



Local Control Accountability Plan (LCAP) DRAFT

PUBLIC HEARING

June 8, 2023

ADOPTION REQUIREMENTS

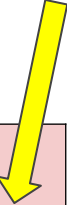


In adopting the LCAP the governing board shall:

- Hold at least one public hearing to solicit recommendations and comments from the public
- At the same meeting hold the public hearing required for the LEA budget and Budget Overview for Parents
- At a subsequent meeting, the governing board adopts the 2022/2023 Annual Update, 2023/2024 LCAP, 2023/2024 LCAP Federal Addendum, 2023/2024 LEA budget and Budget Overview for Parents

LCAP DEVELOPMENT TIMELINE

October -January	February/March	April	May	June
<ul style="list-style-type: none"> ● LCFF/LCAP Parent Informational Presentations (DAC/DELAC) ● Conduct a mid-year progress review 	<ul style="list-style-type: none"> ● Parent/Community input forums (March 2, March 7) ● School Site Input Sessions (Feb 27 - March 10) ● Management Team Input Session (March 1) ● DAC LCAP input session (March 6) ● AREA, CSEA, ARAA & Teamsters LCAP Review & Input Session (March 15) ● DELAC LCAP input session (March 20) ● On-line parent, staff and student surveys (March 6 - 24) 	<ul style="list-style-type: none"> ● Board Update (April 13) 	<ul style="list-style-type: none"> ● Board Update LCAP Draft (May 11) ● Advisory groups LCAP Draft input (May 22) 	<ul style="list-style-type: none"> ● LCAP Public Hearing/ Stakeholder Feedback (June 8) ● Approval of LCAP (June 22) ● Submit LCAP to Santa Clara County Office of Education for approval (by July 1)



OVERALL CONSIDERATIONS

SUPPORT FOR ACADEMIC LEARNING

1. Expand after school student interventions and enrichment opportunities at school sites.
2. Expand school day intervention support (ie. add support in Math)
3. Plan for additional strategies and programs to support reclassification of Long Term English Learners
4. Develop an ethnic studies curriculum

SAFETY and School Culture

1. Expand mental health support for all students
2. Hire additional Behavior Specialists to support increased needs at sites
3. Discuss strategies/programs for reducing negative student behavior
4. Actualize a Multi-Tiered System of Support (MTSS)
5. Provide additional training and a comprehensive plan for addressing bullying/harassment incidents at school sites

SCHOOL CONNECTEDNESS

1. Provide additional opportunities for parents to engage in workshops throughout the year (i.e. mini Parent Universities)
2. Offer parent education workshops to support improvement of student behaviors
3. Provide opportunities for parents and staff to build relationships
4. Investigate a hybrid model for meetings

2023 - 2024 LCAP DRAFT

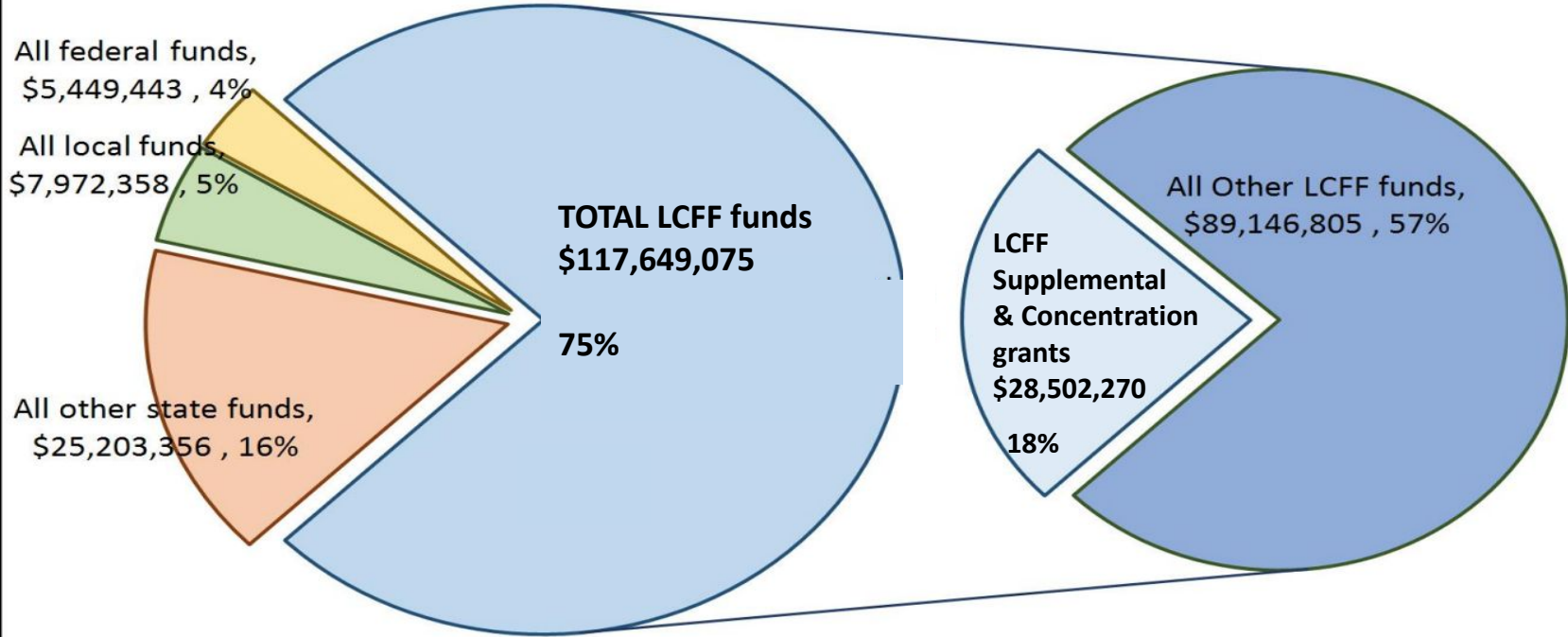
LCAP DRAFT includes:

- Budget Overview for Parents and related tables
- Results of Annual Measurable Outcomes
- 4 LCAP goals for 2023 - 2024 school year
- Actions & Services with budget allocation information

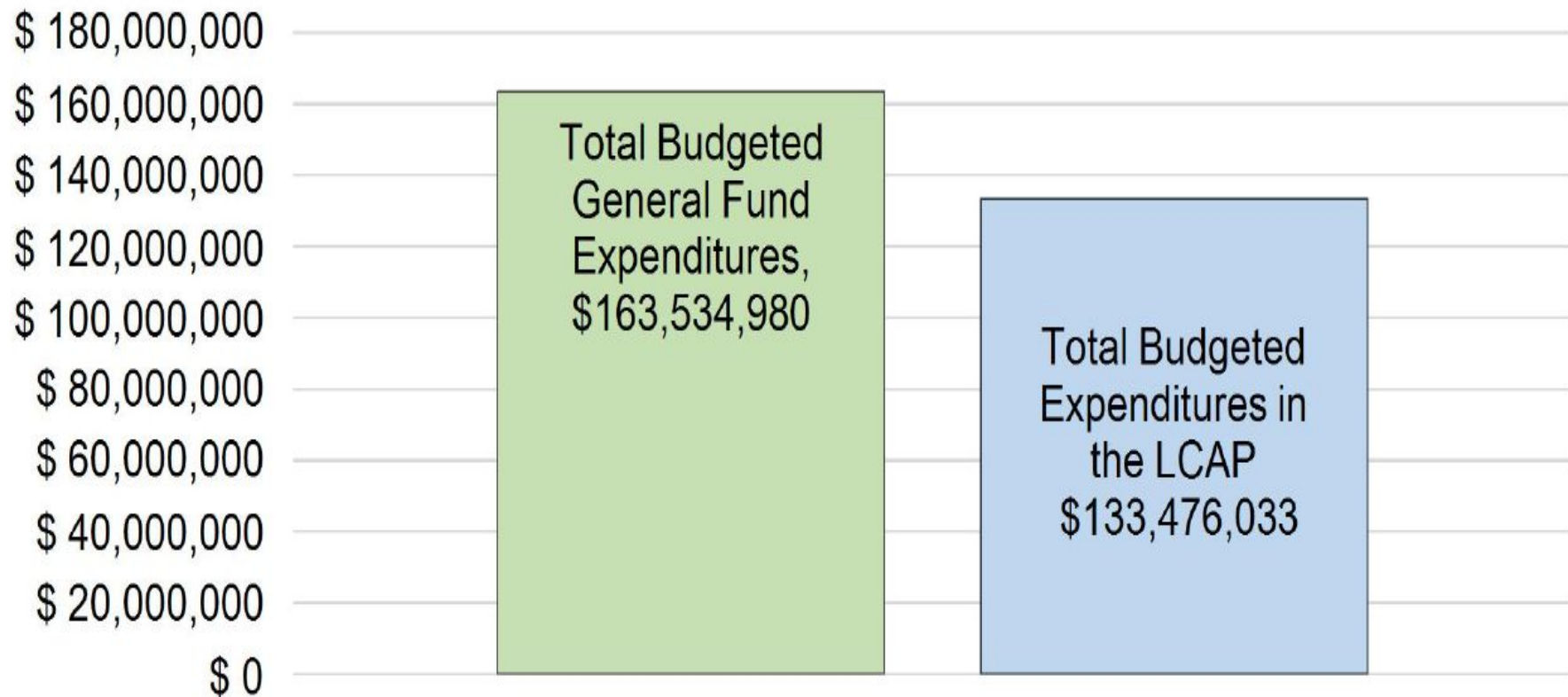


BUDGET OVERVIEW FOR PARENTS

Projected Revenue by Fund Source



Budgeted Expenditures in the LCAP



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

■ Total Budgeted Expenditures for High Needs Students in the LCAP

\$28,640,223

■ Actual Expenditures for High Needs Students in LCAP

\$26,701,997

\$ 0

\$ 10,000,000

\$ 20,000,000

\$ 30,000,000

\$ 40,000,000

ANNUAL OUTCOMES

By Goal

Goal 1

Provide a rigorous, innovative, and well-rounded instructional program that prepares students for college and career readiness and excellence in the 21st century

Metric	2022/2023 Outcome	Desired Outcome for 2023-2024
Professional Development records	100% of ARUSD teachers engaged in PD to support classroom instruction. <input type="checkbox"/> 500 teachers engaging in the THRIVE-asynchronous, online learning.	75% of staff will participate in a minimum of one professional development to support classroom instruction (ie. on-line and in person participation).
Professional Development survey	68.9% responding teachers believe that the PD supported their implementation of tier 1 instruction, 19.7% said maybe <input type="checkbox"/>	85% of staff will agreed / strongly agreed that PD / PLCs / ILTs support their implementation of strong tier 1 instruction according to survey data

Metric	2022/2023 Outcome	Desired Outcome for 2023-2024
FASTbridge assessments	<p>English Language Arts- 36.32% of students are on/above grade level.</p> <p>Mathematics- 35.89% of students are on/above grade level</p> <p>SWD Reading Language Arts- 10.83% of students are on/above grade level</p> <p>SWD Mathematics- 14.99% of students are on/above grade level</p>	<p>English Language Arts- 60% of students will be on/above grade level</p> <p>Mathematics- 60% of students will score on/above grade level</p> <p>SWD Reading Language Arts- 20% of students will score on/above grade level</p> <p>SWD Math- 20% of students will score on/above grade level</p>
SBAC results - English Language Arts and Mathematics	<p>English Language Arts- “low” performance level</p> <p>Mathematics- “low” performance level</p> <p>Students With Disabilities (SWD) in English Language Arts- SWD performed on average 126.2 points below standard.</p> <p>Students With Disabilities (SWD) in Mathematics- SWD performed on average 154.6 points below standard.</p>	<p>English Language Arts - "Status Level" for All Students = will move into "Yellow" (medium) performance level</p> <p>Mathematics - "Status Level" for All Students = will move into "Yellow" (medium) performance level</p> <p>Students With Disabilities (SWD) in English Language Arts -will decrease the points below standard by half</p> <p>Students With Disabilities (SWD) in Mathematics - will decrease the points below standard by half</p>

Metric	2022/2023 Outcome	Desired Outcome for 2023-2024
iStation (dual language Eng/Span schools)	25% percent of 2nd graders scored at/above level 3 in Spanish Language Arts	50% will score at level 3 or above in Spanish Reading Language Arts
Inventory for student devices and classroom technology	100% of students have been issued a device and a majority of sites have implemented 1:1 take home systems. <input type="checkbox"/>	Maintain 1:1 devices for 100% of students TK/Kindergarten - 8th grade
The Kindergarten Observation Form (1) Self-Regulation (2) Social Expression (3) Kindergarten Academics	36% of low-risk first-grade students are on track in based on the Fastbridge Reading Assessment	50% of 2nd graders who attended early learning-preschool, Expanded Transitional Kindergarten (ETK-4's) and Transitional Kindergarten (TK) will meet or exceed grade level standards in reading proficiency.
All students will have access to standards-aligned instructional materials and CCSS/ELD standards	100% of students had access to standards-aligned instructional materials as assessed through Local Performance Indicator-Priority 1	Will maintain 100% of students have access to standards-aligned instructional materials as assessed through Local Performance Indicator-Priority 1
All students will have access to highly qualified teachers	94% of teachers were fully credentialed according to California Commission on Teacher Credentialing data <input type="checkbox"/>	100% of teachers will be fully credentialed according to California Commission on Teacher Credentialing data
Foster youth support spreadsheet	94% of students received additional support/resources <input type="checkbox"/>	Maintain 100% of support with additional services/resources to Foster youth

Goal 2

English Learners will develop the skills to make annual growth in core subject areas and show progress on their English language assessment

Metric	2022/2023 Outcome	Desired Outcome for 2023-2024
ELPAC growth metrics (ELPI)	48.3% of English Learners are making progress toward EL proficiency. District-Wide the dashboard has this ranked as medium progress.	50% of all ELs will make progress towards English Language Proficiency based on CA Dashboard
Reclassification rates	184 students were reclassified. <input type="checkbox"/>	Maintain a reclassification rate of 75 students per school year through 2023/2024
Students meeting Pathway to Seal of Biliteracy criteria	# of students earning Pathway to the Seal of Biliteracy 6 - 5th graders 15 - 8th graders This indicates a 10%+ growth from last year. <input type="checkbox"/>	Increase student eligible for the Pathway to Seal of Biliteracy Award every year by 10%

Metric	2022/2023 Outcome	Desired Outcome for 2023-2024
Participation rate in EL Professional Development	100% teachers Participated in ELD specific PD. All teachers received, at minimum 2 trainings. <input type="checkbox"/>	Maintain a 30% participation rate in ELD specific PD through the 2023/2024 school year
Post PD surveys	43% of survey respondents for EL Brainpop training stated that the training was effective or very effective. 95% of survey respondents for Elementary and Secondary Constructing Meaning responded favorably 87% of respondents for the elementary and Middle School EL toolkit trainings responded that the training was effective or very effective <input type="checkbox"/>	Maintain a 90% favorability rate for ELD specific professional development
Progress on annual SBAC - English Language Arts and Mathematics	English Learners ranked “very low” on the English Language Arts portion of the SBAC. Their average is 87.3 points below the benchmark English Learners ranked “very low” on the Math portion of the SBAC. Their average is 109.4 points below the benchmark	2024 SBAC English Learners will make the following growth in: English Language Arts - "Status Level" for EL Students = will decrease points below standard by half to 25 Mathematics - "Status Level" for EL Students = will decrease points below standard by half to 35

Goal 3

Provide an inclusive and caring community where students and families feel safe, welcomed and supported utilizing a multi-tiered system of support

Metric	2022/2023 Outcome	Desired Outcome for 2023-2024
Monthly Daily Attendance reports	the daily attendance percentage is 91.73% <input type="checkbox"/>	Increase Daily Attendance Rate by 1% according to attendance records in E-School
California Dashboard attendance data (suspension and expulsion data)	2.36% (204) of students have been suspended at least once during the 22-23 School Year and zero expulsions.	Decrease suspensions by 10% and maintain expulsions at zero.
Participation information for school climate program implementation	90% of schools are currently implementing a school climate program <input type="checkbox"/>	100% of schools will implement a school climate program
Family Climate Surveys	91% of parents believe our schools are safe.	Survey responses from parents will indicate that 95% or more believe that "our schools are safe"

Metric	2022/2023 Outcome	Desired Outcome for 2023-2024
Climate Survey (3rd - 8th grade students)	<p>62% of Elementary and 61% of Middle School students surveyed feel safe at school.</p> <p>70% of Elementary and 53% of Middle School students surveyed "feel a strong sense of belonging at school"</p>	<p>Survey responses from students will indicate that 80% of elementary students and 76% of middle school students believe that "our schools are safe"</p> <p>Survey responses from students will indicate that 81% of elementary students and 70% of middle school students "feel a strong sense of belonging at school"</p>
Rate of Chronic Absenteeism	Alum Rock has a 26.7% rate of chronic absenteeism (As reported through our local SIS system)	ARUSD will improve attendance rate of chronically absent students by 30%
Facilities Inspection Tool (F.I.T.)	95% of our schools have an OVERALL rating of "Good" or "Exemplary" on the Facilities Inspection Tool (F.I.T) <input type="checkbox"/>	100% of our schools will have an OVERALL Rating of "Good" or "Exemplary" on the Facilities Inspection Tool (F.I.T.)
Middle School Dropout Rate	For the 2022/2023 school year we had a middle school dropout rate of <1%	Alum Rock will report less than 1% Middle School Dropout Rate

Metric	2022/2023 Outcome	Desired Outcome for 2023-2024
VAPA Student Surveys Program Participation Data	<ul style="list-style-type: none">• 76.5% of students responded that they always or almost always enjoy their arts programs. <input type="checkbox"/>• 48.5% of students responded that art programs always or almost always help build their self confidence.• 42.5% of students responded that their art programs always or almost always help them build positive relationships with peers. <p>52.3% of students responded that their art programs always or almost always help them stay more positive during the school day.</p>	Students participating in VAPA programs will show positive growth in wellbeing as measured by student surveys.
Student support logs	<p>83% of our enrolled students districtwide have been supported by School Counseling Staff.</p> <p>85% of the students served were unduplicated high needs students (i.e., Foster Youth, English Learners, low income, and students with special needs). <input type="checkbox"/></p>	60% of additional support services/resources will be targeted to high needs students (i.e., Foster Youth, English learners, low income and students with special needs)

Goal 4

Foster relationships with stakeholders to promote a positive and collaborative environment that is focused on student achievement

Metric	2022/2023 Outcome	Desired Outcome for 2023-2024
Attendance sheets for Back-to-School, Open House and other parent participation events.	Average of 70% parent attendance at Back to School Night during Fall 2022 <input type="checkbox"/> Average of 45% parent attendance at Open House during Spring 2023 <input type="checkbox"/>	Maintain 90% or higher parent attendance at parent participation events
Attendance spreadsheet for SSC meetings	All schools have a functioning School Site Councils. 75% of schools met a minimum of 5 times this school year.	All schools will conduct a minimum of 5 SSC meetings per year as required

Metric	2022/2023 Outcome	Desired Outcome for 2023-2024
Attendance sheets for DAC and DELAC meetings	<p>District Advisory Committee (DAC) had a 72% attendance rate. <input type="checkbox"/></p> <p>District English Learner Advisory Committee (DELAC) had a 48% attendance rate.</p>	<p>80% participation from parent representatives at District Advisory Committee (DAC) meetings</p> <p>80% participation rate from parent representatives at District English Learner Advisory Committee (DELAC) meetings</p>
Attendance sheets from Parent University events	<p>312 Parents attended Parent University at Sheppard Middle School, October 29, 2022 <input type="checkbox"/></p> <p>700 Parents and family attended Spring Parent University on May 20, 2023 at Rancho del Pueblo Golf Course. <input type="checkbox"/></p>	<p>We will have a 5% increase at Parent University events as measured by sign-in sheets</p>
Attendance sheets for District led events	<p>ARUSD served 3,785 parents across 30 district sponsored events throughout the school year.</p>	<p>We will have minimum participation of 15 parents per school site at District led events</p>

DRAFT
2023/2024 LCAP

GOALS FOR 2023 - 2024 LCAP

- ❖ Provide a rigorous, innovative, and well-rounded instructional program that prepares students for college and career readiness and excellence in the 21st century
- ❖ English Learners will develop the skills to make annual growth in core subject areas and show progress on their English language assessment
- ❖ Provide an inclusive and caring community where students and families feel safe, welcomed and supported utilizing a multi-tiered system of support
- ❖ Foster relationships with stakeholders to promote a positive and collaborative environment that is focused on student achievement



Goal 1

Provide a rigorous, innovative, and well-rounded instructional program that prepares students for college and career readiness and excellence in the 21st century

Actions/Services for Goal 1:

- Site allocations to support site SPSA goals
- Induction and new teacher support
- Extended day services for TK/K students
- Maintenance of 1:1 student take-home devices
- Expand after school student interventions and enrichment opportunities at school sites.
- Extended Learning Opportunities (school year and summer)
- Professional Development for all staff
- Additional support services provided for Foster Youth
- Expand school day intervention support via TOSA Intervention Specialist (ie. add support in Math)
- Develop an Ethnic Studies curriculum

Goal 2

English Learners will develop the skills to make annual growth in core subject areas and show progress on their English language assessment

Actions/Services for Goal 2:

- Professional Development for all staff to support English Language Development
- Extended day/Summer programs for Newcomers/LTEs and students at risk of being LTEs at Elementary Schools
- Provide targeted support for ELs with online platforms (ie. Imagine Learning)
- Provide parent workshops on strategies to support their student's second language acquisition
- Plan for additional strategies and programs to support the reclassification of Long Term English Learners

Goal 3

Provide an inclusive and caring community where students and families feel safe, welcomed and supported utilizing a multi-tiered system of support

Actions/Services for Goal 3:

- Continuity of Mental Health, SEL and wellness support
- Establish PBIS and/or related systems at all school sites
- Implement strategies/programs for improving student behavior
- Hire additional Behavior Specialists to support increased needs at sites
- Expand restorative practices to additional schools
- Provide additional training and a comprehensive plan for addressing bullying/ harassment incidents at school sites
- Increased After School Sports opportunities (elementary school)
- Targeted services and support to address chronically absent students
- Actualize a Multi-Tiered System of Support (MTSS)

Goal 4

Foster relationships with stakeholders to promote a positive and collaborative environment that is focused on student achievement

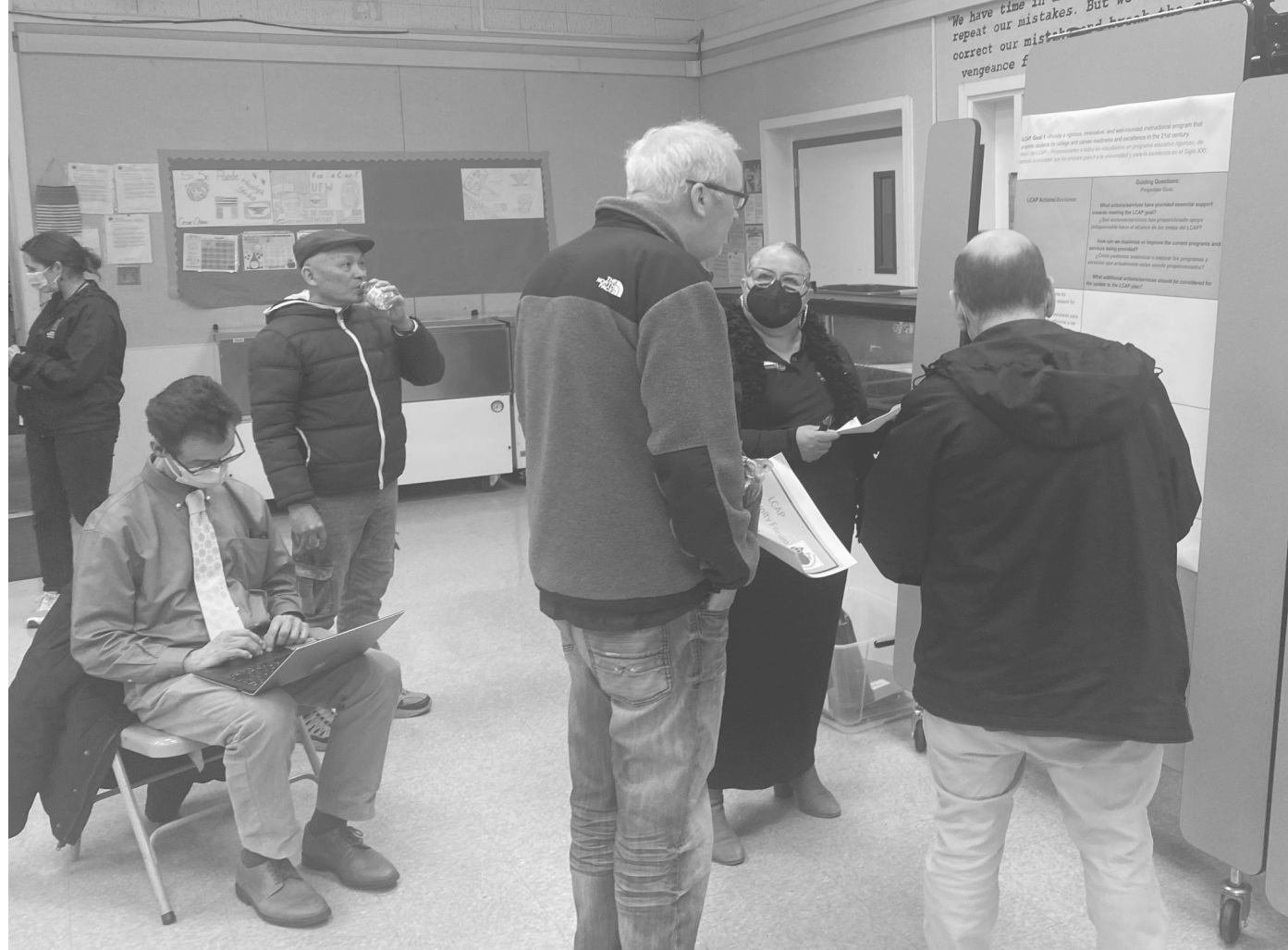
Actions/Services for Goal 4:

- Provide additional opportunities for parents to engage in workshops throughout the year (i.e. mini Parent Universities)
- Offer parent education workshops to support improvement of student behaviors
- Provide opportunities for parents and staff to build relationships
- Investigate a hybrid model (in-person and virtual) for meetings
- Increase support for Vietnamese translation services
- Strengthen outreach to Foster Youth/McKinney Vento families
- Seek opportunities to build leadership capacity in parent leaders - recruitment and retention

Next Steps

1. LCAP Adoption
 - 23/24 LCAP
 - LCAP Addendum
 - Local Indicators(June 22, 2023)

2. Submit LCAP to SCCOE for approval (by July 1st)



THANK YOU