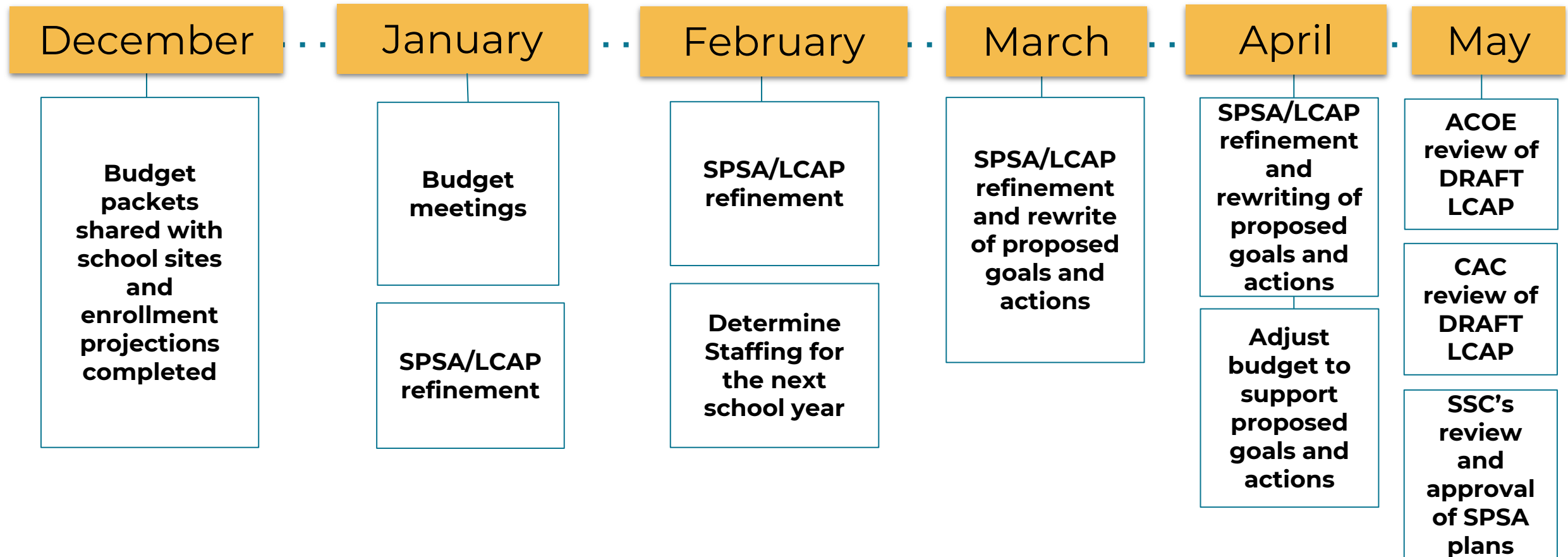
2024-25 LCAP: Statutory Deadlines

HIGH-LEVEL OVERVIEW



2024-25 LCAP: Statutory Deadlines

HIGH-LEVEL OVERVIEW



BOARD DISCUSSION

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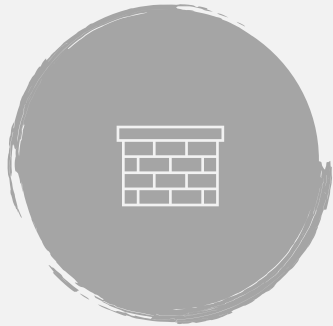
ALAMEDA UNIFIED SCHOOL DISTRICT

EXCELLENCE & EQUITY FOR ALL STUDENTS



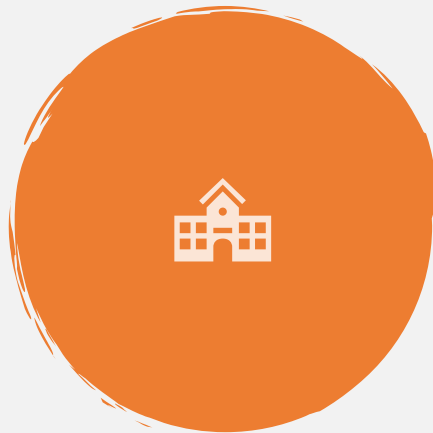
2024-25
THREE-YEAR LOCAL
CONTROL AND
ACCOUNTABILITY
PLAN (LCAP)
PUBLIC HEARING

JUNE 11, 2024



Equity In

A Strong Foundational Program for All Students



Equity In

Systems and Structures for Student Support



Equity In

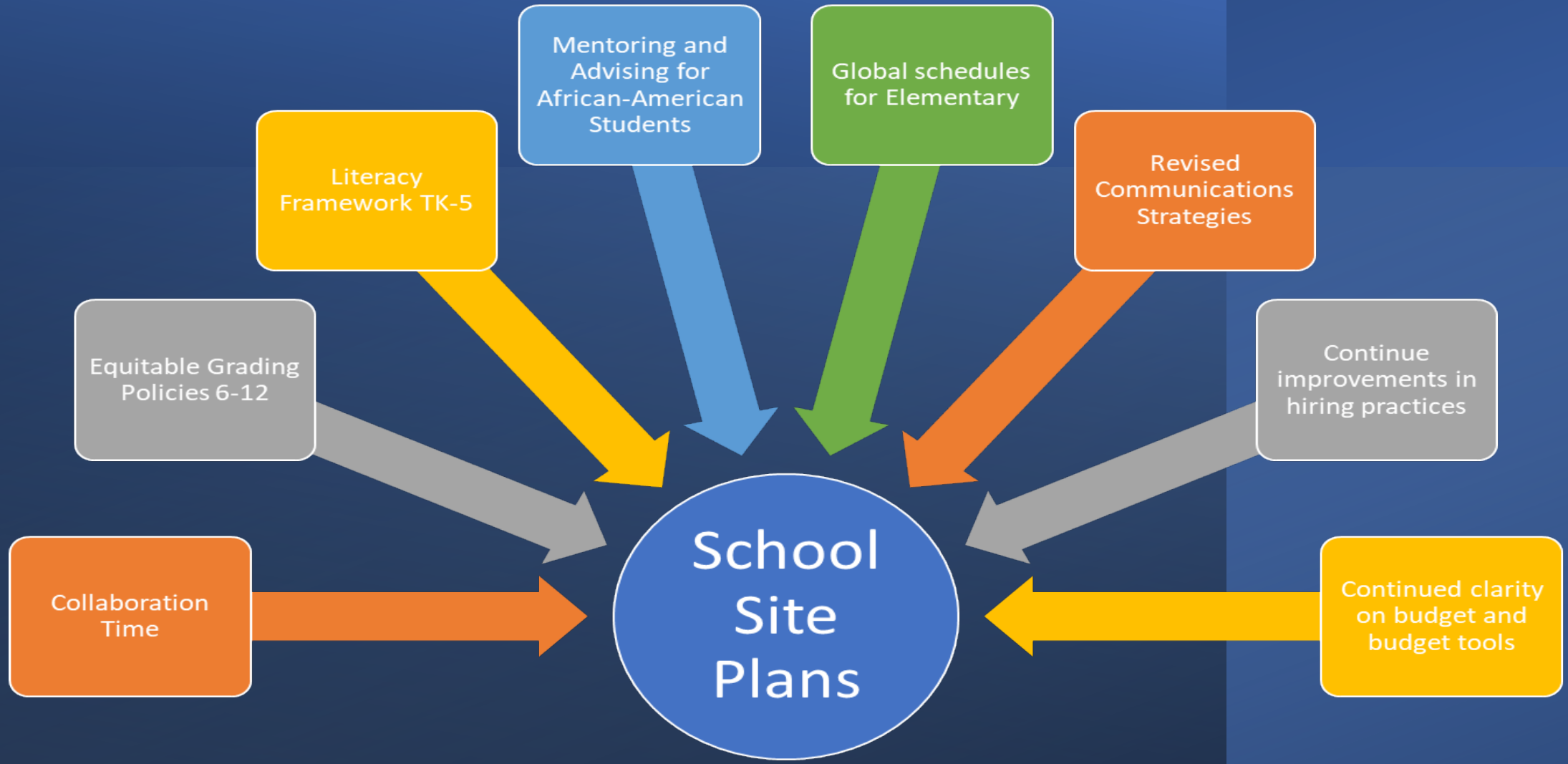
Optimize financial and human resources and communication strategies to support Focal Areas 1 and 2

3 Focal Areas

Equity is a throughline in these focal areas as our foundational program and structures to support students is only as strong as it serves our most historically underserved student groups: African-American students, English learning students, students with IEPs, and foster and homeless youth.

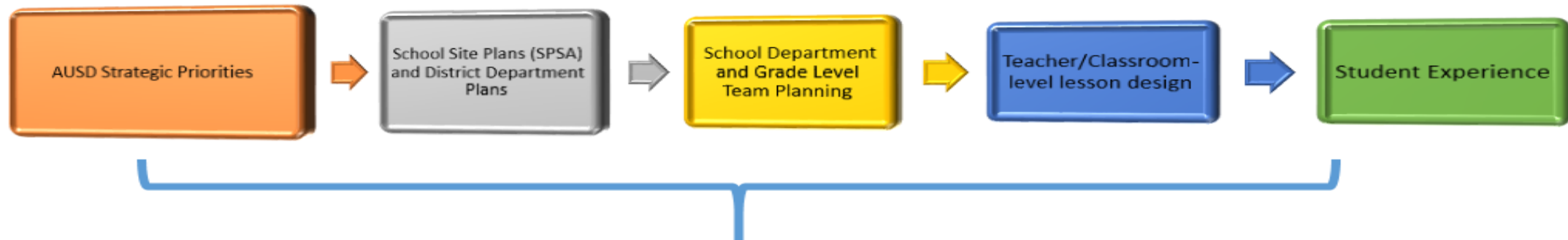
AUSD's Strategic Plan: Focal Areas

Focus Area 1: Foundational Program	Focus Area 2: Systems and Structures for Student Support	Focus Area 3: Resource, Talent Management, and Communications
<p>1.1 Student’s daily learning experiences are engaging, utilize multiple ways of learning, and feature lots of student talk</p> <p>1.2 Learning is aligned to and supported by grade-level standards and clear policies</p> <p>1.3 Relationships are built or improved to support learning and supportive environments</p>	<p>2.1 Every school and teacher provides the academic, social/emotional, and culturally responsive support each student needs</p> <p>2.2 Educators have time to collaborate and grow in service of student learning</p> <p>2.3 School teams consistently support equitable student outcomes</p> <p>2.4 School and student schedules create equitable access and learning opportunities</p>	<p>3.1 Finance: provide long-term financial stability necessary to maintain core programming and services</p> <p>3.2 Talent Management: Build a focused and diverse team where all positions are fully staffed with qualified personnel</p> <p>3.3 Communications: Use accurate, transparent, and engaging communications across multiple channels to support AUSD’s students, staff, and families.</p>



How All Plans Work Together

1. Strategic priorities should drive and influence each subsequent level of planning district-wide.
2. Those priorities gain sharper focus and detail the closer they move to the classroom.
3. The LCAP seeks to compile and account the investments, expenditures, and initiatives that support all levels of planning.



Local Control Accountability Plan (LCAP)

State-required, locally drafted plan that describes the goals, actions, services, and expenditures to support student outcomes.

The Annual Update (Reflection on the last 3 year LCAP)

4 Parts to this Section:



Goals



Metrics



Actions



**Goal
Analysis**

Components of the Plan



General Information

Who is part of your LEA – students & community?



Reflections: Successes and Identified Needs

What progress are you most proud of based on a review of performance on the state indicators and local performance indicators?

How will you address low performance areas?

How will you address performance gaps?



Educational Partners

For school districts this includes teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students.

Goals & Actions

3 Parts to this Section:



Goals



Metrics



Actions

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

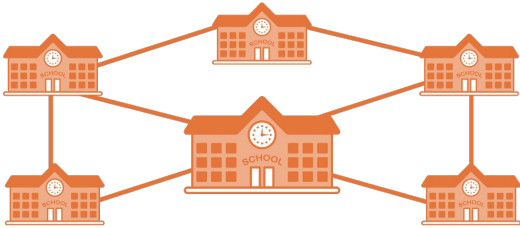
Other Pupil Outcomes

- 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>.

Increased or Improved Services: Contributing Actions

Types of Contributing Actions



LEA-wide

- Upgrades the educational program of **all schools in the LEA**
- All students receive these services, regardless of unduplicated status



School-wide

- Upgrades the educational program of a certain **school(s) or grade span(s)**
- All students at the specific school(s) and/or within the specific grade span(s) receive these services, regardless of unduplicated status



Limited

- Serves only one or more **unduplicated student** group(s)
- Services may be provided to low-income, EL, and/or foster youth students at all schools in the LEA, specific schools in the LEA, or specific grade spans in the LEA



Action Tables

Engagement

Places for Engagement

- Community Advisory Committee
- Academic Committee
- AUSD Ed Tech
- DELAC
- Communities of Practice – PLC
Leads, Grading for Equity, Literacy
Framework, Math Task Force, Principals,
Assistant Principals, Coaches, Intervention
Leads
- Bond Committee
- Measure A and B1 Committee
- Student Focus Groups
- LCAP Listening Sessions
- Special Education Listening Sessions
- LCAP survey
- Community Roundtables and Parent
Support Groups

Engagement, cont...

Families	Students	Teachers/Staff
<ol style="list-style-type: none">1. Mental Health Support2. Equity and Inclusion3. Educational Support and Preparedness4. Staffing and Professional Development5. Community Engagement and Parent Involvement	<ol style="list-style-type: none">1. Desire for Increased Class Choices2. Importance of Counseling Services - Mental Health3. Focus on Creating More Engaging Classroom Environments4. Combination of Support Services5. Staffing and relevant curriculum	<ol style="list-style-type: none">1. Equity and Inclusion in Education2. Professional Development (PD) and Collaboration3. Curriculum Development and Integration4. Technology Integration and Digital Literacy5. Special Education Support and Training6. Social and Emotional Learning (SEL)7. Data-Driven Instruction8. Community Engagement and Support

Patterns of Feedback

Foundational Academic Program:

- Desire for Increased Class Choices
- Focus on Creating More Engaging Classroom Environments
- Curriculum Development and Integration
- Technology Integration and Digital Literacy
- Special Education Support and Training
- Culturally responsive teaching, inclusion, and universal design and learning
- Data-Driven Instruction
- Expanded Course Offerings that support real world application and alternative pathways
- Retaining and attracting teachers who reflect the diversity of our student population

Family Engagement:

- Enhancing communication channels for two-way communication between parents and the district
- Transparency regarding funding
- Improved information on alternative pathways and transitions
- Improved communication on how to access student support processes, including 504
- Consistent best practices on family engagement across campuses
- Parental Support: More support for parents unfamiliar with the American education system

Student Support Services:

- Mental Health Resources
- Academic Counseling Services
- Combination of Support Services
- Equity and Inclusion and support for historically marginalized groups; LGBTQ+ students, English Learners and Students with Disabilities
- Social and Emotional Learning (SEL) Integration
- Aligned Professional Development
- Restorative Practices and Behavioral Supports
- Teacher Training to Support collaboration and Response to Intervention

LCAP District-wide Goals

Goal 1

Strategic Plan Goals 1.1, 1.2

Create and Improve the foundational education program where student's daily learning experiences are engaging, utilize multiple ways of learning, and feature lots of student talk. Student learning is driven by grade-level standards and tasks that support critical thinking, connections to real world concepts and developing healthy relationships.

Goal 2

Strategic Plan Goal 1.3

We work to build relationships between families, students, and staff to ensure schools are supportive, inclusive, and safe.

Goal 3

Strategic Plan Goal 2.1

Every school provides the academic, social/emotional, and culturally responsive support each student needs to reach their academic goals.



GOAL 1

LCAP District-wide Goals

Goal 1



Create and Improve the foundational education program where student's daily learning experiences are engaging, utilize multiple ways of learning, and feature lots of student talk. Student learning is driven by grade-level standards and tasks that support critical thinking, connections to real world concepts and developing healthy relationships.

Our goal is to work together as a community to develop or refine:

- A clear and coherent curriculum (what students learn)
- Dynamic lessons that incorporate many different modes and models of instruction (how students learn)
- More purposeful reading, writing, and student discourse across all subject areas (how students talk about what they're learning)
- A clear and family-friendly articulation of our standards and instructional strategies (how families understand what their children are learning)

We need to ensure equitable access to high-quality instruction for all our students to create a strong foundational program across all our school sites and classrooms. From that foundation, we can then build programs to provide differentiated instruction and support for children with differentiated needs, including those with disabilities, those who are English learners, and those who traditionally have been underserved in the educational system.

LCAP GOAL 1

	Actions	Funding 24-25	Actions include...
1.1	Ensure grading policies and practices are constructive, researched based and student centered.	\$40,000.00	Continue monthly meetings with the Grading For Equity (Assessing Students Accurately) Workgroup. Provide Professional Development for all secondary staff on the technical implementation, equitable grading practices (i.e., setting up gradebooks). Contracting with Crescendo Education Group to build teacher capacity in understanding the pillars of equitable grading practices (Accuracy, Bias resistant, motivational). Continue to explore Board Policies that promote equitable grading practices. Provide Secondary teachers time and space to develop agreements on the following: Equitable Grading Practices including extra credit, retake re-dos, and grading individual work not group work.
1.2	Develop, implement and support a common literacy Framework PK - 12	\$41,250.00	Pilot a universal screener to identify potential reading delays (including dyslexia). Support the implementation and progress monitoring of the district's investment in a research-based reading intervention program. Offer family literacy nights that include a focus on reading practices and instruction within the classroom and school level, as well as ways to support reading at home. Pilot and adopt a research-based ELA/ELD program for grades P-K-5, 6-8, and 9-12. Offer ongoing professional development and coaching. Develop a resource guide that codifies best practices in literacy PK-12.

LCAP GOAL 1, cont...

	Actions	Funding 24-25	Actions include...
1.3	Provide specific coaching and professional learning to support the implementation of the new California math framework.	\$327,918.00	Lead teachers and coaches will support the implementation of the new framework. Hold New math teacher orientations. Provide access to SVMII training to all secondary math teachers. Support the on-going collaboration and PLC's focused on the implementation of math new adopted math curriculum and provide ongoing training with the Carnegie Learning for The Middle School Math teachers. Teachers and coaches will choose focal students to follow based on students who have historically not performed well in math based on the SBACC performance data on the California dashboard. They will use STAR data to monitor growth throughout the year and district with monitor lag data included in the LCAP.
1.4	Implement professional learning and coaching to support instructional delivery of the state standards with an emphasis on student discourse and engagement.	\$911,647	Coaches will support district wide professional learning and will be assigned to school sites to support the implementation of the learning. Coaches will model lessons, support lesson planning and delivery, coach and support on site best practices, provide additional support to students during RTI periods, and support the collection and identification of data that can help inform teachers on how to best support students.

LCAP GOAL 1, cont...

	Actions	Funding 24-25	Actions include...
1.5	Professional development to support school teams and teacher leaders to align site-level goals to culturally-responsive district priorities	\$366,405	Provide Professional learning to support teachers and school teams with collaborative inquiry, data analysis, and reflection on practice to promote student learning and refine instruction.
1.6	Attract and Retain High Quality Staff	\$1,000,000	Sustain the compensation increases that have been provided to all employee groups to attract and retain highly qualified staff. that create the collaborative and engaged personnel to deliver high-quality educational experiences to students with attention to attracting employees who are able to be successful with students who are English Learners, Low income, and Foster Youth, and/or unhoused or unaccompanied minors. This amount includes benefits and salaries for all employee groups including certified, classified, and management
1.7	One additional day of differentiated professional Learning for Teachers	\$368,272	Provide an extra day of professional learning for teachers to support the district priorities indicated in the districts strategic plan. Focused topics on improving outcomes for unduplicated count students and student groups with indicators in red on the state dashboard

LCAP GOAL 1, cont...

	Actions	Funding 24-25	Actions include...
1.8	District will support school sites develop goals and actions in their SPSA's to address student groups with indicators in red on the state dashboard.	\$327,796	(RTI) All sites will develop master schedules that support inclusion and ensure students with IEP's, English learners or students who need Tier 2 supports have access to Tier1/ Core instruction and any additional supports are provided at a designated time, Designated ELD or RTI. Students will be clustered so that support teachers can push into classrooms during instruction to provide targeted support. All master schedules will have built in time for teachers to analyze data in their professional learning communities to determine how students are responding to interventions or to identify students needing additional support.
1.9	Implement schedules and classes that are strategically designed to create access to equitable learning opportunities and prioritize support for students who need it most.	\$165,156	(RTI) All sites will develop master schedules that support inclusion and ensure students with IEP's, English learners or students who need Tier 2 supports have access to Tier1/ Core instruction and any additional supports are provided at a designated time, Designated ELD or RTI. Students will be clustered so that support teachers can push into classrooms during instruction to provide targeted support. All master schedules will have built in time for teachers to analyze data in their professional learning communities to determine how students are responding to interventions or to identify students needing additional support.

LCAP GOAL 1, cont...

	Actions	Funding 24-25	Actions include...
1.10	Implement co-teaching classes at all secondary sites for mathematics, English language arts. Implement co-teaching during literacy and math blocks at identified elementary schools beginning with grades 4 and 5.	\$293,598	Provide time and professional learning for ed specialists and general education teachers to plan and support students with disabilities. In collaboration with the district's special education leadership team, sites select their co-teaching models for ELA and mathematics, and receive professional development on their selected models from Special Education Coordinators. Co-teachers, with support from site leadership, create a co-planning schedule for their respective subjects. Special education coordinators and TSAs provide ongoing feedback and coaching support to co-teachers when engaged in the act of co-teaching.
1.11	Pilot, train and implement new curriculum and best practices for our ESN classes to increase rigor and student engagement.	\$311,157	The district will work with teachers to explore the piloting and adoption of new Extensive Support Needs curriculum. Provide training and support on the curriculum with a focus on the modification of state standards and engagement. We will implement the newly Board adopted alternate education course syllabi in all core content areas in secondary (Ela, history, math, science) which will drive standards-based instruction for all ESN students. There will be professional development and coaching throughout the school year led by our district's ESN teacher on special assignment.

LCAP GOAL 1, cont...

	Actions	Funding 24-25	Actions include...
1.12	Support the refinement, administration, and analysis of standards-aligned assessments to determine student learning and implications for teaching and site and district systems.	\$260,702	Drive universal screening using both assessment data such as early literacy assessments in addition to attendance and behavior data to refine teaching and systems to ensure students are ready and able to learn.
1.13	Maintain coordinator of language and literacy position to manage implementation of designated ELD and integrated ELD program.	\$218,753.00	Coordinate work of instructional coaches to provide professional development in best language practices and curriculum implementation. Project management to ensure ELLs with IEPs are receiving language support aligned with disability Coordinate family and student engagement (family needs assessment, ELL-only field trips) Coordinate progress monitoring of RFEPs and current English Learners.
1.14	Support school staff with professional learning and coaching on Inclusion practices for students with disabilities.	\$73,332.00	Support Site administration, general education teachers and special education teachers on general best practices for inclusion. Work with all site coaches to support building out these identified researched based practices at school sites.

AUSD

ALAMEDA UNIFIED SCHOOL DISTRICT

EXCELLENCE & EQUITY FOR ALL STUDENTS



GOAL 2

LCAP District-wide Goals

Goal 2



We work to build relationships between families, students, and staff to ensure schools are supportive, inclusive, and safe.

Our overarching approach to this goal is to create supportive, inclusive environments that:

- Foster students' feelings of safety and support within their school community
- Communicate student behavioral expectations, teach those behaviors and positively reinforce those behaviors through a cultural lens
- Provide families and school staff with opportunities to engage in workshops, feedback sessions and affinity groups designed to provide two-way communication on how to effectively partner to support student learning

LCAP GOAL 2

	Actions	Funding 24-25	What does this look like?
2.1	Provide Culturally Responsive family engagement and access	\$108,927.00	Interactive workshops, listening sessions, support for parent led DEI Roundtable groups, and community events for various affinity groups . This also includes 8,000 dollars to support families of unduplicated students' parent/guardians with the cost of fingerprinting.
2.2	Support school sites in common best practices across the district	\$121,719.00	Support school sites in common best practices across the district on how to engage and partner with families while providing families with the necessary information and tools to engage with our schools as educational partners. Support families' ability to navigate the various school systems to support meeting the individual needs of their students. Specific attention on supporting our African American families, LGBTQ youth and ELL students. In addition, we will increase support and focused practices for our families whose students are neurodiverse or have an individual education plan. We will provide families with the necessary information and tools to engage with our schools as educational partners and navigate the various special education and school systems to support meeting the individual needs of their students.
2.3	Implement a culturally responsive positive behavior support structure at all school sites that provide students with the opportunity to learn the expected behaviors and receive positive reinforcement for exhibiting those behaviors.	\$148,590	New AUSD Positive Behavior Discipline matrix has been created and implemented at all TK-12 schools sites with extensive inclusion of PBIS, Restorative Practices and culturally responsive behavior support; Accompanying school-wide lessons provided for grades 3-12 so that students are taught AUSD's expected positive behaviors (as outlined in the matrix; created by Student Services Coordinator and Program Manager) All 15 school sites have robust Culture & Climate teams (led by PBIS lead teacher and coached by Student Services Program Manager) who are responsible for creating the systems and support for teaching school-site specific behavior expectations and celebrating students meeting expectations. We have added Restorative Practices to the TFI rubric so as to be able to assess for fidelity of implementation (this assessment tool is administered by Student Services Program Manager) School staff continue to be trained in strategies for creating positive classroom culture, often by the Student Services Program Manager and Specific PD for classroom teachers on capturing students strengths and positive behaviors within referrals to intervention; coached and provided by Student Services Program Manager) Coaching for writing Tier 3 Behavior Support Plans (an essential element of SWPBIS) using asset-based language and family partnership.

LCAP District-wide Goals

Goal 3



Every school provides the academic, social/emotional, and culturally responsive support each student needs to reach their academic goals.

The development of systems and structures to support our students academically, socially, and emotionally, especially those who have been marginalized historically. This includes providing teacher-led professional development and collaboration time so that our staff develop effective practices for supporting our students. It also includes maximizing overall staffing at schools in order to provide greater access to counseling and teachers. This strategy also provides teachers with more time to consult and plan with each other on how best to support students.



GOAL 3

LCAP GOAL 3

	Actions	Funding 24-25	What does this look like?
3.1	Implement common teaming structures that are designed to monitor student progress and provide differentiated support when needed.	\$1,496,730	Provide additional staffing to support students access and participation in targeted interventions. As part of AUSD’s MTSS strategic plan, COST teams are in place at all 15 school sites and led by TSAs who function as intervention leads These teams monitor school-wide student data in an effort to identify students in need of additional academic or behavioral support. They also triage referrals to intervention from staff and families, assign Tier 2 or 3 interventions as needed and monitor student progress in those intervention as applicable Intervention Leads and Instructional Coaches also provide direct student service in the form of small group intervention or 1:1 Tier 3 support(s) Student Services Program Manager provides ongoing coaching/support to COST teams and intervention leads throughout the school year. Runs end-of-year reports using “goals” tab of Aeries to monitor/adjust interventions being offered.
3.2	Targeted FTE to support English Learners	\$484,298.00	FTE allocations for Designated ELD and Literacy intervention sections above base allocation, allowing for lowered class sizes and proficiency-based scheduling. Also provides for sheltered courses for newcomers.

LCAP GOAL 3, cont...

	Actions	Funding 24-25	What is resourced and what has changed
3.3	Provide expanded mental health services to support students' ability to access learning.	\$640,000	Each school site will make individual and group counseling referrals to Alameda Family Services (contracted mental health provider) through their COST meetings. School sites will have a link for self-referral to counseling services on their school website. Alameda Family Services will provide Case Management Services to identified families that need additional support with housing and basic needs. Alameda Family Services will collaborate with site administrators to provide professional development to staff around trauma-informed practices
3.4	Support schools with the highest unduplicated count	\$1,036,020	Provide additional staffing, materials, supplies, professional development, and professional services to increase student inclusion and acceleration with specific focus on our students who are identified as needing additional support on the California data dashboard. This includes additional administrative support, teen parenting and childcare, and AVID programs
3.5	Provide Mentoring and advising to support case management, family communication and direct intervention services for students who are identified as needing additional support on the California data dashboard.	\$607,772	Our Advisors are assigned to 2 elementary and 2 middle schools to assist with general education support and intervention. One wellness coordinator to support unhoused youth with case management and wrap services districtwide and All TK-12 schools are expected to identify focal students and provide wrap around support. Focal students can be student from the student group on the California dashboard indicated in red and or Black, Multi-Ethnic and or Latino students who are below the 50th percentile in STAR Reading and Math, Chronically Absent, and have 1 or more Office Referral/Suspension.

LCFF Supplementary

PROGRAM	AMOUNT	FTE	PROGRAM	AMOUNT	FTE
Multi-Tiered Support Systems (MTSS)	\$1,670,320	11.15	Discretionary Funds for Schools	\$327,796	1.80
Instructional Coaches	\$1,030,839	7.50	Math Initiative	\$297,850	2.00
Employee Salaries	\$1,000,000		Data Research Department	\$260,702	1.00
Indirect Cost Transfer	\$610,918		EL Professional Development	\$218,753	1.00
EL Sections	\$418,617	3.40	Innovative Programs at Paden and Love Elem	\$166,263	1.60
Mental Health Services (AFS)	\$402,182	0.40	Teen Parenting Program at Island HS	\$142,531	1.00
Equity & Inclusion	\$373,983	2.25	In Lieu of Title 1 at Encinal Jr./Sr. HS	\$137,020	1.40
Professional Development Day (186th day)	\$368,272		TSA SPED	\$73,405	0.50
Parent Involvement Coordinator	\$332,716	1.60	Advancement Placement via Individual Determination (AVID)	\$40,000	
Vice Principals at Ruby Bridges and Love Elem	\$323,184	2.00	School Smart	\$33,000	
			GRAND TOTAL	\$8,228,351	38.60

Community Advisory Role



Provide input as a representative group of stakeholders to inform the District's goals, actions, and services as articulated in districtwide plans such as the Strategic Plan, and the Local Control Accountability Plan (LCAP).

BOARD DISCUSSION

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