Acalanes Union High School District

Local Control and Accountability Plan

2021-2024

LCFF Budget Overview for Parents

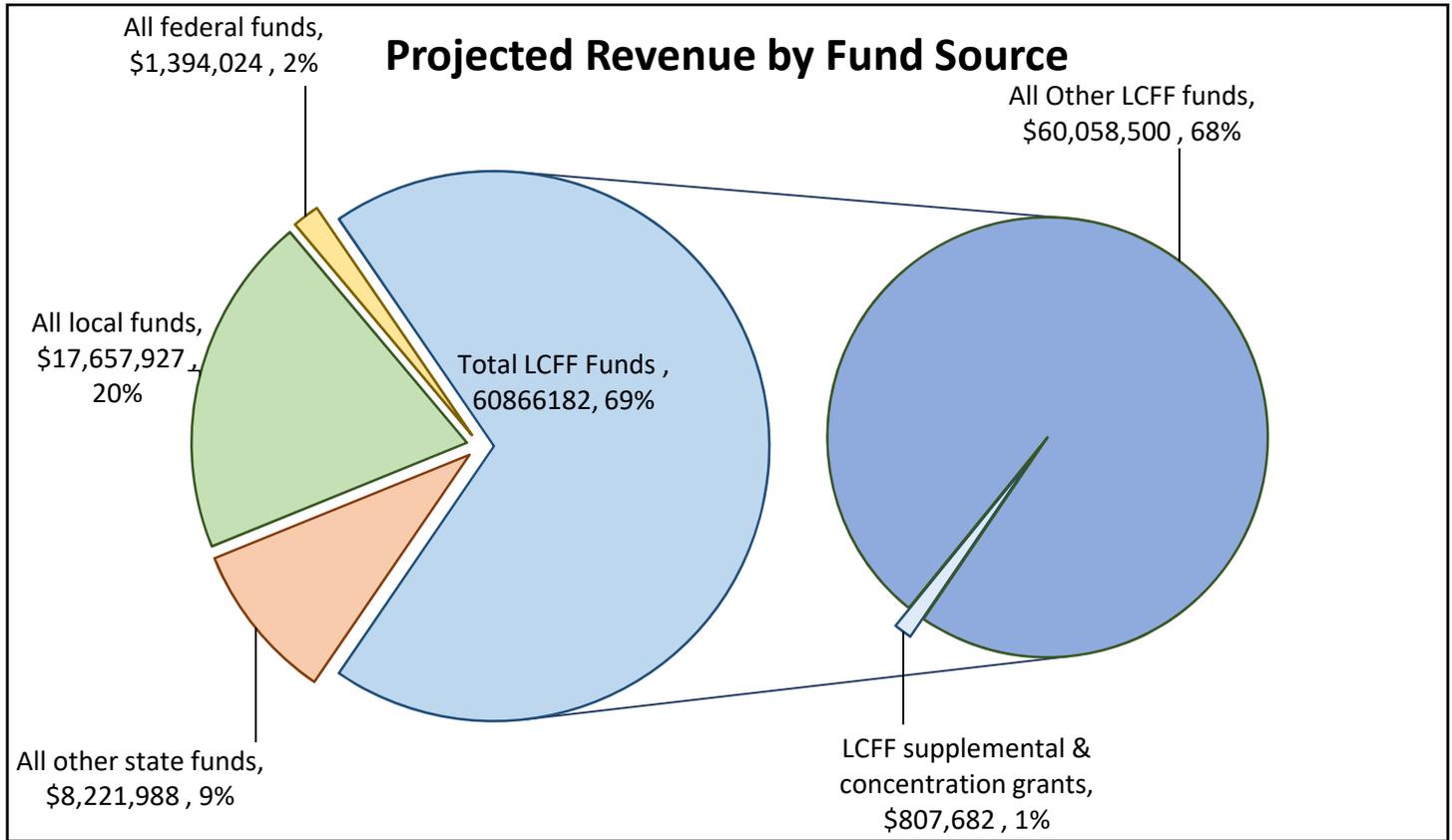Local Educational Agency (LEA) Name: Acalanes Union High School District

CDS Code: 07616300000000

School Year: 2021 – 22

LEA contact information: Nick Carpenter, 925-280-3900 ext. 6611, ncarpenter@auhsdschools.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $1,394,024 , 2%

All Other LCFF funds, $60,058,500 , 68%

All local funds, $17,657,927 , 20%

Total LCFF Funds , 60866182, 69%

All other state funds, $8,221,988 , 9%

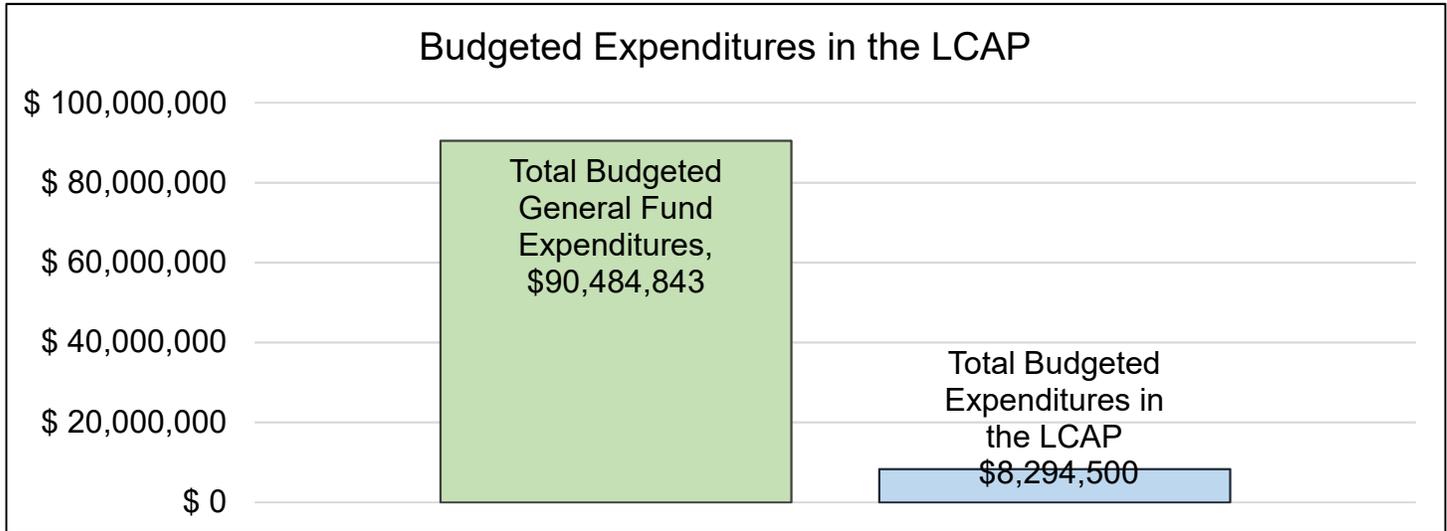LCFF supplemental & concentration grants, $807,682 , 1%

This chart shows the total general purpose revenue Acalanes Union High School District expects to receive in the coming year from all sources.

The total revenue projected for Acalanes Union High School District is $88,140,121.00, of which $60,866,182.00 is Local Control Funding Formula (LCFF), $8,221,988.00 is other state funds, $17,657,927.00 is local funds, and $1,394,024.00 is federal funds. Of the $60,866,182.00 in LCFF Funds, $807,682.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

$ 100,000,000

$ 80,000,000

$ 60,000,000

$ 40,000,000

$ 20,000,000

$ 0

Total Budgeted General Fund Expenditures, $90,484,843

Total Budgeted Expenditures in the LCAP $8,294,500

This chart provides a quick summary of how much Acalanes Union High School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Acalanes Union High School District plans to spend $90,484,843.00 for the 2021 – 22 school year. Of that amount, $8,294,500.00 is tied to actions/services in the LCAP and $82,190,343.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

As a general rule, 80% of the total General Fund expenditures consist of salaries and benefits needed to carry out a vast array of student education and educational support activities such as transportation, nutrition services, custodial activities, health and safety, building maintenance and operations, and more. These support activities, along with related supplies and services and operation costs, do not directly influence the outcome of the actions and services identified in the LCAP and therefore are not included.
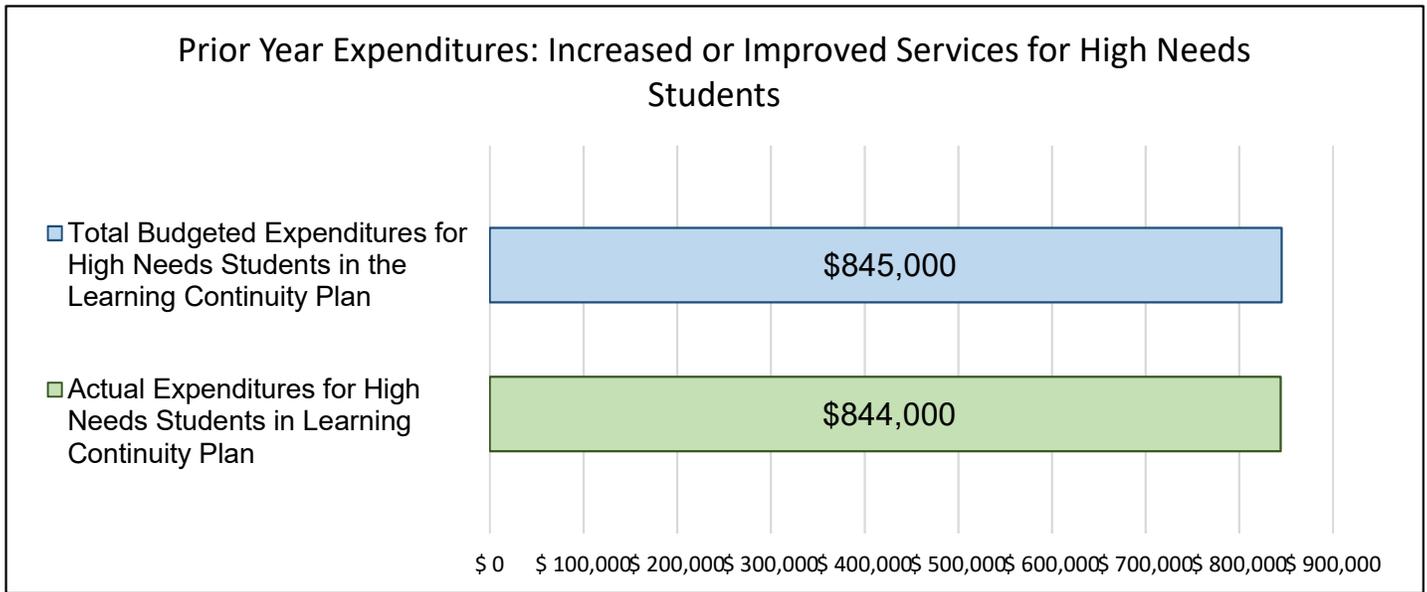
Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Acalanes Union High School District is projecting it will receive $807,682.00 based on the enrollment of foster youth, English learner, and low-income students. Acalanes Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Acalanes Union High School District plans to spend $2,128,500.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- ☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan: $845,000
- ☐ Actual Expenditures for High Needs Students in Learning Continuity Plan: $844,000

$ 0 $ 100,000 $ 200,000 $ 300,000 $ 400,000 $ 500,000 $ 600,000 $ 700,000 $ 800,000 $ 900,000

This chart compares what Acalanes Union High School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Acalanes Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Acalanes Union High School District's Learning Continuity Plan budgeted $845,000.00 for planned actions to increase or improve services for high needs students. Acalanes Union High School District actually spent $844,000.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of $1,000.00 had the following impact on Acalanes Union High School District's ability to increase or improve services for high needs students:

School sites were able to meet the technology needs of students during Distance Learning and Hybrid instruction by repurposing available District devices and technology. Therefore, the District did not have to purchase devices for students for the 2020-2021 school year.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Acalanes Union High School District	John Nickerson, Superintendent	superintendent@auhsdschools.org (925)280-3900

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1 – Basic Services

Local Priorities:

AUHSD Priorities for Sustained Excellence - Staff

Annual Measurable Outcomes

Expected	Actual
Williams compliance: Teachers are appropriately assigned and fully credentialed (#1A)* Expected: 100% compliance for appropriately assigned staff	99% compliance for appropriately assigned staff. AUHSD had 3 interns out of 386 teachers. **Not Met**
Recruit and retain quality employees (qualitative measure) Expected: 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 **Met**
Certificated staff "diversity" – increase racial and ethnic diversity of certificated staff (Students of color make up 33% (2015) of the District student population) Expected: 16% teachers of color	15% certificated staff of color **Not Met**

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Action 1: Certificated Professional Development: Classroom teachers and certificated support staff must continue to develop in their profession for all students to thrive and the District to achieve many of its goals. Professional development will focus on homework policy implementation, instruction/curriculum with new courses and the new school day schedule, targeted intervention, assessment and grading practices, technology integration, equity efforts and social emotional student development. Professional development programs will include Summer Institute, Staff Development Days,	LCFF Base – $150,000 Title II - $60,000	LCFF Base – $150,300 Title II - $58,000

release days, Wednesday and Friday morning teacher collaboration, the evaluation process and conference/workshop attendance.		
Action 2: Provide staff development for classified staff through staff development day, conferences and release time.	LCFF Base - $46,241	LCFF Base - $46,486
Action 3: Develop District Classified Professional Development Plan.	LCFF Base - $1,000	LCFF Base - $1,486
Action 4: Implement communication systems with all staff for ongoing and complete communication with employees and bargaining unit leadership.	No Cost	No Cost
Action 5: Expand human resource recruiting efforts to broaden diversity of high-quality applicants.	LCFF Base - $3,000	LCFF Base - $3000
Action 6: Determine measure of "recruiting and retaining" quality employees.	No Cost	No Cost
Action 7: Create support group, Mosaic, for teachers of color. Quarterly group meetings to provide support and improve recruiting and hiring strategies.	LCFF Base - $1,000	LCFF Base - 0
Action 8: Develop and implement District new teacher induction program. Seek State approval for induction program.	LCFF Base - $50,000	LCFF Base - $67,000
Action 9: Build leadership capacity of teacher and administrative leadership to provide guidance and support for expanded teacher collaboration time with new 2017-2018 school day schedule. Department chair training and support.	LCFF Supplemental - $61,000	LCFF Supplemental - $60,900
Action 10: Develop new alternative education (ACIS) hourly employee staffing model and expand professional development opportunities – funding allocation increase.	LCFF Base - $264,000	LCFF Base - 299,226
Action 11: Examine and implement improvements to coaching certification and ongoing training with focus on student safety, wellness and engagement in students' high school experience.	No Cost	No Cost
Action 12: Develop "strategic plan" for substitute system for certificated and classified staff. Focus on long-term needs, recruitment and competitive wages.	No Cost	No Cost

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There were no material differences between the significant funds budgeted for Actions/Services and expenditures. The budgeted dollars for Action 7 were not expended, but the support group formed and was reported to be an excellent support structure for staff of color.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our efforts to "*Recruit, develop and retain high quality certificated, classified and administrative staff* "were generally very successful. Our recruitment is strong, our targeted and strategic professional development was successful, and due to a competitive compensation package and excellent work conditions, we retain high quality staff. While two of the three metrics were not reached, placement of credentialed teachers was just short of perfect with less than 1% of teachers holding an intern credential. Given the shortage of teachers in critical areas, this is considered successful. The interns were provided additional support, were successful, and obtained their credentials at the end of the year. Although we did not reach the desired outcome for diversification of our certificated staff, our recruitment efforts were expanded and 50% of the new hires were staff of color.

Most Actions were implemented as planned and completed prior to the onset of the pandemic. Action 1 was modified, but the budget was expended, as certificated professional development needs changed significantly from March forward shifting focus to effective distance learning instructional strategies, use of Zoom, SchoolLoop and Google Classrooms, engagement and assessment strategies. Quick and effective professional development programming in March resulted in only a few days lag between the shelter-in-place order and the initial distance learning program in mid-March. Classified staff development, Action 2, was expanded significantly during the stay home order of March – May of 2020 through an online format. The program was implemented effectively. The online platform was integrated into the Classified Staff Development program, Action 3.

Action 4 was implemented with improved communication to staff, which was particularly critical during the changing conditions, systems, and programming during the pandemic. Significant efforts went into broadening certificated staff recruitment, which resulted in over 50% of the 2020-2021 new certificated staff being people of color.

Action 8, the effort to develop an AUHSD induction program, stalled. The budget expended went to the County induction program and induction mentors. The District will continue the effort to create its own induction program.

For Action 10, the Acalanes Center for Independent Study program was restructured and the hourly rate was increased by more than 50% for 2019-2020 in an effort to attract and retain high quality employees. Improvements were still needed and plans to transform the staffing by creating FTE positions on the certificated salary schedule were developed in the spring of 2020 for the 2020-2021 school year.

Goal 2

Provide facilities and learning environments conducive to 21st Century learning opportunities (High quality facilities)

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1 – Basic Services

Local Priorities:

AUHSD Priorities for Sustained Excellence - Resources

Annual Measurable Outcomes

Expected	Actual
Williams compliance – facilities maintained and in good repair (#1C)*	100% Williams compliance – facilities maintained and in good repair

Expected: 100% Williams compliance – facilities maintained and in good repair	**Met**
Progress with Bond Measure E facilities projects in accordance with Master Plan Complete	Complete
Progress with Bond Measure E technology life cycle replacement plan Complete	Complete
Progress with deferred maintenance plan Expected: 20% complete after year one with new rolling five-year plan	20% complete after year one with new rolling five-year plan **Met**
Measure of wireless functionality and 1:1 efforts Expected: Yearly gains to be made and expected measurable outcome will be established on this metric following measurement system development	Monthly throughput of access points and client devices is measured for wireless functionality. Wireless functionality was increased and usage is monitored. **Met**
Measure of progress achieving "Furniture modernization" Expected: 20% of classrooms will be modernized (58 classrooms)	38% of classrooms were modernized (100 classrooms) **Met**

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Action 1: Upgrade/replace school technologies in accordance with the Measure E Technology Lifecycle Replacement Plan.	Measure E - $536,965	Measure E - $505,628
Action 2: Deferred Maintenance Plan - Priority includes substantial roofing projects at multiple schools.	Routine and Deferred Maintenance Reserve - $257,000 Special Reserve Capital Fund - $220,000	Routine and Deferred Maintenance Reserve - $62,640 Special Reserve Capital Fund - $ -0-

Action 3: Improve network and wireless infrastructure across comprehensive sites to support 1:1 and BYOD initiatives.	Measure E - $115,000	Measure E - $115,000
Action 4: Implement facilities modifications and upgrades to enable more efficient use of instructional space (convert and create new classroom space) in consideration of enrollment growth and projections. Modernize instructional space for CTE programs. Convert classrooms for science. Install portable classroom at Las Lomas.	Developer Fees Building Fund Redevelopment Agency Fund - $550,000	Developer Fees Building Fund Redevelopment Agency Fund -$574,056
Action 5: Continue implementing systematic classroom and library furniture modernization plan.	Redevelop Agency Funding - $250,000	Redevelop Agency Funding - $298,714
Action 6: Continue to modernize and improve school safety communication systems in classrooms and for exterior space	Redevelopment Agency Funds - $130,000	Redevelopment Agency Funds - $151,942
Action 7: Expand efforts with 1:1 technology to support shift in instructional practices. Efforts will include robust professional development on use of instructional technology, expansion of 1:1 technology availability, and facilitation of "Bring Your Own Device" programs.	LCFF Base - $50,000	LCFF Base - $50,000
Action 8: Renovate two student bathrooms per comprehensive school site.	Facilities Rental Funds - $200,000	Facilities Rental Funds - $ 250,281
Action 9: Develop District Facility Master Plan to inform facility needs due to growth, deferred maintenance, and future facility improvements.	Developer Fees - $10,000	Developer Fees - $ -0-

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There were significant material differences between the funds budgeted for Actions/Services and expended for Action 2 and Action 8. Action 2 included substantial roofing projects that were planned for the summer of 2020. These projects needed to be postponed given the shelter in place and safety concerns. Action 9 was canceled due to the pandemic and inability to work with consultants and tour school sites in March – June 2020. Unspent funds from Goal #2 were repurposed to support technology and facilities needs associated with distance learning and campus safety.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our efforts to *"Provide facilities and learning environments conducive to 21st Century learning opportunities"* were generally very successful and adjustments were made to support distance learning beginning mid-March and prepare safe campuses for the return of students and staff. All annual measureable outcome targets were met.

With the exception of the delayed roofing projects, the facilities and learning environments were maintained and supported learning. The work to complete a robust and high-quality Wi-Fi system set the stage for needs in the 2020-2021 school year. The bathroom remodel projects at all schools during the summer of 2019 were successful.

The technology, laptops and hotspots, were available for all students who expressed a need in March of 2019. The equipment was deployed. Further, the technology department provided support for student technology during distance learning, with hardware support and/or technical/software support. The technology department provided a service for the general student (and parent) community during the distance learning of March – May 2020.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1 – Basic Services

Priority 2 – Implementation of State Standards

Priority 3 – Parental Involvement

Priority 4 – Pupil Achievement

Priority 5 – Pupil Engagement

Priority 8 – Pupil Outcomes

Local Priorities:

AUHSD Priorities for Sustained Excellence - Program

Annual Measurable Outcomes

Expected	Actual
Williams compliance – students have access to standards-aligned instructional materials (#1B)* Expected: 100% Williams compliance – standards-aligned instructional materials.	100% Williams compliance – standards-aligned instructional materials. **Met**
Implementation of the academic content and performance standards adopted by the State Board of Education (#2A)* Expected: Implementation of World Language courses of study to align with 2019 World Language Framework.	All World Language courses of study were revised to align with the 2019 World Language Framework. New courses of study were immediately implemented across all course levels. **Met**
Percentage of students achieving "Meets" or "Exceeds" standard in ELA/Literacy as measured by the Smarter Balanced Assessment. (#4A)* Expected: 86% of students will achieve "Meets" or "Exceeds" standard in ELA/Literacy as measured by the 2019 Smarter Balanced Assessment.	89% of students achieved "Meets" or "Exceeds" standard in ELA/Literacy as measured by the 2019 Smarter Balanced Assessment. **Met**
Percentage of students achieving "Meets" or "Exceeds" standard in Mathematics as measured by the Smarter Balanced Assessment. (#4A)* Expected: 72% of students will achieve "Meets" or "Exceeds" standard in Mathematics as measured by the 2019 Smarter Balanced Assessment.	72% of students achieved the "Meets" or "Exceeds" standard in Mathematics as measured by the 2019 Smarter Balanced Assessment. **Met**
Increase the Academic Performance Index – Not Applicable (#4B) Not applicable	Not applicable

Percentage of students who complete UC/CSU entrance requirements or CTE education sequence (#4C)* Expected: 80.0% of students will complete UC/CSU entrance requirements or CTE education sequence in 2019.	79.3% of students have completed UC/CSU entrance requirements or CTE education sequence in 2019. **Not Met**
Percentage of students with special needs who complete UC/CSU entrance requirements or CTE education sequence (#7C)* Expected: 24% of students with special needs will complete UC/CSU entrance requirements or CTE education sequence in 2019.	23.1% of students with special needs have completed UC/CSU entrance requirements or CTE education sequence in 2019. **Not Met**
Percentage of students who have passed an Advanced Placement examination (#4F)* Expected: 52.0% of Grade 10-12 students will pass an Advanced Placement examination in 2019.	46.7% of Grade 10-12 students have passed (score of 3 or above) an Advanced Placement examination in 2019. **Not Met**
Percentage of students considered college ready as measured by the Early Assessment Program in ELA and Math and subsequent assessments (#4G)* EAP data not provided for school or district.	EAP data not provided for school or district.
Cohort graduation rate (#5E)* Expected: The cohort graduation rate in 2019 will be 98.5%	The 4-year cohort graduation rate in 2019 (2018-19 data) was 96.3%. **Not Met**
Cohort dropout rate (#5D)* Expected: The cohort dropout rate in 2019 will be 0.1%	The cohort dropout rate has not been reported for 2019 by the CDE as of time of this report.
Percentage of students receiving a D or F semester grades (#8)* Expected: The percentage of students receiving a D or F semester grades will drop to 12.5% in 2020.	AUHSD moved to the Credit/No Credit grading system at the end of the semester (end of year) for the 2019-2020 school year due to the sudden move to distance learning in response to the COVID-19 pandemic. 1% of AUHSD students received NC at the end of the semester.
Student and parent use of Naviance (college/career guidance program)	The comprehensive school site student and parent use of Naviance (college/career guidance program) in 2020 averaged 26 visits per student and 7 visits per parent.

Expected: The comprehensive school site student and parent use of Naviance (college/career guidance program) in 2020 will increase to 17 and 7 for students and parents, respectively.	**Met**
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)* Expected: Yearly gains in attendance to parent education events and frequency in events will be made.	Prior to COVID shut down, parents were participating in monthly educational presentations and panels regarding subjects of interest to parents of students with special needs. **Met**

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Action 1: Certificated Professional Development: Classroom teachers and certificated support staff must continue to development in their profession for all students to thrive and the District to achieve many of its goals. Professional development will focus on homework policy implementation, instruction/curriculum with new courses and the new school day schedule, targeted intervention, assessment and grading practices, technology integration, equity efforts and social emotional student development. Professional development programs will include Summer Institute, Staff Development Days, release days, Wednesday and Friday morning teacher collaboration, the evaluation process and conference/workshop attendance.	LCFF Base – $150,000 Title II - $60,000	LCFF Base – $150,300 Title II - $58,000
Action 2: Continue to develop courses of study aligned to new California standards and to support new graduation requirements and provide professional development to support new courses. Improve K-8 curricular articulation systems/communication.	LCFF Base - $15,000	LCFF Base - $7,000
Action 3: Adopt and/or locally develop instructional materials aligned to revised District courses of study through summer instructional materials camp. Evaluate and refine ELA/ELD supplemental reading lists.	LCFF Base Funding - $350,000	LCFF Base Funding - $333,000

	Restricted Lottery - $300,000	Restricted Lottery - $243,000
Action 4: Utilize instructional coaches to support teacher professional development. Provide specific support (.2FTE per school site) for the implementation of Next Generation Science Standards.	LCFF Base - $100,000	LCFF Base - $100,000
Action 5: Utilize instructional coaches to support RTI, targeted intervention and Academy implementation (.2FTE per school site). Focus on "tagging" systems and techniques so targeted students receive support.	LCFF Supplemental - $100,000	LCFF Supplemental - $100,000
Action 6: Increase Districtwide special education program collaboration with specific groups, expand and implement reading program for special education students, support and fully implement co-teaching/collaboration delivery model.	LCFF Base - $2,000	LCFF Base - $2,000
Action 7: Further implement and train staff for site-based early intervention programs including Student Study Team/Student Review Team/Intervention and 504 program support.	No Cost	No Cost
Action 8: Provide professional development to support early intervention strategies and programs including comprehensive Response To Intervention systems and effective use of teacher collaboration and the Academy/intervention period.	LCFF Supplemental - $61,000	LCFF Supplemental - $42,000
Action 9: Expand courses that meet UC/CSU entrance requirements with an emphasis on career technical education courses.	LCFF Base - $2,000	LCFF Base - $500
Action 10: Professional development and support for student achievement and progress data analysis software (Illuminate) support.	LCFF Supplemental - $30,000	LCFF Supplemental - $30,000
Action 11: Strategically examine scope of College and Career programs, services and personnel. Continue program for 1st generation college attendance.	LCFF Base - $13,735 Title 1 - $11,265	LCFF Base - $13,000 Title 1 - $11,265
Action 12: Support transition to and planning for new semester balance and instructional "flow" with new 2019-2020 calendar.	No Cost	No Cost
Action 13: Homework Policy: completed in 2018-2019		

Action 14: Implement new media literacy project incorporating media literacy development into freshmen seminars, human and social development course and across the curriculum.	LCFF Base - $5,000	LCFF Base - $0
Action 15: Utilize Associate Superintendent of Administrative Services to act as foster youth liaison for the District to support the goal of improving educational outcomes for students in foster care.	No Cost	No Cost
Action 16: Provide supplemental instruction and remedial support through District summer school opportunities and credit recovery.	LCFF Supplemental - $128,000	LCFF Supplemental - $151,339
Action 17: Establish/maintain community advisory committee of parents and K-8 partner district parents to support improved engagement, parent education, and communication with parents of individuals with exceptional needs.	LCFF Base - $1,000	LCFF Base - $250
Action 18: Utilize site-based decision-making via Site Council to further implement actions toward goal and achieve Expected Annual Measurable Outcomes	LCFF Base - $50,000	LCFF Base - $33,829
Action 19: Revise and implement Academy seminar (freshmen and other) series to meet student interest/needs. The seminars will support the transition to high school and post-secondary pursuits.	LCFF Base - $35,000	LCFF Base - $24,000
Action 20: Implement CTE master plan.	No Cost	No Cost
Action 21: Examine transfer policies (intra and inter) and revise as necessary to optimize District student program utilization	No Cost	No Cost
Action 22: Revise plan for alternative education (ACIS and work experience) programs and offerings	No Cost	No Cost
Action 23: Initiate discussion and develop plan for thorough review of school day schedule, which will be reviewed in 2020-2021 during the 4th year of the new schedule implementation.	LCFF Base - $5,000	LCFF Base - $0
Action 24: Form student/staff task force to examine issues around academic integrity to develop a plan to address the issue.	LCFF Base - $5,000	LCFF Base - $0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There were several budgeted Actions/Services that were not completed due to COVID-19 and the disruption. Unspent funds from Goal #3 were repurposed to staff development, curriculum and other costs associated with distance learning and preparation for hybrid learning.

The following Actions had significant material differences between the budgeted and actual expenditures.

Action 2 (course alignment and K-8 articulation), Action 9 (UC/CSU course development), Action 14 (media literacy), Action 23 (school day schedule revision), Action 24 (academic integrity) were postponed due to the shelter in place of March – May 2020 and the inability to bring staff together during the summer of 2020. These funds and time were diverted into other professional development needs to best support students and families during the pandemic.

Action 17, advisory committee for parents of students with exceptional needs, was only partially implemented due to the COVID-19 closure. These funds were utilized to support special education student and parent needs with the adjustment to distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

While not all actions were completed given the pandemic, most annual measureable outcomes were reached, and if not reached, significant progress was made. Based on the metrics, the District made significant progress toward Goal 3 "*Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness.*"

Action 1 was modified, but the budget was expended, as certificated professional development needs changed significantly from March forward shifting focus to effective distance learning instructional strategies, use of Zoom, SchoolLoop and Google Classrooms, engagement and assessment strategies. Quick and effective professional development programming in March resulted in only a few days lag between the shelter-in-place order and the initial distance learning program in mid-March.

Significant energy and resources in May and June were directed toward improving distance learning systems, and anticipating distance and hybrid learning in 2020-2021. A new learning management system, Canvas, was adopted in May, Zoom use/licensure was expanded, and different learning models to best support student learning and to address equity were developed.

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2 – Implementation of State Standards

Priority 3 – Parental Involvement

Priority 4 – Pupil Achievement

Priority 7 – Course Access

Priority 8 – Pupil Outcomes

Local Priorities: AUHSD Priorities for Sustained Excellence – Program & Communication]

Annual Measurable Outcomes

Expected	Actual
Percentage of students who complete UC/CSU entrance requirements or CTE education sequence (#4C)* Expected: 80.0% of students will complete UC/CSU entrance requirements or CTE education sequence in 2019.	79.3% of students have completed UC/CSU entrance requirements or CTE education sequence in 2019. **Not Met**

Percentage of students who have passed an Advanced Placement examination (#4F)* Expected: 52.0% of Grade 10-12 students will pass an Advanced Placement examination in 2019.	46.7% of Grade 10-12 students have passed (score of 3 or above) an Advanced Placement examination in 2019. **Not Met**
Percentage of female students enrolled in STEM courses beyond basic graduation requirements. (#7A & #8)* Expected: The percentage of female students enrolled in STEM courses beyond basic graduation requirements in 2019-2020 will be 70.0%	The percentage of female students enrolled in STEM courses beyond basic graduation requirements in 2019-2020 was 98% **Met**
Long-term English Learners Expected: Long-term English Learners (>6 years designated as EL) in 2019-2020 will be 18%	Long-term English learners (>6 years designated as EL) in 2019-2020 was 34% of the total number of English learners. **Not Met**
Percent of EL students who are making progress toward language proficiency from one year to the next. (#4D)* Expected: Percent of EL students who are making progress toward language proficiency from one year to the next in 2017-2018 will be 90% when reported.	This metric was not made available for the 2019-2020 school year.
English Learner Reclassification Rate. (#4E) Expected: The English Learner Reclassification Rate in 2019-2020 will exceed 12%	The English Learner Reclassification Rate in 2019- 2020 was 18.4%. **Met**
The new California ELD Standards have been partially implemented. They will be further developed into new courses of study in 2016-2017. (#2B)* Expected: Full implementation of California ELD Standards through new courses of study.	California ELD standards have been fully implemented through the revised courses of study. **Met**
Percentage of English Learners who have passed an Advanced Placement examination. (7B)* Expected: The 2019 percentage of English Learners who have passed an Advanced Placement examination will be 3%	The 2019 percentage of English Learners who have passed an Advanced Placement examination was 4% **Met**

Parent/guardian involvement in the District English Language Advisory Committee. (#3A & 3B)* Expected: Parent/guardian involvement in the District English Language Advisory Committee will be 10 in 2019-2020. Participation in parent events will be 20-50.	Parent/guardian involvement in the District English Language Advisory Committee was on average 8 parents in 2019-2020. Participation in parent events was 10 to 20 parents. **Not Met**
Use and efficacy of "Academy" period to support underachieving students Expected: Yearly gains to be made and expected measurable outcome will be established on this metric following measurement system development and establishment of baseline	Participation in the Academy periods was monitored through the Teachmore software. Daily student attendance, teacher offerings and intervention offerings were reported at staff meetings. **Met**

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Action 1: Implement and modify "Academy" systems to maximize resource	LCFF Base - $20,000	LCFF Base - $20,000
Action 2: Examine and modify course offerings at each school to provide opportunity for all students.	No Cost	No Cost
Action 3: Implement courses of study and further develop courses to address the evolving needs due to the change in graduation requirements. Semester courses should be designed to promote greater access and exposure to curricular areas.	LCFF Base - $5,000	LCFF Base - $7,000
Action 4: Develop and implement a plan for outreach and recruitment of female and underrepresented students in STEM courses.	LCFF Base - $500	LCFF Base - $0
Action 5: Professional development regarding new California standards and instruction, including new ELD standards. Professional development for ELD and general education staff regarding full inclusion support. Pull-out days, conferences and professional consultants.	Title I – $21,235 Title III – $10,000	Title I – $18,200 Title III – $10,000
Action 6: Instructional coaching for ELD and general education faculty regarding instructional strategies for full inclusion.	Title I – $21,235 Title III – $10,000	Title I – $18,200 Title III – $10,000

Action 7: Provide instructional assistants to support EL achievement in ELD program.	Title 1 - $26,804	Title 1 - $27,260
Action 8: Modified – No action in 2019-2020		
Action 9: Develop and implement new EL student newcomer or orientation/support program.	LCFF Base - $8,500	LCFF Base - $1,000 Title I - $1,400
Action 10: Parent outreach programs to increase participation in parent education and DELAC.	LCFF Base - $5,000 Title I - $3,000	LCFF Base - $0 Title I - $2,990
Action 11: Utilize site-based decision-making via Site Council to further implement actions toward goal and achieve Expected Annual Measurable Outcomes.	LCFF Base - $50,000	LCFF Base - $33,829
Action 12: Equity training for faculty with the purpose of improving their understanding of learning experiences of all students. Develop faculty leadership on equity and culturally responsive curriculum and instructional practices.	LCFF Supplemental - $150,000	LCFF Supplemental - $85,180
Action 13: Implement Ellevation, an English Learner monitoring program.	LCFF Supplemental - $5,000	LCFF Supplemental - $1,500
Action 14: Modified – Action completed in 2018-2019		
Action 15: Increase districtwide special education program collaboration with specific groups, expand and implement reading program for special education students, support and fully implement co-teaching/collaboration delivery model.	LCFF Base - $2,000	LCFF Base - $2,000
Action 16: Develop research-based model of special education service delivery including changes to course of study, co-teaching model, general education staff professional development in effective implementation of accommodations and modifications, student grouping, instructional assistant training and master scheduling.	LCFF Base - $5,000	LCFF Base - $600
Action 17: Implement ELD summer school support program	LCFF Supplemental - $10,000	LCFF Supplemental - $3,500
Action 18: Assign .2FTE Math TOSA and .2FTE ELA TOSA per school site for specific curriculum development, common assessment, and instructional strategy development support.	LCFF Base Funding - $100,000	LCFF Base Funding - $100,000

	Low Performing Student Block Grant - $100,000	Low Performing Student Block Grant - $100,000
Action 19: Initiate discussion and develop plan for thorough review of school day schedule, which will be reviewed in 2020-2021 during the 4th year of the new schedule implementation.	LCFF Base - $5,000	LCFF Base - $0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There were significant material differences between the budgeted and actual expenditures for many actions. Some actions serving English Learners were reduced in scope or not implemented due to COVID-19. Action 9 (EL orientation programming) was not fully expended, Action 10 (EL parent outreach) and Action 17 (ELD summer programming) were not fully expended due to the school closure for on-campus activity. ELD summer programming did happen as an in-person program in the summer of 2020 (one of very few in-person summer programs), but the scope of the program was reduced given parent/student hesitancy. Action 13, implementation of the Ellevation EL monitoring system, spending was incomplete as the District moved to a different and less expensive student monitoring system.

Action 4, STEM – underrepresented student recruitment, was not fully implemented due to the COVID-19 school campus closure happening during the course enrollment period. Despite the limited activity, enrollment of underrepresented students in STEM classes beyond basic graduation requirements surged.

Action 16, special education program development, was postponed due to COVID-19. The resources and time allocated to this effort moved to supporting special education students and parents in the distance learning program.

Action 19, school day schedule revision, was postponed. The resources were utilized in general professional development supporting distance learning.

Unspent funds from Goal #4 were repurposed to staff development, curriculum and costs associated with distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The districts efforts, as demonstrated by the annual measureable outcome progress, were successful with Goal 4 *"Develop programs and opportunities to promote access and achievement for all students in relevant and engaging curriculum and programs."* The District maintains significant opportunity and achievement gaps between subgroups. While the gaps have narrowed, efforts toward access and equity must remain a priority. Achievement in CAASPP, AP access, a-g completion remains a challenge for the District for specific subgroups: students with disabilities, African American/Black, Latino/Hispanic.

Significant progress, as measured through metrics, was made with the English Learners. Student performance exceeded expected annual measurable outcomes. Parent engagement through the advisory committees waned in the spring and must continue to be a prioritized area.

Equity and access were a high priority through the spring 2020 distance learning and remained at the forefront when developing policy pertaining to distance learning programming, assessment and programming, and special education and English Learner support.

Goal 5

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5 – Pupil Engagement

Priority 6 – School Climate

Local Priorities: NA

Annual Measurable Outcomes

Expected	Actual
School attendance rate using three-year average P2ADA/Enrollment. (#5A)* Expected: The school attendance rate using three-year average P2ADA/Enrollment for 2019- 2020 will be 96.00%	The school attendance rate using three-year average P2ADA/Enrollment for 2019- 2020 was due to the change in attendance with distance learning.
Student chronic absenteeism rates. Expected: The student chronic absenteeism rates for 2019- 2020 will be 6.5%	The student chronic absenteeism rate for 2019- 2020 was unknown due to the change in attendance with distance learning.
Student suspension rate. (#6A)* Expected: The suspension rate will be 1.3% for 2018-2019.	The suspension rate was 1.5% for 2019-2020. **Not Met**
Student expulsion rate. (#6B)* Expected: The expulsion rate for 2018- 2019 will be 0%	The expulsion rate for 2019-2020 was 0% **Met**
Academic integrity as indicated by the average times a year students "cheat" as reported in the Stanford Survey of Adolescent School Experiences (#6C) Expected: No data expected in 2019-2020 – Survey administered every two years.	No data expected in 2019-2020 – Survey administered every two years.
Teacher care and support as indicated by the administration of the Stanford Survey of Adolescent School Experiences (#6C) Expected: No data expected in 2019-2020 – Survey administered every two years.	No data expected in 2019-2020 – Survey administered every two years.
Positive academic engagement as indicated by the Stanford Survey of Adolescent School Experiences (#6C) Expected: No data expected in 2019-2020 – Survey administered every two years.	No data expected in 2019-2020 – Survey administered every two years.

School stress and academic worries as indicated by the Stanford Survey of Adolescent School Experiences (#6C) Expected: No data expected in 2019-2020 – Survey administered every two years.	No data expected in 2019-2020 – Survey administered every two years.
Metric of Wellness Center use and efficacy Expected: Yearly gains to be made and expected measurable outcome will be established on this metric following measurement system development and establishment of baseline.	Metric for use and efficacy was not established in 2020 due to the disruption of the pandemic.
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)*	

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Action 1: Administer the California Healthy Kids Survey to Grade 9 and 11 students (November 2019). (alternate annually with Stanford Survey of Adolescent School Experience)	LCFF Base - $3000	LCFF Base - $1800
Action 2: Implement "Comprehensive School Counseling Program" plan to most effectively utilize counseling staff and mental health intervention specialists for academic and mental health support. Supplement support through school nurse and college and career services.	LCFF Base - $2000	LCFF Base - $0
Action 3: Operate Wellness Centers at four high schools.	LCFF Supplemental Funding - $256,000 Site Foundations and parent groups grants - $266,000 LCFF Base Funding - $354,389	LCFF Supplemental Funding - $280,707 Site Foundations and parent groups grants - $316,672 LCFF Base Funding - $238,200

Action 4: Provide Equity Summits for students and equity leadership development opportunities	LCFF Supplemental - $25,000	LCFF Supplemental - $7,000
Action 5: Utilize Teachers on Special Assignment (TSAs) to support RTI, targeted intervention and Academy implementation (.2FTE per school site). Focus on "tagging" systems and techniques so targeted students receive support.	LCFF Supplemental - $100,000	LCFF Supplemental - $100,000
Action 6: Refine and implement site-based positive school culture ("anti-bullying") programs such as Safe Schools Ambassadors.	Site Funding - $15,000	Site Funding - $986
Action 7: Further implement and train staff for site-based early intervention programs including Student Study Team/Student Review Team/Intervention and 504 program support.	No Cost	No Cost
Action 8: Develop Academy program seminars and support programs to support mental health and wellness of students.	LCFF Base - $5,000	LCFF Base - $0
Action 9: Maintain strong extra-curricular and co-curricular programs in visual and performing arts, academic clubs, special interest clubs, community service and athletics.	LCFF Base Funding $513,357 Site Based Athletic Funding $856,658	LCFF Base Funding $561,837 Site Based Athletic Funding $840,752
Action 10: Implement comprehensive professional development plan for administration and certificated staff to support "Equity" conversation. Work with the Pacific Educational Group with the "courageous conversations" efforts.	LCFF Supplemental - $150,000	LCFF Supplemental - $85,180
Action 11: Modified – Action completed in 2017-2018		
Action 12: Modified – Action completed in 2018-2019		
Action 13: Utilize site-based teams with District coordination to address student academic engagement, academic integrity, and unhealthy academic stress, and to improve the adolescent school experience. Facilitate districtwide conference to promote collaboration.	LCFF Base - $3,000	LCFF Base - $0
Action 14: Provide training for administrative staff, counselors, Implement additional restorative justice practices when appropriate with student disciplinary issues.	No Cost	No Cost

Action 15: Develop improved parent communication systems for District and site updates. Improve School Loop communication options for student and parents.	No Cost	No Cost
Action 16: Develop and implement expanded social media use and digital citizenship curriculum.	No Cost	No Cost
Action 17: Improve and expand safety planning and response to school crisis.	No Cost	No Cost
Action 18: Initiate discussion and develop plan for thorough review of school day schedule, which will be reviewed in 2020-2021 during the 4th year of the new schedule implementation.	LCFF Base - $5000	LCFF Base - $0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There were significant material differences between the budgeted and actual expenditures for many actions. Action 2, school counseling plan, was not developed due to the disruption of the COVID-19 school campus closure.

Action 4, equity summits, was not fully implemented. There were programming and substantial expenditures anticipated in March/April 2020 that were not realized. Action 8, wellness academy programming, was not realized. Action 13, student experience study, was also not carried out. Resources from these were utilized in the summer of 2020 to develop cohort virtual academy to provide all students with instruction on race, racial identity, and tools for difficult conversations within a distance learning cohort.

Action 18, school day schedule revision, was postponed. The resources were utilized in general professional development supporting distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Despite the challenges with the pandemic, the District generally met Goal #5 "*Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students.*" Efforts/actions/services toward this goal were consistent with the

plan and the limited metrics demonstrated progress. The onset of the pandemic and school campus closures prompted adjustments and new planning to try to create engaging and inclusive virtual schools and classrooms and support the intense and rapid evolving social-emotional needs and isolation of the Shelter-In-Place order and virtual schooling.

The challenges, isolation, fear & anxiety produced by the shelter-in-place orders of March-May 2020 were addressed through creative programming, outreach, and support provided by the Wellness Centers. While student contacts for the Wellness Centers dropped during March-May 2020, they supported over 750 students during that period. They also utilized resources to prepare new programming in preparation for distance and hybrid learning in 2020-2021.

The school climate, inclusive campus efforts and support for racial equity were successfully implemented in August through March. The programming shut down during the shelter in place, with the exception of the school student leadership on each campus making great efforts to reach out to the student body through video and creative online activities.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Health and Safety Measures In order to provide increased health and safety measures, the District has purchased additional PPE (including standard and specialized face coverings and Plexiglas barriers), additional disinfecting and cleaning supplies and equipment, equipment and supplies to support good hygiene (including hand sanitizer stations), medical equipment (such as thermometers), school signage, and additional custodial training and hours.	$200,000	$350,000	N
Supporting Most Vulnerable	$350,000	$380,000	Y

Students In order to offer support to our most vulnerable students, related services as noted in IEPs and to avoid learning loss may be provided to contracted services.			

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There was a significant material difference between the budgeted expenditures for Health and Safety Measures and the estimated actuals with expenditures increasing by 75%. The increase was due to continued planning and supply acquisition as the schools prepared for in-person instruction. Additional PPE and cleaning supplies were purchased and additional custodial hours were put in place to support clean campuses.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The District initially planned for in-person learning through a hybrid model. The hybrid and distance learning models were developed. Before approval, and following the summer surge in COVID-19 cases, the Governing Board decided to open the year in full distance learning to start the year. Just after the Board decision, the CDPH provided restrictions to opening schools in the Purple Tier, which would not have allowed the District to open in August. As the summer surge subsided and Contra Costa County returned to the Red Tier in October, which allowed schools to open per the California Blueprint, the District presented the models for the options of hybrid and distance learning, polled families on their choice for students, and polled regarding the timeline to transition to the new models. The majority of the parents, 67%, demonstrated an interest to transition to Hybrid/Remote at the semester break so there was not an interruption to classes, teachers, schedules, etc. in the middle of the semester. The Governing Board decided to wait for the transition to in-person hybrid until the beginning of the second semester (January 5) if the County was in the Red Tier. At the time, the District expanded in-person learning opportunities on campus with many before and after school opportunities, in-person Academy sessions, and learning hubs in the libraries and other common spaces. A robust sports camp program also ran on campus from June 2020 with outdoor activity, and with indoor activity limited to when the County was in the Red Tier. These continued with 100s of students on each campus. During the regional stay home order of December, on campus activity slowed significantly. Formal sports seasons began at the end of January with all seasons of sports taking place between January and June.

The District modified the in-person hybrid and full remote learning models for the second semester so there would not be a large disruption to classes, teachers and schedules when the District made the transition. A model of in-person learning with streaming for the full remote students and the in-person cohort not on campus was adopted. The technology to support the model was acquired. The County surged deep into purple and it was clear that the County would not be in Red at the beginning of the semester.

All teachers were teaching from their classrooms at the end of the regional stay home order to be fully ready to transition to in-person hybrid at the moment the County became Red. On the day the County became Red again, March 16, the District transitioned to in-person hybrid and full remote. About 60% of the students in the District chose in-person hybrid. The remainder stayed on remote learning. The in-person hybrid instructional model was as follows and can be viewed at this link:

Monday	Tuesday	Wednesday	Thursday	Friday
	Student Group A In-Person Synchronous	Student Group B In-Person Synchronous	Student Group A In-Person Synchronous	Student Group B In-Person Synchronous
Student Groups A and B Asynchronous	Student Group B Remote Synchronous	Student Group A Remote Synchronous	Student Group B Remote Synchronous	Student Group A Remote Synchronous
	Period 1 8:30 - 9:45 (75)	Period 1 8:30 - 9:45 (75)	Period 4 8:30 - 9:45 (75)	Period 4 8:30 - 9:45 (75)
Cohort Academy 9:00 - 9:45				
(15)	Brunch + Passing 9:45- 10:05 (20)	Brunch + Passing 9:45- 10:05 (20)	Brunch + Passing 9:45- 10:05 (20)	Brunch + Passing 9:45- 10:05 (20)
Period 1 10:00 - 10:40 (40)	Period 2 10:05 - 11:20 (75)	Period 2 10:05 - 11:20 (75)	Period 5 10:05 - 11:20 (75)	Period 5 10:05 - 11:20 (75)
(5)				
Period 2 10:45 - 11:25 (40)				
(5)	(10)	(10)	(10)	(10)
Period 3 11:30 - 12:10 (40)	Academy (1) 11:30 - 12:00 / Lunch (1) 11:30 - 12:00	Academy (1) 11:30 - 12:00 / Lunch (1) 11:30 - 12:00	Academy (1) 11:30 - 12:00 / Lunch (1) 11:30 - 12:00	Academy (1) 11:30 - 12:00 / Lunch (1) 11:30 - 12:00
Lunch (30)	(5)	(5)	(5)	(5)
Period 4 12:40 - 1:20 (40)	Lunch (2) 12:05 - 12:35 / Academy (2) 12:05 - 12:35	Lunch (2) 12:05 - 12:35 / Academy (2) 12:05 - 12:35	Lunch (2) 12:05 - 12:35 / Academy (2) 12:05 - 12:35	Lunch (2) 12:05 - 12:35 / Academy (2) 12:05 - 12:35
(5)	(5)	(5)	(5)	(5)
Period 5 1:25- 2:05 (40)	Period 3 12:40 - 1:55 (75)	Period 3 12:40 - 1:55 (75)	Period 6 12:40 - 1:55 (75)	Period 6 12:40 - 1:55 (75)
(5)				
Period 6 2:10- 2:50 (40)				
(5)	(10)	(10)	(10)	(10)
Period 7 2:55 - 3:35 (40)	Period 7 2:05 - 3:20 (75)	Period 7 2:05 - 3:20 (75)	Period 0 2:05 - 3:20 (75)	Period 0 2:05 - 3:20 (75)

Monday remained an asynchronous anchor day for both in-person and full remote learning models. The lunch period and Academy took place daily and was split into two periods to reduce density in both activities.

With the reduction in the physical distancing requirement at the end of March, the District considered combining cohorts to bring in-person students on campus more days. Ultimately, the Governing Board decided to maintain the 2-day hybrid learning model due to the challenges of bringing more students on campus each day and the impact the change would have on the full remote cohort. The District identified and targeted the most at-risk students and invited them on campus for more days of instruction.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Universal Platform The District acquired Canvas as a Learning Management System (LMS) and integrated Grade Guardian for improved monitoring of student engagement and achievement. The LMS enabled much more powerful distance learning opportunities and will support student access and achievement when in-person learning is allowed. Teacher leaders met throughout the summer months to develop template courses within Canvas and training and professional development programming for all teachers. Zoom was acquired for the use of all staff to connect with students and others within the organization.	$200,000	$145,000	N
Teacher Support Teachers on special assignment (TOSAs) were identified and given a release period to support peers for success with distance learning and other curricular changes to support all students, TOSAs were specifically assigned to support distance learning, Mathematics, English Language Arts and Social Studies at each school.	$400,000	$500,000	N
Technology Support Devices and "hot-spot" connectivity were provided to all students with the need.	$100,000	$37,000	Y
Professional Development Expanded professional development opportunities were developed and delivered to support teachers in delivery of distance learning, Canvas LMS, assessment practices, student connection, racial equity teaching, and trauma-informed instruction. PD was offered through summer institute, staff development days and staff development time embedded within the school day.	$325,000	$460,000	N
Supplemental Instructional Materials	$100,000	$230,000	N

Additional online instruction materials, services and resources were purchased to support teachers and students in distance learning.			

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were minimal significant material differences between the budgeted expenditures for the distance learning programming and the estimated actual expenditures. Technology Support expenditures were less than budgeted. Laptops/Chromebooks and hot spots were offered to all students with the need for the devices. Fewer devices were requested and fewer devices were purchased than originally estimated. More resources were used to purchase Supplemental Instructional Materials than budgeted. As teachers learned more about the online resources available and the materials needed for hands-on learning at home, additional materials were purchased.

Professional Development was added to the budget. As the District transitioned to the in-person learning models and teachers needed to learn to implement the new technologies and structure lessons for three cohorts (one in person and two at home) at once, they were offered an additional professional development day in lieu of a Presidents Weekend Holiday and paid at their per-diem rate.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

A substantially different distance learning program was developed quickly between May and July 2020 to improve the student learning experience from the distance learning program of March – May 2020. A new learning platform, Canvas, was adopted, teacher leaders volunteered to work during the summer to prepare, training and professional development programs were developed and implemented, and with great efforts the distance learning program of the fall semester was very much improved. Feedback from student and parent surveys suggested high levels of satisfaction with the implementation of the model. Distance learning does not offer the full experience of in-person learning, but the distance learning program implemented provided quality instruction for students. The in-person support, enrichment and extra-curricular programs offered during the distance learning program offered an important option for many students. Teachers were required to provide at least 75 minutes of synchronous online learning through Zoom and the remainder of the class minutes could be asynchronous. Cohort Academy met on Mondays and virtual Academy was offered on Wednesday and Friday mornings. The adopted schedule is as follows and can be viewed at this link:

Monday (Students) *Asynchronous Instruction*	Tuesday	Wednesday	Thursday	Friday
Period 0 7:45 - 8:50 (65)				
Virtual Cohort Academy 9:00 - 9:45	Period 1 9:00 - 10:15 (75)	Virtual Academy 9:00 - 9:45	Period 1 9:00 - 10:15 (75)	Virtual Academy 9:00 - 9:45
(15)		(15)		(15)
Period 1 10:00 - 10:40 (40)	(15)	Period 4 10:00 - 11:15 (75)	(15)	Period 4 10:00 - 11:15 (75)
(5)	Period 2 10:30 - 11:45 (75)		Period 2 10:30 - 11:45 (75)	
Period 2 10:45 - 11:25 (40)				
(5)		(15)		(15)
Period 3 11:30 - 12:10 (40)	Lunch (45)	Period 5 11:30 - 12:45 (75)	Lunch (45)	Period 5 11:30 - 12:45 (75)
Lunch (30)	Period 3 12:30 - 1:45 (75)		Period 3 12:30 - 1:45 (75)	
Period 4 12:40 - 1:20 (40)				
(5)		Lunch (45)		Lunch (45)
Period 5 1:25- 2:05 (40)	(15)	Period 6 1:30 - 2:45 (75)	(15)	Period 6 1:30 - 2:45 (75)
(5)	Period 7 2:00 - 3:15 (75)		Period 7 2:00 - 3:15 (75)	
Period 6 2:10- 2:50 (40)				
(5)		(10)		(10)
Period 7 2:55 - 3:35 (40)		Period 0 2:55 - 4:00 (65)		Period 0 2:55 - 4:00 (65)

The distance learning option from March 16 forward continued to be strong. In order to avoid teacher and schedule change, classes were streamed. Teachers were provided additional professional development to support the transition and new demands. Approximately 40% of the students chose to remain with full remote instruction. Approximately 60% of the students transitioned to the in-person hybrid schedule. Most assessments continued to be offered to all students when they were learning remotely.

Throughout the distance learning program, there was continuity of instruction. All students with needs were provided devices and hot spots to ensure connectivity. Student participation and progress was monitored through measures of "engagement" and attendance. Achievement grades were monitored consistently. Distance learning professional development was robust prior to the transition to each model of distance learning and was ongoing on a weekly basis to support the unique needs of teachers. Staff roles and responsibilities were modified and flexible to meet needs of students. Students with unique needs were supported through the IEP and Section 504 process, Wellness Center intervention, and implementation of best assessment & grading practices by classroom teachers.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Intervention Specialist Teachers on Special Assignment (TOSAs) were identified and given a release period at each school to support teachers to evaluate and address learning loss.	$125,000	$150,000	Y
Literacy Support The Literacy class provided targeted support for learning loss.	$25,000	$22,000	Y
Summer Support A special distance learning summer school program was developed through a new learning platform to support student learning loss. A special in-person cohort within the program was developed to support English Learners.	$175,000	$185,000	Y
English Learner Support English learner supplemental support resources including an instructional assistant, teacher release period, instructional materials and professional services are designed to address learning loss within the English learner population.	$70,000	$70,000	Y
Professional Development Expanded professional development opportunities were developed and delivered to support teachers in assessment practices and intervention. PD was offered through summer institute, staff development days and staff development time embedded within the school day.	$325,000	$460,000	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no significant material differences between the planned actions and budgeted expenditures and the estimated actuals.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Teachers and support staff continue to assess for learning loss. Preliminary data suggests that the learning loss during distance learning was not substantial for the vast majority of students. The distance learning curriculum and standards remained the same in the first semester. While assessment practices changed, many became more flexible with retests and other best practices for assessments, 1st semester grades were stronger for most students than historical performance. 1st semester grade analysis is as follows and can be viewed at this link:

AUHSD Fall Semester: Letter Grade Breakdown

- Five-year semester grade analysis shows AUHSD breaking from the national and statewide trends where students are seen failing at increasing numbers.
- Under Distance Learning, AUHSD saw a constant percent of students receiving A or B grades with an increase in percentage of As.
- AUHSD saw an increase in D and F grades from previous year.

AUHSD: Semester 1; Letter Grade Breakdown (2016-2020)
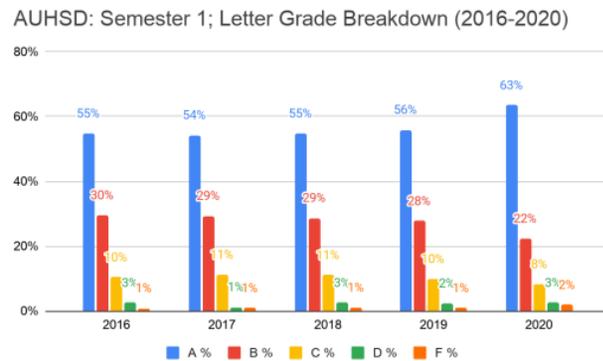
While the top achieving students achieved very well, the number of students receiving D/Fs increased and the number of students receiving multiple D/Fs increased. Historical achievement gaps with semester grades continued with students with disabilities, and African American and Latino students performing below their peers. The virtual academy structure in distance learning made it more difficult to provide support for low achieving students and those in need of academic intervention.

Opportunity gaps narrowed some, but persisted as evidenced by D/F grades and lower performance by Hispanic, Black/African American and Hawaiian / Pacific Islander. A graph showing historical 1st semester achievement can be seen below or can be viewed through this link:
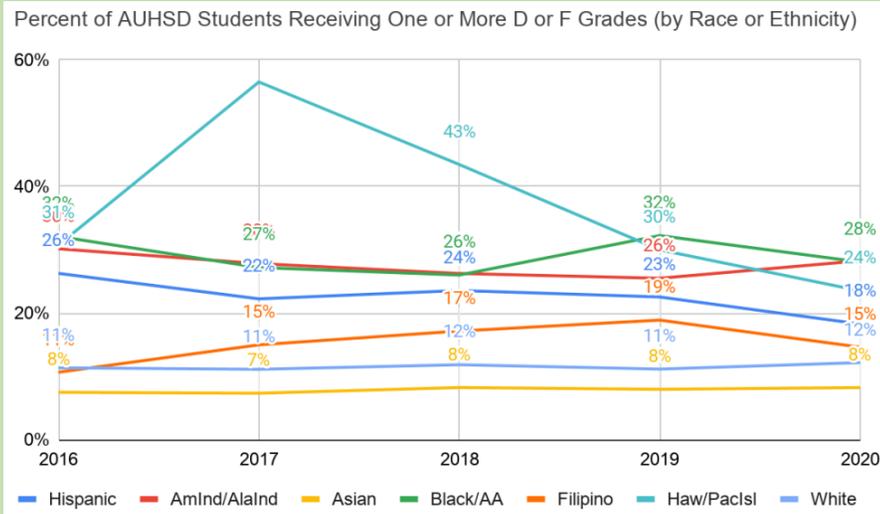
Percent of AUHSD Students Receiving One or More D or F Grades (by Race or Ethnicity)

Student engagement was high at 98.07% as measured by students engaged in Canvas, the AUHSD Learning Management System, as calculated by the number of students who have not participated in at least two or more courses in Canvas during either semester one or semester two.

Although attendance is not a valid indicator of achievement, attendance data did demonstrate increased student attendance during the pandemic. The average attendance climbed from 96.5% to 97.41%, as calculated through the average monthly attendance counts for the district from the start of the school year and until April 30, 2021 including the Distance Learning program through March 15 and the Hybrid and Full Remote learning programs from March 16.

Periodic surveys with parents, students, teachers and support staff provided indications regarding student experience and perceived engagement and achievement. The survey data informed professional development efforts that were implemented on a weekly basis.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The Wellness Centers were fully operating during 2020-2021 with a combination of remote and in-person programming. They did some in-person programming during October – December and February. They became fully operational for in-person support from March forward.

The Centers expanded their student contacts substantially as compared to the spring 2020. They promoted programming through direct student outreach, social media, and Academy. The referral system was active with teachers referring students and parents and peers referring students. Many support groups met through the Wellness Centers. The use of the Sandy Hook Promise Say Something Anonymous Reporting System and the Bias Incident Reporting System provided opportunities for students to refer themselves or to refer a peer.

The Cohort Academy provide a weekly opportunity for a teacher to interact and support a small group of approximately 20 students. The Cohort Academy was held virtually through Zoom on each Monday. Part of the Academy period was for a fixed SEL curriculum, and other periods were less structured allowing for teachers to check in with students informally. The SEL curriculum had an initial focus on wellness and race. The focus on race was the result of many meetings during the summer with stakeholders identifying the work needed in the district around race and inclusion.

Teacher hardship and needs were addressed through enhanced worksite flexibilities and the development of multiple childcare and learning centers throughout the District for the children of staff members in K through grade 8.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Pupil attendance and engagement were extremely high during the 2020-2021 school year. Attendance and engagement data (as measured by completion of school work in Canvas) were very high, actually higher than previous years. Students were very engaged in surveys throughout the year providing critical feedback for program improvements. School administration, counselors and the wellness staff reached out to students and intervened when attendance was low or engagement was falling. Home visits were utilized if schools were unable to contact students and parents.

Parents were highly engaged in surveys, Board meetings, town hall meetings and informational sessions. Concerns about programming were openly expressed and efforts were made to improve.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The District food service and nutrition program was highly successful. The District provided free breakfasts and lunches to all students (AUHSD students as well as students from the 5 partner TK-8 districts) throughout the school year and during breaks. The school food service staff were heroic in their efforts and 1000s of meals were served each week at each school, even during the summer and winter COVID-19 surges.

When the schools transitioned to the hybrid in-person learning model, meals were provided to the remote students and two lunch periods were offered each day.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	The District has maintained a strong commitment to robust food services throughout the school closure in order to serve community children 18 years and younger. The District provided support for its students and the students of 5 partner TK-8 districts within its attendance area.	$500,000	$300,000	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There was not a substantive or significant material difference between the planned actions and budgeted expenditures for School Nutrition and what was implemented and the estimated actual expenditures.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Lessons learned from the Distance Learning, Hybrid In-Person, Full Remote instructional models and the many on campus opportunities through extra-curricular activities, targeted intervention and enrichments activities during the 2020-2021 school year have informed the goals and actions of the 2021-2024 LCAP.

Most importantly, providing opportunity for all students attending in-person instruction that are able is critically important. The District announced in April that they would be offering 5 days/week of in-person instruction with full instructional minutes and the regular school day schedule (from 2019-2020 school year). Parents were given the opportunity to request distance learning for the fall semester 2021-2022. Only 0.3% (20 students) requested the option. Staff worked with these families and are offering programming to meet their needs through the Acalanes Center for Independent Study. The remaining 99.7% of the students will be in person for full days of regular school. Master scheduling has taken place fulfilling the current CDPH 3 feet physically distancing requirement. Class sizes will be slightly smaller to fulfill the requirement even though it is likely the distancing recommendations will relax.

Student achievement during 2020-2021 remained strong in the District, but there was a notable and significantly larger group of students that did not make satisfactory progress toward graduation. Increased opportunities for remediation and credit recovery will be offered in the summer and during the 2021-2022 school year. Further, graduation requirements will be examined for appropriate rigor, relevance, flexibility, and optimal college & career readiness.

The broad goals developed for the 2021-2024 LCAP include areas that will be important to address learning loss, and social-emotional and mental health needs, and have focused actions to address trauma and the transition to in-person learning given 40% of the students remained on distance learning from March 2020 to May 2021. The 2021-2024 draft broad goals are:

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)

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Teachers will frequently administer formative assessments in all content areas in order to measure student academic progress towards meeting or exceeding grade-level standards. Teachers on Special Assignment (TOSA) and site administration will support the identification of essential standards, common assessments, data analysis and targeted interventions to address learning loss or underachievement. An additional Intervention TOSA will work with site administration to ensure optimal use of Academy for early intervention and support when learning gaps are identified. Additional Tier 2 supports will be utilized to support students.

The District will continue to examine progress toward graduation and provide additional opportunities for remediation and credit recovery for students behind in credits.

The Wellness Center will implement quick assessments of students through surveys and classroom SEL activities to identify students in need of social-emotional or mental health intervention and/or support.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive material differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented and funds expended to meet the increased or improved services requirement.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The District analysis and reflection of the student outcomes in the 2019-2020 LCAP and the actions and outcomes of the 2020-2021 Learning Continuity and Attendance Plan have played a significant role in the planning of the 2021-2024 LCAP. The emphasis on strong academic and extra-curricular programming to support college and career readiness, access and equity, and campus climate and social-emotional development will be essential for the return to full in-person learning. Given the unknown extent of trauma experienced and its manifestation, the challenges to the transition back to full in-person, the social-emotional and mental health needs, and learning loss experienced, the schools must be prepared for robust programming and support models.

There will be additional structures in place to support classroom and Academy academic intervention and support. TOSAs will support their teacher colleagues to develop assessments and systems of support. Social emotional learning and restorative practices will be a focus of professional development to support students in the classroom and school environment and rebuild strong community in the schools. Class size will be reduced slightly to support classroom learning, community and safety. Increased services will be offered to English Learners and students with disabilities.

The Wellness Centers will have increased staffing to establish expanded programming and to systemize the student outreach and identification. Efforts to improve campus climate and inclusion for students, staff and parents will be a priority. The student experience, connection to peers, school and staff, sense of "inclusion," will be monitored closely through new survey instruments and reporting systems.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - o Continuity of Instruction,
  - o Access to Devices and Connectivity,
  - o Pupil Participation and Progress,
  - o Distance Learning Professional Development,
  - o Staff Roles and Responsibilities, and
  - o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

  To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

- As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Acalanes Union High School District	John Nickerson, Superintendent	superintendent@auhsdschools.org (925)280-3900

General Information

A description of the LEA, its schools, and its students.

The Acalanes Union High School District is considered one of the highest performing school districts in California. The District partners with five K-8 districts. Four comprehensive high schools and one alternative independent study school serve approximately 5575 students.

The 2020-2021 enrollment by ethnicity depicted graphically is as follows or can be viewed at the CDE website Dataquest:

- African American — 0.9%
- American Indian or Alaska Native — 0.2%
- Asian — 14.0%
- Filipino — 2.2%
- Hispanic or Latino — 10.3%
- Pacific Islander — 0.1%
- White — 63.7%
- Two or More Races — 7.0%
- Not Reported — 1.6%
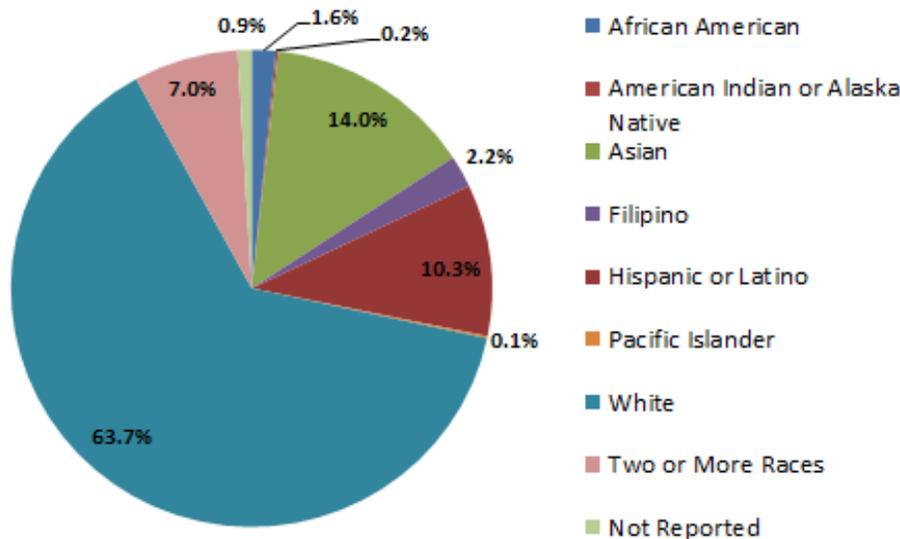
The 2020-2021 count of unduplicated students considered foster youth, English learners or who qualify for free and reduced priced meals is 7.53%. 1.3% and 7.8% of the students are identified as English learners and Reclassified Fluent English Proficient, respectively, in 2020-2021. The 2020 cohort graduation rate was 96.7%. 98% of the AUHSD Class of 2019 entered a 2-year (22%) or 4-year (76%) college program.

The Conditions of Learning, Student Outcomes and Engagement in the AUHSD are strong and supportive. A competitive compensation schedule and strong professional development have enabled the District to maintain high quality, fully credentialed teachers and other support staff. A series of local bond measures has resulted in excellent facilities. And the District has been actively adopting new courses of study and instructional materials aligned to the new California Standards. Equity and access have been a commitment providing access to Advanced Placement for all and supporting the completion of the UC/CSU entrance requirements.

Students of the AUHSD have accomplished high achievement on the Smarter Balanced Assessments of the California Assessment of Student Progress and Performance. In 2019, 89% and 72% of students exceeded or met standards in ELA/Literacy and Mathematics, respectively.

Student engagement is high and school climate is very healthy. Expulsion rates are 0%. Surveys regarding the student high school experience demonstrate students feel high pressure and stress to succeed. The survey demonstrates the stress manifests itself in negative ways. Parent engagement in the schools is extraordinarily high.

The COVID-19 pandemic presented challenges in the spring of 2020 and during the 2020-2021 school year. While the District pivoted quickly to launch distance learning after the shelter in place was announced in March 2020 and started distance learning for students immediately, the program was not robust. Significant system and staff development during the summer of 2020 resulted in a robust distance learning program in the fall of 2020. The District waited for the 2nd semester and the Red Tier to launch the in-person hybrid learning program. Approximately 60% of the students, Cohorts A & B, participated in the hybrid program beginning March 16. The remote learners, Cohort C, "streamed" into the classroom. Teachers rose to the challenge of teaching three cohorts at a time.

Wellness programs and resources, both in-person and remote activity, were provided since the beginning of the pandemic throughout the school year at each school.

The 2019 California School Dashboard for the AUHSD can be accessed through this link. The 2020 California School Dashboard is incomplete as state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The 2020 California Dashboard is incomplete as State law has suspended the reporting of State and local indictors on the 2020 Dashboard. The following highlights successes on the 2019 California Dashboard, 2020 data reported through Dataquest, but not reported through the Dashboard, and local data regarding the 2020-2021 school year.

2019 Dashboard –

Academic performance improved significantly across the District in both English Language Arts (ELA) and Mathematics as measured by the Smarter Balanced Assessment and maintained the top performance level: Blue. The State reports that three of four student groups in Green achievement for ELA improved performance: English Learners, Hispanic, and Students with Disabilities. One of two student groups in Yellow achievement for Mathematics improved performance: Students with Disabilities. Both student groups in Green improved performance: English Learners and Hispanic. The growth in academic achievement as measured by the Smarter Balanced Assessment can be attributed to the targeted intervention through the Academy program as well as the use of interim assessments to guide and inform instruction.

2020 Data

Despite the onset of the global pandemic, the four-year cohort graduation rate increased from 2019 to 2020 by .4% to 96.7%. The introduction of stronger Tier 2 interventions, such as Academy and Wellness Centers likely contributed to this improvement. Additionally, the improvements to the Acalanes Center for Independent Study programming also might have contributed to this improvement.

2020-2021 Data

During the pandemic and distance learning, academic achievement and engagement levels in the District remained high. Five-year semester grade analysis shows AUHSD breaking from the national and statewide trends where students are seen failing at increasing numbers. Under Distance Learning in the 1st semester, the number of students earning As or Bs remained constant, and those earning As increased by 7%.

Attendance data demonstrate increased student attendance during the pandemic. The average attendance climbed from 96.5% to 97.41%, as calculated through the average monthly attendance counts for the district from the start of the school year and until April 30, 2021 including the Distance Learning program through March 15 and the Hybrid and Full Remote learning programs from March 16.

Student engagement was high at 98.07% as measured by students engaged in Canvas, the AUHSD Learning Management System, as calculated by the number of students who have not participated in at least two or more courses in Canvas during either semester one or semester two.

Accelerated efforts for equity and inclusion

The events from the summer of 2020 prompted student, alumni, parent, staff and greater community call for accelerated work in the District on equity and inclusion, and in particular systems related to racial equity. The District responded with strategic planning and new programs and systems to address inequities and campus climate. Additional metrics have been established to evaluate needs and progress.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2020 California Dashboard is incomplete as State law has suspended the reporting of State and local indictors on the 2020 Dashboard. The following reflects identified needs based on the 2019 California Dashboard, 2020 data reported through Dataquest, but not reported through the Dashboard, and local data regarding the 2020-2021 school year.

2019 Dashboard –

While academic performance improved significantly across the District in both English Language Arts (ELA) and Mathematics as measured by the Smarter Balanced Assessment, significant gaps persist between student groups reported by the State. The student groups English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities performed significantly lower than the Asian, Two or More Races and White student groups.

State indicators in which a student group performed two or more performance levels below the "all student" performance include:

- Socioeconomically Disadvantaged and Students with Disabilities (Yellow) and All Students (Blue) in Mathematics Smarter Balanced Assessment

- English Learners (Orange), Students with Disabilities (Yellow) and All Students (Blue) in College/Career.

- English Learners (Orange), Students with Disabilities (Yellow) and All Students (Blue) in Graduation Rate.

- English Learners and Socioeconomically Disadvantaged (Orange), Filipino, Two or More Races, Students with Disabilities (Yellow) and All Students (Blue) in Suspension Rate.

2020-2021 Data

While academic achievement, attendance and engagement remained high as an aggregate during the pandemic and distance learning, the number of students receiving Ds and Fs for Semester rose slightly from 11.9% to 12.4%. More concerning was an increase in the number of students receiving multiple D or F grades for the 1st semester.

Steps to Address These Areas of Low Performance and Performance Gaps

Much of the LCAP was designed to address these performance gaps and programming has been in place to accelerate learning, provide opportunities for credit recovery, support social-emotional learning, improve assessment and Tier 1 & 2 learning intervention, English Learner and student with disability program enhancement, restorative practices in classrooms and to support positive campus climate and student behavior, and more robust Wellness Centers.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-2024 LCAP, and in particular the 2021-2022 school year Goals and Actions, address our ongoing challenges and our newer challenges presented by the COVID pandemic, and a year of distance learning, isolation, uncertainty and limitations to the in-person opportunities through the hybrid in-person learning and on campus extracurricular activities. The Plan contains goals and actions to improve the academic opportunities and achievement of all students, to improve systems and strategies to close our performance gaps, programs to support student wellness and healthy campus climate, and to provide an educational setting to support a positive school experience for ALL students. The Plan also prioritizes programming to support students and their return to in-person learning, anticipating challenges with learning gaps, mental health, and adjustment to the routine and rigor of in-person learning.

The District efforts will be framed around three goal areas to address college & career preparation, equity and access, student wellness, and campus climate. A fourth goal focuses on recruiting, retaining and developing high quality staff, an essential piece to our continuous improvement efforts.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not Applicable

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not Applicable

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not Applicable

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Stakeholder feedback through the 2020-2021 school year and specific to the LCAP development drove the development of the LCAP.

Student, Staff and Parent General Input

Stakeholder engagement in District programing and student needs has been extraordinarily high during the 2020-2021 school year. Staff participated in many surveys throughout the course of the year to provide insights and student and staff needs and interests. Students provided input through site-based and District surveys indicating their experience and interests. Parents completed surveys and engaged in informational sessions at high participation levels throughout the year. Recently, parents were polled on interests for in-person learning or distance learning for their student in 2021-2022 school year and only 0.3% indicated an interest in distance learning. There was a strong interest of all stakeholders to return to full in-person learning in the 2021-2022 school year. All stakeholders participated in Governing Board meetings like never before and frequently interacted with the Board through input forms, direct email and public comment.

Students, staff (teachers, certificated support staff, classified staff and administrative staff) and parents participated in an LCAP survey to obtain their input regarding the broad goals and interests for actions/services. Participation in the survey was students – 180, staff – 113, parents – 771.

Local Bargaining Unit Input

District administrative staff met with the leadership of the collective bargaining units (Acalanes Education Association and Service Employees International Union Local 1021) on a weekly basis throughout the 2020-2021 school year. The bargaining unit leadership reviewed the final draft LCAP and offered comment during the week of May 17.

Parent Advisory Group

The District Coordinating Council, a parent advisory committee, discussed and reviewed priorities of the LCAP periodically during meetings during the spring, most recently on April 26. The final draft LCAP was presented to the parent advisory committee on May 24 for review and comment.

English Language Parent Advisory Committee

The Las Lomas English Language Advisory Committee and the District English Language Advisory Committee meet on a regular basis and provide input on interests and needs for their students. The LCAP was presented for review and comment at a DELAC meeting on May 26.

District Diversity, Equity and Inclusion Committee

The District DEI committee became a very robust and influential committee for the District with leaders from the newly formed site-based DEI committees. The committee and District Administration developed a DEI plan for the District, which has been incorporated into the LCAP.

Administrative Involvement and Input

The LCAP process was reviewed and administrators were involved with the data review and plan development via the two District administrative bodies: Cabinet and Administrative Council. Cabinet consists of superintendents, directors and coordinators. Administrative Council consists of Cabinet and principals.

SELPA Administrator Consultancy

The Contra Costa County Special Education Local Plan Area Executive Director presented LCAP strategies to support students with disabilities and such strategies were incorporated into the LCAP.

Alignment with District and School Plans

The District Mission and District Priorities for Sustained Excellence and Goals were considered in addition to the State Priorities for the development of the LCAP. School sites had developed their Western Association of Schools and Colleges (WASC) interim reports plans in 2020-2021, which are aligned to the LCAP. School Plans for Student Achievement and current WASC plans were reviewed and the 2021-2024 LCAP is consistent with and supportive of these plans. The School Plans will be updated in accordance with their cycle in the 2021-2022 school year, and the updates will be in alignment with the 2021-2024 LCAP.

Posting and Public Hearing

The 2021-2024 LCAP and Annual Update for Developing the 2021-2022 LCAP was posted on the District and school site websites in May and a Public Hearing was held on May 19, 2021. The Public Hearing agenda was posted more than 72 hours prior to the Hearing.

Public Response

The Superintendent received no written comment from the public following postings and which required no response in writing. No members of the public appeared before the Governing Board during the public hearing to provide input.

Board Approval

The Acalanes Union High School District Governing Board approved the 2021-2024 Local Control and Accountability Plan on June 9, 2021.

A summary of the feedback provided by specific stakeholder groups.

Students, parents and staff differed in the priority they felt should be given to the four goal areas: #1 High Quality Programs, #2 Access and Equity, #3 School Climate and Social-emotional Development, and #4 High Quality Staff.

Parents placed greatest and very high priority on program and staff, and significantly less priority on access/equity and school climate and social-emotional development. Students indicated relatively high priority for all broad goal areas. Staff placed greatest priority on Goal #1-3, and less on the high quality staff goal. A comparison of stakeholder interest can be seen below or viewed at this website:

Priority for Goal Areas
1-Low Priority to 5-High Priority
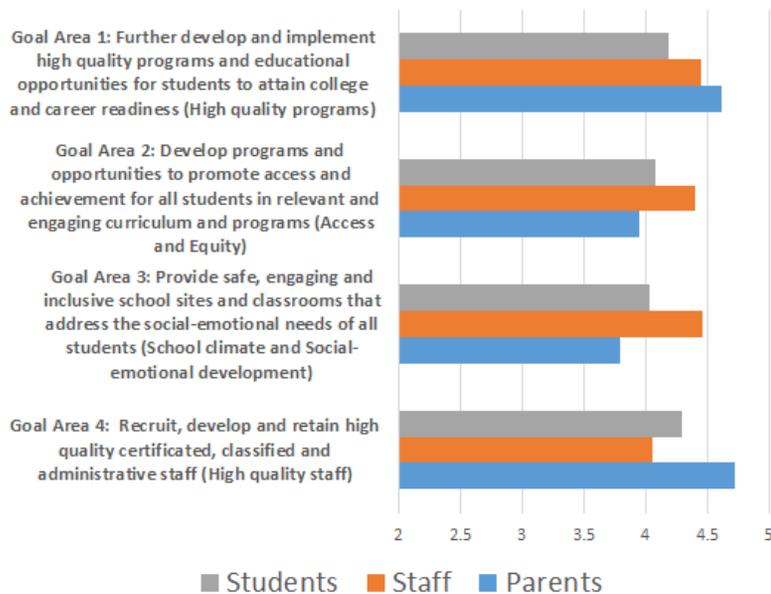
The feedback from parents focused on the urgency to return students to in-person learning, raise the rigor and relevance of classroom teaching, expand course offerings to meet student interest, and to improve the college and career preparation. Some suggested concern that District equity efforts would "lower the bar" for all and encouraged the District to maintain its historically strong academic programs. Other parents believe efforts for equity and inclusion must continue to be a top priority for the District and that curriculum needs revision to reflect diverse perspectives and staff diversity must increase. Parents also support District wellness programming. Students asked that programs

expand to include more electives and college counseling. They also valued the available wellness programs and District efforts for equity and inclusion. Teachers valued efforts for course alignment, common assessments and targeted intervention. Many suggested that we do not need new programs, but need to further develop the quality or our current programming. Support for the visual and performing arts and career technical education electives is common among teachers. Principals and administration expressed strong support for structured teacher collaboration around course alignment and intervention. They also expressed concern for reconnecting students to school and social-emotional learning and interventions as well as restorative practices and community building in the classrooms and school.

English learner parents and students have a strong interest in greater inclusion, support for English fluency attainment, and the availability and accessibility of more advanced classes.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Stakeholder input influenced all aspects of the LCAP. In particular, each broad goal has support from a cross-section of the stakeholder groups. Each goal was ranked with priority by well more than 50% of the stakeholders in each stakeholder group participating in the LCAP. The relative priorities can be seen below or viewed at this website:

Goal Priority
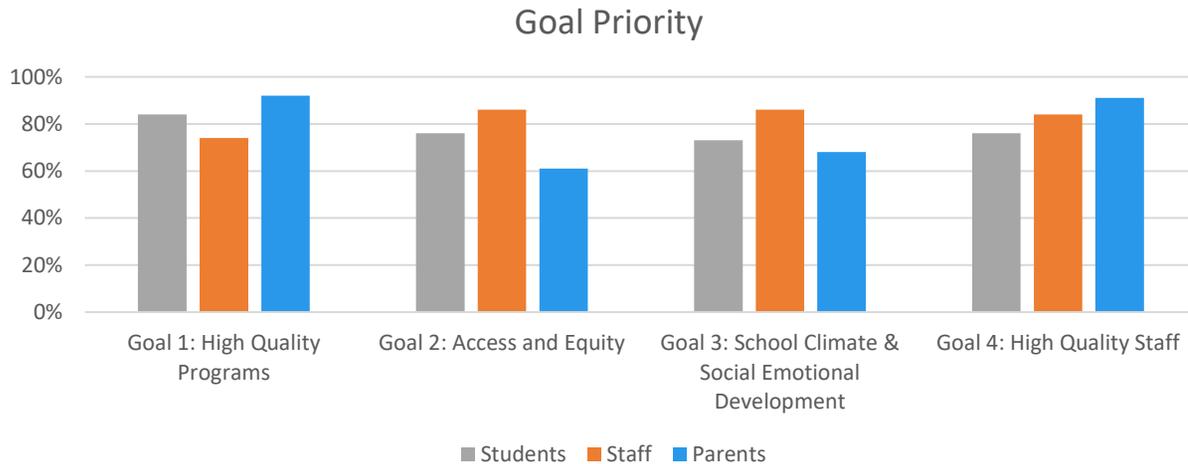
Actions and services for 2021-2022 were primarily influenced by student, staff and parent input throughout the 2020-2021 school year.

Goals and Actions

Goal 1

Goal #1	Description
Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness **(High quality programs)**	The District will provide high quality academic and extra-curricular programs to support all students to attain college and career readiness. Students will have the opportunity to achieve a core curriculum, and a diverse array of visual and performing arts, career technical education, Advanced Placement, and a-g approved elective choices. Curriculum will continually be developed and modified to achieve rigor and relevance. All courses will have high quality instruction and assessment practices. Co- and extra-curricular opportunities will provide opportunities for students to engage outside the classroom and develop passion. College and career services will be strong and support all students to appropriately prepare for post-secondary pursuits. **State Priorities 1, 2, 3, 4, 5, 8**

An explanation of why the LEA has developed this goal.

The actions and goals to support the broad goal were established based on the following data review and stakeholder input.

Data Review and Stakeholder Input

Interest to restore the rigor of in-person learning. Interest to provide systematic support for access and equity.

Need to support teachers with return to in-person learning, assessment practices, targeted intervention and support, and classroom-based social-emotional learning.

Graduating AUHSD seniors should be prepared to excel in college and career.

High quality instructional materials provide essential support for student learning.

The Williams case requires that students have access to standards-aligned instructional materials.

Students need an understanding of and the ability to apply the knowledge and skills associated with the new California Standards in English Language Arts/Literacy. Students need an understanding of and the ability to apply the knowledge and skills associated with the new California Standards in Mathematics.

Parents and students are seeking strong college/career services.

Parent and student interest in expanding elective opportunities, CTE courses, a-g approved courses, AP courses, and relevant and engaging coursework.

Student, alumni, staff and parent interest in history curriculum development to represent diverse perspectives.

Support to optimize the use of Academy and to support learning gaps.

Interest to reexamine graduation requirements.

Support for examination of new homework policy.

There is an interest to maintain strong co-curricular and extra-curricular programs.

Review of CAASPP testing results and the achievement gaps.

Review of UC/CSU eligibility data and Advanced Placement data and the clear opportunity gaps.

Review of cohort graduation and dropout rates.

Review of D/F achievement data.

The need to expand engagement and education of parents of special needs students at the high schools and at K-8 partner districts.

The critical importance of high-quality facilities – buildings, furnishings and technology.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 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.
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. 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)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 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.				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.
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)*	2020 - 4.2% completes 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.
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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 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 of Conditionally Ready in Mathematics. (2019 - Data not from State – locally measured)				92.0% will be Ready or Conditionally Ready in ELA and 76.0% will be Ready of Conditionally Ready in Mathematics.
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)*	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.				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				100% Williams compliance – facilities maintained and in good repair
Progress with deferred maintenance plan	May 2021 - 0% complete with rolling five year plan				20% complete after year one with new rolling five year plan

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Measure of progress achieving "Furniture modernization"	May 2021 - 38% of classrooms are modernized The District has approximately 285 classrooms to modernize. (110 classrooms)				50% of classrooms will be modernized

Actions

Action #	Title	Description	Total Funds	Contributing
1	Implementation of State Standards	Continue to further align all courses of study to the adopted California State Standards and/or Curriculum Frameworks. Develop and utilize teacher leadership, provide support and professional development relating to the new standards and shifts in instructional practices.	$720,000	N
2	Curriculum-aligned Instructional Materials	Adopt or locally develop, and further broaden implementation to curriculum-aligned instructional materials.	$653,000	N
3	Course Offering Expansion	Expand courses that meet UC/CSU entrance requirements with an emphasis on career technical education courses. Improve Advanced Placement access and opportunity through the strategic addition of AP courses to school course catalogs.	No Cost	N
4	Class Size Reduction	Class size reduction in 2021-2022 to support learning and physical distancing.	$1,000,000	N
5	College and Career Services	Strategically examine College and Career services and develop plan for improvement.	$2,000	N
6	Social Studies Curriculum Development	Review all social studies courses of study and revise to ensure diverse perspectives. Review social studies instructional materials for diverse perspective.	$24,000	N

Action #	Title	Description	Total Funds	Contributing
7	Teacher Leadership and Support	Utilize Teachers on Special Assignment to provide curricular and instructional support in ELA, Math, Social Science and Science.(.2FTE per school site in each subject area)	$500,000	N
8	Homework Policy	Review implementation of Homework Policy. Provide appropriate support and consider policy revisions.	No Cost	N
9	Review of Graduation Requirements	Examine graduation requirements for rigor, relevance, flexibility, and optimal college & career readiness.	$2,000	N
10	CTE Pathways	Further develop CTE pathway master plan to expand access and opportunity. Identify, consider and strategically address course, facility, funding and credentialing challenges. Seek additional UC/CSU a-g approval for CTE courses.	$2,000	N
11	Technology Support	Expand efforts with 1:1 technology to support shift in instructional practices. Efforts will include robust professional development on use of instructional technology, expansion of 1:1 technology availability, wireless infrastructure improvements and facilitation of "Bring Your Own Device" programs.	$50,000	N
12	Furniture & Facility Modernization	Continue strategic and systematic classroom furniture and instructional space modernization.	$220,000	N
13	Deferred Maintenance Plan	Complete prioritized projects of District 5-year Deferred Maintenance Plan.	$450,000	N

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This goal will be analyzed as part of the review of progress to inform the development of the 2022-2023 LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This goal will be analyzed as part of the review of progress to inform the development of the 2022-2023 LCAP.

An explanation of how effective the specific actions were in making progress toward the goal.

This goal will be analyzed as part of the review of progress to inform the development of the 2022-2023 LCAP.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 2

Goal #2	Description
Develop programs and opportunities to promote access and achievement for all students in relevant and engaging curriculum and programs **(Access and Equity)**	Data suggest opportunity gaps exist in the District. The student groups English Learners, students with disability, socioeconomically disadvantaged students, and African-American and Latino students achieve at lower levels than "all students" in many measurements of achievement. Structures and systems must be developed to promote access and provide equity. **State Priorities 2, 3, 4, 7, 8**

An explanation of why the LEA has developed this goal.

The actions and goals to support the broad goal were established based on the following data review and stakeholder input.

Data Review and Stakeholder Input

Review of achievement data reveals an achievement gap between White/Asian and Latino/black student groups

Review of special education data demonstrates a broad achievement gap.

Access to and success in Advanced Placement (AP) has proven to be an excellent predictor of college success. While the AP offerings across the District have expanded, there are still differences in access by school and across student groups.

Review of UC/CSU entrance requirement eligibility. Opportunity gaps exist. Some student groups attain UC/CSU eligibility at much lower rates.

Review of Advance Placement data. Opportunity gaps exist. Some student groups experience the AP curriculum at much lower rates.

All English Learner students must gain English fluency in order to obtain achievement potential.

Students and parents in ELD Program are seeking less sheltered program and support for success in non-sheltered environment.

Students and parents in ELD Program are seeking greater inclusion in school program.

Students and parents in ELD Program are seeking improved communication between teachers/counselors/administrators and home.

Review of achievement data reveals an achievement gap between white/Asian and Latino/black student groups

Review of English fluency reclassification rates.

Review of parent participation with the ELAC and DELAC.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 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.				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. (#8A)*	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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 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 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 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 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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Expanding Course Offerings	Examine and modify course offerings at each school to provide opportunity for all students.	No Cost	N
2	TOSA - Intervention	Utilize Teachers on Special Assignment to support school efforts with Multi-Tiered Systems of Support, targeted intervention and Academy implementation (.2FTE per school site). Focus on "tagging" systems and techniques so targeted students receive support.	$120,000	Y
3	Supplemental Instruction	Provide supplemental instruction, enrichment, remedial support, and social emotional learning through District summer school opportunities and school year credit recovery options.	$500,000	Y

Action #	Title	Description	Total Funds	Contributing
4	Foster Youth Support	Utilize Associate Superintendent of Administrative Services to act as foster youth liaison for the District to support the goal of improving educational outcomes for students in foster care.	No Cost	Y
5	Grading for Equity	Examine, review and revise grading practices to ensure that grading reflects student learning, equitable and appropriate assessments and mastery of the curriculum.	$40,000	N
6	Data Analysis	Professional development and support for student achievement and progress data analysis software (Illuminate) support.	$43,000	Y
7	Professional Learning Community Training	Build leadership capacity of teacher and administrative leadership to provide guidance and support for teacher collaboration time and Academy.	$103,000	Y
8	ELD Program Development	Professional development regarding new California standards and instruction, including new ELD standards. Professional development for ELD and general education staff regarding full inclusion support. Pull-out days, conferences and professional consultants.	$20,000	Y
9	ELD Professional Development	Instructional coaching for ELD and general education faculty regarding instructional strategies for full inclusion.	$20,000	Y
10	ELD Instructional Support	Provide instructional assistants to support EL achievement in ELD program.	$35,000	Y
11	ELD Summer Program	Implement and further develop ELD summer school support and enrichment program.	$10,000	Y
12	DELAC Development	Further develop parent outreach programs to increase participation in parent education and DELAC	$2,500	Y
13	EL Student Support	Develop more robust EL student orientation programs and programs to integrate and engage EL students within the school, enroll in advanced and college-prep coursework, and participate in extra-curricular activities.	$10,000	Y
14	Site Intervention Teams	Further implement and train staff for site-based early intervention programs including Student Study Team/Student Review Team/Intervention and 504 program support.	No Cost	N

Action #	Title	Description	Total Funds	Contributing
15	Advisory Committee-Exceptional Needs	Establish/maintain community advisory committee of parents and K-8 partner district parents to support improved engagement, parent education, and communication with parents of individuals with exceptional needs.	$2,000	N
16	Special Education Delivery	Develop research-based model of special education service delivery including changes to course of study, co-teaching model, English & Math targeted support, general education staff professional development in effective implementation of accommodations and modifications, student grouping, instructional assistant training and master scheduling.	$4000	N
17	ACIS Learning Hub	Acalanes Center for Independent Center Learning Hub	$50,000	N
18	Paraprofessional Support	Paraprofessional classroom targeted classroom support.	$183,000	N
19	Tutoring Support	Direct student support through tutoring	$20,000	N
20	Site Council Support	Utilize site-based decision-making via Site Council to further implement actions toward goal and achieve Expected Annual Measurable Outcomes	$40,000	N
21	School Day Schedule	Thoroughly review of school day schedule (which was adopted for a 4 year (extended to 5 year) term) for renewal, revision and new schedule implementation for 2022-2023 school year.	$2000	N

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This goal will be analyzed as part of the review of progress to inform the development of the 2022-2023 LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 3

Goal #3	Description
Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students **(School climate and Social-emotional development)**	Students must feel safe and included on campus and in their classrooms, and their healthy social-emotional development is critical. These aspects of the student experience are essential for optimal academic engagement and achievement. **State Priorities 5, 6**

An explanation of why the LEA has developed this goal.

The actions and goals to support the broad goal were established based on the following data review and stakeholder input.

Data Review and Stakeholder Input

There has been an increase in stakeholder interest in school connectedness and inclusion. School connectedness and sense of inclusion promotes academic engagement, motivation, and achievement, among other benefits such as lower health-risk behaviors. While District data are relatively high, the District will strive to maintain or increase school connectedness and sense of inclusion, particularly among less connected student groups.

Stakeholders report an interest in improving student mental health and reducing unhealthy academic stress.

Stakeholders identify campus bullying (including cyberbullying) and acts of bias as a problem on campuses that must be addressed.

Addressing the increased rates of student mental health challenges and providing additional support has become critical in our schools.

School attendance is essential for academic achievement and college/career readiness. While District data on attendance are relatively high, improvement can lead to improved success for chronically absent student.

Maintain high cohort graduation rate and low cohort dropout rate.

Decrease school suspension and expulsion rates.

Review of attendance data (ADA/Enrollment and chronic absenteeism)

Review of suspension and expulsion rates.

Review of data pertaining to positive academic engagement, academic integrity, student stress, and teacher-student relationships as indicated by the Stanford Survey of the Adolescent School Experience suggest areas for improvement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 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%				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 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%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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. (#6C)*	May 2021 – 59.4% 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."
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%				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
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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 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 % 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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Wellness Centers	Operate and continue Wellness Center development to expand services and student utilization. Expand the intern program to include supports at ACIS and daily support at school sites.	$1,125,000	Y
2	Student Behavior Support	Support the implementation of the new student Code of Conduct, Athletic/Activities Code of Conduct and Bias Incident Reporting (BIRT) System and Teams. Train new staff in the BIRT methods, hold meetings with sports teams and coaches.	$10,000	N
3	Positive Athletic Experiences	Continue and expand partnership with Positive Coaching Alliance for coach, athlete and parent support.	$5,000	N
4	Strategic Planning	Facilitate process to examine District core values, mission/vision/strategic priorities as a preliminary step for the 2022-2023 Local Control and Accountability Plan	$10,000	N

Action #	Title	Description	Total Funds	Contributing
5	Support Responsible Social Media Use and Address Cyberbullying	Develop and implement expanded social media use and digital citizenship curriculum.	$2000	N
6	Social Emotional Learning Supports RJ Training	Provide training for administration, counseling and classroom teachers on restorative practices and trauma informed teaching.	$50,000	Y
7	Student Summits for Equity and Inclusion	Provide Equity Summits for students and equity leadership development opportunities.	$30,000	Y
8	School Climate	Utilize Teachers on Special Assignment to support campus climate & culture improvements, equity and inclusion.	$120,000	N
9	Academy Curriculum Development	Revise and implement Academy seminar (freshmen and other) series to meet student interest/needs. The seminars will support the transition to high school, mental health and wellness, healthy school culture and inclusion, and post-secondary pursuits.	$20,000	N
10	School Climate surveys	Administer: • AUHSD Pulse Survey – December & May annually • California Healthy Kids Survey – November 2021, November 2023 • Stanford Survey of the Adolescent School Experience (April 2022, April 2022) Publicize findings.	$40,000	N
11	School Counseling Plan	Refine and implement "Comprehensive School Counseling Program" plan to most effectively utilize counseling staff and mental health intervention specialists for academic and mental health support. Supplement support through school nurse and college and career services.	$2,000	N
12	Extra/Co-Curricular Supports	Maintain strong extra-curricular and co-curricular programs in visual and performing arts, academic clubs, special interest clubs, community service and athletics.	$1,400,000	N
13	Sandy Hook Promise	Maintain Sandy Hook Promise programming, including Say Something Anonymous Reporting System.	No Cost	N

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

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An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 4

Goal #1	Description
Recruit, develop and retain high quality certificated, classified and administrative staff **(High quality staff)**	High quality staff is the most critical determinant of improvement in the schools. Attention must be given to ensure that the District can recruit, develop and retain high quality staff. **State Priorities 1**

An explanation of why the LEA has developed this goal.

Data Review and Stakeholder Input

High quality, caring and committed staff members are essential for District continuous improvement efforts.

Stakeholders have called on the District to accelerate the efforts to diversify the certificated and administrative staff to become more representative of student diversity.

The Williams case requires the District to maintain appropriately assigned and properly credentialed staff.

Maintain competitive total compensation package in order to recruit and retain the highest quality staff.

Continue robust professional development and teacher support as we transition to the new California standards, assessment system, best grading practices, technology integration, social-emotional learning, targeted intervention and equity, restorative practices and new learning opportunities in the classroom.

Develop capacity for Multi-Tiered Systems of Support practices and targeted intervention to underachieving students.

Develop more consistent practices by staff (within schools and across the District) to address perceived inequity issues (curriculum, grading, Canvas use, counseling and college/career services, discipline).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams compliance: Teachers are appropriately assigned and fully credentialed(#1A)*	May 2021 – 99% 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				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				25% certificated staff of color

Actions

Action #	Title	Description	Total Funds	Contributing
1	Certificated Professional Development	Classroom teachers and certificated support staff must continue to development in their profession for all students to thrive and the District to achieve many of its goals. Professional development will focus on homework policy implementation, instruction/curriculum with new courses, targeted intervention, assessment and grading practices, technology integration, equity efforts, social-emotional student development and restorative practices. Professional development programs will include Summer Institute, Staff Development Days, release days, Wednesday and Friday morning teacher collaboration, the evaluation process and conference/workshop attendance.	$225,000	N
2	Classified Professional Development	Provide staff development for classified staff through staff development day, conferences and release time. Formalize staff development plan.	$50,000	N
3	Diversify Certificated Staff	Expand human resource recruiting efforts to broaden diversity of high-quality certificated applicants. Provide support programs for staff of color.	$5,000	N
4	District Teacher Induction Plan	Develop and implement District new teacher induction program. Seek State approval for induction program.	$50,000	N
5	Athletic Coach Training	Examine and implement improvements to coaching certification and ongoing training with focus on student safety, wellness and engagement in students' high school experience.	$5,000	N
6	Recruit and Retain staff	Further develop metrics and tracking systems to measure ability to "recruit and retain" high quality employees.	No cost	N
7	Beyond Diversity	Provide "Beyond Diversity" (or equivalent) training to all certificated, classified and administrative staff. Equity training for faculty with the purpose of improving their understanding of learning experiences of all students. Develop faculty leadership on equity and culturally responsive curriculum and instructional practices.	$60,000	Y
8	Student Support	Additional 1.0 FTE psychologist and fulltime nursing at each school	$270,000	N

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This goal will be analyzed as part of the review of progress to inform the development of the 2022-2023 LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This goal will be analyzed as part of the review of progress to inform the development of the 2022-2023 LCAP.

An explanation of how effective the specific actions were in making progress toward the goal.

This goal will be analyzed as part of the review of progress to inform the development of the 2022-2023 LCAP.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This goal will be analyzed as part of the review of progress to inform the development of the 2022-2023 LCAP.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
1.50%	$807,682

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The AUHSD Supplemental Local Control Funding Formula Funding Plan is aligned with the LCAP and will address the needs of targeted students: English Learners, Low-income students and Foster Youth. Based on unduplicated counts, supplemental funding expenditures is budgeted to be $807,000 in 2021-2022. The following expenditure plan and actions will increase and improve services, are principally directed to unduplicated students, and will be effective and support meeting District broad goals and measureable outcomes for all students and particularly unduplicated students. There will be an increase in quantity of services provided to unduplicated services and an increase in quality of services.

LCFF Supplemental Funding – 2021-2022 Budget

The District also uses LCFF Base, Expanded Learning Opportunities and Title I funding to supplement services to District English Learners, Foster Youth, and students who qualify for free and reduced lunch. The following supplemental services are proven effective in the academic educational literature and through action research in the AUHSD. Alternatives were considered and were not implemented due to a cost/benefit analysis and/or lack of support in the literature, AUHSD stakeholder input or AUHSD action research.

LCFF Supplemental Funding:

Teachers on Special Assignment (TOSAs) – Support Tiered Support and Targeted Intervention – Goal 2 Action 2

Estimated Program Expenditure: $120,000

The support of .2 FTE Teacher on Special Assignment (TOSA) per school site is principally directed to serve unduplicated students. The TOSAs will support data analysis, academic intervention and Academy period implementation, as well as best Tier 1 classroom academic support for students. Research supports professional development and peer coaching for targeted academic intervention strategies. The

TOSAs will work collaboratively across the District and under the supervision of site principals and the Associate Superintendent of Educational Services.

Knight, J. *Instructional Coaching: A Partnership Approach to Improving Instruction. 2007.*

Buffum, A. and M. Mattos. *Simplifying Response to Intervention.* 2011.

Tomlinson, C. *The Differentiated Classroom: Responding to the Needs of All Learners.* 2014.

Castro-Villareal, F. *Teacher's Perceptions and Attitudes About Response to Intervention in Their Schools.* 2014.

Summer School Supplemental, Remedial Support & Credit Recovery/Intersession – Goal 2 Action 3

Estimated Program Expenditure: $245,000

The remedial programs through summer school and the credit recovery system are principally directed to serve the District unduplicated students by provided immediate support when the targeted students have not successfully accessed the curriculum and are in need of reteaching and supplemental support. Research supports summer engagement and remedial support for at-risk students, particularly of the targeted unduplicated set. The new credit recovery system has proven widely successful using a site-based online learning system with AUHSD teacher monitoring and support. Recent academic publications as well as AUHSD action research suggest this is a powerful way to provide remedial learning opportunities and opportunity for student success.

Cooper, H. B. Nye, K. Charlton, J. Lindsay, and S. Greathouse. "The Effects of Summer Vacation on Achievement Test Scores." 1996.

Menton, Alexis. *Learning for a Complex World: Expanding Global Learning in Afterschool and Summers.* 2011.

Software Support for Student Data Analysis – Goal 2 Action 6 & Action 7

Estimated Program Expenditure: $146,000

The data analysis program is principally directed to serve the District unduplicated students by targeting lower achieving students and the achievement gap. Research has consistently indicated that programs with powerful data analysis and professional learning communities are some of the most powerful methods of supporting lower achieving students. The funds will be used to purchase the comprehensive Illuminate software program and provide ongoing support and training at each school site.

Vescio, V., D. Ross and A. Adams. "A Review of Research on the Impact of Professional Learning Communities on Teaching Practice and Student Learning." 2006.

Reeves, D. *The Learning Leader: How to Focus School Improvement for Better Results. 2006.*

Guskey, T. *The Principal as the Assessment Leader.* 2009.

English Language Development Program Development, Support and PD – Goal 2 Action 8, Action 9 & Action 10

 Estimated Program Expenditure: $75,000

The ELD program receives unique support to further develop the program aligned to current best practices and curriculum. A consultant works with the district to advise regarding vision for the program, next steps in continuous improvement and to provide targeted professional development.

Saunders, W., Goldenberg, C., Marcelletti, D. "English Language Development: Guidelines for Instruction." *American Educator*, v37 n2 p13-25, 38-39 Sum 2013.

English Language Development Summer Program Support – Goal 2 Action 11

Estimated Program Expenditure: $10,000

The summer program is solely directed to serve the District unduplicated students by providing specific and direct academic support and unit acquisition to English Learner students during the summer months. Research has routinely supported targeted summer English language support for students who do not use English in the home setting during the summer. These resources will bring academic improvements to the students.

Gandara, P., R. Rumberger., J. Maxwell-Jolly., and R. Callahan. "English Learners in California Schools: Unequal Resources, Unequal Outcomes." 2003.

Cooper, H. B. Nye, K. Charlton, J. Lindsay, and S. Greathouse. "The Effects of Summer Vacation on Achievement Test Scores." 1996.

Menton, Alexis. *Learning for a Complex World: Expanding Global Learning in Afterschool and Summers.* 2011.

English Learner Student and Parent Engagement – Goal 2 Action 12 & Action 13

Estimated Program Expenditure: $12,500

Research repeatedly suggests student and parent voice and input regarding needs, interests and programming can support achievement and school experience. The DELAC is a formal structure for EL parent engagement. School programing can increase EL student engagement and inclusion as well as provide forum for student input regarding their experience.

Brown, M. et al. "Parent and student voice in evaluation and planning in Schools." Improving Schools. 2019.

Wellness Center Operations and Administrative Support – Goal 3 Action 1

Estimated Program Expenditure: $250,000

The District Director of Student Support, Equity and Inclusion job responsibilities will be principally directed to serve the District unduplicated students by overseeing support systems and accessing community resources to better support student wellness and learning. The Director and intake staff will facilitate the operation and programing of four Wellness Centers in 2021-2022, programs that will be principally directed to serve the District unduplicated students. Research has consistently identified social needs and support needed by the unduplicated student population as a critical consideration for success. The Director will be able to identify and access community and school resources to support the specific needs of English Learners, Foster Youth, and students who qualify for free and reduced lunch. The Wellness Center Intake Specialists will ensure service delivery to targeted students.

Cowan, K. et al. "A Framework to Safe and Successful School." 2013.

Anderson, M. and K. Cardoza. "Mental Health in Schools: A Hidden Crisis Affecting Millions of Students." 2016.

Cluley, A. "Academic Stress - Cause of Mental Health Concern Among Teens." 2014.

Social-emotional Learning, Trauma-Informed Practices, and Restorative Practices Training – Goal 3 Action 6

Estimated Program Expenditure: $50,000

We believe, and County demographic data would suggest, that our unduplicated students, specifically our English Learners, low-income students, and Foster Youth, were disproportionately impacted by COVID-19 and its social, economic, health and family implications. Trauma-informed and restorative practices can be used effectively as a strategy to build school and classroom community, reconnect students to school, and build a school culture and climate that is supportive and welcoming. This programming will be principally directed to unduplicated students.

Cavanaugh, Brian. "Trauma-Informed Classrooms and Schools." 2016

Morgan, A., Pendergast, D., Brown, R., and Heck, D. "Relational ways of being an educator: trauma-informed practice supporting disenfranchised young people." 2015.

Hansberry, Bill. *A Practical Introduction to Restorative Practice in Schools.* 2016

Equity Program Development and Professional Development – Goal 3 Action 7 & Goal 4 Action 7

Estimated Program Expenditure: $90,000

The equity program development and professional development is principally directed to serve the District unduplicated students by providing teacher, counselor and administrator training on issues pertaining to race, sexual orientation, disability awareness, socioeconomic variation, and other sensitive issues. The funding will also provide for equity student summits that will engage over 250 students through the District in "courageous conversations" regarding these issues. Lastly, the funding will support student equity leadership development. Research has revealed that addressing these issues in a school culture is a very effective way to improve the school environment and raise culturally

responsive instructional practices and curriculum. The "pilot" diversity summit and training sessions in the spring 2016 proved to be highly valuable for the District students and sampling of staff that participated with the equity training.

Darling-Hammond, L. *"Securing the Right to Learn: Policy and Practice for Powerful Teaching and Learning."* 2006.

Pollack, M. *Because of Race: How Americans Debate Harm and Opportunity in Our Schools.* 2008.

Rudduck, J. *Student Voice, Student Engagement and School Reform.* 2007.

Delgado, R. and J. Stefancic. *Critical Race Theory: An introduction.* 2012.

Marzano, R., D. Pickering, and J.E. Pollock. *Classroom Instruction that Works: Research-based strategies for increasing student achievement.* 2001.

Singleton, G. *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools.* 2015.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Programming and services for foster youth, English learners and low-income students are being increased or improved in excess of the percentage required. The required expenditure for services targeted at the group is just over $800,000 and the District is committing over $2 million for services principally directed to these students.

Local Control and Accountability Plan (LCAP) Expenditure Tables

Acalanes Union High School District
June 9, 2021

DRAFT - Expenditure by Goal & Action

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Implementation of State Standards	All	No				Ongoing	$ 720,000	$ -	$ 40,000	$ 625,000		$ 55,000	$ 720,000
1	2	Curriculum-aligned Instructional Materials	All	No				Ongoing	$ -	$ 653,000	$ 350,000	$ 303,000			$ 653,000
1	3	Course Offering Expansion	All	No				Ongoing	$ -	$ -					$ -
1	4	Class Size Reduction	All	No				1 year	$ 1,000,000	$ -		$ 1,000,000			$ 1,000,000
1	5	College and Career Services	All	No				Ongoing	$ 2,000	$ -	$ 2,000				$ 2,000
1	6	Social Studies Curriculum Development	All	No				Ongoing		$ 24,000		$ 24,000			$ 24,000
1	7	Teacher Leadership and Support	All	No				Ongoing	$ 500,000			$ 500,000			$ 500,000
1	8	Homework Policy	All	No				Ongoing	$ -	$ -					$ -
1	9	Review of Graduation Requirements	All	No				1 year	$ 2,000	$ -	$ 2,000				$ 2,000
1	10	Technology Support	All	No				Ongoing	$ -	$ 50,000	$ 50,000				$ 50,000
1	11	Furniture & Facility Modernization	All	No				Ongoing	$ -	$ 220,000			$ 220,000		$ 220,000
1	12	Deferred Maintenance Plan	All	No				Ongoing	$ -	$ 450,000	$ 225,000		$ 225,000		$ 450,000
2	1	Expanding Course Offerings	All	No					$ -	$ -					$ -
2	2	TOSA - Intervention	All	Yes	LEA-wide	Low-income, En	All Schools		$ 120,000	$ -	$ 120,000				$ 120,000
2	3	Supplemental Instruction	All	Yes	LEA-wide	Low-income, En	All Schools		$ 490,000	$ 10,000	$ 245,000	$ 255,000			$ 500,000
2	4	Foster Youth Support	All	Yes	Limited	Foster Youth	All Schools	Ongoing	$ -	$ -					$ -
2	5	Grading for Equity	All	No				Ongoing	$ -	$ 40,000			$ 40,000		$ 40,000
2	6	Data Analysis	All	Yes	LEA-wide	Low-income, En	All Schools	Ongoing	$ 5,000	$ 38,000	$ 43,000				$ 43,000
2	7	Professional Learning Community Training	All	Yes	LEA-wide	Low-income, En	All Schools	Ongoing	$ 53,000	$ 50,000		$ 103,000			$ 103,000
2	8	ELD Program Development	English Learners	Yes	Limited	English Learners	All Schools	Ongoing	$ 20,000	$ -	$ 20,000				$ 20,000
2	9	ELD Professional Development	English Learners	Yes	Limited	English Learners	All Schools	Ongoing	$ -	$ 20,000	$ 20,000				$ 20,000
2	10	ELD Instructional Support	English Learners	Yes	Limited	English Learners	Las Lomas HS	Ongoing	$ 35,000	$ -	$ 35,000				$ 35,000
2	11	ELD Summer Program	English Learners	Yes	Limited	English Learners	All Schools	Ongoing	$ 10,000	$ -	$ 10,000				$ 10,000
2	12	DELAC Development	English Learners	Yes	Limited	English Learners	All Schools	Ongoing	$ -	$ 2,500	$ 2,500				$ 2,500
2	13	EL Student Support	English Learners	Yes	Limited	English Learners	All Schools	Ongoing	$ 5,000	$ 5,000	$ 10,000				$ 10,000
2	14	Site Intervention Teams	All	No				Ongoing	$ -	$ -					$ -
2	15	Advisory Committee-Exceptional Needs	Students with Disabi	No				Ongoing	$ 2,000	$ -	$ 2,000				$ 2,000
2	16	Special Education Delivery	Students with Disabi	No				Ongoing	$ 4,000	$ -	$ 4,000				$ 4,000
2	17	ACIS Learning Hub	All	No				Ongoing	$ 50,000	$ -			$ 50,000		$ 50,000
2	18	Paraprofessional Support	All	No				1 year	$ 183,000	$ -			$ 183,000		$ 183,000
2	19	Tutoring Support	All	No				Ongoing	$ 20,000	$ -			$ 20,000		$ 20,000
2	20	Site Council Support	All	No				Ongoing		$ 40,000	$ 40,000				$ 40,000
2	21	School Day Schedule	All	No				1 year	$ 2,000	$ -	$ 2,000				$ 2,000
3	1	Wellness Centers	All	Yes	LEA-wide	Low-income, En	All Schools	Ongoing	$ 1,125,000	$ -	$ 525,000	$ 100,000	$ 500,000		$ 1,125,000
3	2	Student Behavior Support	All	No				Ongoing	$ 10,000	$ -	$ 10,000				$ 10,000
3	3	Positive Athletic Experiences	All	No				Ongoing	$ -	$ 5,000	$ 5,000				$ 5,000
3	4	Strategic Planning	All	No				1 year	$ 5,000	$ 5,000	$ 10,000				$ 10,000
3	5	Support Responsible Social Media Use and address Cyberbullying	All	No				Ongoing	$ 2,000	$ -	$ 2,000				$ 2,000
3	6	Social Emotional Learning Supports & RJ Training	All	Yes	LEA-wide	Low-income, En	All Schools	Ongoing	$ -	$ 50,000	$ 50,000				$ 50,000
3	7	Student Summits for Equity and Inclusion	All	Yes	LEA-wide	Low-income, En	All Schools	Ongoing	$ -	$ 30,000	$ 30,000				$ 30,000
3	8	School Climate	All	No				Ongoing	$ 120,000	$ -			$ 120,000		$ 120,000
3	9	Academy Curriculum Development	All	No				Ongoing	$ 20,000	$ -	$ 20,000				$ 20,000
3	10	School Climate surveys	All	No				Ongoing	$ 5,000	$ 35,000	$ 40,000				$ 40,000
3	11	School Counseling Plan	All	No				Ongoing	$ 2,000	$ -	$ 2,000				$ 2,000
3	12	Extra/Co-Curricular Supports	All	No				Ongoing	$ 1,400,000	$ -	$ 700,000		$ 700,000		$ 1,400,000
3	13	Sandy Hook Promise	All	No				Ongoing	$ -	$ -	$ -				$ -
4	1	Certificated Professional Development	All	No				Ongoing	$ 150,000	$ 75,000	$ 40,000	$ 130,000		$ 55,000	$ 225,000
4	2	Classified Professional Development	All	No				Ongoing	$ 45,000	$ 5,000	$ 50,000				$ 50,000
4	3	Diversify Certificated Staff	All	No				Ongoing	$ 2,500	$ 2,500	$ 5,000				$ 5,000
4	4	District Teacher Induction Plan	All	No				Ongoing	$ 20,000	$ 30,000	$ 50,000				$ 50,000
4	5	Athletic Coach Training	All	No				Ongoing	$ 5,000	$ -	$ 5,000				$ 5,000
4	6	Recruit and Retain staff	All	No				Ongoing	$ -	$ -	$ -				$ -
4	7	Beyond Diversity	All	Yes	LEA-wide	Low-income, En	All Schools	Ongoing	$ 15,000	$ 45,000	$ 60,000				$ 60,000
4	8	Student Support	All	No				1 year	$ 270,000				$ 270,000		$ 270,000
															$ -

Total Expenditures Table

Totals		LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals		$ 2,826,500	$ 3,603,000	$ 1,765,000	$ 110,000	8,304,500	$ 6,419,500	$ 1,885,000

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Implementation of State Standards	All	$ 40,000	$ 625,000		$ 55,000	$ 720,000
1	2	Curriculum-aligned Instructional Materials	All	$ 350,000	$ 303,000			$ 653,000
1	3	Course Offering Expansion	All					$ -
1	4	Class Size Reduction	All		$ 1,000,000			$ 1,000,000
1	5	College and Career Services	All	$ 2,000				$ 2,000
1	6	Social Studies Curriculum Development	All		$ 24,000			$ 24,000
1	7	Teacher Leadership and Support	All		$ 500,000			$ 500,000
1	8	Homework Policy	All					$ -
1	9	Review of Graduation Requirements	All	$ 2,000				$ 2,000
1	10	Technology Support	All	$ 50,000				$ 50,000
1	11	Furniture & Facility Modernization	All			$ 220,000		$ 220,000
1	12	Deferred Maintenance Plan	All	$ 225,000		$ 225,000		$ 450,000
2	1	Expanding Course Offerings	All					$ -
2	2	TOSA - Intervention	All	$ 120,000				$ 120,000
2	3	Supplemental Instruction	All	$ 245,000	$ 255,000			$ 500,000
2	4	Foster Youth Support	All					$ -
2	5	Grading for Equity	All		$ 40,000			$ 40,000
2	6	Data Analysis	All	$ 43,000				$ 43,000
2	7	Professional Learning Community Training	All		$ 103,000			$ 103,000
2	8	ELD Program Development	English Learners	$ 20,000				$ 20,000
2	9	ELD Professional Development	English Learners	$ 20,000				$ 20,000
2	10	ELD Instructional Support	English Learners	$ 35,000				$ 35,000
2	11	ELD Summer Program	English Learners	$ 10,000				$ 10,000
2	12	DELAC Development	English Learners	$ 2,500				$ 2,500
2	13	EL Student Support	English Learners	$ 10,000				$ 10,000
2	14	Site Intervention Teams	All					$ -
2	15	Advisory Committee-Exceptional Needs	Students with Disab	$ 2,000				$ 2,000
2	16	Special Education Delivery	Students with Disab	$ 4,000				$ 4,000
2	17	ACIS Learning Hub	All		$ 50,000			$ 50,000
2	18	Paraprofessional Support	All		$ 183,000			$ 183,000
2	19	Tutoring Support	All		$ 20,000			$ 20,000
2	20	Site Council Support	All	$ 40,000				$ 40,000
2	21	School Day Schedule	All	$ 2,000				$ 2,000
3	1	Wellness Centers	All	$ 525,000	$ 100,000	$ 500,000		$ 1,125,000
3	2	Student Behavior Support	All	$ 10,000				$ 10,000
3	3	Positive Athletic Experiences	All	$ 5,000				$ 5,000
3	4	Strategic Planning	All	$ 10,000				$ 10,000
3	5	Support Responsible Social Media Use and	All	$ 2,000				$ 2,000
3	6	Social Emotional Learning Supports & RJ T	All	$ 50,000				$ 50,000
3	7	Student Summits for Equity and Inclusion	All	$ 30,000				$ 30,000
3	8	School Climate	All			$ 120,000		$ 120,000
3	9	Academy Curriculum Development	All	$ 20,000				$ 20,000
3	10	School Climate surveys	All	$ 40,000				$ 40,000

3	11	School Counseling Plan	All	$ 2,000				$ 2,000
3	12	Extra/Co-Curricular Supports	All	$ 700,000		$ 700,000		$ 1,400,000
3	13	Sandy Hook Promise	All	$ -				$ -
4	1	Certificated Professional Development	All	$ 40,000	$ 130,000		$ 55,000	$ 225,000
4	2	Classified Professional Development	All	$ 50,000				$ 50,000
4	3	Diversify Certificated Staff	All	$ 5,000				$ 5,000
4	4	District Teacher Induction Plan	All	$ 50,000				$ 50,000
4	5	Athletic Coach Training	All	$ 5,000				$ 5,000
4	6	Recruit and Retain staff	All	$ -				$ -
4	7	Beyond Diversity	All	$ 60,000				$ 60,000
4	8	Student Support	All		$ 270,000			$ 270,000
								$ -

DRAFT

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 1,170,500	$ 2,128,500
LEA-wide Total:	$ 1,073,000	$ 2,031,000
Limited Total:	$ 97,500	$ 97,500
Schoolwide Total:	$ -	$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Implementation of State Standards				$ 40,000	$ 720,000
1	3	Course Offering Expansion					$ -
1	4	Class Size Reduction					$ 1,000,000
1	5	College and Career Services				$ 2,000	$ 2,000
1	6	Social Studies Curriculum Development					$ 24,000
1	7	Teacher Leadership and Support					$ 500,000
1	8	Homework Policy					$ -
1	9	Review of Graduation Requirements				$ 2,000	$ 2,000
1	10	Technology Support				$ 50,000	$ 50,000
1	11	Furniture & Facility Modernization					$ 220,000
1	12	Deferred Maintenance Plan				$ 225,000	$ 450,000
2	1	Expanding Course Offerings					$ -
2	2	TOSA - Intervention	LEA-wide	Low-income, English Learners, Foster Youth	All Schools	$ 120,000	$ 120,000
2	3	Supplemental Instruction	LEA-wide	Low-income, English Learners, Foster Youth	All Schools	$ 245,000	$ 500,000
2	4	Foster Youth Support	Limited	Foster Youth	All Schools		$ -
2	5	Grading for Equity					$ 40,000
2	6	Data Analysis	LEA-wide	Low-income, English Learners, Foster Youth	All Schools	$ 43,000	$ 43,000
2	7	Professional Learning Community Training	LEA-wide	Low-income, English Learners, Foster Youth	All Schools		$ 103,000
2	8	ELD Program Development	Limited	English Learners	All Schools	$ 20,000	$ 20,000
2	9	ELD Professional Development	Limited	English Learners	All Schools	$ 20,000	$ 20,000
2	10	ELD Instructional Support	Limited	English Learners	Las Lomas HS	$ 35,000	$ 35,000
2	11	ELD Summer Program	Limited	English Learners	All Schools	$ 10,000	$ 10,000
2	12	DELAC Development	Limited	English Learners	All Schools	$ 2,500	$ 2,500
2	13	EL Student Support	Limited	English Learners	All Schools	$ 10,000	$ 10,000
2	14	Site Intervention Teams					$ -
2	15	Advisory Committee-Exceptional Needs				$ 2,000	$ 2,000
2	16	Special Education Delivery				$ 4,000	$ 4,000
2	17	ACIS Learning Hub					$ 50,000
2	18	Paraprofessional Support					$ 183,000
2	19	Tutoring Support					$ 20,000
2	20	Site Council Support				$ 40,000	$ 40,000
2	21	School Day Schedule				$ 2,000	$ 2,000
3	1	Wellness Centers	LEA-wide	Low-income, English Learners, Foster Youth	All Schools	$ 525,000	$ 1,125,000
3	2	Student Behavior Support				$ 10,000	$ 10,000
3	3	Positive Athletic Experiences				$ 5,000	$ 5,000
3	4	Strategic Planning				$ 10,000	$ 10,000
3	5	Support Responsible Social Media Use and				$ 2,000	$ 2,000
3	6	Social Emotional Learning Supports & RJ T	LEA-wide	Low-income, English Learners, Foster Youth	All Schools	$ 50,000	$ 50,000
3	7	Student Summits for Equity and Inclusion	LEA-wide	Low-income, English Learners, Foster Youth	All Schools	$ 30,000	$ 30,000

3	8	School Climate						$	120,000
3	9	Academy Curriculum Development				$	20,000	$	20,000
3	10	School Climate surveys				$	40,000	$	40,000
3	11	School Counseling Plan				$	2,000	$	2,000
3	12	Extra/Co-Curricular Supports				$	700,000	$	1,400,000
3	13	Sandy Hook Promise				$	-	$	-
4	1	Certificated Professional Development				$	40,000	$	225,000
4	2	Classified Professional Development				$	50,000	$	50,000
4	3	Diversify Certificated Staff				$	5,000	$	5,000
4	4	District Teacher Induction Plan				$	50,000	$	50,000
4	5	Athletic Coach Training				$	5,000	$	5,000
4	6	Recruit and Retain staff				$	-	$	-
4	7	Beyond Diversity	LEA-wide	Low-income, English Learners, Foster Youth	All Schools	$	60,000	$	60,000
4	8	Student Support						$	270,000

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions

- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

- o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.