



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Albany City Unified School District	Anne Shin, Ed.D. Assistant Superintendent	ashin@ausdk12.org 510-558-3750

Goals and Actions

Goal

Goal #	Description
1	<p>Assess and Increase Academic Success:</p> <p>We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment, and academic growth so that all students will achieve their fullest potential.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1a: Subject area teacher credentials	Districtwide in 2020-2021, 97% of classroom teachers were fully credentialed and appropriately assigned.	Districtwide in 2021-2022, 97% of classroom teachers were fully credentialed and appropriately assigned.	Districtwide in 2022-2023, 97% of classroom teachers were fully credentialed and appropriately assigned.	Districtwide in 2023-2024, 98% of classroom teachers were fully credentialed and appropriately assigned.	100% of classroom teachers will be fully credentialed and appropriately assigned.
Priority 1b. Sufficient access to standards-aligned instructional materials	Districtwide in 2020-2021, 100% of students had access to standards aligned instructional materials.	Districtwide in 2021-2022, 100% of students had access to standards aligned instructional materials.	2022 Dashboard: Percent Of Students 100% of students had access Standards-Aligned Instructional Materials	2023 Dashboard: Percent Of Students 100% of students had access Standards-Aligned Instructional Materials	100% of students will continue to have access to standards aligned instructional materials.
Priority 2a. Implementation of academic content and performance standards	In 2019-20, the percentage of areas in the Priority 2 Self-Reflection Tool that were rated 4 (full implementation) or 5 (full implementation and sustainability) were 56%	In 2020-21, the percentage of areas in the Priority 2 Self-Reflection Tool that were rated 4 (full implementation) or 5 (full implementation and sustainability) were 56%	In 2021-22, the percentage of areas in the Priority 2 Self-Reflection Tool that were rated 4 (full implementation) or 5 (full implementation and sustainability) were 65%	In 2022-23, the percentage of areas in the Priority 2 Self-Reflection Tool that were rated 4 (full implementation) or 5 (full implementation and sustainability) were 65%	The percentage of areas in the Priority 2 Self-Reflection Tool that were rated 4 (full implementation) or 5 (full implementation and sustainability) will increase by 5% each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2b. English Learner Access to State and ELD Standards	In 2018-19, 30% of graduating students earned the State Seal of Biliteracy.	<p>In 2019-20, 23% of graduating students earned the State Seal of Biliteracy.</p> <p>In 2020-21, 20% of graduating students earned the State Seal of Biliteracy.</p>	<p>Dashboard 2021-2022: 0% of graduating students earned the State Seal of Biliteracy.</p> <p>Local Data 2021-2022: 40% of graduating Senior earned the State Seal of Biliteracy</p>	"In 2022-2023 47.5% (94) students earned the State Seal of Biliteracy"	The percentage of graduating students that earn a Seal of Biliteracy will increase by 5% each year.
Priority 4a. Statewide Assessments (English language arts)	Districtwide in 2018-2019, 79% of all students met or exceeded grade level standards in English language arts Students with Disabilities: 36% Economically disadvantaged: 61% English learners: 42% African American: 43% Hispanic: 68%	<p>Districtwide in 2020-21, 62% of all students met or exceeded grade level standards in English language arts. Students with Disabilities: 55% Economically disadvantaged: 73% English learners: 42% African American: 73% Hispanic: 75%</p> <p>Districtwide in 2021-22, 85% of all students met or exceeded grade-level standards in English language arts (local assessments)</p>	<p>Smarter Balanced Assessment 2021-2022</p> <p>Districtwide in 2021-22 78% of all students met or exceeded grade level standard in English Language Arts. Students with Disabilities: 42% Socio-economically Disadvantaged: 60% English Language Learners: 40% Black/African American: 41% Hispanic: 54%</p>	<p>"Smarter Balanced Assessment 2022-23</p> <p>Districtwide: 76% of all students met or exceeded grade level standard in English Language Arts. Students with Disabilities: 38% Socio-economically Disadvantaged: 63% English Language Learners: 30% Black/African American: 42% Hispanic: 64%"</p>	Overall, 85% of all students will meet and exceed grade level standards in English language arts. Student groups will make at least 10 percentage points growth.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Students with Disabilities: 56% Economically disadvantaged: 74% English Learners: 40% African American: 68% Hispanic: 74%			
Priority 4a. Statewide Assessments (Mathematics)	Districtwide in 2018-2019, 72% of all students met or exceeded grade level standards in mathematics Students with disabilities: 32% Economically disadvantaged: 51% English learners: 50% African American: 43% Hispanic: 55%	Districtwide in 2020-21, 55% of all students met or exceeded grade level standards in mathematics. Students with disabilities: 26% Economically disadvantaged: 43% English learners: 51% African American: 38% Hispanic: 47% Districtwide in 2021-22, 82% of all students met or exceeded grade-level standards in mathematics (local assessments) Students with disabilities: 65% Economically disadvantaged: 74%	Smarter Balanced Assessment 2021-2022 Districtwide in 2021-22, 68% of all students met or exceeded standards in Mathematics. Students with Disabilities: 35% Socio-economically Disadvantaged: 46% English Language Learners: 42% Black/African American: 28% Hispanic: 51%	"Smarter Balanced Assessment 2022-2023 Districtwide: 67% of all students met or exceeded standards in Mathematics. Students with Disabilities: 37% Socio-economically Disadvantaged: 49% English Language Learners: 35% Black/African American: 34% Hispanic: 48%"	Overall, 80% of all students will meet and exceed grade level standards in mathematics. Student groups will make at least 10 percentage points growth.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		English learners: 62% African American: 66% Hispanic: 71%			
Priority 4a. Statewide Assessments (Science)	Districtwide in 2018-2019, 57% of all students met or exceeded grade level standards in science Students with disabilities: 31% Economically disadvantaged: 38% English learners: 17% African American: 8% Filipino: 36% Hispanic: 43%	The CAST was not administered, no data is available	California Science Assessment (CAST) 2021-2022 5th, 8th, 12th Grades Districtwide: 63% of student met or exceeded standard in Science Students with Disabilities: 30% Socio-economically Disadvantaged: 37% English Language Learners: 21% Black/African American: 22% Hispanic: 45%	"2022-23 California Science Assessment (CAST) 5th, 8th, 12th Grade Districtwide: 63% of student met or exceeded standard in Science Students with Disabilities: 31% Socio-economically Disadvantaged: 43% English Language Learners: 17% Black/African American: 39% Hispanic: 45%"	Overall, 65% of all students meet and exceed grade level standards in science Student groups will make at least 10 percentage points growth.
Priority 4b. UC/CSU entrance requirements	In 2019-2020, 70.3% of all high school graduates met the UC/CSU entrance requirements Students with disabilities: 35.3% Economically disadvantaged: 54% EL: 45%	In 2020-2021, 62.9% of all high school graduates met the UC/CSU entrance requirements Students with disabilities: 27.3% Economically disadvantaged: 44.3% EL: 43.2%	In 2021-2022, 71.9% of all high school graduates met the UC/CSU entrance requirements. Students with disabilities: 19% Economically disadvantaged: 46.2% EL: 46.2%	In 2022-2023, 69.1% of all high school graduates met the UC/CSU entrance requirements. Students with disabilities: 14.6% Economically disadvantaged: 58.8% EL: 33.3%	75% of all high school graduates met the UC/CSU entrance requirements Student groups will make at least 10 percentage points growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hispanic: 53.7% African American: No data was reported for 2019-2020 due to cohort size; however, in 2018-2019, 35.7% of African American students met UC/CSU entrance requirements	Hispanic: 48.7% African American: No data was reported for 2020-21 due to cohort size.	Hispanic: 50% African American: No data was reported for due to low cohort size	Hispanic: 63.8% African American: 42.9%	
Priority 4c. CTE Completion Rate	In 2019-20, 8 students successfully completed the capstone course	2020-21, 6 students successfully completed the capstone course	In 2021-22, 2 students successfully completed the capstone course	In 2022-23 6.7% (20 students) successfully completed the capstone course	CTE completion rate will increase by 10%.
Priority 4d. UC/CSU entrance requirements and CTE Completion Rate	In 2019-20, the percentage of students meeting A-G requirements and completing CTE pathway was 5%	.In 2020-21, the percentage of students meeting A-G requirements and completing CTE pathway was 1.1%	In 2021-22 the percentage of students meeting A-G requirements and completing CTE pathway was .3%	In 2022-23 the percentage of students meeting A-G requirements and completing CTE pathway was 5.7%	The percentage of students meeting A-G requirements and completing CTE pathway will increase by 10%.
Priority 4e. English learner progress toward English proficiency	Districtwide in 2018-2019, 68.9% of English learners were making progress toward English language proficiency. 14% of English learners decreased at least one ELPI level. 17% of English learners maintained their ELPI level.	Districtwide in 2020-21, 39.72% of English Learners have made progress toward English Language proficiency (level 4). 38.89% of English Learners are level 3 (moderately developed) 14.17% of English Learners are level 2	Districtwide in 2021-22: 63.4% of English Learners were making progress toward English Language proficiency. 18.3% of English learners decreased at least one ELPI level. 18.3% of English learners maintained their ELPI level. 14.3% of English	"Districtwide in 2022-2023: 59.9% of English Learners were making progress toward English Language proficiency. 12.7% of English learners decreased at least one ELPI level. 27.4% of English learners maintained their ELPI level. 15.6% of English	75% of English learners will make progress toward English language proficiency. The percentage of students who decrease at least one ELPI level or maintain their ELPI level will decrease from 31% to 20%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	21.7% of English learners maintained ELPI level 4. 47.2% of English learners progressed at least one ELPI level.	(somewhat developed) 7.22% of English Learners are level 1 (minimally developed) ELPI Status was not reported in 2020-21 and 2021-22	learners maintained ELPI level 4. 49.1% of English learners progressed at least one ELPI level.	learners maintained ELPI level 4. 44.3% of English learners progressed at least one ELPI level."	25% of English learners will maintain ELPI level 4. 55% of English learners will progress at least one ELPI level.
Priority 4f. English learner reclassification rate	In 2019-2020 and 2020-2021, summative English learner assessments were suspended due to COVID-19. As a result, in 2020-2021, 55 students were reclassified as fluent English proficient compared to 117 the year prior (2019-2020).	Districtwide in 2021-22, 57 (16.4%) English Learners are designated as reclassified as fluent English Proficient. ELPAC was suspended due to COVID-19 2020-21 school year.	According to CA Dashboard for 2022: 0 students (0%) were reclassified as fluent English proficient	Districtwide In 2023-2024, 15.8% English Learners are reclassified as Redesignated Fluent English Proficient (RFEP)	The rate of English learners reclassified as fluent English proficient will increase by 3-5 percentage points annually.
4g. Advanced Placement Examination Participation and Passing Rates	In 2019-2020, 71% of all students enrolled in grades 11 and 12 are enrolled in at least one Advanced Placement course at Albany High School. Asian: 40% White: 35% African American: 2.5% Hispanic: 13%	In 2021-22, 63% of all students enrolled in grades 11 and 12 are enrolled in at least one Advanced Placement course at Albany High School. Asian: 20% White: 23% African American: 1.5% Hispanic: 7%	In 2021-22, 41.4% students in grades 11 and 12 scored 3 or higher on at least two Advanced Placement exams at Albany High School. Asian: 52.9% White: 42.1% African American: (data not available) Hispanic: 21.3%	"Data Source: AP Exam Results 2023 Of the 340 students who took AP exams, 256 student passed an advanced placement examination with a score of 3 or higher, or 75%	The District will maintain that 70% or more of all students enrolled in grades 11 and 12 will enroll in at least one Advanced Placement course at Albany High School. AP enrollment for African American, Hispanic, students with disabilities,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Students with disabilities: 0.5% Economically Disadvantaged: 14% English learners: 2.5%</p> <p>In 2019-2020, 81.8% of all AP examinations taken earned a score of 3 or higher.</p>	<p>Students with disabilities: 1% Economically Disadvantaged: 5% English learners: 4%</p> <p>In 2020-2021, 39.4% of all AP examinations taken earned a score of 3 or higher.</p>	<p>Students with disabilities: 4% Economically Disadvantaged: 16.1% English learners: 12.5%</p>	<p>Of the 256 students with passing scores: Hispanic: 12% African American: 2%"</p>	<p>economically disadvantaged students and English learners will increase 2-5 percentage points annually.</p> <p>The District will maintain that over 80% of all all AP examinations taken will earn a score of 3 or higher.</p>
4h. Early Assessment Program (English language arts)	<p>Districtwide in 2018-2019, 45.85% of assessed juniors exceeded standards in English language arts</p> <p>Students with disabilities: 25% Economically disadvantaged: 23.51% English learners: 10.56% African American: 16.33% Hispanic: 30.74%</p>	Data has not been released	<p>Smarter Balanced Assessment 2021-2022</p> <p>54.66% of assessed juniors exceeded standards in English Language Arts.</p> <p>Students with disabilities: 10.53% Economically disadvantaged: 39.68% English learners: 0% African American: (no scores - less than 10 students) Hispanic: 45.95%</p>	<p>Smarter Balanced Assessment 2022-2023</p> <p>55.19% of assessed juniors exceeded standards in English Language Arts.</p> <p>Students with disabilities: 22.22% Economically disadvantaged: 40.32% English learners: (no scores - less than 11 student results) African American: (no scores - less than 11 student results) Hispanic: 46.15%</p>	<p>50% of assessed juniors will exceed standards in English language arts .</p> <p>Student groups will make at least 10 percentage points growth.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4h. Early Assessment Program (Mathematics)	Districtwide in 2018-2019, 47.32% of assessed juniors exceeded standards in Math Students with disabilities: 15% Economically disadvantaged: 27.15% English learners: 26.60% African American: 14.29% Hispanic: 26.17%	Data has not been released	Smarter Balanced Assessment 2021-2022 Districtwide, 47.79% of assessed juniors exceeded standards in Math. Students with disabilities: 10.53% Economically disadvantaged: 29.51% English learners: 0% African American: (no scores - less than 10 students) Hispanic: 30.56%	Smarter Balanced Assessment 2022-20223 44.17% of assessed juniors exceeded standards in Math. Students with disabilities: 5.56% Economically disadvantaged: 31.75% English learners: (no scores - less than 11 student results) African American: (no scores - less than 11 student results) Hispanic: 25%	55% of assessed juniors will exceed standards in English language arts . Student groups will make at least 10 percentage points growth.
Priority 7a. Access to a broad course of study	100% of students in grades 1-6 have access to a broad course of study as defined in CA Education Code 51210: English Mathematics Social Sciences Science Visual and Performing Arts Health Physical Education	100% of students in grades 1-6 have access to a broad course of study as defined in CA Education Code 51210: English Mathematics Social Sciences Science Visual and Performing Arts Health Physical Education	100% of students in grades 1-6 have access to a broad course of study as defined in CA Education Code 51210: English Mathematics Social Sciences Science Visual and Performing Arts Health Physical Education	100% of students in grades 1-6 have access to a broad course of study as defined in CA Education Code 51210: English Mathematics Social Sciences Science Visual and Performing Arts Health Physical Education	The District will maintain that 100% of students in grades 1-12 have access to a broad course of study. Additionally, the District will baselines for access of persistently underserved student groups and set targets for growth.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	100% of students in grades 7-12 have access to a broad course of study as defined in CA Education Code 51210: English Social Sciences Foreign Language Physical Education Science Mathematics Visual and Performing Arts Applied Arts Career Technical Education	100% of students in grades 7-12 have access to a broad course of study as defined in CA Education Code 51210: English Social Sciences Foreign Language Physical Education Science Mathematics Visual and Performing Arts Applied Arts Career Technical Education	100% of students in grades 7-12 have access to a broad course of study as defined in CA Education Code 51210: English Social Sciences Foreign Language Physical Education Science Mathematics Visual and Performing Arts Applied Arts Career Technical Education	100% of students in grades 7-12 have access to a broad course of study as defined in CA Education Code 51210: English Social Sciences Foreign Language Physical Education Science Mathematics Visual and Performing Arts Applied Arts Career Technical Education	
Priority 7b. Programs developed for unduplicated students	In 2018-2019, 23% low income, 23% English Learner, .025% of Foster Youth students participated in after-school programs.	2019-20, 28% low income, 26% English Learner, 0.43% Foster Youth students participated in afterschool programs. In 2020-21, 70% low income, 32% English Learner, 0% Foster Youth students participated in afterschool programs. In 2021-22, 36% low income, 34% English	In 2022-23, 18% low income, 10% English Learner, 1% Foster Youth students participated in after-school programs.	2023-24 ELOP Enrollment 214 Students are enrolled in our ELOP before and after school program EL: 45% SED: 70%	The percentage of low income, English Learner, of Foster Youth students who participate in after-school programs will increase by 5% each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Learner, 0.29% Foster Youth students participated in after-school programs.			
Priority 7c. Programs developed for students with exceptional needs	In 2018-2019, the percentage of Triennial Assessment Completion Rate was 100%	<p>In 2019-20, the percentage of Triennial Assessment Completion Rate was 96%</p> <p>In 2020-21, the percentage of Triennial Assessment Completion Rate was 88%</p> <p>In 2021-22, the percentage of Triennial Assessment Completion Rate was 76%</p>	In 2022-23 the percentage of Triennial Assessment Completion Rate was 92%.	In 2023-24 the percentage of Triennial Assessment Completion Rate was 93%.	The percentage of Triennial Assessment Completion Rate will increase by 10% each year.
Priority 8a. Pupil Outcome (ELA)	Districtwide in 2018-2019, 45.85% of assessed juniors exceeded standards in English language arts Students with disabilities: 25% Economically disadvantaged: 23.51%	Districtwide in 2021-22, 92% of locally assessed juniors exceeded standards in English language arts Students with disabilities: 58% Economically disadvantaged: 84% English learners: 14%	Local Assessment, FastBridge 2022-23 Reading T3 Scores: 82.8% of students 2nd-8th grades scored at or above standard. Students with disabilities: 47.3% Economically disadvantaged: 72.3% English learners: 35.6%	Local Assessment, FastBridge 2023-24 Reading T3 Scores: 83% of students 2nd-8th grades scored at or above benchmark Students with disabilities: 47% Economically disadvantaged: 71% English learners: 42%	Pupil Outcomes in ELA will increase by ten percentage points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English learners: 10.56% African American: 16.33% Hispanic: 30.74%	African American: 67% Hispanic: 73%	African American: 60.6% Hispanic: 71.4%	Black/African American: 61% Hispanic/Latino: 70%	
Priority 8b. Pupil Outcome (Math)	Districtwide in 2018-2019, 47.32% of assessed juniors exceeded standards in Math Students with disabilities: 15% Economically disadvantaged: 27.15% English learners: 26.60% African American: 14.29% Hispanic: 26.17%	Districtwide in 2021-22, 66% of assessed juniors exceeded standards in Math Students with disabilities: 100% (2) Economically disadvantaged: 88% English learners: 50% African American: 100% (1) Hispanic: 100% (5)	Local Assessment, FastBridge 2022-23 Math T3 Scores: 81% of students 2nd-8th grades scored at or above standard. Students with disabilities: 52.6% Economically disadvantaged: 69.1% English learners: 51.1% African American: 53% Hispanic: 62.2%	Local Assessment, FastBridge 2023-24 Math T3 Scores: 78% of students 2nd-8th grades scored at or above benchmark Students with disabilities: 53% Economically disadvantaged: 70% English learners: 59% Black/African American: 54% Hispanic/Latino: 58%	Pupil Outcomes in Math will increase by ten percentage points

Goal Analysis

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.

There were no substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are three actions with notable material differences between budgeted expenditures and estimated actual expenditures at this time. Action 1.2, Technology to Support Student Learning is the 1:1 Chromebook for students and the purchase of new Chromebooks have not taken place. The goal is to purchase by June 30th. It is the same situation for Action 1.6, Instructional Materials. We are currently in the process of ordering needed instructional materials and the expenditures will be reflected by the end of the school year. For Action, 1.8, Cycle of Continuous Improvement, the expenditure for the district wide local assessment system is not yet reflected, This should also be included by the end of the school year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Although, it is not yet reflected in the student data, we believe that the district wide implementation of providing professional development training in MTSS, UDL and Anti-racist teaching has been effective in getting all of our teachers the foundational knowledge to improve their teaching practices, especially for our new teachers. We will continue to focus our efforts on providing district wide support for new teachers and training for teachers that reduce implicit bias and differentiated instruction for targeted students based on data.

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.

Student achievement data continues to show the impact of the school closures during the pandemic era. Although, CAASP data and other dashboard indicators do not show a significant decrease in performance overall, the gap has widened for specific subgroups of students. The learning loss seems to be most significant for our English learner students, for whom the performance rates have dropped in most areas. It is clear that the inability to interact with peers and learn in an English language immersed in person environment has had a significant impact on their language development as well as the ability to access other content subjects. Therefore, we are going to increase our focus and investment in English learner support by increasing professional development for our ELD Specialists and providing standards aligned ELD curriculum.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	<p>Provide Support for the Whole Child:</p> <p>We will foster the social and emotional growth of all students, implement an array of strategies to increase student engagement, identify individual socio-emotional and behavioral needs, and apply collaborative appropriate supports and interventions.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5a. Attendance Rates	During the 2019-2020 school, prior to COVID-19 school closures, the average daily attendance rate was 96.54%	During the 2021-22 school year, the average daily attendance rate is 95.62%	During the 2022-23 school year, the average daily attendance rate is 95.23%	From Aeries (SIS) During the 2023-24 school year, the average daily attendance rate is 85.92%"	The District will maintain an average daily attendance rate above 96%.
Priority 5b. Chronic Absenteeism Rates	<p>The District's chronic absenteeism rate in 2018-2019 was 5.4%</p> <p>African American: 9.6%</p> <p>Filipino: 8.5%</p> <p>Hispanic: 9.1%</p> <p>White: 6.5%</p> <p>English learners 6.5%</p> <p>Students with disabilities: 13.4%</p>	<p>The District's chronic absenteeism rate in 2021-22 is 10.1%</p> <p>African American: 18.3%</p> <p>Hispanic: 20.2%</p> <p>White: 8.5%</p> <p>English learners 12.4%</p> <p>Students with disabilities: 22.5%</p>	<p>According to the 2022 CA Dashboard, The District's chronic absenteeism rate was 12.7%</p> <p>African American: 20.5%</p> <p>Hispanic: 23.5%</p> <p>White: 9.7%</p> <p>English learners: 11.9%</p> <p>Students with disabilities: 21.8%</p>	<p>2023 CA Dashboard</p> <p>The District's chronic absenteeism rate was 12.8%</p> <p>African American: 23.5%</p> <p>Hispanic: 26.9%</p> <p>White: 13.6%</p> <p>English learners: 16%</p> <p>Students with disabilities: 28.9%</p> <p>Socio-economically</p>	<p>The District's chronic absenteeism rate will be 3%.</p> <p>The chronic absenteeism rate for student groups will decline by at least two percentage points annually.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Economically Disadvantaged: 11.8%	Economically Disadvantaged: 18.3%	Socio-economically Disadvantaged: 24.2%	Disadvantaged: 23.7%	
Priority 5c. Middle School Drop Out Rates	In 2016-2017, the last year for which data is available, there was one middle school dropout.	In 2020-21, the last year data was available there were no middle school dropouts.	In 2021-22, the last year data was available there were no middle school dropouts.	% of middle school students who have dropped out of school: 0%	The middle school dropout rate will be zero.
Priority 5d. High School Drop Out Rates	In 2019-2020, the high school dropout rate for high school was 1.7%	In 2020-21, the high school drop out rate was 0.60%	According DataQuest, for the school year, 2021-2022 the high school drop out rate was 6.3%	Data Quest: 2022-23, the four-year adjusted cohort dropout rate All Students: 2.7% Hispanic: 6.4% Black/African American: 7.7% Socioeconomically disadvantaged: 2.7% Students with disabilities: 10.3% EL: 8.3%	The high school dropout rate will be 1% or less.
Priority 5e. High School Graduation Rate	In 2019-20, the high school graduation rate for high school was 100%	In 2020-21, the high school graduation rate for high school was 100%	In 2021-22, the high school graduation rate was 91.4%	In 2022-23, the high school graduation rate was 92.6%	The high school graduation rate will be 100%.
Priority 6a. Suspension Rate	The District's suspension rate in 2018-2019 was 1.4% African American: 1.7% Hispanic: 2.2% White: 1.5%	The District's suspension rate in 2020-21 was 0.028% (or one student) Students with disabilities: 0.32%	The District's suspension rate in 2021-22 was 1.5% African American: 4.3% Hispanic: 3% White: 1.2%	The District's suspension rate in 2022-23 was 1.4% African American: 3.3% Hispanic: 1.6% White: 1.5%	The District's suspension rate will be 1% or less.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Two or More Races: 1.8% English learners: 1.6% Students with disabilities: 4.7% Economically Disadvantaged: 1.5%	Economically Disadvantaged: 0.16%	Two or More Races: 0.9% English learners: 2.2% Students with disabilities: 3.7% Economically Disadvantaged: 2.5%	Two or More Races: 1.8% English learners: 1% Students with disabilities: 4.1% Economically Disadvantaged: 2.2%	
Priority 6b. Expulsion Rates	The District did not expel any students in 2019-2020.	The District did not expel any students in 2020-21.	The District did not expel any students in 2021-22.	The District did not expel any students in 2022-23	The District will maintain zero expulsions annually.
Priority 6c. Safety and School Connectedness Surveys	California Healthy Kids Survey Results from 2019-2020 indicate the following: 77% of 5th, 69% of 7th, 61% of 9th, and 64% of 11th graders reported School Connectedness ("Agree" or "Strongly agree"). 43% of 5th, 32% of 7th, 23% of 9th, and 28% of 11th graders reported "Pretty much true" or "Very much true" Meaningful Participation at school	California Healthy Kids Survey Results from 2021-2022 indicate the following: 77% of 5th, 66% of 7th, 56% of 9th, and 57% of 11th graders reported School Connectedness ("Yes, most of the" or Yes, all of the "). 36% of 5th, 32% of 7th, 19% of 9th, and 23% of 11th graders reported "Pretty much true" or "Very much true" Meaningful Participation at school.	California Healthy Kids Survey was not administered in 2022-23	California Healthy Kids Survey Results from 2023-24 indicate the following: 77% of 5th, 66% of 7th, 56% of 9th, and 57% of 11th graders reported School Connectedness "Yes, most of the time" or Yes, all of the time". 36% of 5th, 29% of 7th, 19% of 9th, and 22% of 11th graders reported "Pretty much true" or "Very much true" Meaningful Participation at school.	Rates of school connectedness and meaningful participation will increase by 2-5 percentage points annually in all grades surveyed.

Goal Analysis

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.

There was one substantive difference in planned action and the actual implementation of the action. For the action of attendance reporting and intervention, we had planned to hire a clerical staff to support the school sites and the district to monitor attendance and outreach to families to encourage attendance. Unfortunately, we were unable to hire that staff and was unable to implement this action as planned.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were material difference between budgeted expenditure and actual expenditure in two areas. The first is with Action 2.1, Social Emotional and Mental Health Supports. More mental health support specialists were needed and hired than originally planned. And the second Action 2.3, Attendance Reporting and Intervention, due to our inability to hire a clerk to support attendance reporting and intervention, that allocation was not spent.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The action of attendance reporting and intervention was ineffective in making progress towards increasing attendance and decreasing chronic absenteeism since we were unable to hire a dedicated staff or system of support and intervention at the school site or district level.

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.

We are putting a new strategy in place for attendance reporting and interventions by implementing a three tiered system. We will purchase the PowerSchool Attendance management system as a Tier 1 strategy to monitor district wide attendance and make timely, consistent connections with families to encourage improved attendance for all. Then, at the Tier 2 level, we are implementing the SARC process for school staff to engage with families that need the additional support. And as a Tier 3 strategy, we are implementing the SARB process at the district level to provide further support to families and students that need the intensive support.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	<p>Communicate and Lead Together:</p> <p>All educational partners will collaborate and communicate about decisions that guide the sites and district.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1a. School facilities are in good repair	<p>As reported on annual School Accountability Report Cards, 100% of AUSD schools are in good repair. Additionally, the District has successfully completed construction projects at Albany High School and Albany Middle School. Construction on the new Ocean View Elementary School is scheduled to be completed on time and under budget in July 2021 and new construction on Marin Elementary School will begin in summer 2021.</p>	<p>As reported on annual School Accountability Report Cards, 100% of AUSD schools are in good repair. Additionally, the District has successfully completed construction projects at Albany High School and Albany Middle School. Also, construction on the new Ocean View Elementary completed on time and under budget in July 2021 and new construction on Marin Elementary School has begun in summer 2021.</p>	<p>Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 0%</p>	<p>Data Source: Facilities Inspection Tool (FIT) 2023</p> <p>Instances Where Facilities Do Not Meet The ""Good Repair"" Standard (Including Deficiencies And Extreme Deficiencies) 0%</p>	<p>The District will maintain that 100% of its schools will remain in good repair as measured by annual School Accountability Report Cards.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3a. Parent input in decision making	The District administered the California School Parent Survey in 2019-2020. There were 460 respondents (216 elementary school, 188 middle school, 56 high school). 79% of parents surveyed indicated the District's schools allows input and welcomes parents' contributions. 60% of parents surveyed indicated their child's school actively seeks the input of parents before making important decisions.	The District administered the California School Parent Survey in 2021-2022. There were 407 respondents: 199 elementary school, 88 middle school, 120 high school. 33% of parents surveyed indicated the District's schools allows input and welcomes parents' contributions. 40% of parents surveyed indicated their child's school actively seeks the input of parents before making important decisions.	California School Parent Survey was not administered in 2022-23	The District administered the California School Parent Survey in 2023-2024. There were 724 respondents: 410 elementary school, 165 middle school, 149 high school. 87% of parents surveyed indicated the District's schools allows input and welcomes parents' contributions. 67% of parents surveyed indicated that the district's schools actively seeks the input of parents before making important decisions.	The percentage of parents who indicate the District's schools allows input and welcomes parents' contributions will increase by five percentage points as measured by the 2021-2022 administration of the California Schools Parent Survey. The percentage of parents who indicate their child's school actively seeks the input of parents before making important decisions will improve by ten percentage points as measured by the 2021-2022 administration of the California Schools Parent Survey.
Priority 3b. Parental participation for unduplicated students	The District supports and/or facilitates a number of standing parent committees to address the needs of students of color and English learners (i.e., District English Learner Advisory	The District supports and/or facilitates a number of standing parent committees to address the needs of students of color and English learners (i.e., District English Learner Advisory	The District supports standing parent committees to address the needs of students of color and English learners (i.e., District English Learner Advisory Committee). The	The District supports standing parent committees to address the needs of students of color and English learners (i.e., District English Learner Advisory Committee). The	The District will support standing parent committees to address the needs of students of color and English learners (i.e., District English Learner Advisory Committee). The

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Committee). The District supports and collaborates with various Parent Advisory groups composed of representatives from District parents of English learner, socio-economically disadvantages, homeless/foster youth students.	Committee). The Student Achievement Committee is working to collaborate with various Parent Advisory groups composed of representatives from District parents of English learner, socio-economically disadvantages, homeless/foster youth students. Plans have been developed to launch a Listening Campaign to increase parental participation for unduplicated students. All parents 31%, Elementary 41%, Middle School 26%, High School 17%. Percentage of parent participation by special program: Students w/disabilities 10%, English Learners 4%	District has developed infrastructure to support the collaboration with various Parent Advisory groups composed of representatives from District parents of English learner, socio-economically disadvantaged, homeless/foster youth students. The district has conducted focus group listening sessions with these parents to increase parental participation for unduplicated students. And the district surveyed all TK-6th unduplicated families about summer and after school program participation. All parents (TK-6) 49%, Cornell 41%, Oceanview 39%, Marin 12%, AMS 8%	District has developed infrastructure to support the collaboration with various Parent Advisory groups composed of representatives from District parents of English learner, socio-economically disadvantaged, homeless/foster youth students. All Parents (TK-6) 50%, Cornell 34%, Oceanview 32%, Marin 28%, AMS 6%	District will develop infrastructure to support the collaboration with various Parent Advisory groups composed of representatives from District parents of English learner, socio-economically disadvantaged, homeless/foster youth students. The district will send surveys to unduplicated families at least once a school year to increase parental participation by 10 % for unduplicated students.
Priority 3c. Parental participation for	The District facilitates the Albany Special Education Advisory	The District facilitated monthly meetings with the Albany Special	The District facilitated monthly meetings with the Albany Special	The District facilitated monthly meetings with the Albany Special	The District will facilitate monthly meetings with the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students with exceptional needs	Committee to address the needs of students with disabilities.	Education Advisory Committee to address the needs of students with disabilities. A special education audit was conducted and recommendations were provided to the district. The district is in the process of gathering educational partner input to prioritize tasks according to the recommendations.	Education Advisory Committee to address the needs of students with disabilities. In 2022-23, 10 Special Education Advisory meetings were held. There were 6-12 participants at each meeting	Education Advisory Committee to address the needs of students with disabilities. A special education audit was conducted and recommendations were provided to the district. The district is in the process of gathering educational partner input to prioritize tasks according to the recommendations. In 2023-24, 10 Special Education Advisory meetings were held. There were 6-12 participants at each meeting	Albany Special Education Advisory Committee to address the needs of students with disabilities as identified by the Special Education audit. The district will increase parental participation on the advisory committee by 10% for students with exceptional needs.

Goal Analysis

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.

There are no substantive difference in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There is one notable differences between budgeted expenditures and estimated actual expenditures at this time. Action 3.1, Parent Engagement and Input in Decision Making supports expenditures related to parent group activities. Many of these activities take place at the end of the school year, which are taking place now. So the expenditures related to those events are not yet reflected in the current expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The action of parent input in decision making shows good progress towards the goal within the past three years. We exceeded our goal to increase 5 percentage of parents who indicate the District's schools allow input and welcome parents' contributions. And have made good progress towards our goal of 10 percentage of parents who indicate their child's school actively seeks the input of parents before making important decisions. Also, our facilities continue to remain in good repairs at 100% rate.

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.

We will continue to focus on the actions to seek parent input in decision making as well as providing ongoing and timely communications with our parents and community. The data and survey results continue to support the need for these actions and show good progress towards these goals.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023