



Local Control and Accountability Plan, 2024-2027

Development Process, Goals, Metrics, and Actions

Year Two: 2025-2026

Governing Board

Acalanes Union High School District

May 21, 2025

LCAP Overview



Overview of LCAP

- 3-year plan to support ongoing school improvement
- Required as part of the Local Control Funding Formula
- Input from educational partners shapes plan
- Budget must be sufficient to implement plan
- 8 State priorities and associated metrics included in plan
- Public Hearing on LCAP — May 21, 2025
- Governing Board approves LCAP and budget — scheduled for June 4, 2025

LCAP Overview



Timeline

November – January

Review District Metrics

- Achievement Data
- Curriculum
- Attendance
- Discipline
- Campus Climate
- Staffing
- Parental Engagement
- Facilities

February – April

Educational Partner Outreach and Input

Draft & Revise Goals and Actions

Budget Development

May – June

Post Draft LCAP

Public Hearing – May 21

Submit to Governing
Board for Approval –
June 4

LCAP Overview



Eight State Priorities

1. Basic Services — Conditions of Learning
2. Implementation of State Standards
3. Parental Involvement
4. Pupil Achievement
5. Pupil Engagement
6. School Climate
7. Course Access
8. Other Pupil Outcomes

LCAP Overview



LCAP 3-Year Goals

1. Ensure that every student has access to high-quality educational opportunities and attains college and career readiness. (High-Quality Programs)
2. Identify and implement policies and practices that eliminate opportunity gaps. (Equity & Access)
3. Provide safe, engaging, and inclusive classrooms and school sites that support the social-emotional growth of every student. (School Climate & Culture)
4. Recruit, develop, and retain innovative, collaborative, and effective certificated, classified, and administrative staff who prioritize student well-being and success. (High-Quality Staffing)

LCAP – Educational Partner Engagement



Educational Partner Input

- School Staff
- Parents/Guardians
- Student Focus Groups
- Superintendent's Advisory Council
- DELAC and ELAC
- Black/African-American Advisory
- DEIB Parent Committee
- Special Education Parent Advisory
- Special Education Local Plan Area
- Collective Bargaining Groups
- Coordinating Council
- AUHSD Cabinet & Administrative Council

LCAP – Educational Partner Engagement



Staff Input — Key Themes

- Four LCAP goal areas — overall support
- Strong course offerings, but concerns about enrollment in arts and career technical education
- Support for smaller class sizes
- Support for Academy, but call for more systematic plan to support students
- Logistics of 1:1 technology and Canvas working well, but concerns about screen time and AI use
- English learner enrollment growth — need more professional development on support strategies
- General support for co-teaching, but teachers need more planning time
- New teacher support is improving

LCAP – Educational Partner Engagement



Parent/Guardian Input — Key Themes

- Four LCAP goal areas — overall support
- Course offerings strong, interest in more CTE options and pathways
- Academy — strong support
- Support for emphasis on Grade 9 transition
- Access to counseling support can be challenging
- Academic pressure is high
- Wellness Centers — valuable
- Support campus culture initiatives for belonging
- Prioritize recruiting and retaining excellent teachers — essential for student success

LCAP – Educational Partner Engagement



District English Learner Advisory Committee — Key Themes

- Strong appreciation for staff
- Academic support is valued and call for more support, e.g. tutoring
- English Language Development classes valuable
- Schools are inclusive environments and diversity is valued
- School-Home communication needs to be stronger
- Academic counseling services are not always accessible
- Need clear information about how to access advanced classes
- College and Career services need to be expanded
- Clubs and sports are positive ways to connect, but need more support to get involved

LCAP – Educational Partner Engagement



Student Input — Key Themes

- Course offerings extensive and rigor is strong
- Students are prepared for college
- Interest in more course pathways
- Academy critical for academic support, make-up tests, and starting homework
- Academic pressures are intense
- Wellness — strong support
- Canvas works well, but would like more consistency on Canvas use from teachers
- Access to Counselors can be challenging
- New phone restrictions — understand the need, but not consistently enforced
- Support emphasis on positive transition for Grade 9 students

LCAP – Goal 1



Goal 1

Ensure that every student has access to high-quality educational opportunities and attains college and career readiness.

High-Quality Programs

LCAP – Goal 1 Actions Steps



Goal 1 Action Steps

1. Course Offering Evaluation and Revision — Evaluate and revise course offerings
2. Standards-Aligned Curricular Materials — Adopt and develop standards-aligned curriculum
3. Implementation of State Standards — Ensure alignment of all courses with CA standards
4. Social Studies Curriculum Development — Implement the revised Ethnic Studies course
5. Career Technical Education Pathways — Strengthen CTE pathways
6. Professional Learning Communities — Build staff professional capacity through collaboration
7. Effective Grading Practices — Align with research-based grading practices

LCAP – Goal 1 Actions Steps



Goal 1 Action Steps (*cont'd*)

8. Tier II System of Academic Support — Provide academic interventions during Academy
9. Successful Transition to High School — Support students as they transition into high school
10. Effective Use of the Learning Management System — Increase effectiveness of Canvas
11. Technology Support — Ensure access to 1:1 devices, strong WiFi, and support
12. Furniture and Facility Modernization — Modernize student furniture in instructional spaces
13. Deferred Maintenance Plan — Complete deferred maintenance projects in timely manner
14. Strategic Planning — Facilitate processes to examine values, mission, and strategic priorities

LCAP – Goal 1 Metrics



Metrics – Curriculum Materials and Implementation of Academic Standards	Baseline	Year 1 Outcome	Goal 2026-27
1.1 Williams Compliance – % of students with access to standards-aligned instructional materials for use at school and home (1B)*	100% (2023-24)	100% (2024-25)	100%
1.2 Broad Course of Study – % of schools offering courses required in Ed. Code 51220 (7A)*	100% (2023-24)	100% (2024-25)	100%
1.3 State academic content and performance standards – % of academic areas that are rated Level 4 (Full Implementation) or Level 5 (Full Implementation and Sustainability) (2A)*	100% – Level 4/5 43% – Level 5 (2023-24)	100% – Level 4/5 53% – Level 4/5 (2024-25)	100% – Level 4/5 85% – Level 5

*Required metric per California Education Code 52060(d)

LCAP – Goal 1 Metrics



Metrics – State Standardized Assessments		Baseline	Year 1 Outcome	Goal 2026-27
1.4 English Language Arts / Literacy – % of students achieving “Standard Met” or “Standard Exceeded” on the Smarter Balanced Assessment (4A)*	All Students	82.5% (2022-23)	82.4% (2023-24)	89%
	Special Education	47.9% (2022-23)	42.0% (2023-24)	55%
	English Learners	16.7% (2022-23)	13.3% (2023-24)	21%
*Required metric per California Education Code 52060(d)				

LCAP – Goal 1 Metrics



Metrics – State Standardized Assessments (<i>cont'd</i>)		Baseline	Year 1 Outcome	Goal 2026-27
1.5 Mathematics – % of students achieving “Standard Met” or “Standard Exceeded” on the Smarter Balanced Assessment (4A)*	All Students	65.0% (2022-23)	63.2% (2023-24)	72%
	Special Education	19.4% (2022-23)	12.5% (2023-24)	25%
	English Learners	8.7% (2022-23)	21.9% (2023-24)	14%
1.6 Science – % of students achieving “Standard Met” or “Standard Exceeded” on the California Science Test (4A)*	All Students	65% (2022-23)	63.2% (2023-24)	75%

*Required metric per California Education Code 52060(d)

LCAP – Goal 1 Metrics



Metrics – College and Career Readiness	Baseline	Year 1 Outcome	Goal 2026-27
1.7 UC/CSU a-g Requirements – % of graduating class meeting requirements (4B)*	82.0% (2022-23)	81.7% (2023-24)	85%
1.8 Career Technical Education Pathway – % of graduating class completing CTE pathway (4C)*	6.0% (2022-23)	6.9% (2023-24)	8%
1.9 UC/CSU a-g Requirements & CTE Pathway – % of graduating class completing a-g requirements and CTE Pathway (4D)*	4.7% (2022-23)	5.5% (2023-24)	6%
*Required metric per California Education Code 52060(d)			

LCAP – Goal 1 Metrics



Metrics – College and Career Readiness (<i>cont'd</i>)	Baseline	Year 1 Outcome	Goal 2026-27
1.10 College Preparedness, ELA / Literacy – % of students achieving “Standard Exceeded” on the ELA / Literacy Smarter Balanced Assessment (4H)*	51% (2022-23)	53% (2023-24)	57%
1.11 College Preparedness, Mathematics – % of students achieving “Standard Exceeded” on the Mathematics Smarter Balanced Assessment (4H)*	41% (2022-23)	38% (2023-24)	47%

*Required metric per California Education Code 52060(d)

LCAP – Goal 1 Metrics



Metrics – College and Career Readiness (<i>cont'd</i>)	Baseline	Year 1 Outcome	Goal 2026-27
1.12 Advanced Placement Exams – % of students who have passed an AP exam (score of 3 or higher), Grades 10-12 (4G)*	58% (2022-23)	61% (2023-24)	65%
1.13 Four-Year Academic Planning – % of students utilizing Four-Yr. planning module in Aeries	35% (2023-24)	67% (2024-25)	100%
1.14 Grades – % of students earning one or more semester grades below a “C-” (8A)*	16.6% (2022-23)	15.4% (2023-24)	15%
1.15 Grades – % of Grade 9 students earning one or more semester grades below a “C-” (8A)*	18.7% (2022-23)	15.0% (2023-24)	16%
*Required metric per California Education Code 52060(d)			

LCAP – Goal 1 Metrics



Metrics – Graduation	Baseline	Year 1 Outcome	Goal 2026-27
1.16 Five-Year Cohort Graduation Rate (5E)*	97.7% (2022-23)	97.1% (2023-24)	98.5%
1.17 Four-Year Cohort Dropout Rate (4-Year Cohort) (5D)*	1.27% (2022-23)	1.0% (2023-24)	.5%

*Required metric per California Education Code 52060(d)

LCAP – Goal 1 Metrics



Metrics – Facilities	Baseline	Year 1 Outcome	Goal 2026-27
1.18 Williams Compliance – School facilities maintained and in good repair (1C)*	100% (Full compliance) (2023-24)	100% (Full compliance) (2024-25)	100% (Full compliance)
1.19 Deferred Maintenance Progress – % of annual deferred maintenance projects completed	100% (2023-24)	100% (2024-25)	100%
1.20 Furniture Modernization – % of learning spaces improved through furniture modernization	65% (2023-24)	100% (2024-25)	100%
*Required metric per California Education Code 52060(d)			

LCAP – Goal 1 Budget



Action #	Title	2025-2026 Budget
1	Course Offering Evaluation and Revision	\$5,000
2	Standards-Aligned Curricular Materials	\$650,000
3	Implementation of State Standards	\$728,264
4	Social Studies Curriculum Development	\$20,000
5	Career Technical Education Pathways	\$110,007
6	Professional Learning Communities	\$0
7	Effective Grading Practices	\$0

LCAP – Goal 1 Budget



Action #	Title	2025-2026 Budget
8	Tier II System of Academic Support	\$0
9	Successful Transition to High School	\$0
10	Effective Use of the Learning Management System	\$15,000
11	Technology Support	\$200,000
12	Furniture and Facility Modernization	\$175,000
13	Deferred Maintenance Plan	\$350,000
14	Strategic Planning	\$10,000

LCAP – Goal 2



Goal 2

Identify and implement policies and practices that eliminate opportunity gaps.

Access & Equity

LCAP – Goal 2 Action Steps



Goal 2 Action Steps

1. Teachers on Special Assignment — Strengthen Tier II academic support
2. Supplemental Instruction — Provide credit recovery options
3. Collaborative Teaching Model — Special Education and general education teachers co-teach in targeted courses
4. Special Education Family Engagement — Expand opportunities for parents/guardians to partner with District
5. English Language Development Programming — Support effective implementation of ELD curriculum
6. English Learner Family Engagement — Provide opportunities for parents/guardians to partner with District

LCAP – Goal 2 Action Steps



Goal 2 Action Steps (*cont'd*)

7. Black/African American Family Engagement — Provide opportunities for parents/guardians to partner with District
8. Foster, Homeless, Low-Income Youth Support — Strengthen services for foster youth, students experiencing homelessness, and students from low-income backgrounds
9. Site Intervention Teams — Implement effective site-based intervention teams for academic and social-emotional support
10. College and Career Services — Ensure college and career counseling services available for all students
11. School Site Council — Utilizing site-based, collaborative decision-making to improve programming

LCAP – Goal 2 Metrics



Metrics – English Language Learners	Baseline	Year 1 Outcome	Goal 2026-27
2.1 English Learner Progress – % of English Learner students making progress toward English language proficiency on the Summative English Language Proficiency Assessments for California (ELPAC) (4E)*	53.4% (2022-23)	53.3% (2023-24)	65%
2.2 English Learner Reclassification – % of English Learner Students reclassified as Fluent English Proficient (4F)*	8.2% (2022-23)	8.0% (2023-24)	12%
2.3 English Language Development Standards – California ELD standards at Level 4 (Full Implementation) or Level 5 (Full Implementation and Sustainability) (2A)*	Level 5 (2023-24)	Level 5 (2024-25)	Level 5

*Required metric per California Education Code 52060(d)

LCAP – Goal 2 Metrics



Metrics – English Language Learners (<i>cont'd</i>)	Baseline	Year 1 Outcome	Goal 2026-27
2.4 Long-Term English Language Learners – % of LTELs making progress on the Summative ELPAC (8A)*	45% (2022-2023)	44% (2023-24)	55%
2.5 Long-Term English Language Learners – % of dually-identified LTELs (EL students with disabilities) making progress on the Summative ELPAC (4E)*	27% (2022-2023)	37% (2023-24)	40%

*Required metric per California Education Code 52060(d)

LCAP – Goal 2 Metrics



Metrics – UC/CSU a-g Course Completion Opportunity Gaps	Baseline	Year 1 Outcome	Goal 2026-27
2.6 Hispanic Students – % meeting UC/CSU a-g course requirements (4B)* (8A)*	80.8% (2022-23)	70.1% (2023-24)	85%
2.7 Black/African-American Students – % meeting UC/CSU a-g course requirements (4B)* (8A)*	50.0% (2022-23)	68.8% (2023-24)	85%
2.8 Low-Income Students – % meeting UC/CSU a-g course requirements (4B)* (8A)*	51.0% (2022-23)	53.0% (2023-24)	65%

*Required metric per California Education Code 52060(d)

LCAP – Goal 2 Metrics



Metrics – UC/CSU a-g Course Completion Opportunity Gaps (<i>cont'd</i>)	Baseline	Year 1 Outcome	Goal 2026-27
2.9 Students with Disabilities in Learning Skills Program – % meeting UC/CSU a-g course requirements (4B)* (8A)*	32% (2022-23)	32% (2023-24)	40%
2.10 English Language Learners – % meeting UC/CSU a-g course requirements (4B)* (8A)*	18.8% (2022-23)	6.3% (2023-24)	25%
2.11 Reclassified Fluent English Proficient Students – % meeting UC/CSU a-g course requirements (4B)* (8A)*	81.7% (2022-23)	77.8% (2023-24)	85%
*Required metric per California Education Code 52060(d)			

LCAP – Goal 2 Metrics



Metrics – Parent Partnerships	Baseline	Year 1 Outcome	Goal 2026-27
2.12 Students with Disabilities – Parent/Guardian engagement (3C)* <ul style="list-style-type: none"> Participation in AUHSD parent education events, including Transition Fair, Care Parent Network, Grade 9 Orientation, and Transition Overview Participation on the AUHSD Special Education Parent Advisory Committee 	60 (2023-24)	110 (2024-25)	100
	85% (2023-24)	90% (2024-25)	95%
2.13 District English Language Learner Advisory Committee – % of EL students with a parent participating in DELAC (3A) (3B)*	31% (2023-24)	33% (2024-25)	40%
2.14 District Black/African American Advisory – % of Black/African American Students with a parent/guardian participating in the Advisory (3A)*	11% (2023-24)	15% (2024-25)	20%

*Required metric per California Education Code 52060(d)

LCAP – Goal 2 Metrics



Metrics – Parent Partnerships (<i>cont'd</i>)	Baseline	Year 1 Outcome	Goal 2026-27
2.15 California Dashboard, Local Indicators Self-Reflection Tool for Parent and Family Engagement (Priority 3) – % of practices from the Self-Reflection Tool rated at Level 4 – Full Implementation or Level 5 – Full Implementation and Sustainability (CA Dashboard Local Indicators Self Reflection Tool) (3A)*	100% – Level 4/5 67% – Level 5 (2023-24)	100% – Level 4/5 75% – Level 5 (2024-25)	100% – Level 4/5 75% – Level 5
2.16 College and Career Centers and Low-Income Students – % of students from low-income background receiving comprehensive college and career services	Baseline metric developed in 2024-2025	70% (2024-25)	95%

*Required metric per California Education Code 52060(d)

LCAP – Goal 2 Budget



Action #	Title	2025-2026 Budget
1	Teachers on Special Assignment	\$248,383
2	Supplemental Instruction	\$359,813
3	Special Education – Co-Teaching Model	\$80,000
4	Special Education Family Engagement	\$1,000
5	English Language Development Programming	\$520,645
6	English Learner Family Engagement	\$6,000

LCAP – Goal 2 Budget



Action #	Title	2025-2026 Budget
7	Black/African-American Family Engagement	\$1,000
8	Foster, Homeless, Low-Income Youth Support	\$3,000
9	Site Intervention Teams	\$0
10	College and Career Services	\$0
11	School Site Council	\$45,000

LCAP – Goal 3



Goal 3

Provide safe, engaging, and inclusive classrooms and school sites that support the social-emotional growth of every student.

Climate & Culture

LCAP – Goal 3 Action Steps



Goal 3 Action Steps

1. Teachers on Special Assignment — Foster schoolwide initiatives related to diversity, equity, inclusion, and belonging
2. Wellness Centers — Maintain robust centers to support social-emotional health
3. Extra/Co-Curricular Supports — Provide strong extracurricular and co-curricular programming that addresses the breadth and depth of students' needs and interests
4. Behavioral Support — Use interventions to support positive student behavior
5. Positive Athletic Experience — Build the capacity of athletic coaches to foster positive experiences for student athletes
6. LGBTQIA+ Support — Strengthen systems to support LGBTQIA+ students through direct services and schoolwide programming

LCAP – Goal 3 Action Steps



Goal 3 Action Steps (*cont'd*)

7. Responsible Social Media — Utilize curriculum to foster responsible social media use and digital citizenship
8. Artificial Intelligence and Academic Integrity — Foster the responsible use of AI and address academic integrity issues associated with technology
9. School Climate Surveys — Use surveys that address students' perspectives on well-being, engagement, connectedness, and other key indicators
10. Sandy Hook Promise — Use *Say Something Anonymous Reporting System* to promote safety
11. Diversity, Equity, Inclusion, and Belonging Summits — Facilitate student summits focused on DEIB and the development of student leaders

LCAP – Goal 3 Metrics



Metrics – Student Attendance	Baseline	Year 1 Outcome	Goal 2026-27
3.1 School attendance rate using three-year average P2 Average Daily Attendance / Enrollment (5A)*	95% (2022-23)	96% (2023-24)	96%
3.2 Student chronic absenteeism rates (5B)*	9.8% (2022-23)	8.7% (2023-24)	8%
*Required metric per California Education Code 52060(d)			

LCAP – Goal 3 Metrics



Metrics – Student Behavioral Support	Baseline	Year 1 Outcome	Goal 2026-27
3.3 Student suspension rate (6A)*	1.3% (2022-23)	1.5% (2023-2024)	.6%
3.4 Student expulsion rate (6B)*	0% (2022-23)	0% (2023-24)	0%
*Required metric per California Education Code 52060(d)			

LCAP – Goal 3 Metrics



Metrics – School Climate and Culture	Baseline	Year 1 Outcome	Goal 2026-27
3.5 Belonging – % of students responding “Agree” or “Strongly Agree” with the statement: “I belong at this school”; AUHSD Spring Pulse Survey (6C)*	72% (Spring 2024)	86% (Spring 2025)	83%
3.6 Belonging – % of low-income students responding “Agree” or “Strongly Agree” with the statement: “I belong at this school”; AUHSD Spring Pulse Survey (6C)*	66% (Spring 2024)	78% (Spring 2025)	76%
3.7 Belonging – % of English learners responding “Agree” or “Strongly Agree” with the statement: “I belong at this school”; AUHSD Spring Pulse Survey (6C)*	77% (Spring 2024)	82% (Spring 2025)	83%
*Required metric per California Education Code 52060(d)			

LCAP – Goal 3 Metrics



Metrics – School Climate and Culture (<i>cont'd</i>)	Baseline	Year 1 Outcome	Goal 2026-27
3.8 Connectedness – Average number of students reporting “Agree” or “Disagree” on five “School Connectedness” items; CA Healthy Kids Survey (6C)*	Grade 9 – 68% Grade 11 – 66% (2023-24)	<i>Next survey in 2025-26</i>	Grade 9 – 75% Grade 11 – 70%
3.9 Connectedness, Nonbinary Students – Average number of nonbinary students reporting “Agree” or “Disagree” on five “School Connectedness” items; CA Healthy Kids Survey (6C)*	Grade 11 – 43% (2023-24)	<i>Next survey in 2025-26</i>	Grade 11 – 55%

*Required metric per California Education Code 52060(d)

LCAP – Goal 3 Metrics



Metrics – School Climate and Culture (<i>cont'd</i>)	Baseline	Year 1 Outcome	Goal 2026-27
3.10 Teacher Care and Support – Scaled score of student perceptions of teacher care and support; Scale of (1) Low - (5) High; Stanford Survey of School Experiences (6C)*	3.70 (2023-24)	<i>Next survey in 2025-26</i>	4.00
3.11 Academic Engagement – % of students indicating positive academic engagement; Stanford Survey of School Experiences (6C)*	29.1% (2023-24)	<i>Next survey in 2025-26</i>	35%
3.12 School Stress and Academic Worry – Scaled score of academic stress and worry; (1) Low - (5) High; Stanford Survey of School Experiences (6C)*	3.78 (2023-24)	<i>Next survey in 2025-26</i>	3.2
3.13 Academic Integrity – % of students reporting they had cheated in the past month; Stanford Survey of School Experiences (6C)*	82% (2023-24)	<i>Next survey in 2025-26</i>	80.4%

*Required metric per California Education Code 52060(d)

LCAP – Goal 3 Metrics



Metrics – School Climate and Culture (<i>cont'd</i>)	Baseline	Year 1 Outcome	Goal 2026-27
3.14 Hispanic Students' Participation Rate in Key School Programs* – Ratio of Hispanic students participating in key programs compared to the overall enrollment of Hispanic students	.83:1 (2023-24)	.87:1 (2024-25)	.93:1
3.15 Black/African-American Students' Participation Rate in Key School Programs* – Ratio of Black/African-American students participating in key programs compared to the overall enrollment of Black/African-American students	.62:1 (2023-24)	.88:1 (2024-2025)	.81:1
3.16 Students from Low-Income Backgrounds Participation Rate in Key School Programs* – Ratio of low-income students participating in key programs compared to the overall enrollment of low-income students (7B)**	.74:1 (2023-24)	.77:1 (2024-25)	.87:1

*Key School Programs: AP Course Enrollment, Performing Arts, Athletics, Leadership, Journalism, and CTE Capstone Course

**Required metric per California Education Code 52060(d)

LCAP – Goal 3 Metrics



Metrics – School Climate and Culture (<i>cont'd</i>)	Baseline	Year 1 Outcome	Goal 2026-27
3.17 Students with Disabilities Participation Rate in Key School Programs* – Ratio of students with disabilities participating in key programs compared to the overall enrollment of students with disabilities (7C)**	.66:1 (2023-24)	.75:1 (2024-25)	.83:1
3.18 English Learners Participation Rate in Key School Programs* – Ratio of students who are English learners participating in key programs compared to the overall enrollment of students who are English learners (Goal is 1) (Local Data) (7B)**	.32:1 (2023-24)	.40:1 (2024-25)	.66:1

*Key School Programs: AP Course Enrollment, Performing Arts, Athletics, Leadership, Journalism, and CTE Capstone Course

**Required metric per California Education Code 52060(d)

LCAP – Goal 3 Budget



Action #	Title	2025-2026 Budget
1	Teachers on Special Assignment	\$133,250
2	Wellness Centers	\$1,387,730
3	Extra/Co-Curricular Supports	\$3,996,739
4	Behavioral Support	\$6,000
5	Positive Athletic Experience	\$237,530
6	LGBTQIA+ Support	\$20,000

LCAP – Goal 3 Budget



Action #	Title	2025-2026 Budget
7	Responsible Social Media	\$0
8	Artificial Intelligence and Academic Integrity	\$0
9	School Climate Surveys	\$25,000
10	Sandy Hook Promise	\$0
11	Diversity, Equity, Inclusion, and Belonging Summits	\$36,000

LCAP – Goal 4



Goal 4

Recruit, develop, and retain innovative, collaborative, and effective certificated, classified, and administrative staff who prioritize student well-being and success.

High-Quality Staffing

LCAP – Goal 4 Action Steps



Goal 4 Action Steps

1. Certificated Professional Development — Provide high-quality PD that addresses key academic and social-emotional needs of students
2. Classified Professional Development — Provide high-quality PD that enables classified staff to strengthen operations
3. Diversify Certificated Staff — Utilize a range of recruitment efforts to attract a diverse array of high-quality candidates
4. New Teacher Support — Develop and implement a District-based new teacher induction program
5. Athletic Coach Training — Strengthen the coach certification process
6. Exit Interviews — Implement a system for exit interviews to better understand staff experiences and areas for improvement

LCAP – Goal 4 Metrics



Metrics – Staffing	Baseline	Year 1 Outcome	Goal 2026-27
4.1 Teacher Assignments – % of teachers appropriately assigned and fully credentialed in the subject areas they are teaching (1A)*	91.3% (Fall 2022)	93% (Fall 2023)	100%
4.2 Staff Recruitment – Hire high-quality classified, certificated, and administrative staff for all open positions	100% (2023-24)	100% (2024-25)	100%
4.3 Staff Retention – Retain high-quality staff without “unexplained” departures for lateral position	99% (2023-24)	99% (2024-25)	100%
4.4 Diversity – % of overall certificated staff that are staff of color	18% (2023-24)	19% (2024-25)	25%

*Required metric per California Education Code 52060(d)

LCAP – Goal 4 Budget



Action #	Title	2025-2026 Budget
1	Certificated Professional Development	\$177,121
2	Classified Professional Development	\$15,000
3	Diversify Certificated Staff	\$5,000
4	New Teacher Support	\$190,176
5	Athletic Coach Training	\$242,018
6	Exit Interviews	\$0



Questions & Comments