Local Control and Accountability Plan, 2024-2025

Development Process, Goals, Metrics, and Actions

Governing Board

Acalanes Union High School District

May 15, 2024

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 essential to the process
- Sufficient funds in budget to implement the LCAP
- 8 State priorities and associated metrics included
- Public Hearing on LCAP – May 15, 2024
- Governing Board approves LCAP and budget – scheduled for June 5, 2024

LCAP Overview

Timeline

November – January

Review District Metrics

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

February – April

Educational Partner Outreach and Input

Draft & Revise Goals and Action Steps

Budget Development

May – June

Post Draft LCAP

Public Hearing – May 15

Submit to Governing Board for Approval – scheduled for June 5

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)
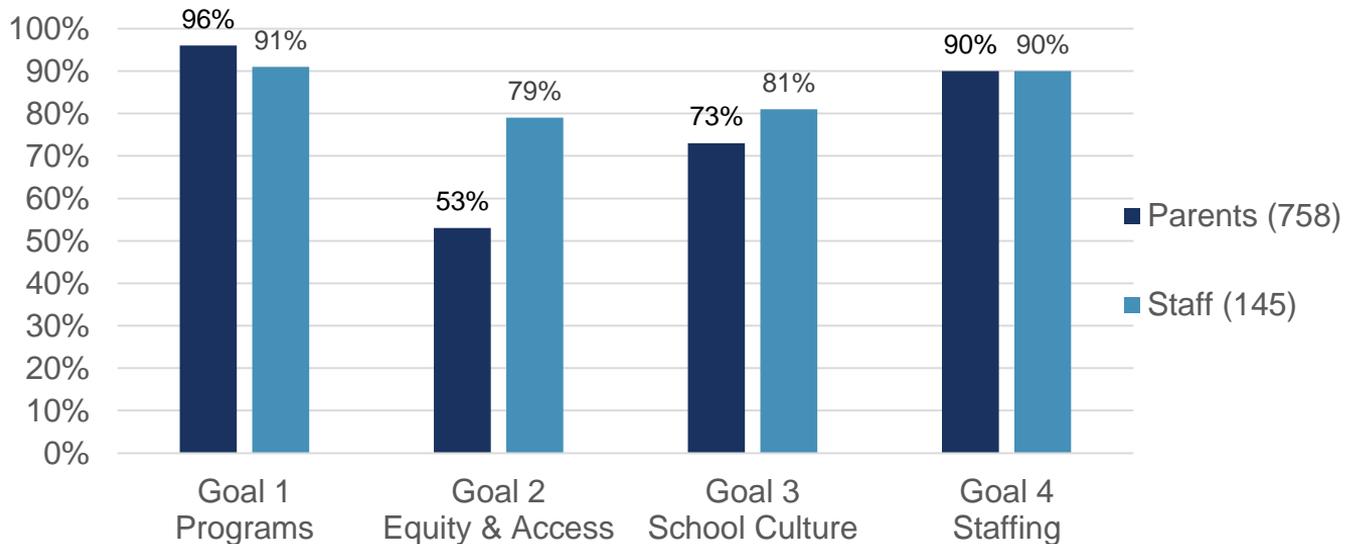
LCAP – Educational Partner Engagement

Educational Partner Input

- School Staff – survey and 5 input sessions

- Parents/Guardians – survey and 4 input sessions

- Students – 8 focus group / input sessions

- DELAC and ELAC – meeting topic

- Black/African-American Advisory – meeting topic

- DEIB Parent Committee – meeting topic

- Special Education Parent Advisory – meeting topic

- Special Education Local Plan Area – consultation

- Collective Bargaining Groups

- Coordinating Council – meeting topic

- AUHSD Cabinet & Administrative Council

LCAP – Educational Partner Engagement

% Ranking Goal Areas at Two Highest Priority Levels
(1) Low Priority – (5) High Priority

Legend:
- Parents (758) — dark blue
- Staff (145) — light blue

Goal Area	Parents (758)	Staff (145)
Goal 1 Programs	96%	91%
Goal 2 Equity & Access	53%	79%
Goal 3 School Culture	73%	81%
Goal 4 Staffing	90%	90%

LCAP – Educational Partner Engagement

Parent/Guardian Input – Key Themes

- General support for all four goal areas

- More Career Technical Ed. courses and pathways

- Support for growth of AP offerings

- Support for DEIB

- Some concerns that DEIB initiatives may interfere with overall educational goals

- Support for campus culture initiatives

- High appreciation for work of Wellness Centers

- Expand access to academic counseling

- Teachers as the key for school effectiveness – prioritize recruiting and retaining excellent teachers

LCAP – Educational Partner Engagement

District English Learner Advisory Committee – Key Themes

- Schools providing broad selection of classes

- Academy is highly valued – excellent time to get extra help

- More tutors would be helpful

- More opportunities to practice English over long breaks

- Communication from the school is clear

- More field trips to gain cultural experiences and practice English

- Steps to join clubs and sports can be confusing

- Increase counseling for college

- Teachers and staff are always willing to help

LCAP – Educational Partner Engagement

Staff Input – Key Themes

- General support for all four goal areas

- Greater emphasis on Career Technical Ed. and "career pursuits"

- Grading alignment important, but significant work to do

- Professional collaboration important, but not all teams functioning at high levels

- Need professional development on AI, social-emotional learning, and DEIB

- Support for smaller class sizes

- Turnover (teachers and administration) can be a challenge

- New teachers need more support

LCAP – Educational Partner Engagement

Student Input – Key Themes

- Course offerings meet needs and interests – Prepared academically

- Academic pressure can be intense

- 90-minute classes can be feel long, especially if teachers use extended lectures

- Grading and assessment can be inconsistent – rigor can depend on teacher

- Strong support for Academy as an academic support system, not all students use it effectively

- Value work of Wellness Center

- Campus culture generally positive, value DEIB efforts

- Generally positive view of teachers

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 Metrics

Metrics – Curriculum Materials and Implementation of Academic Standards	Baseline	Goal 2026-27
Williams Compliance – % of students with access to standards-aligned instructional materials for use at school and home (1B)*	100%	100%
Broad Course of Study – % of schools offering courses required in Ed. Code 51220 (7A)*	100% – Level 4 or 5 43% – Level 5	100% – Level 4 or 5 85% – Level 5
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%	100%

Key Areas of Focus:
- Ensuring access to 1:1 devices
- Developing curriculum for new and revised courses
- Building on progress for ELD classes

*Required metric per California Education Code 52060(d)

LCAP – Goal 1 Metrics

Metrics – State Standardized Assessments	Baseline	Goal 2026-27
English Language Arts / Literacy – % of students achieving "Standard Met" or "Standard Exceeded" on the Smarter Balanced Assessment (4A)*	82.5%	89%
Mathematics – % of students achieving "Standard Met" or "Standard Exceeded" on the Smarter Balanced Assessment (4A)*	65%	72%
Science – % of students achieving "Standard Met" or "Standard Exceeded" on the California Science Test (4A)*	65%	75%

Key Areas of Focus:
- Course-team collaboration on curriculum, instruction, assessment, and intervention (PLC model)
- Smarter Balanced Interim Assessments

*Required metric per California Education Code 52060(d)

LCAP – Goal 1 Metrics

Metrics – College and Career Readiness	Baseline	Goal 2026-27
UC/CSU a-g Requirements – % of students meeting requirements (4B)*	82%	85%
Career Technical Education Pathway – % of students completing CTE pathway (4C)*	14%	18%
a-g Requirements & CTE Pathway – % of students completing a-g requirements and CTE Pathway (4D)*	4.7%	9%
College Preparedness, ELA / Literacy – % of students achieving "Standard Exceeded" on the ELA / Literacy Smarter Balanced Assessment (4H)*	51%	57%
College Preparedness, Mathematics – % of students achieving "Standard Exceeded" on the Mathematics Smarter Balanced Assessment (4H)*	41%	47%

*Required metric per California Education Code 52060(d)

LCAP – Goal 1 Metrics

Metrics – College and Career Readiness *(cont'd)*	Baseline	Goal 2026-27
Advanced Placement Exams – % of students who have passed an AP exam (score of 3 or higher), Grades 10-12 (4G)*	58%	65%
4-Year Academic Planning – % of students utilizing 4-Yr. planning module in Aeries	35%	100%
Grades – % of students earning one or more semester grades below a "C-" (8A)*	16.6%	15%
Grades – % of Grade 9 students earning one or more semester grades below a "C-" (8A)*	18.7%	16%

Key Areas of Focus:
- New courses and revised math pathways
- Tier 1 instructional practices and Tier 2 supports, including Academy, to prevent D/F grades
- 4-Year planning using Aeries

*Required metric per California Education Code 52060(d)

LCAP – Goal 1 Metrics

Metrics – Graduation	Baseline	Goal 2026-27
5-Year Cohort Graduation Rate (5E)*	97.7%	98.5%
Cohort Dropout Rate (5D)*	1.27%	.5%

Key Areas of Focus:
- Concentrated support for English Language Learners and students from low-income backgrounds
- Counseling and Aeries 4-Yr. Planning
- Summer school and intersession options for academic remediation

*Required metric per California Education Code 52060(d)

LCAP – Goal 1 Metrics

Metrics – Facilities	Baseline	Goal 2026-27
Williams Compliance – School facilities maintained and in good repair (1C)*	100% (Full Williams Act compliance)	100% (Full Williams Act compliance)
Deferred Maintenance Progress – % of annual deferred maintenance projects completed	100%	100%
Furniture Modernization – % of learning spaces improved through furniture modernization	65%	100%

Key Areas of Focus:
- Communication between site administration and Facilities, Maintenance and Grounds Department
- Annual and long-term maintenance and deferred maintenance plans
- Collaborating with teachers on classroom furniture that supports effective instructional practices

*Required metric per California Education Code 52060(d)

LCAP – Goal 1 Actions Steps

Goal 1 Action Steps

1. Course Offering Evaluation and Revision – Evaluate and revise course offerings with respect to student interest and student preparation

2. Standards-Aligned Curricular Materials – Adopt and locally develop standards-aligned curriculum

3. Implementation of State Standards – Ensure alignment of all courses to 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

Goal 1 Action Steps *(cont'd)*

7. Effective Grading Practices – Implement research-based grading practices

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 devices, strong WiFi, and tech 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

Goal 2

Identify and implement policies and practices that eliminate opportunity gaps.

(Access & Equity)

LCAP – Goal 2 Metrics

Metrics – English Language Learners	Baseline	Goal 2026-27
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%	65%
English Learner Reclassification – % of English Learner Students reclassified as Fluent English Proficient (4F)*	8.2%	12%
English Language Development Standards – California ELD standards at Level 4 (Full Implementation) or Level 5 (Full Implementation and Sustainability) (2A)*	Level 5	Level 5
		*Required metric per California Education Code 52060(d)

LCAP – Goal 2 Metrics

Metrics – English Language Learners *(cont'd)*	Baseline	Goal 2026-27
Long-Term English Language Learners – % of LTELs making progress on the Summative ELPAC (8A)*	45%	55%
Long-Term English Language Learners – % of dually-identified LTELs (EL students with disabilities) making progress on the Summative ELPAC (7B)*	27%	40%

Key Areas of Focus:
- Expansion of ELD professional development
- Implementation of new English Learner Master Plan
- Focused support – Designated EL classes, general education classes, and Academy

*Required metric per California Education Code 52060(d)

LCAP – Goal 2 Metrics

Metrics – UC/CSU a-g Course Completion, Opportunity Gaps	Baseline	Goal 2026-27
Hispanic Students – % meeting UC/CSU a-g course requirements	80.8%	85%
Black / African-American Students – % meeting UC/CSU a-g course requirements	50%	85%
Low-Income Students – % meeting UC/CSU a-g course requirements (7B)*	51%	65%
College and Career Centers and Low-Income Students – % of students from low-income background receiving comprehensive college and career services	*Metric in development*	

*Required metric per California Education Code 52060(d)

LCAP – Goal 2 Metrics

Metrics – UC/CSU a-g Course Completion, Opportunity Gaps *(cont'd)*	Baseline	Goal 2026-27
Students with Disabilities in Learning Skills Program – % meeting UC/CSU a-g course requirements (7C)*	32%	40%
English Language Learners – % meeting UC/CSU a-g course requirements (7B)*	18.8%	25%
Reclassified Fluent English Proficient Students – % meeting UC/CSU a-g course requirements (7B)*	81.7%	85%

Key Areas of Focus:
- Tier 1 instructional practices and Tier 2 support, including Academy, to prevent D/F grades
- Focused Academy sessions
- 4-Yr. Academic Planning – Aeries
- Parent/Guardian Partnerships

*Required metric per California Education Code 52060(d)

LCAP – Goal 2 Metrics

Metrics – Parent Partnerships	Baseline	Goal 2026-27
Students with Disabilities – Parent/Guardian engagement (3C)*	60	100
● 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	85%	95%
District English Language Learner Advisory Committee – % of EL students with a parent participating in DELAC (3A & 3B)*	31%	40%
District Black / African American Advisory Committee – % of Black / African American Students with a parent/guardian participating in the Advisory (3A)*	11%	20%

Key Areas of Focus:
- Focused communication with parents/guardians
- Expanded translation services
- Responsive and collaborative agenda development

*Required metric per California Education Code 52060(d)

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 generation education teachers team teach in targeted courses
4. Special Education Family Engagement – Provide 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

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 for all students

11. School Site Council – Utilizing site-based, collaborative decision-making to improve programming

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 Metrics

Metrics – Student Attendance	Baseline	Goal 2026-27
School attendance rate using three-year average P2 Average Daily Attendance / Enrollment. (5A)*	95%	96%
Student chronic absenteeism rates. (5B)*	9.8%	8%

Key Areas of Focus:
- Inclusive campus cultures
- Relevant and engaging curriculum; Effective grading and assessment practices
- Early interventions – Counseling and Wellness support
- Student Attendance Review Board utilization
- Clear communication with parents/guardians on importance of regular attendance

*Required metric per California Education Code 52060(d)

LCAP – Goal 3 Metrics

Metrics – Student Behavioral Support	Baseline	Goal 2026-27
Student suspension rate (6A)*	1.3%	.6%
Student expulsion rate (6B)*	0%	0%

Key Areas of Focus:
- Supportive programming for Grade 9 students – clear expectations
- Student Study Teams
- Restorative practices
- Brief Intervention and other alternatives to suspension

*Required metric per California Education Code 52060(d)

LCAP – Goal 3 Metrics

Metrics – School Climate and Culture	Baseline	Goal 2026-27
Belonging – % of students responding "Agree" or "Strongly Agree" with the statement: "I belong at this school"; AUHSD Spring Pulse Survey (6C)*	72%	83%
Belonging – % of low-income students responding "Agree" or "Strongly Agree" with the statement: "I belong at this school"; AUHSD Spring Pulse Survey (6C)*	66%	76%
Belonging – % of English learners responding "Agree" or "Strongly Agree" with the statement: "I belong at this school"; AUHSD Spring Pulse Survey (6C)*	77%	83%
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%	Grade 9 – 75% Grade 11 – 70%
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%	Grade 11 – 55%

*Required metric per California Education Code 52060(d)

LCAP – Goal 3 Metrics

Metrics – School Climate and Culture *(cont'd)*	Baseline	Goal 2026-27
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)*	3.72 (2022)	4.00
Academic Engagement – % of students indicating positive academic engagement; Stanford Survey of School Experiences (6C)*	25.3% (2022)	35%
School Stress and Academic Worry – Scaled score of academic stress and worry; (1) Low - (5) High; Stanford Survey of School Experiences (6C)*	3.87 (2022)	3.2
Academic Integrity – % of students reporting they had cheated in the past month; Stanford Survey of School Experiences (6C)*	87% (2022)	80.4%

*Required metric per California Education Code 52060(d)

LCAP – Goal 3 Metrics

Metrics – School Climate and Culture *(cont'd)*	Baseline	Goal 2026-27
Hispanic Students' Participation Rate in Key School Programs** – Ratio of Hispanic students participating in key programs compared to the overall enrollment of Hispanic students (Long-term goal is 1:1)	.83:1	.93:1
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 (Long-term goal is 1:1)	.62:1	.81:1
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 (Long-term goal is 1:1)	.74:1	.87:1

Key Areas of Focus:
- Diversity, Equity, Inclusion, and Belonging initiatives
- Wellness Center programming
- Extracurricular programming – clubs, athletics, and student leadership

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

Goal 3 Action Steps

1. Teachers on Special Assignment – Foster schoolwide initiatives related to diversity, equity, inclusion, and belonging
2. Wellness Centers – Maintain robust Wellness Centers at all comprehensive school sites to support social-emotional health
3. Extra/Co-Curricular Supports – Provide strong extra-curricular 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

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 key surveys that address students' perspectives on well-being, engagement, connectedness, and other key indicators
10. Sandy Hook Promise – Utilize the 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

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 Metrics

Metrics – Staffing	Baseline	Goal 2026-27
Teacher Assignments – % of teachers appropriately assigned and fully credentialed in the subject areas they are teaching (1A)*	91.3%	100%
Staff Recruitment – Hire high-quality classified, certificated, and administrative staff for all open positions	100%	100%
Staff Retention – Retain high-quality staff without "unexplained" departures for lateral position	99%	100%
Diversity – % of overall certificated staff that are staff of color	18%	25%

Key Areas of Focus:
- Broader recruitment efforts
- Culturally-responsive and supportive professional culture
- Total compensation – salary and benefits

*Required metric per California Education Code 52060(d)

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 – LCFF Supplemental Funding

Action	LCFF Supplemental Funding
Teachers on Special Assignment – Academic Intervention	$161,160
Supplemental Instruction	$368,876
English Language Development Programming	$198,573
English Learner Family Engagement	$3,000
Foster, Homeless, Low-Income Youth Support	$3,000
Wellness Centers	$493,478
Diversity, Equity, Inclusion, and Belonging Summits	$36,000
Total	$1,264,087

Questions / Comments