

### More Information on the Star Assessment and Results

In late April, we sent a survey to AUSD families and secondary students to get feedback on our district resources and priorities. The survey was designed to get stakeholder input on how best to use both state funding for our three-year Local Control Accountability Plan (LCAP) and one-time state and federal funds to help districts recover from the pandemic. While AUSD had done extensive engagement with stakeholders via other means this year - including focus groups and community meetings - the survey was meant to give people who hadn't been able to attend those a chance to weigh in on our options.

The three-year, state-mandated Local Control and Accountability Plan (LCAP) describes the goals, actions, services, and expenditures that districts will use to support positive student outcomes. Although they are highly technical documents, LCAPs can also be seen as narratives about how, what, and why districts develop programs and services to meet state priorities and local needs.

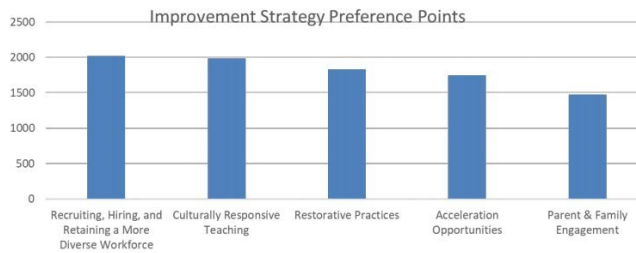
As we noted in the survey, our plan is to use the funds to support strategies aimed especially at helping our students who: have Individualized Education Plans (IEPs); identify as Black and/or African American; and/or are English Learners. In-depth data analysis, as well as focused

community engagements, have shown us that these students are most in need of our support and that skillfully providing additional supports to these students will, in turn, support all of our students.

### Improvement Strategies

According to the survey results, our community ranks the proposed improvement strategies in the following order:

1. **Hiring and recruiting a more diverse workforce** (which has been shown to help all students, especially students of color, increase test scores and reduce the likelihood of disciplinary issues).
2. **Culturally responsive teaching** (which emphasizes building authentic and supportive connections with students from varied cultural and linguistic backgrounds so that all students have an equitable opportunity to learn and thrive).
3. **Restorative practices** (which is designed to build community and repair relationships that have been damaged and has been shown to transform student behavior, create safe learning environments, and build healthy school communities).
4. **Acceleration opportunities outside of the regular school day** (which can provide safety, academic support, social-emotional learning, and enrichment opportunities to students who may not have access to it otherwise).
5. **Parent and family engagement** (which is widely understood to support academic achievement, improved attendance, and better behavior).

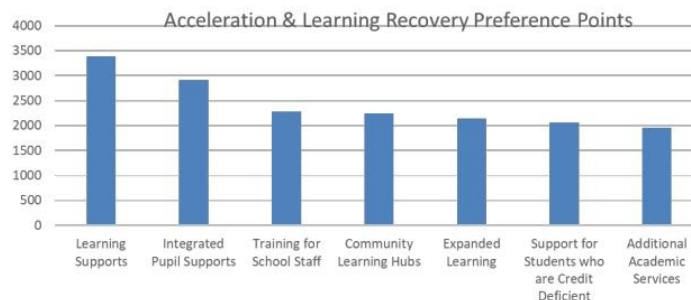


To calculate preference points, the frequency of each choice was multiplied by corresponding points based on priority listed and then added together. For example, if 2 people ranked choice A as #1 priority out of 3 choices, 3 people listed it as #2, and 1 person listed it as #3 then  $(2 \times 3) +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

### Learning Recovery Strategies

AUSD recognizes that some students have been deeply impacted by the interruption to instruction that has occurred due to COVID-19 over the past year. As part of a "learning recovery program," our district will receive additional funds to support those students who have been most affected by this interruption. Our survey respondents ranked these strategies as follows:

1. **Learning supports** (tutoring or similar small group instruction, learning recovery programs, training on accelerated learning strategies)
2. **Integrated pupil supports** (health, counseling, mental health services, social and emotional learning)
3. **Training for school site staff**
4. **Community learning hubs** (including access to technology and internet access)
5. **Expanded learning** (extending the school year or day, or in other ways increasing the amount of instructional time/services provided)
6. **Support for students who are credit deficient** (so they can graduate)
7. **Additional academic services** (including diagnostic assessments and progress monitoring)



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**Final Spending Decisions**

The state has changed both the amount of funding it has proposed giving to school districts for next year and some of the uses on which it can be spent several times over the last several months. The district should receive final word on the amounts and purposes by the end of this month.

In recent months, staff have given several presentations to the Board of Education on how best to use the one-time funds. The budget proposal for fiscal year 2021-22 includes funding for accelerated learning opportunities, mental health supports, an expanded summer school, more secondary counselors, more HVAC improvements and the procurement of more PPE, and a program manager for data and assessment.

The Board is scheduled to approve the final budget at its public meeting on June 22.