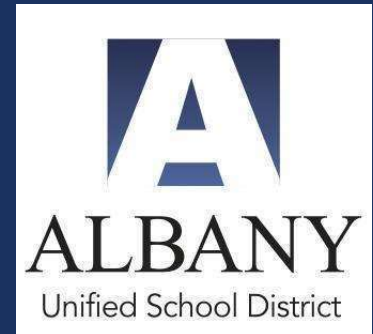


LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) MID-YEAR UPDATE

Board of Education Meeting
February 11, 2025

Anne Shin, Ed.D., Assistant Superintendent of Educational Services

Empowering Potential, Building Community, Inspiring Excellence



Background

Senate Bill 114 (2023) added a requirement for LEAs to present a report on the annual update to the Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP) on or before February 28 each year at a regularly scheduled meeting of the governing board or body of the LEA.

The report must include the following:

- All available midyear outcome data related to metrics identified in the current LCAP; and,
- All available midyear expenditure and implementation data on all actions identified in the current LCAP.

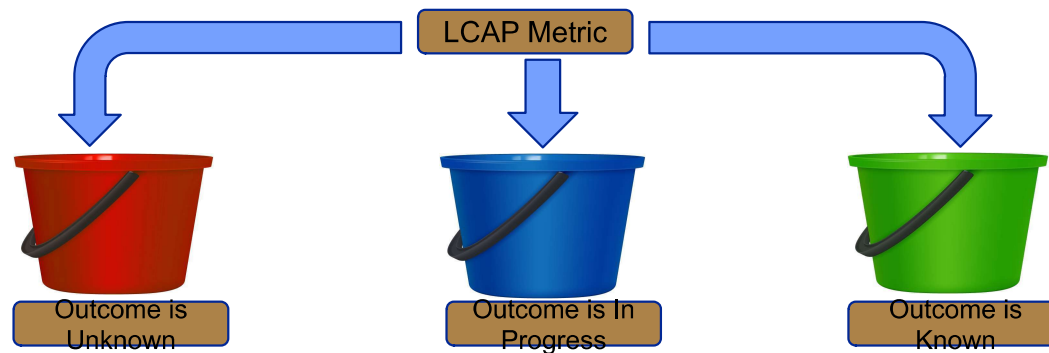
Impact to the Budget Overview for Parents

- When the Albany Unified School District adopted our LCAP and Budget on June 18, 2024, the state budget act was not complete.
- The adopted state budget included additional funds that were not anticipated by our district.
- The impact to our adopted Budget Overview for Parents is as follows:

Item	As adopted in BOP	Amount per Budget Act
Total LCFF Funds	\$41,767,013	\$42,812,547
LCFF Supplemental/ Concentration Grants	\$2,738,636	\$2,853,180
LCAP Allocation	\$4,374,400	\$4,426,755

Mid-year Update: LCAP Metrics

- At this point in the school year, some metric outcomes are Unknown, some are In Progress, and some are Known.
- The metrics for each LCAP goal will be shared on the following slides.



Goal 1: Assess and Increase Student Achievement

- Goal: Achieve 100% appropriately assigned and fully credentialed teachers.
- Goal: Maintain 100% access for all students.
- Goal: Sustain 100% ratings across all metrics.

Focus	2022-23	2023-24
Teacher Assignments and Credentials:	240 teachers, 8 misassigned (3%).	238 teachers, 3 misassigned (1.2%).
Access to Instructional Materials:	100% of students had access to standards-aligned instructional materials.	100% of students had access to standards-aligned instructional materials.
Implementation of Standards (Priority 2 Self-Reflection Tool):	<ul style="list-style-type: none">• 100% ratings: Professional Development, Instructional Materials, Engagement of Leadership.• 80% ratings: Policy & Program Support, Implementation of Standards.	100% ratings achieved in all areas.

Goal 1: Assess and Increase Student Achievement

- Goal: Increase to 32% earning the Seal of Biliteracy.
- Goal: Reclassify 20% of English Learners as RFEP.
- Goal: Progress 70% towards English Language Proficiency.

Focus	2022-23	2023-24
Seal of Biliteracy:	26% graduates designated as English Learner earned Seal of Biliteracy (34 students of 116 total).	5% graduates designated as English Learner earned Seal of Biliteracy (5 students of 100 total).
Reclassification Rate:	15.8% Redesignated Fluent English Proficient	15.2% Redesignated Fluent English Proficient.
English Learner Progress Toward Proficiency:	59.9% of English Learners made progress in English Language Proficiency. 44.3% progressed at least 1 ELPI level	62.1% of English Learners made progress in English Language Proficiency. 57.2% progressed at least 1 ELPI level

Goal 1: Assess and Increase Student Achievement

- Goal: Maintain or exceed 11% CTE Pathway Completion.
- Goal: Reach 72% of all students scoring 3 or higher on two AP exams.
- Goal: Increase to 60% (ELA) & 53% (Math) exceeds standard on CAASPP.

Focus	2022-23	2023-24
Career Technical Education (CTE):	6.7% (20 students) completed at least one Pathway.	11.5% (31 students) completed at least one pathway.
Advanced Placement (AP) Success:	All Students: 61.6%, Asian: 64.9%; Black/African American: 60%; Hispanic: 28%; White: 68.9%; Two or more races: 65.5%; ELs: 18.2%; SED: 45.6%; SWD: 0%.	All Students: 66.8%, Asian: 73.5%; Hispanic: 46.2%; White: 68.5%; Two or more races: 78.9%; ELs: 33.3%; SED: 55.2%; SWD: 16.7%.
College Preparedness (CAASPP ELA & Math):	All students: 55.19% (ELA), 44.17% (Math). Hispanic: 46.15% (ELA), 25% (Math); SED: 40.32% (ELA), 31.75% (Math); SWD: 22.22% (ELA), 5.56% (Math).	All students: 54.28% (ELA), 49.81% (Math). Hispanic: 41.03% (ELA), 22.50% (Math); SED: 37.21% (ELA), 38.20% (Math); SWD: 20% (ELA), 7.14% (Math).

Goal 1: Assess and Increase Student Achievement

- Goal: Reach 75% of graduates meeting UC/CSU requirements.
- Goal: Increase to 71% of students in “Prepared” level.

Focus	2022-23	2023-24
UC/CSU Entrance Requirements:	All Students: 69.1%, Black/African American: 42.9%; Hispanic: 63.8%; SED: 58.8%; SWD: 14.6%; EL: 33.3%.	All Students: 69.8%, Black/African American: 36.4%; Hispanic: 55.1%; SED: 60.9%; SWD: 22.2%; EL: 47.6%.
College/Career Indicator- Prepared Level:	All Students: 66.7%, Hispanic: 53.2%; SED: 60.2%; SWD: 12.5%; EL: 30.6%.	All Students: 69.9%, Hispanic: 53.1%; SED: 58.8%; SWD: 17.1%; EL: 30%; LTEL: 9.1%.

Goal 2: Provide Support for the Whole Child

- Goal: Increase graduation rate to 95% for all students.
- Goal: Decrease high school dropout rate to 1% for all students.
- Goal: Maintain middle school dropout rate of 0% for all students.

Focus	2022-23	2023-24
High School Graduation Rate:	All Students: 92.6%, Hispanic: 91.5%; Black/African American: 84.6%; SED: 95.5%; SWD: 69.2%; EL: 83.3%.	All Students: 94.9%, Hispanic: 93.9%; SED: 91.2%; SWD: 68.6%; EL: 85%.
High School Dropout Rate:	All students: 2.7%, Hispanic: 6.4%; Black/African American: 7.7%; SED: 2.7%; SWD: 10.3%; EL: 8.3%.	All students: 2.9%, Hispanic: 6.1%; SED: 4.4%; SWD: 17.1%; EL: 5%; Asian: 0%; Two or More Races: 0%; White: 3.3%.
Middle School Dropout Rate:	0% dropout	0% dropout

Goal 2: Provide Support for the Whole Child

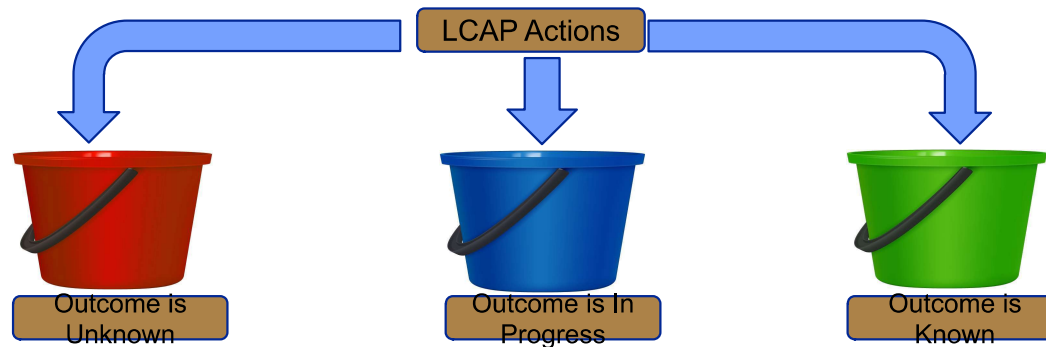
- Goal: Decrease chronic absenteeism rate by 50% for all students.
- Goal: Maintain 1% or less suspension rate.
- Goal: Maintain 0% expulsion rate.

Focus	2022-23	2023-24
Chronic Absenteeism Rate:	All Students: 12.8%, Black/African American: 17%; Hispanic: 23.8%; White: 10.2%; Two or More Races: 15.6%; Asian: 5.7%; SWD: 22.9%; SED: 20.1%; ELs: 12.5%.	All Students: 8.5%, Asian: 5.1%; Black/African American: 8.8%; Hispanic: 17.4%; White: 6.5%; Two or More Races: 8.1%; SWD: 15.2%; SED: 14.2%; ELs: 8%.
Suspension Rate:	All Students: 1.4%, Black/African American: 3.3%; Hispanic: 1.6%; White: 1.5%; Two or More Races: 1.5%; ELs: 1%; SWD: 4.1%; SED: 2.2%.	All Students: 1%, Asian: 0.7%; Black/African American: 1.9%; Hispanic: 0.9%; White: 1.5%; Two or More Races: 1%; ELs: 0.4%; LTELs: 2.3%; SWD: 4%; SED: 1.2%.
Expulsion Rate:	0% dropout	0% dropout

Mid-year Update: LCAP Expenditures and Implementation

Similarly, at this point in the school year, some LCAP actions have Not Started, some are In Progress, and some have been Completed.

An update of LCAP actions will be shared with expenditures through December 2024.



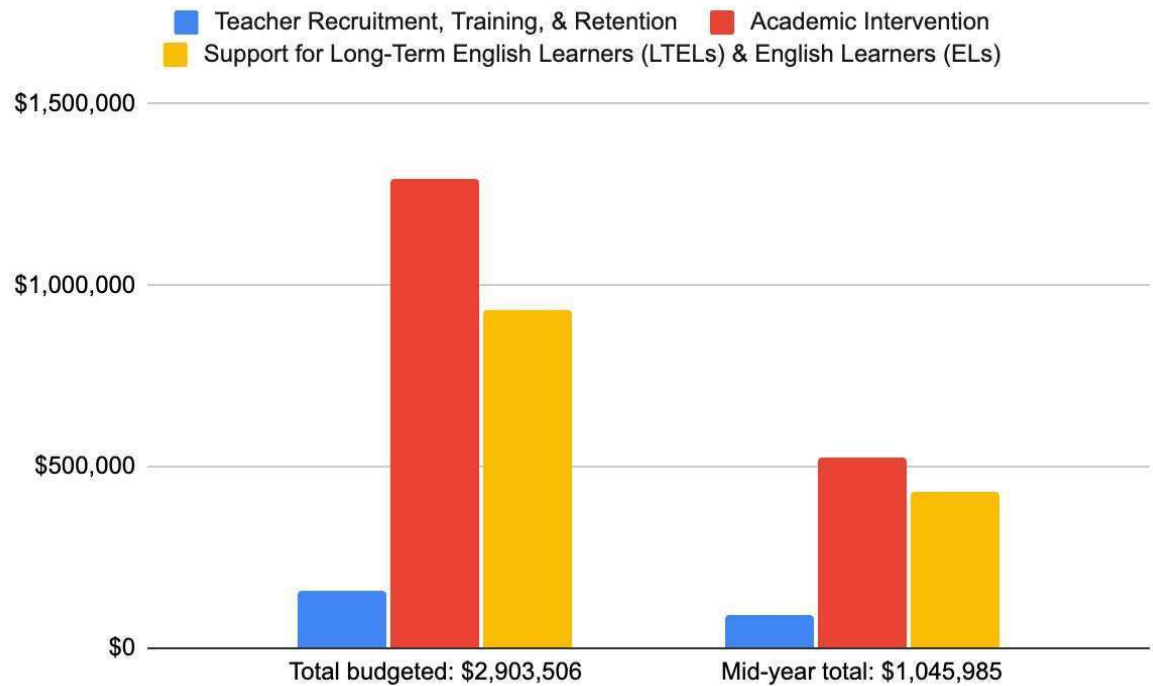
Goal 1: Assess and Increase Student Achievement

\$ 2,903,506 allocated for the 2024-25 School Year

1.1-Teacher Recruitment, Training & Retention
(\$159,869)

1.3-Academic Intervention
(\$1,295,115)

1.4 & 1.5- Support for Long Term English Learners & ELs
(\$930,760)

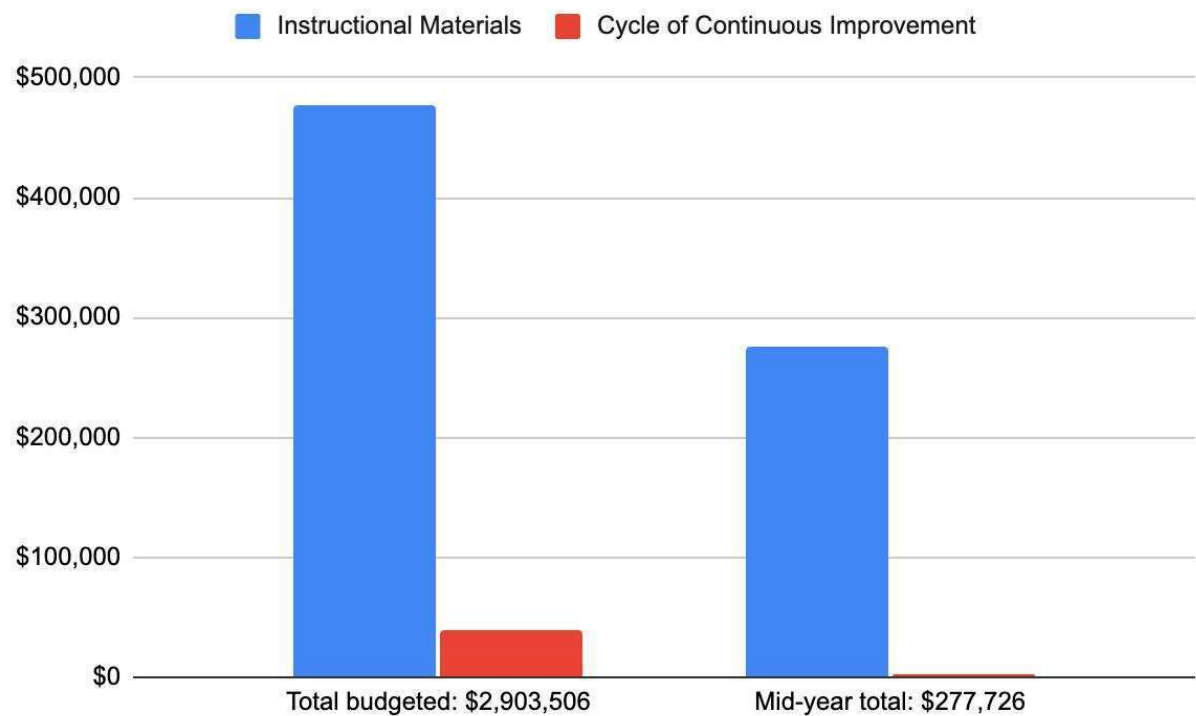


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Goal 1: Assess and Increase Student Achievement

\$ 2,903,506 allocated for the 2024-25 School Year

- 1.6- Instructional Materials (\$477,762)
- 1.7- Cycle of Continuous Improvement (\$40,000)

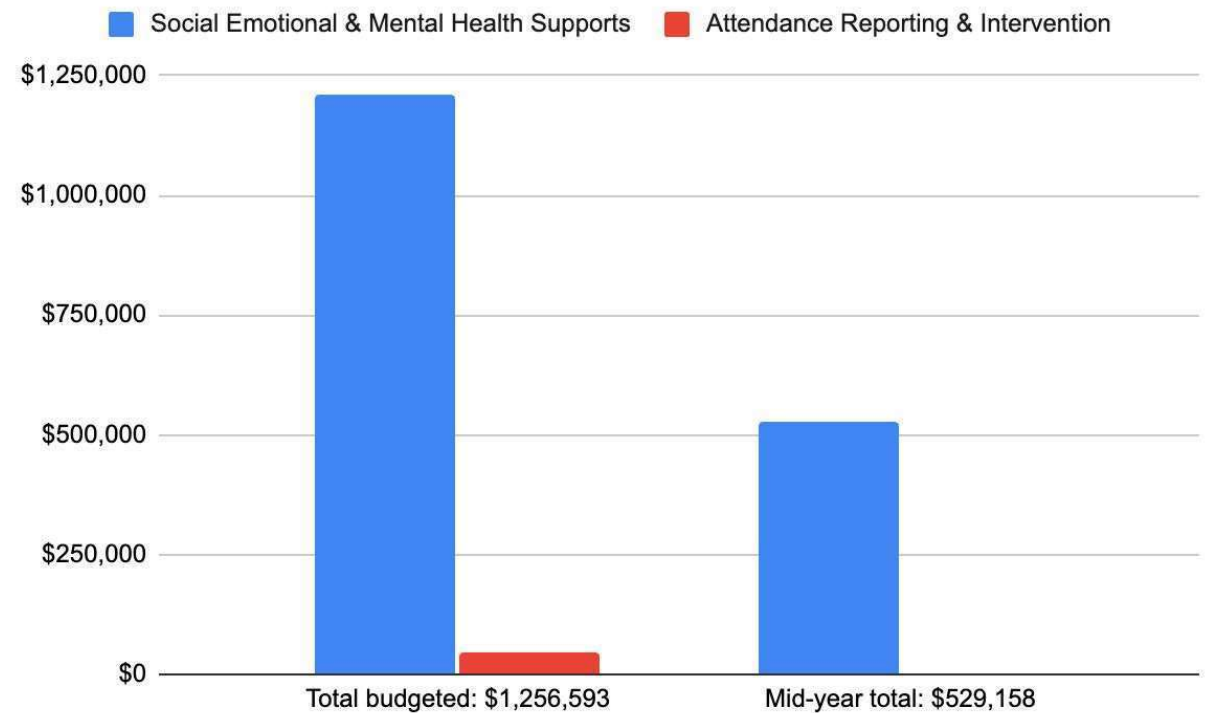


Goal 2: Provide Support for the Whole Child

\$1,256,593 Allocated for the 2024-25 School Year

2.1- Social Emotional & Mental Health Supports
(\$1,211,593)

2.3- Attendance Reporting & Intervention
(\$45,000)

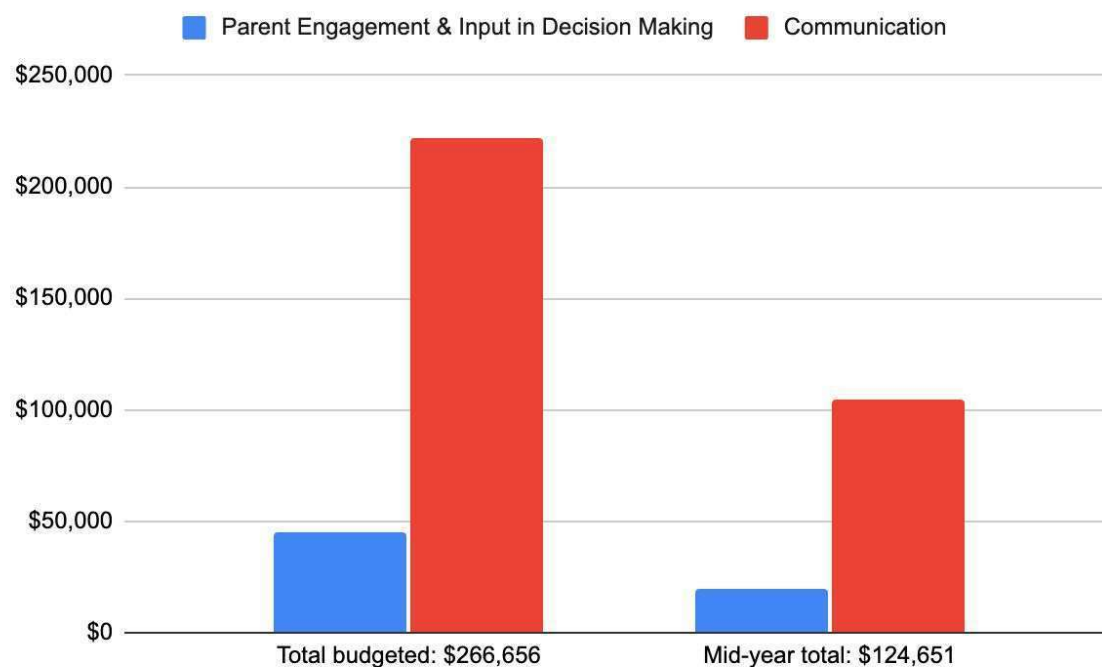


Goal 3: Communicate and Lead Together

**\$266,656 Allocated for
the 2024-25 School Year**

3.1- Parent Engagement and
Input in Decision Making
(\$45,000)

3.2-Communication
(\$221,656)



Closing

The 2024-25 year has presented both opportunities and successes. We are proud of the following:

- High School Outcome Data: All data related college & career readiness continue to increase
- Significant reduction in Chronic Absenteeism Rate
- Goal met for Suspension Rate

The data highlights that these need to be our areas of focus:

- **Prioritizing English Learner Progress**
- **Addressing the persistent gaps for historically underserved student groups**

Albany Unified School District is committed to implementing the LCAP to provide the necessary services to all students and especially to students within our areas of focus.

We acknowledge, and sincerely thank, the hard work and dedication of our employees, the support of our parents, and the resilience of our students to continue our reach for excellence.

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Thank you!

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