



Amador County Public Schools

Local Control Accountability Plan (LCAP)
2020-2021

Stakeholder Engagement Presentation

February 2020



Agenda: ACUSD/ACOE LCAP Process

1. Statewide Process Overview
2. 10 State Priorities
3. 2019-20 LCAP Goals
4. Local Data Review & Discussion
5. Our Process for 2020-21 LCAP (January-June)
6. Next Steps

California LCAP Overview: Process for LCAP



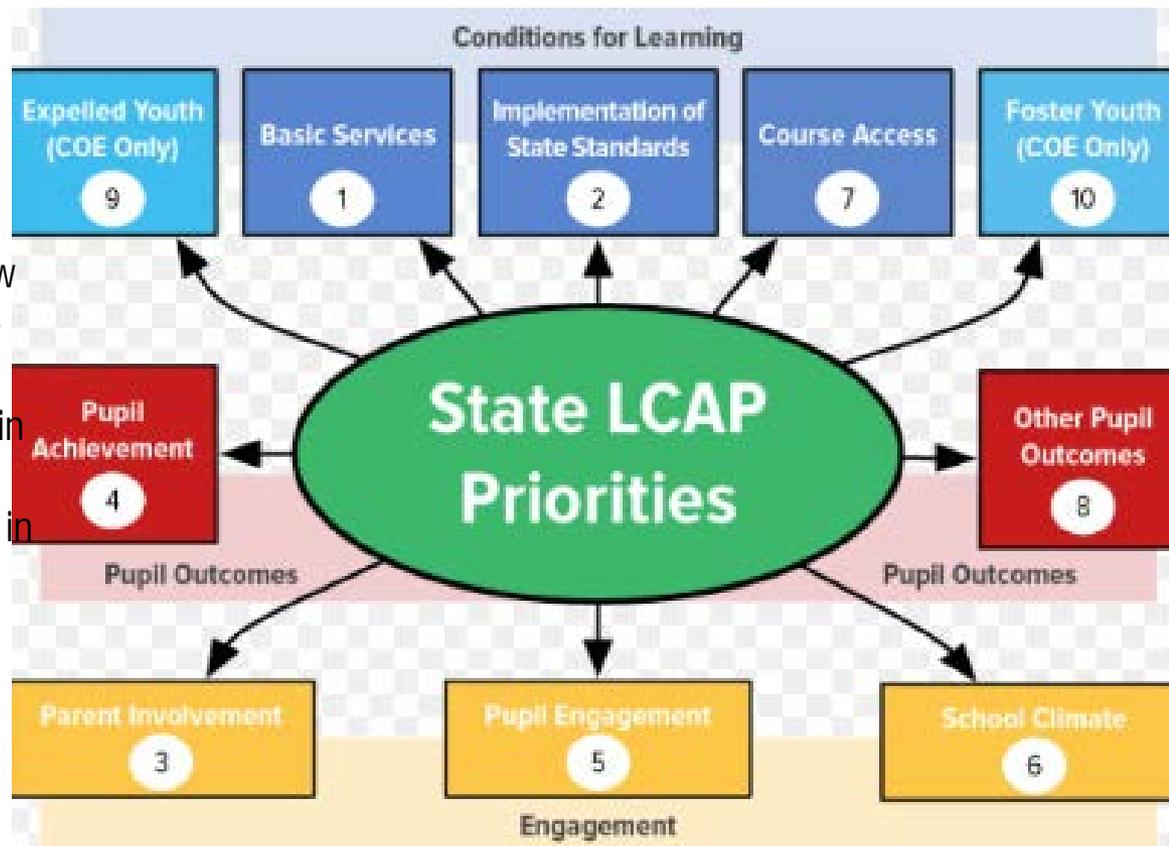
- The LCAP Process requires that districts engage all stakeholders to get input on what the district goals should be based on available data. However, the LCAP process is not simply a wish list. School districts are required to connect the public's input to California's 10 State Priorities to improve student achievement – specifically for socioeconomically disadvantaged students, English learners, and foster youth.
- Additionally, after looking at available data, the public is invited to share information and feedback on the district's current LCAP Goals and provide suggestions to modify these goals to improve in and/ or achieve the 10 State Priorities.

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California LCAP Overview: Understanding the 10 State Priorities



These are the 10 state priorities that all LCAPs must address. Notice how they are broken into three categories: Conditions of Learning (the blue boxes in the top row), Pupil Outcomes (the red boxes in the middle), and Engagement (the yellow boxes at the bottom).



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California LCAP Overview: District LCAP Goals (2019-2020)



Goal 1: By 2020, all students will advance along multiple academic measures toward meeting/exceeding standards in order to **close achievement gaps and accelerate progress**, including increasing the number of students **successfully completing college preparatory and career technical education** (vocational) courses by 100%.

Goal 2: By 2020, through multiple measures, all students will show an increase in **positive school engagement and connectedness** with staff, peers, and community, including demonstrating improvement in **social/emotional and physical health**.

These are the two LCAP Goals for the 2019-20 School Year. These were arrived at based on public input after looking at data during the stakeholder engagement process. They are also closely tied to our Strategic Plan that was created in Spring 2017 (Strategic Plan handouts are available on the table). These two goals are broad and encompass much of the work to be done in the district, but not all. We can only take on so much at one time, and these two were chosen as the priorities by the stakeholders. Under each goal, specific actions and then related services are listed. Each of the 10 state priorities are addressed through these specific actions and services. Stakeholders can see the entire 105 page LCAP for 2019-20 by going to the “LCAP & Surveys” page on the district’s website.

Local Data Review & Discussion

Goal 1 : Academic

- CAASPP ELA & Math
- English Learner Progress
- Graduation Rate
- College & Career Readiness
- College-Going Rates

Goal 2: Social – Emotional

- CA Healthy Kids Survey
- Chronic Absenteeism Rates
- Suspension Rates

Now let's take a look at some of our local data that is related to the LCAP goals and state priority areas. We will review academic data related to goal 1 (review the different measures under Academic), as well as social-emotional data which is related to goal 2 (review the measures under Social-Emotional).

California LCAP Overview: District LCAP Data Related to CA 10 State Priorities



Activity

1. Review California's 10 State Priorities and the ACOE/ ACUSD data associated with each state priority.
2. Identify areas where ACOE/ACUSD data is lower or higher than California state averages. This will help us identify areas for focus.

See yellow data pages.

California LCAP Overview: District LCAP Stakeholder Discussion

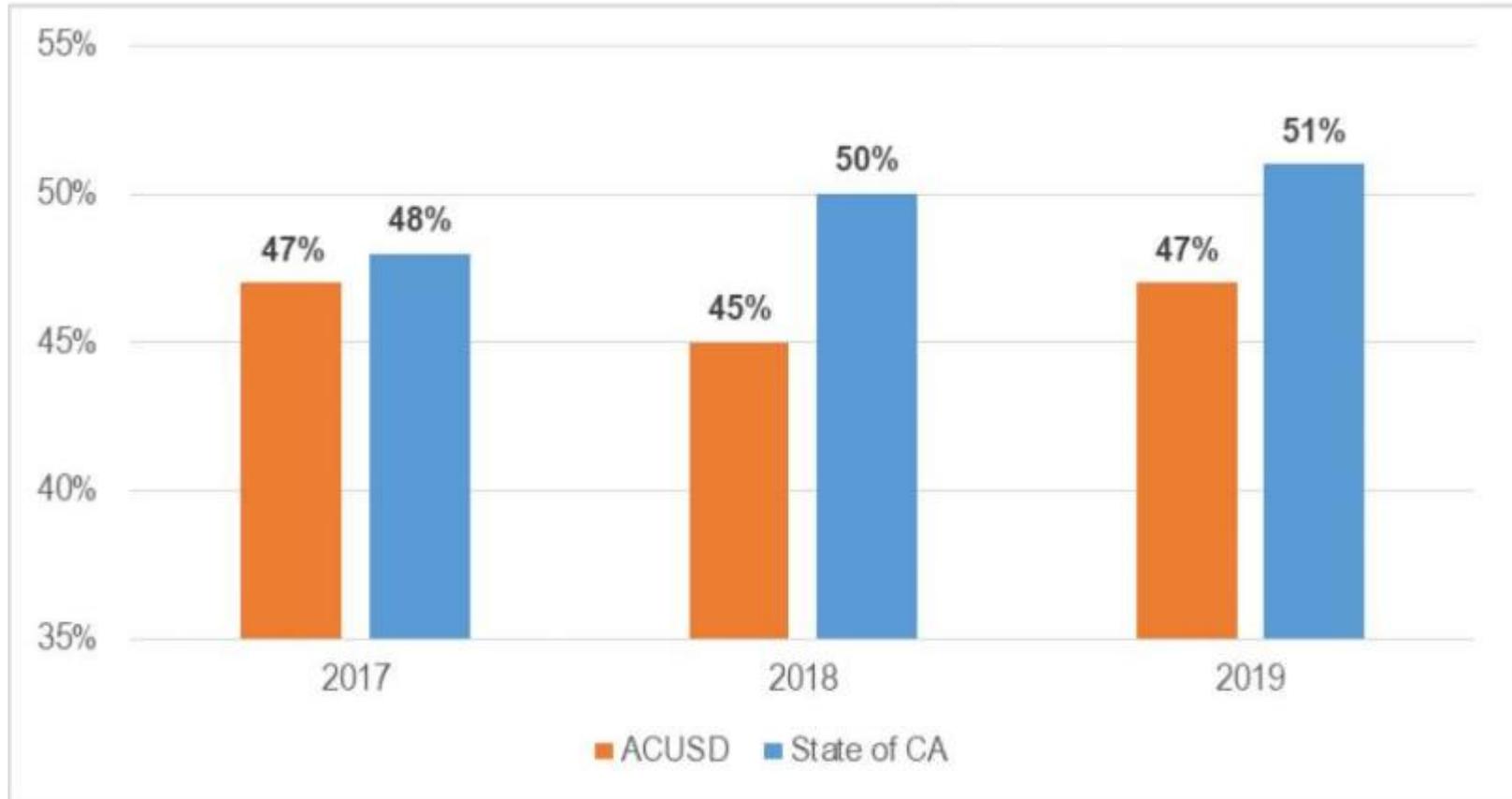


1. What is the student achievement data telling us?
2. What are some areas of strength?
3. What are some opportunities for growth?

Refer to yellow data pages when answering these questions.

ACUSD CAASPP Data: All Students English Language Arts, Grades 3-8 & 11

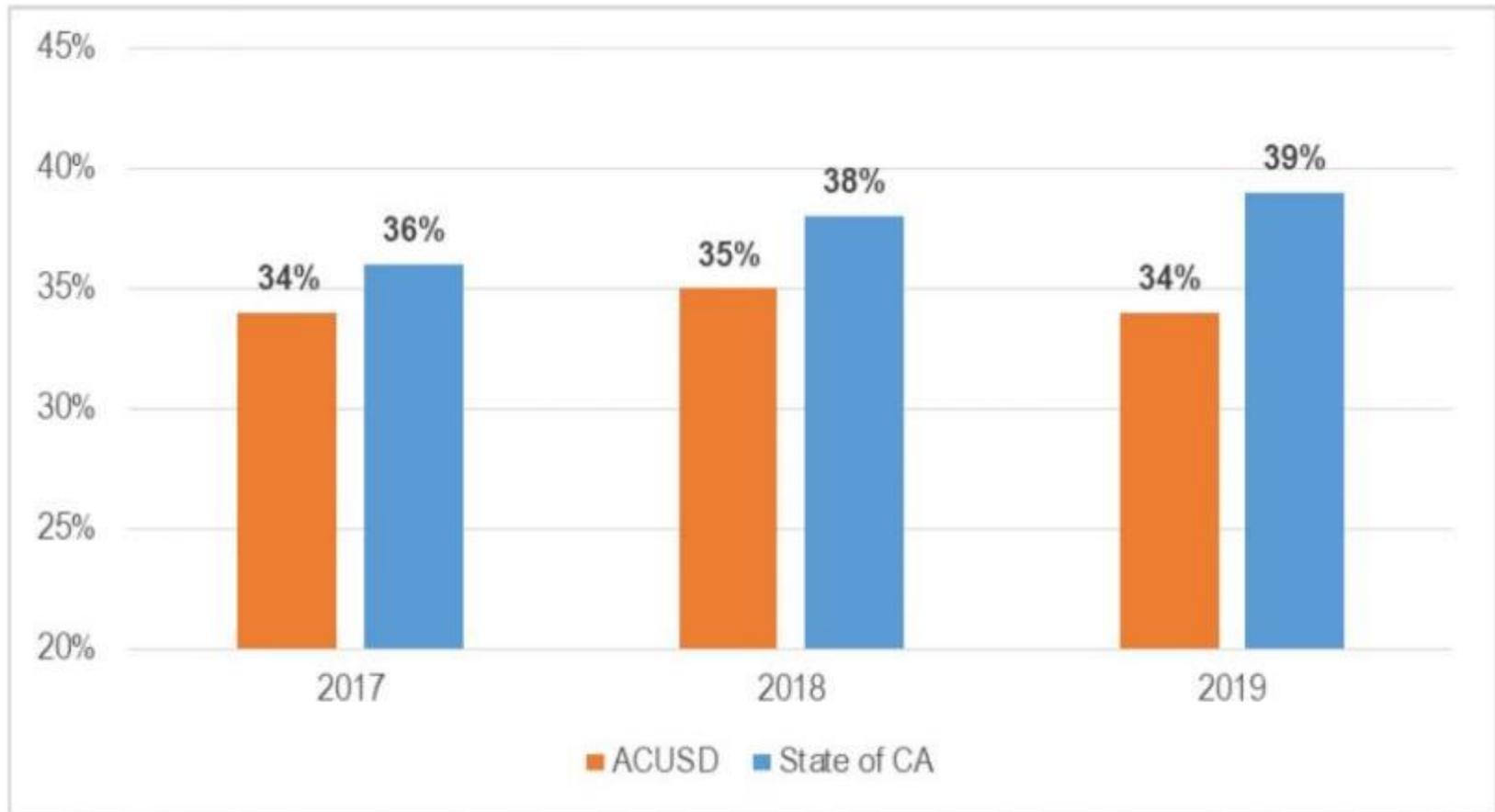
- Percentage of students who exceeded or met standard.



Here is our achievement data for “all students” in ACUSD in English-Language Arts for the last three years. This chart shows the percentage of students who scored “Standard Exceeded” or “Standard Met” compared to the state average. What do you notice about this data?

ACUSD CAASPP Data: Socioeconomically Disadvantaged Students English Language Arts, Grades 3-8 & 11

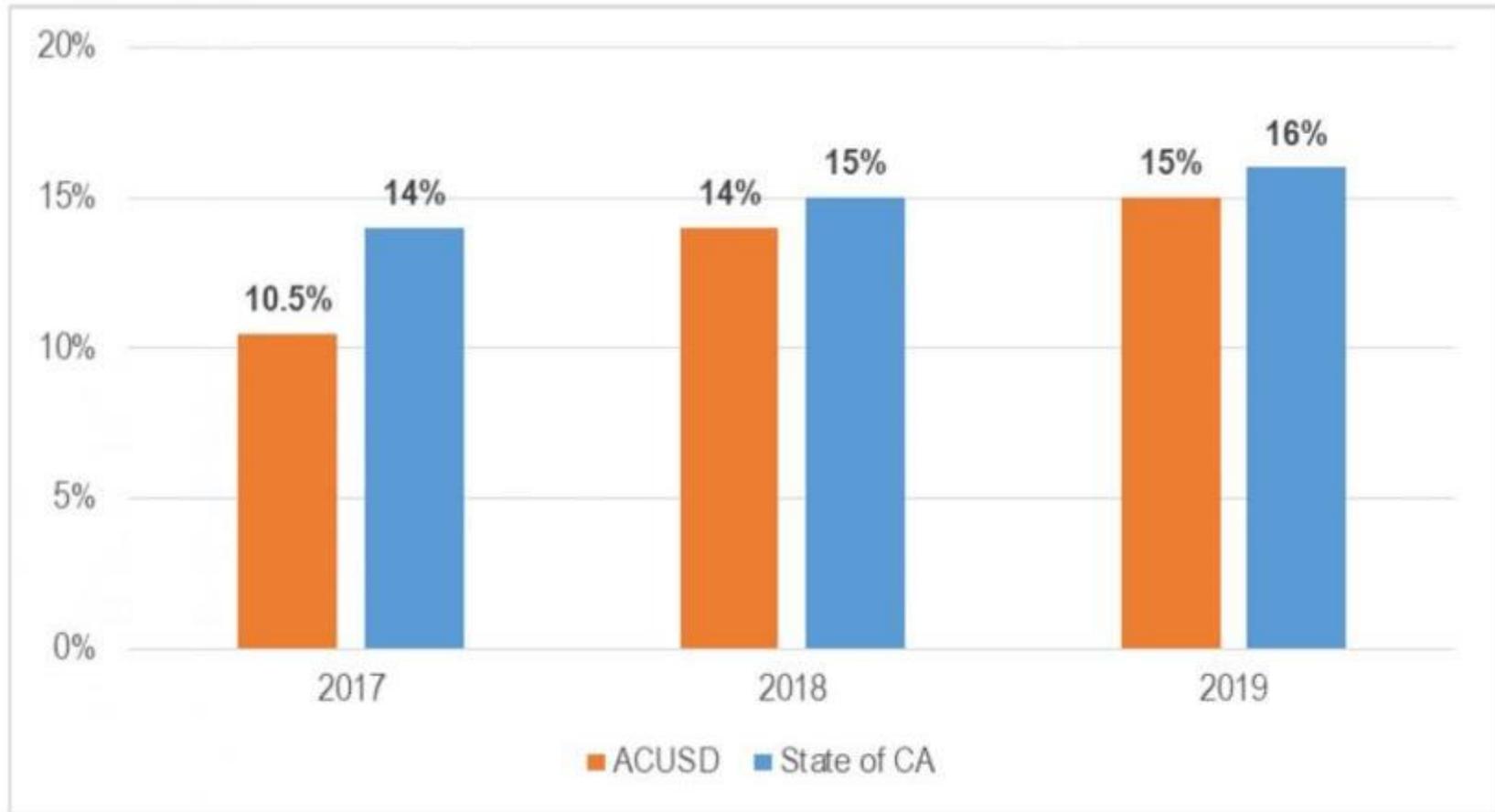
- Percentage of students who exceeded or met standard.



Here is our achievement data for “socioeconomically disadvantaged” (SED) students in English-Language Arts for the last three years. What do you notice about this data?

ACUSD CAASPP Data: Students with Disabilities English Language Arts, Grades 3-8 & 11

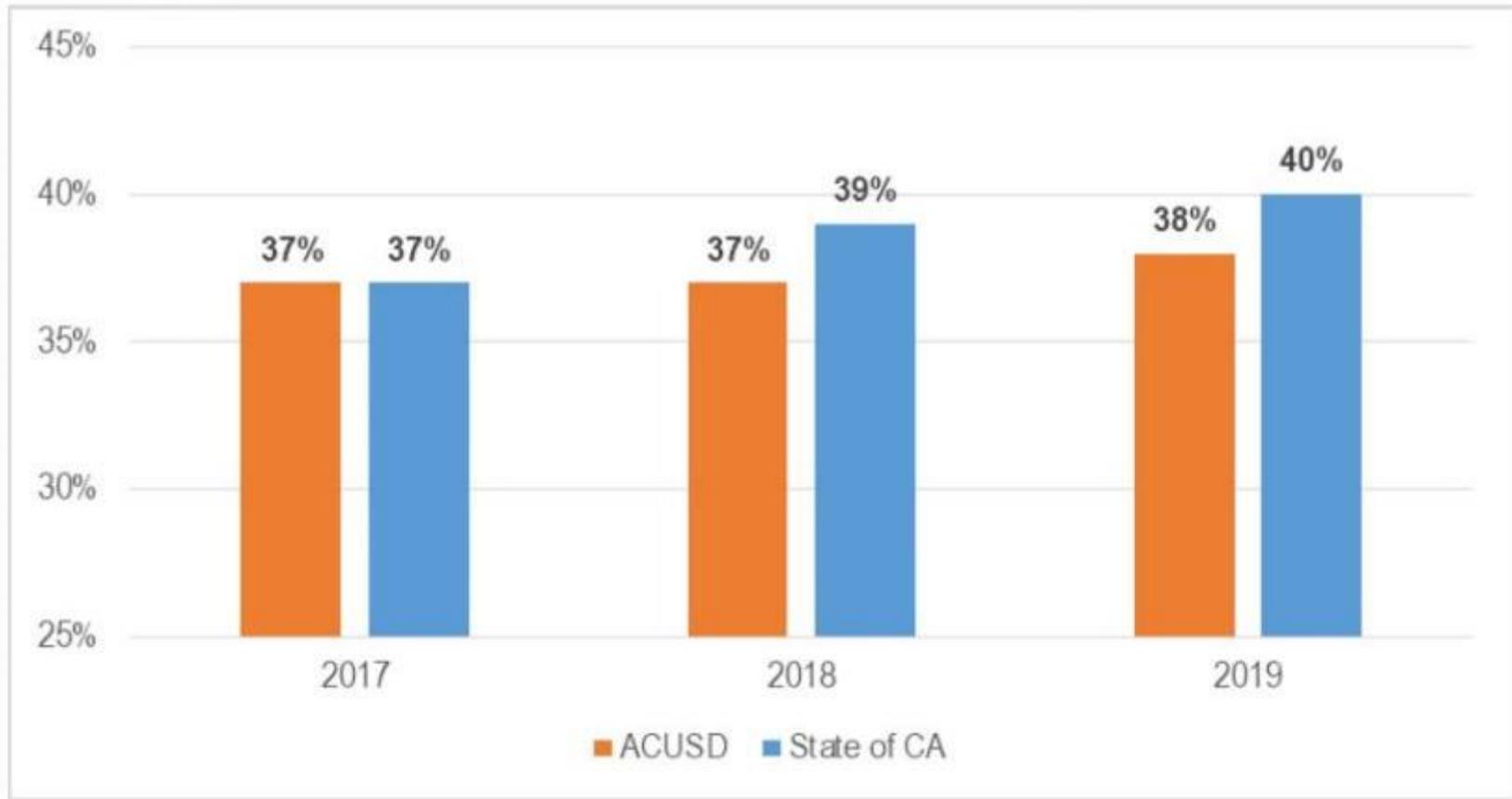
- Percentage of students who exceeded or met standard.



Here is our achievement data for “students with disabilities” (SWD) in English-Language Arts for the last three years. What do you notice about this data?

ACUSD CAASPP Data: Hispanic Students English Language Arts, Grades 3-8 & 11

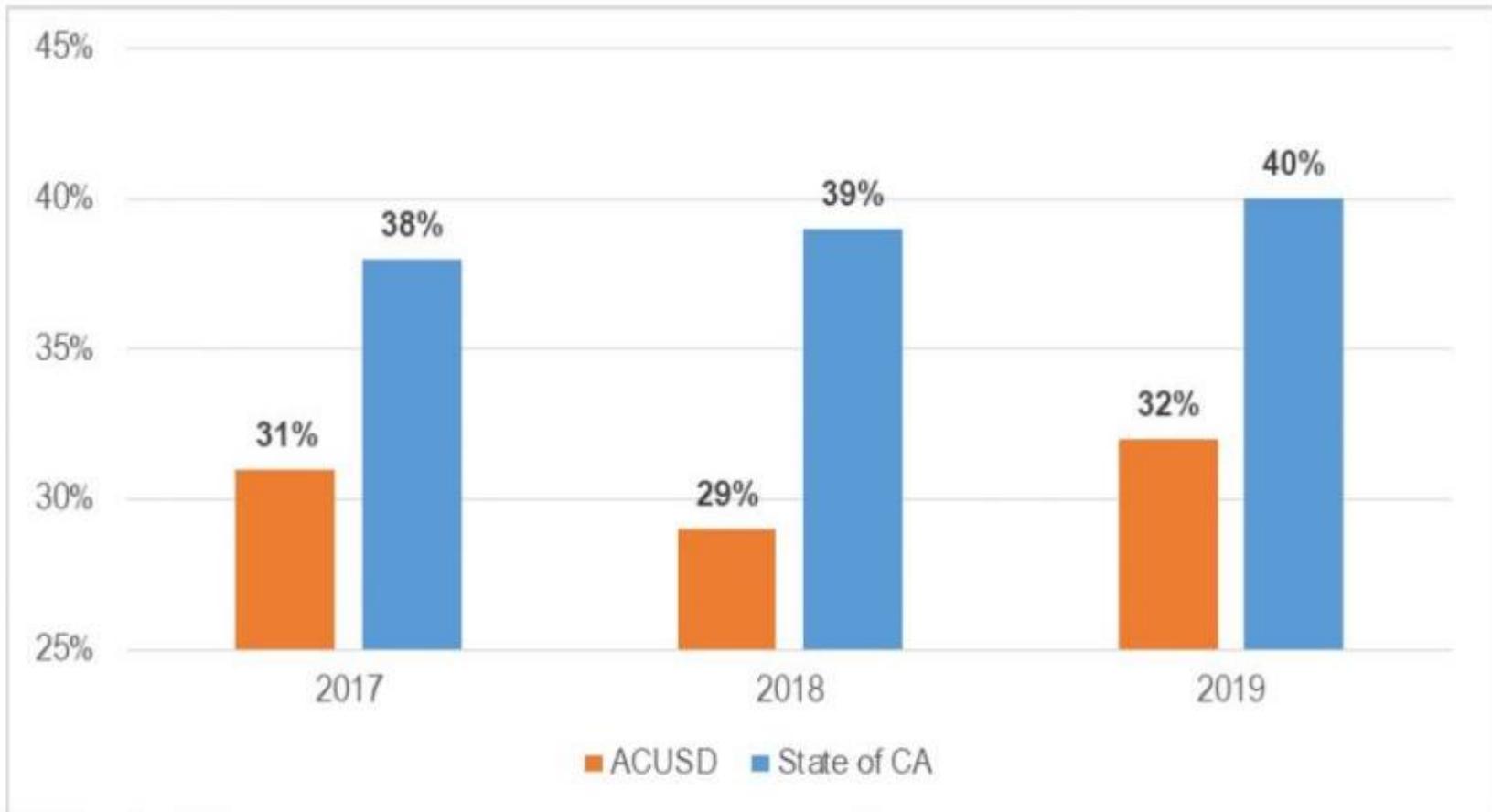
- Percentage of students who exceeded or met standard.



Here is our achievement data for “Hispanic students” in English-Language Arts for the last three years. What do you notice about this data?

ACUSD CAASPP Data: All Students Mathematics, Grades 3-8 & 11

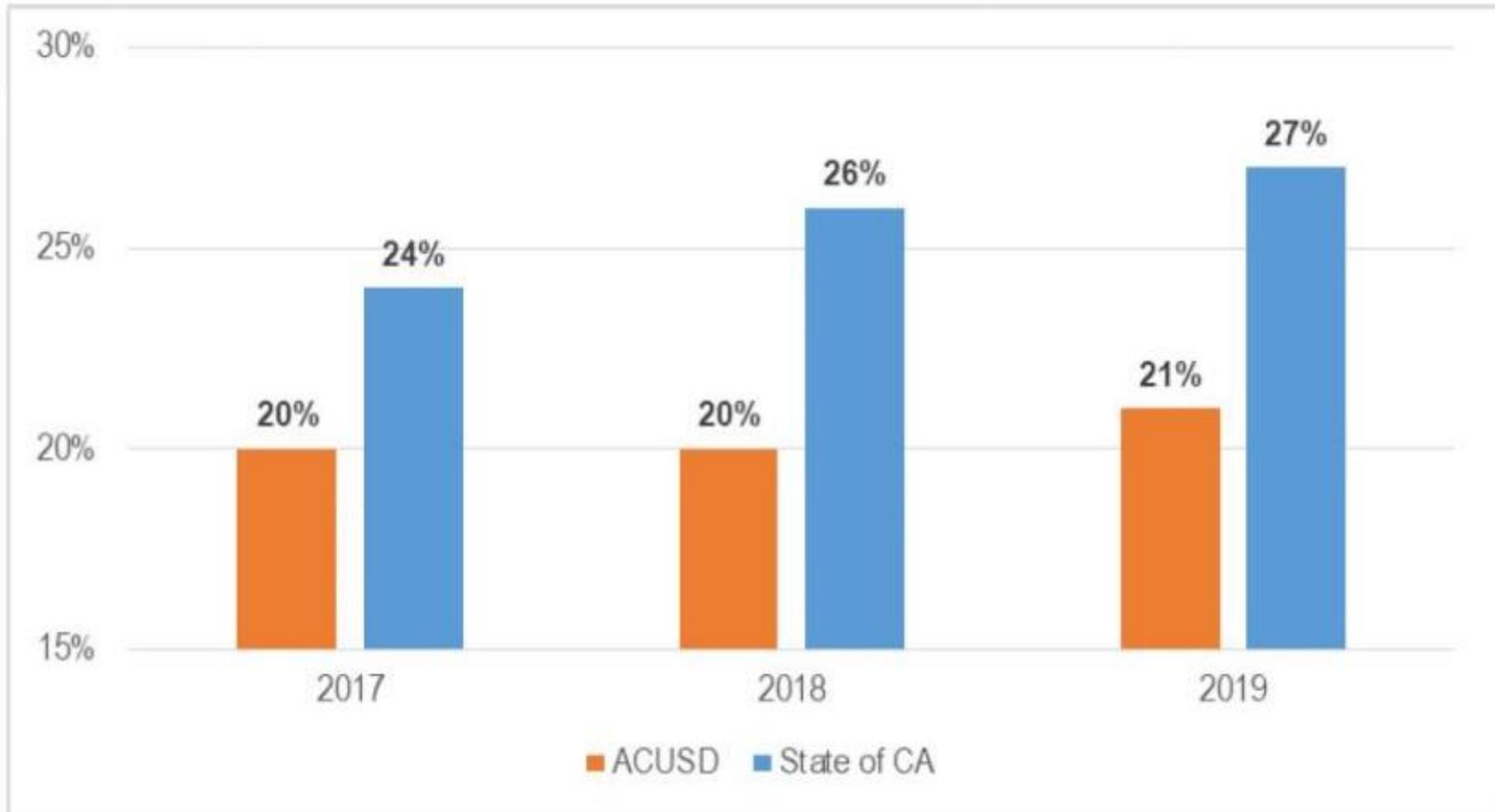
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Here is our achievement data for “all students” in ACUSD in Mathematics for the last three years. What do you notice about this data?

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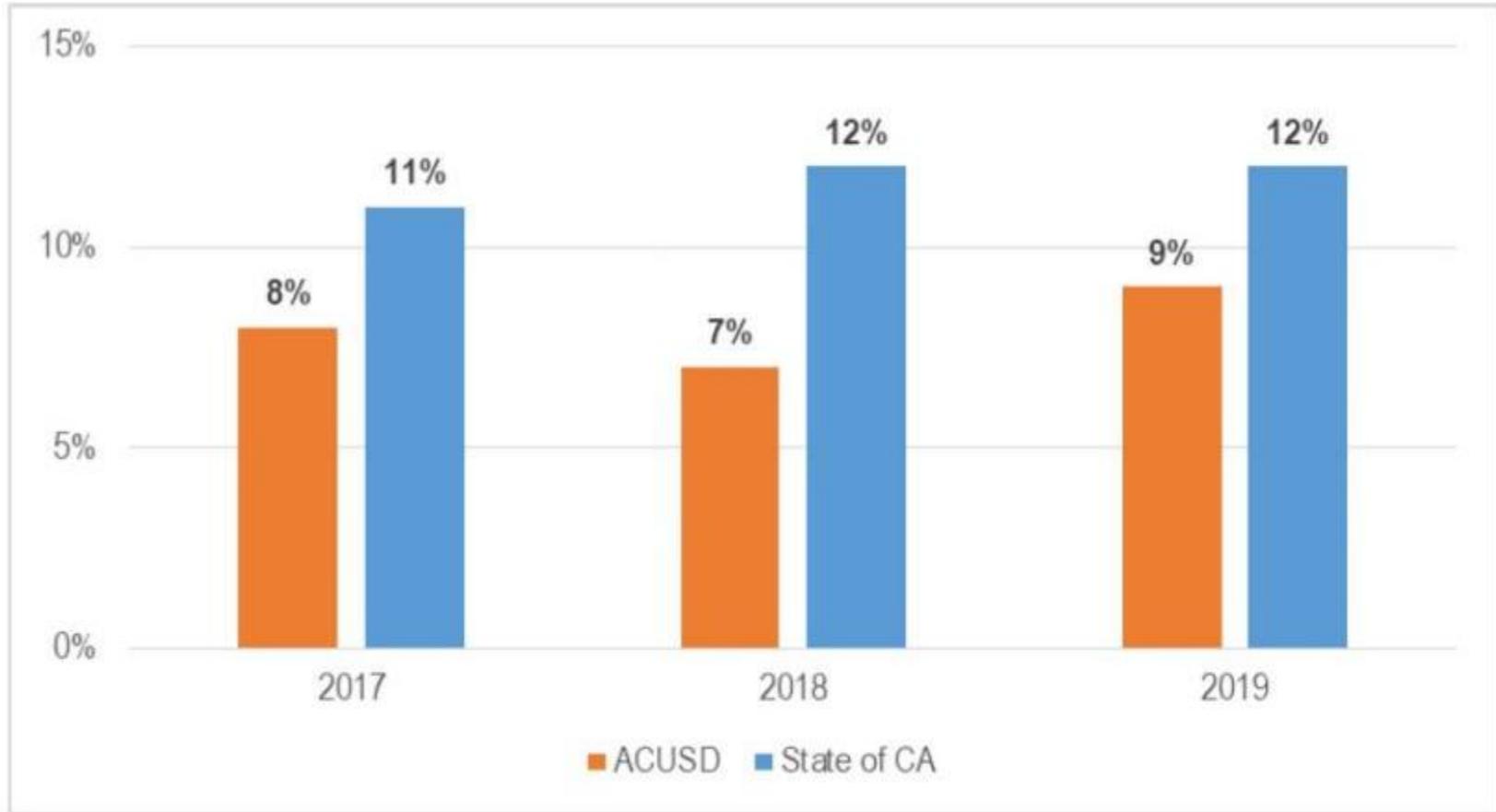
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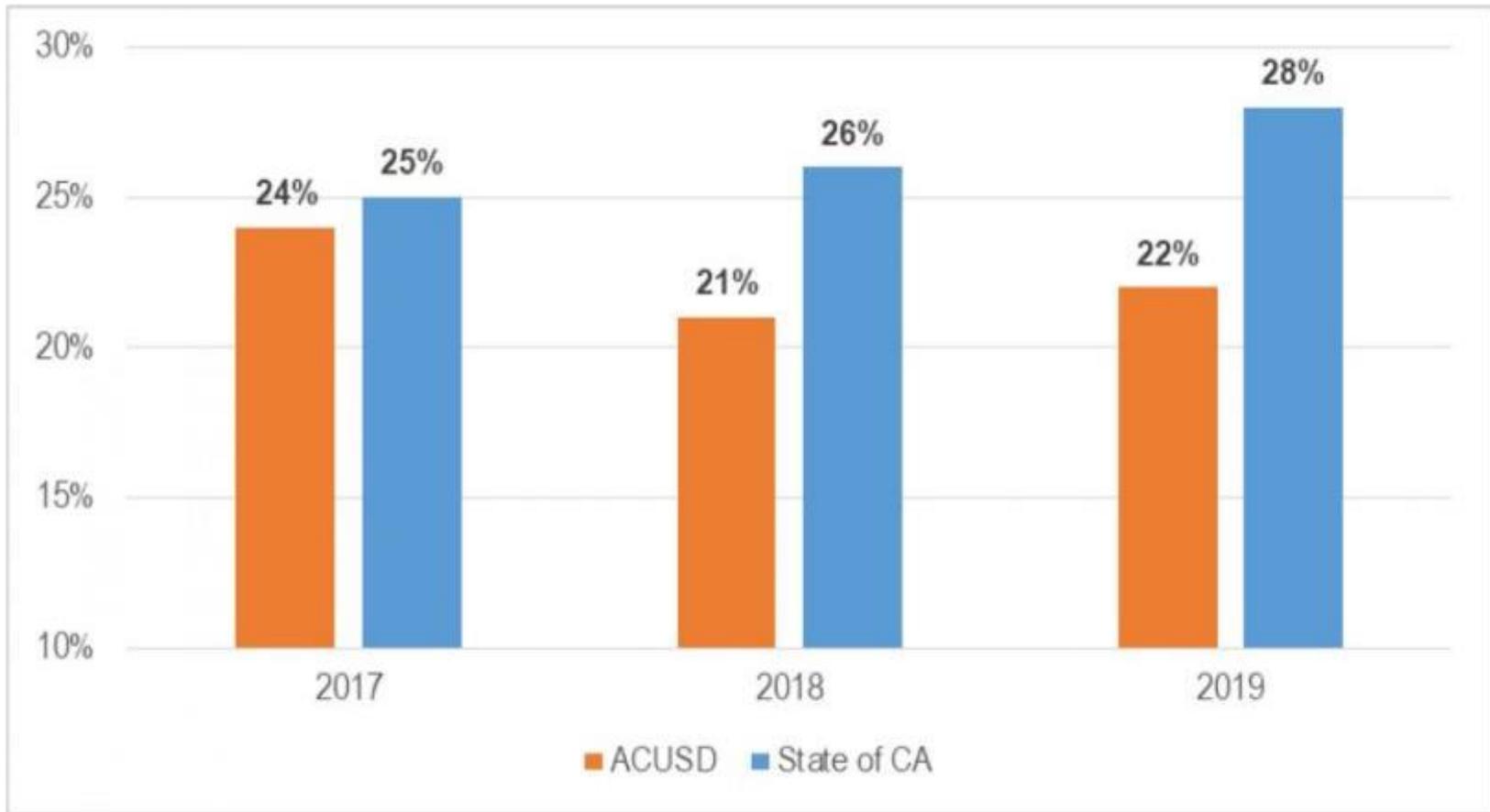
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ACUSD CAASPP Data: Hispanic Students Mathematics, Grades 3-8 & 11

- Percentage of students who exceeded or met standard.



Here is our achievement data for “Hispanic students” in Mathematics for the last three years. What do you notice about this data?

ACUSD Student Data: English Learner Progress

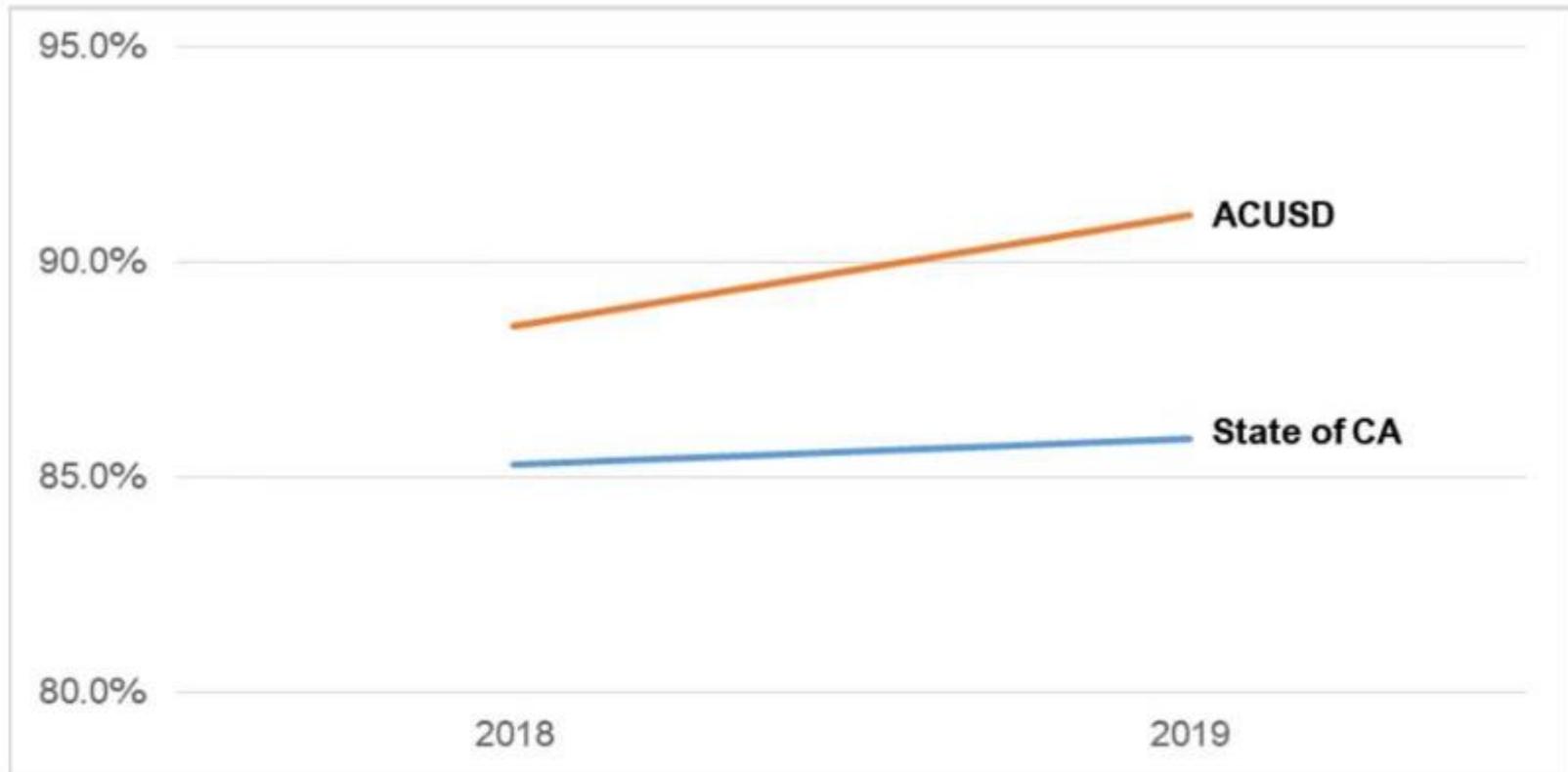
In 2019, **54.1%** of our English learners made progress toward English language proficiency.

The state average in 2019 was **48.3%**.

Here is ACUSD's achievement data for English learners. In 2019, 54.1% of our English Learners made progress toward English language proficiency. The state average in 2019 was 48.3%.

ACUSD Student Data: Graduation Rate

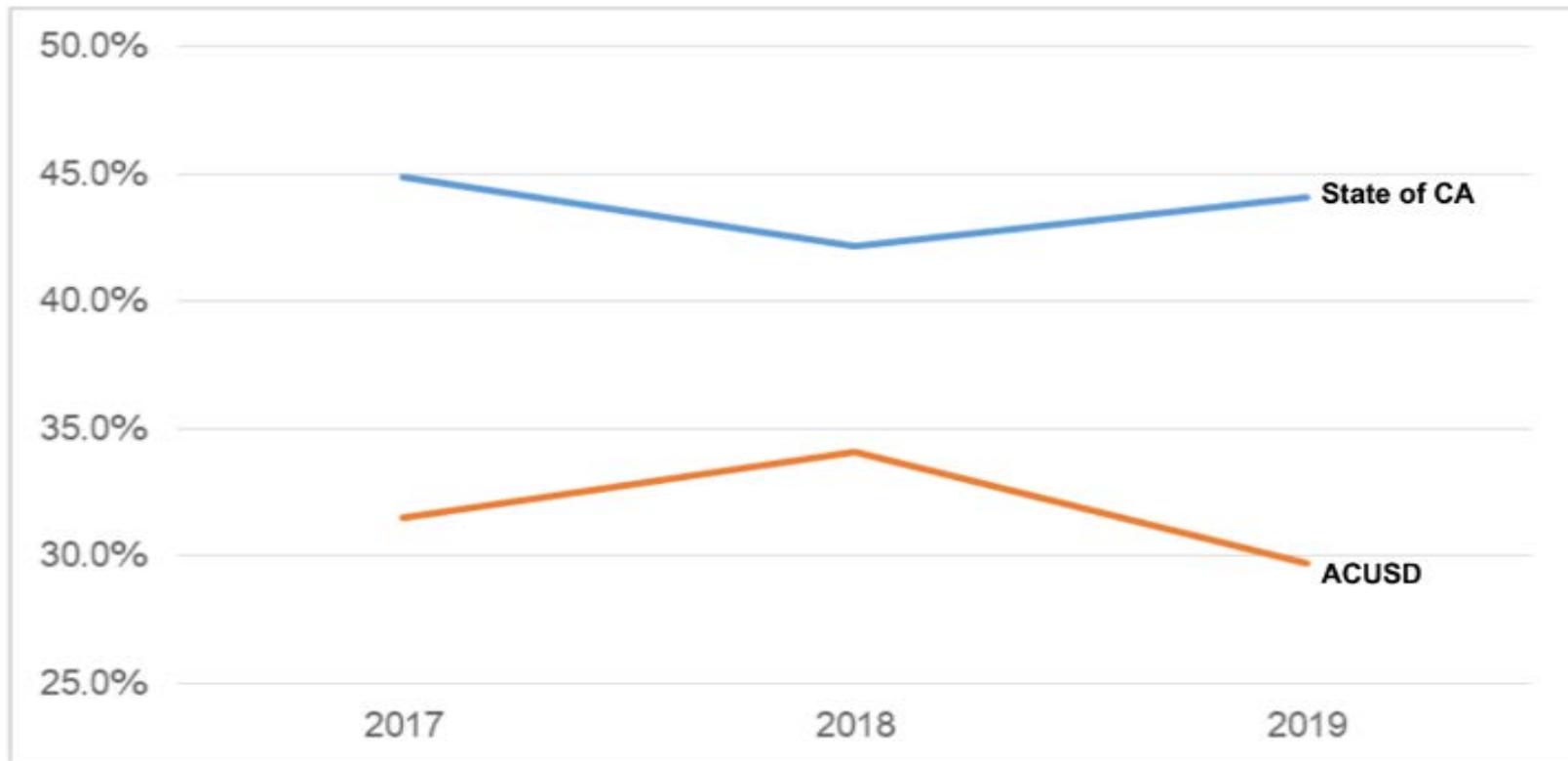
ACUSD's graduation rate increased between 2018 and 2019.



This graph shows ACUSD's graduation rate over the past 2 years. ACUSD's 5-year cohort graduation rate was below the State average in 2018 but rose in 2019. The 5 year cohort graduation rate is the percentage of students who started high school as 9th graders and graduated within 5 years (to capture 5th year seniors). It is not simply the percentage of students who graduated in each year. If a student started in ACUSD in 9th grade, moved somewhere else, and didn't graduate, they are still part of our 5 year cohort graduation rate. The 5-year cohort graduation rate data was not reported before 2018.

ACUSD Student Data: College Preparedness Rate

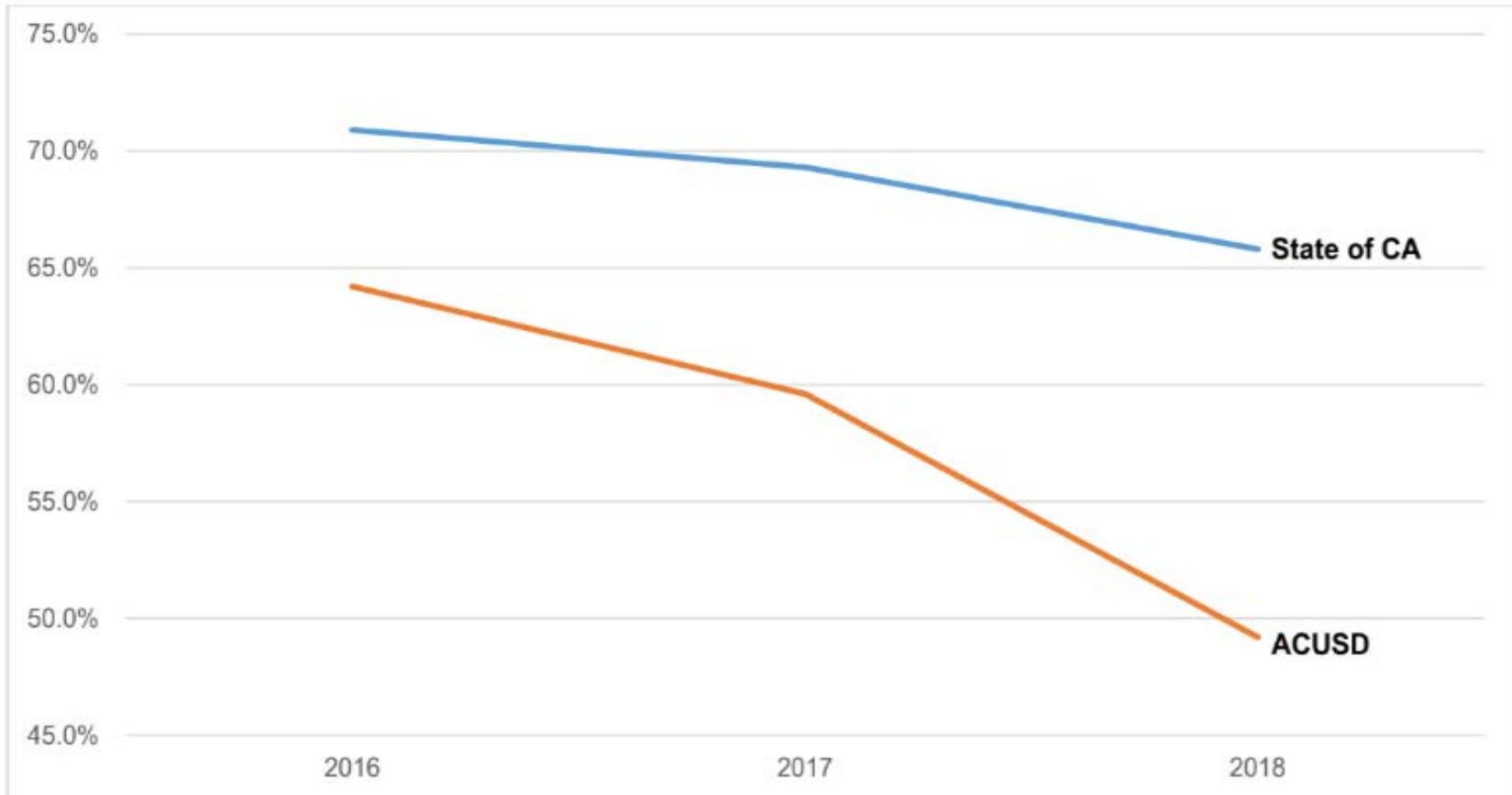
ACUSD's college preparedness rate increased in 2018 but decreased in 2019.



This chart shows how many of ACUSD's graduation seniors were considered "prepared" when they graduated. Please see the back side of the yellow handout for more information on what criteria students must meet in the State of California in order to be considered "prepared". ACUSD's college preparedness rate increased in 2018 but decreased in 2019. In a nutshell, students may achieve "prepared" status in multiple ways, including meeting the standard on both CAASPP tests, passing at least 2 AP exams, completing a dual enrollment course, meeting a CTE pathway, meeting A-G requirements, or achieving the state seal of bi-literacy.

ACUSD Student Data: College-Going Rate

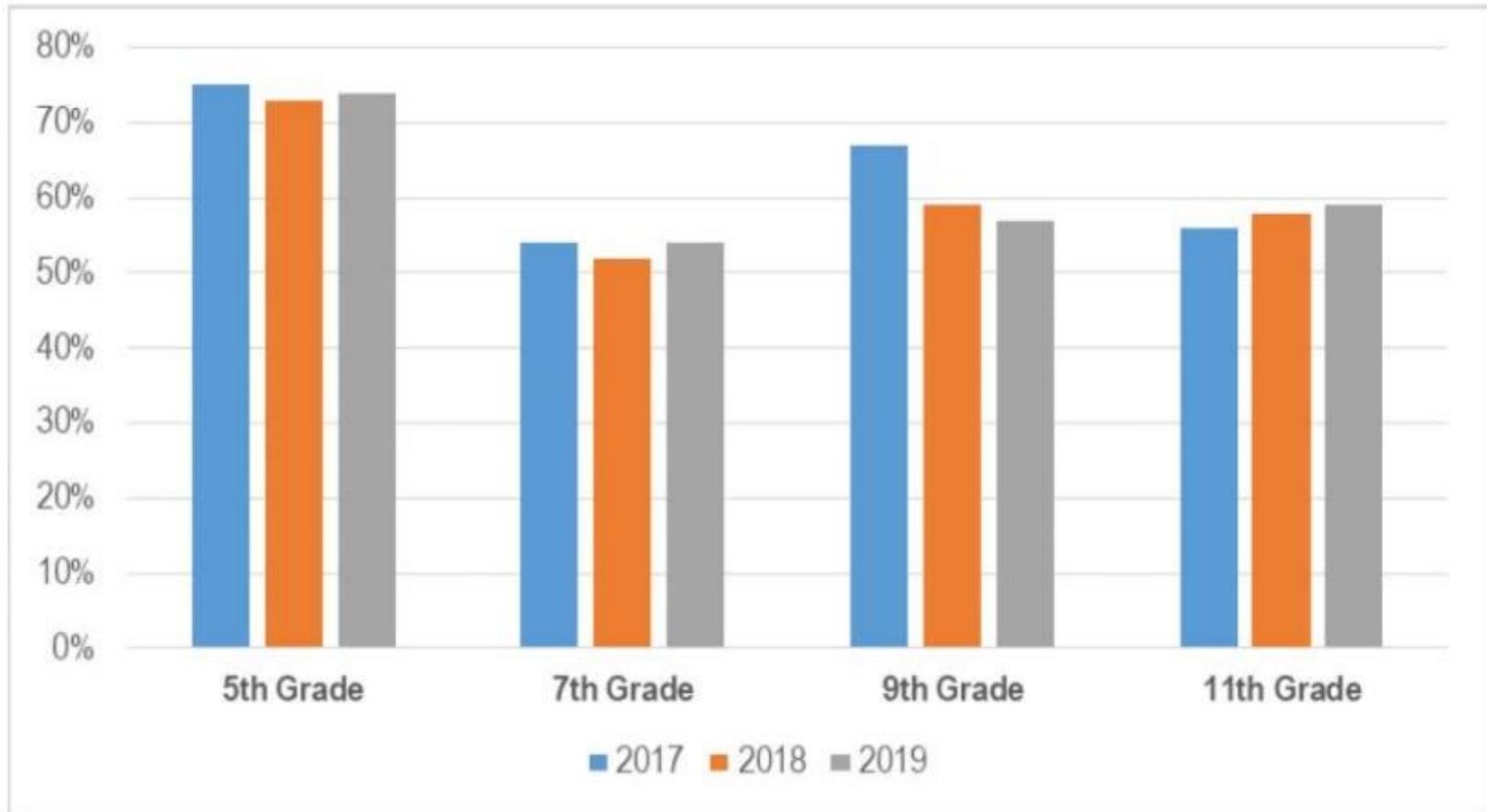
ACUSD's college going rate decreased between the Classes of 2016 and 2018.



This chart shows how many of ACUSD's graduates attend some form of college after graduating. ACUSD's college going rate decreased between the Classes of 2016 and 2018. The data for the Class of 2018 will be updated once more in the near future, so the decrease for 2018 may not be so drastic. The state's college going rate is reported both 12 months and 16 months after students graduate. The 16-month data has not been reported yet for the Class of 2018.

ACUSD Student Data: CA Healthy Kids Survey

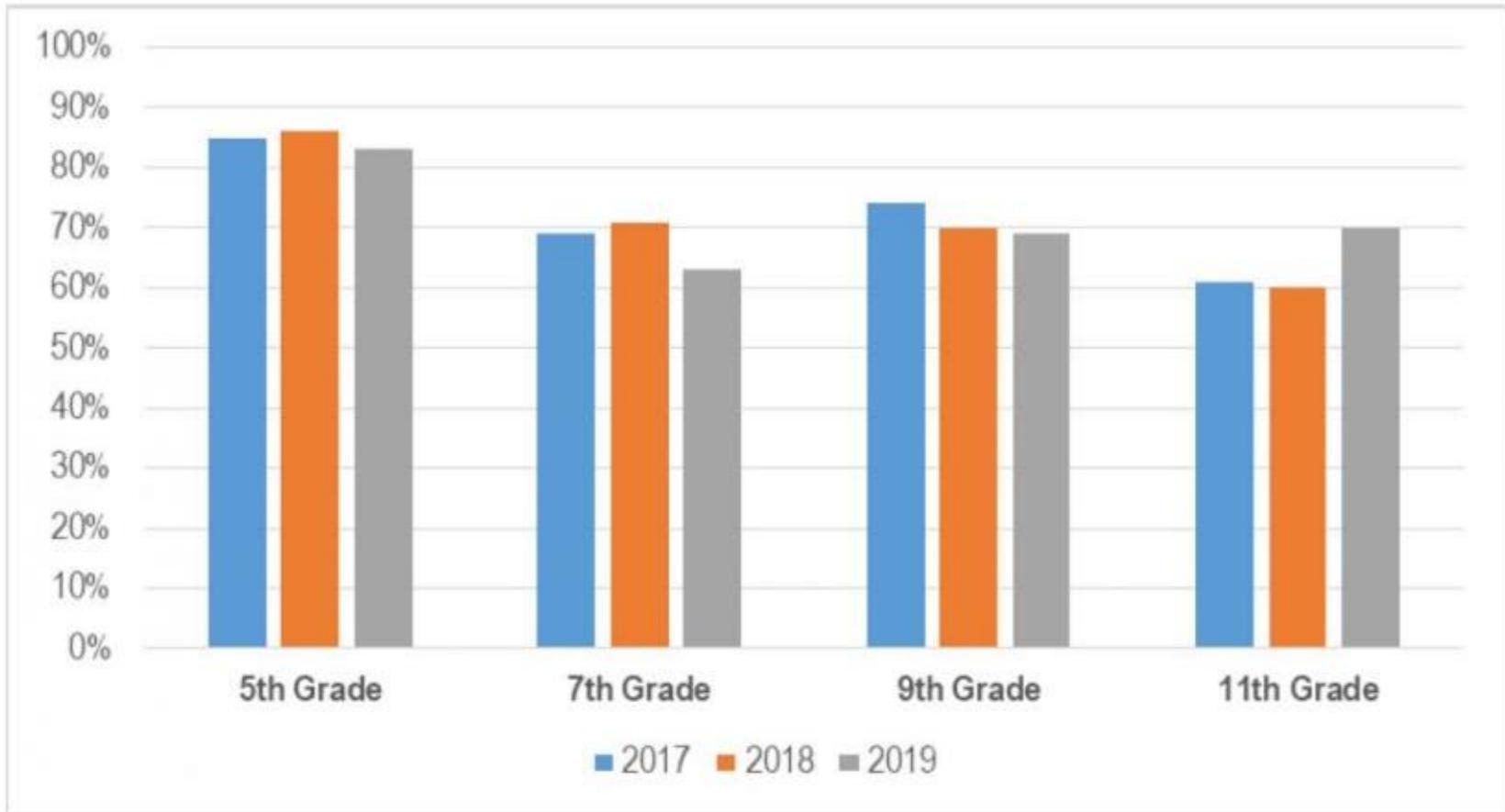
How many students feel connected to school?



Every year the California Healthy Kids Survey is given to students in grades 5, 7, 9, and 11. Students self-report on their feelings about school and their experiences. For this question, students were asked to what extent they feel connected to school. What can we tell from this data?

ACUSD Student Data: CA Healthy Kids Survey

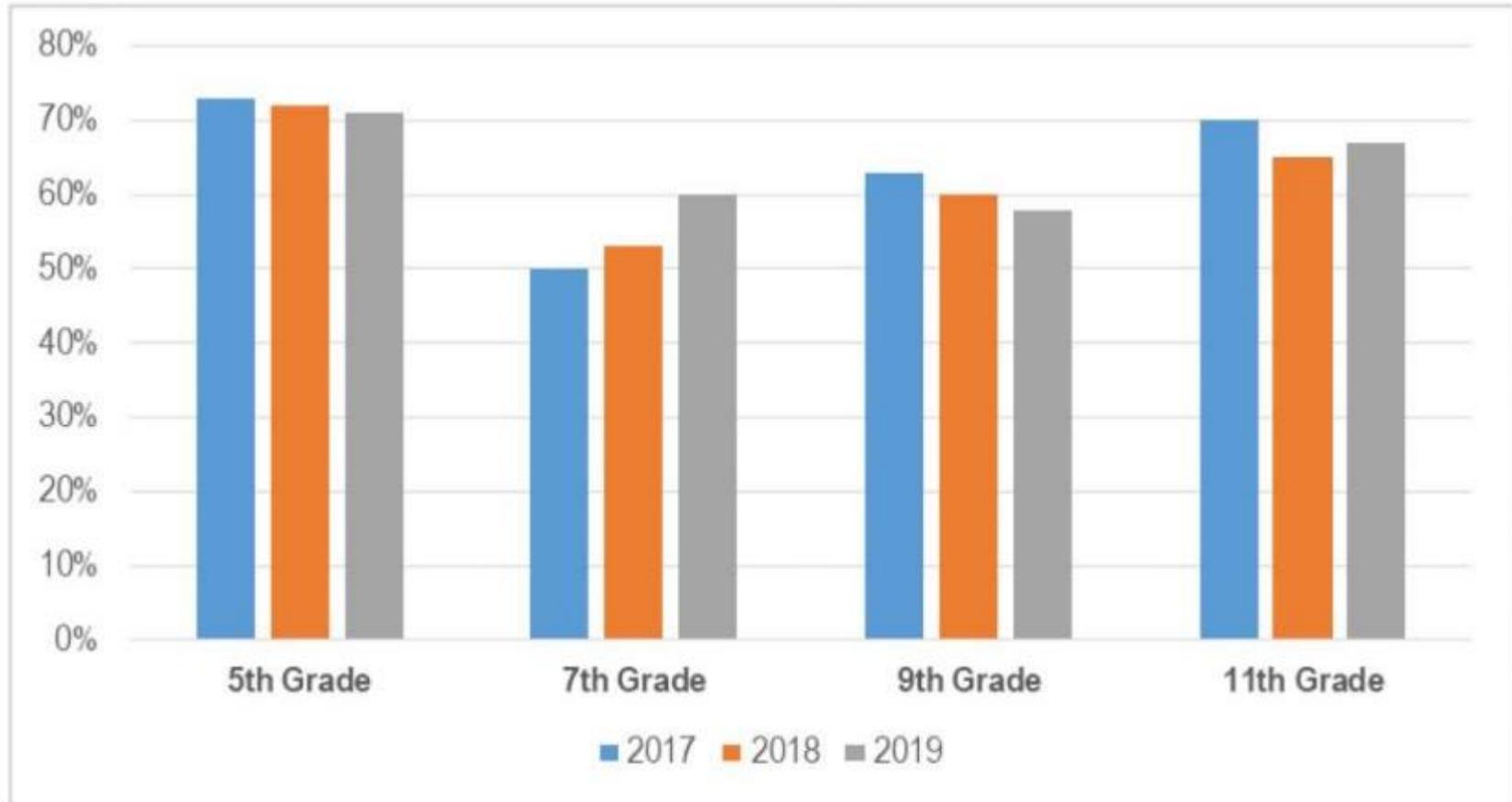
How many students are academically motivated?



For this question, students were asked to report how academically motivated they are. What can we tell from this data?

ACUSD Student Data: CA Healthy Kids Survey

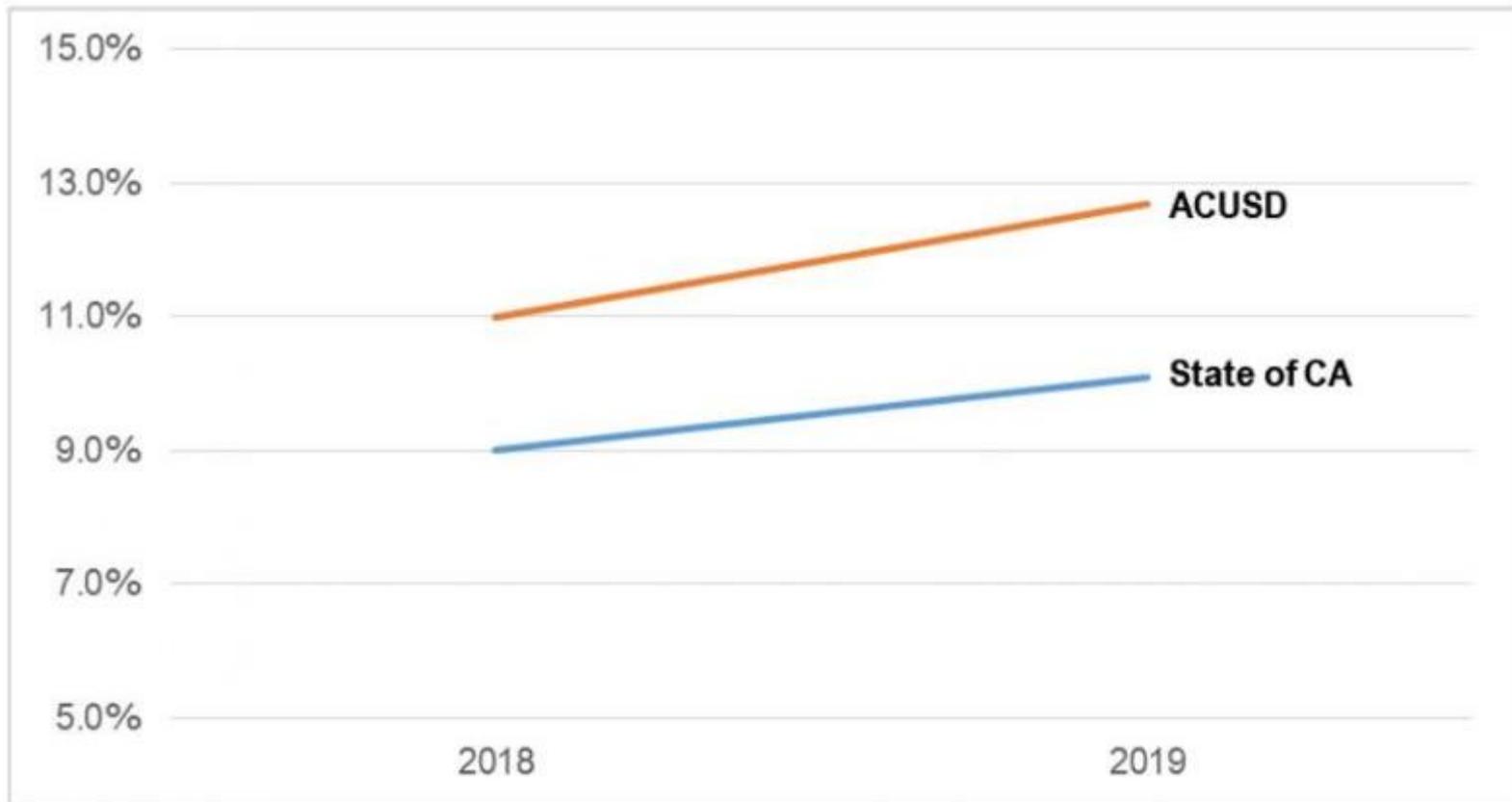
How many students feel they have **caring adult relationships** with a staff member at their school?



For this question, students were asked if they have a caring adult relationship with a staff member at their school. What can we tell from this data?

ACUSD Student Data: Chronic Absenteeism Rate

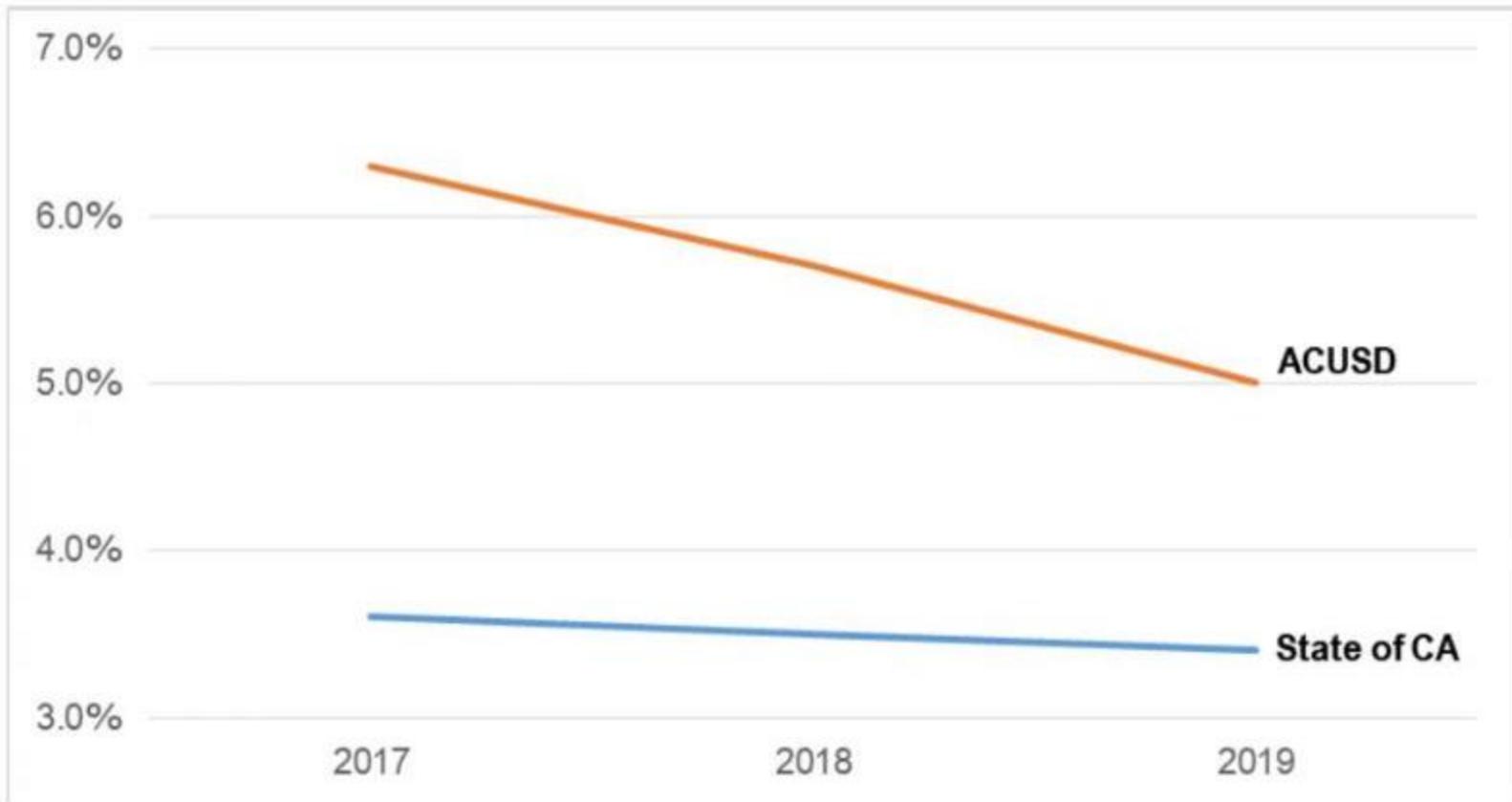
ACUSD's chronic absenteeism rate increased between 2018 and 2019.



This chart shows ACUSD's chronic absenteeism rate. A student is considered chronically absent if they miss at least 10% of the school year, which is 18 days of school for excused or unexcused reasons. ACUSD's chronic absenteeism rate increased in 2018 but decreased in 2019. It remains higher than the state average.

ACUSD Student Data: Suspension Rate

ACUSD's suspension rate has decreased over the past 3 years.



This chart shows ACUSD's suspension rate. ACUSD's suspension rate has decreased over the past 3 years but remains higher than the State average.

California LCAP Overview: District LCAP Goals (2019-20)



Given the data, the 10 State Priorities, and our 2 goals, what might be some priorities for 2020-21?

Goal 1: By 2020, all students will advance along multiple academic measures toward meeting/exceeding standards in order to **close achievement gaps and accelerate progress**, including increasing the number of students **successfully completing college preparatory and career technical education** (vocational) courses by 100%.

Goal 2: By 2020, through multiple measures, all students will show an increase in **positive school engagement and connectedness** with staff, peers, and community, including demonstrating improvement in **social/emotional and physical health**.

This brings it all together. So now that we have reviewed the 10 state priorities, our data around these 10 priorities, and our 2 LCAP goals, what specific area (or areas) should we place more focus on for the 2020-21 LCAP?

California LCAP Overview: District LCAP Stakeholder Engagement Process



February 2020:

1. Meetings with all ACUSD/ACOE, school staff & parent/community groups.
2. This presentation, data, and survey posted on the ACUSD/ACOE website.
3. All stakeholders complete survey.
4. Feedback (survey) due by March 13, 2020.
5. Survey data posted to the ACUSD/ACOE website.

Let's take a moment to review the process from here forward. We start in February 2020 with...

California LCAP Overview: District LCAP Stakeholder Engagement Process



March – May 2020:

1. LCAP Advisory Committee reviews survey results and how they compare to 2019-20 goals and priorities.
2. Using the data and survey feedback, the LCAP Advisory Committee makes recommendations for LCAP revisions by June 1, 2020.
3. Using the recommendations from the LCAP Advisory Committee, the LCAP Development Team (Educational Services and Business Services staff) compile the 2020-21 LCAP and 2020-21 Budget to submit to the Board of Trustees for approval.

Then in March, April, and May 2020...

California LCAP Overview: District LCAP Stakeholder Engagement Process



June 2020:

- First reading of Draft LCAP– Board of Trustees, June 10, 2020
- Draft LCAP posted to the District website – June 11, 2020
- Public comment period – June 11 – June 24, 2020
- Second reading/approval of LCAP – Board of Trustees, June 24, 2020

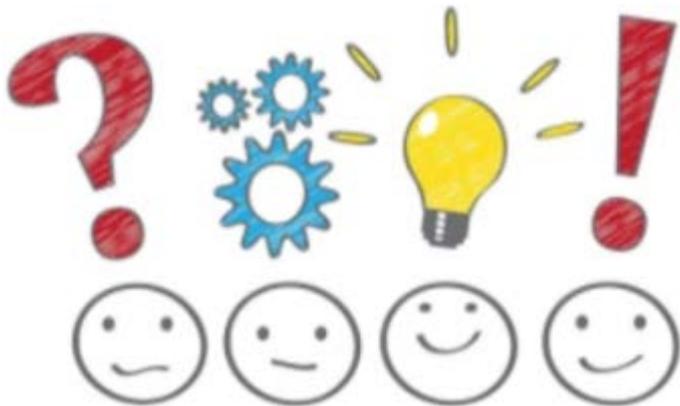
Finally, in June 2020...

California LCAP Overview: District LCAP Stakeholder Input



1. After today, please complete the online survey at www.amadorcoe.org by March 13, 2020.
2. If you cannot complete an online survey, please take a paper survey with you and turn it in to your school office or the Educational Services Department at 217 Rex Ave., Jackson, CA by March 28, 2020.

Questions?



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