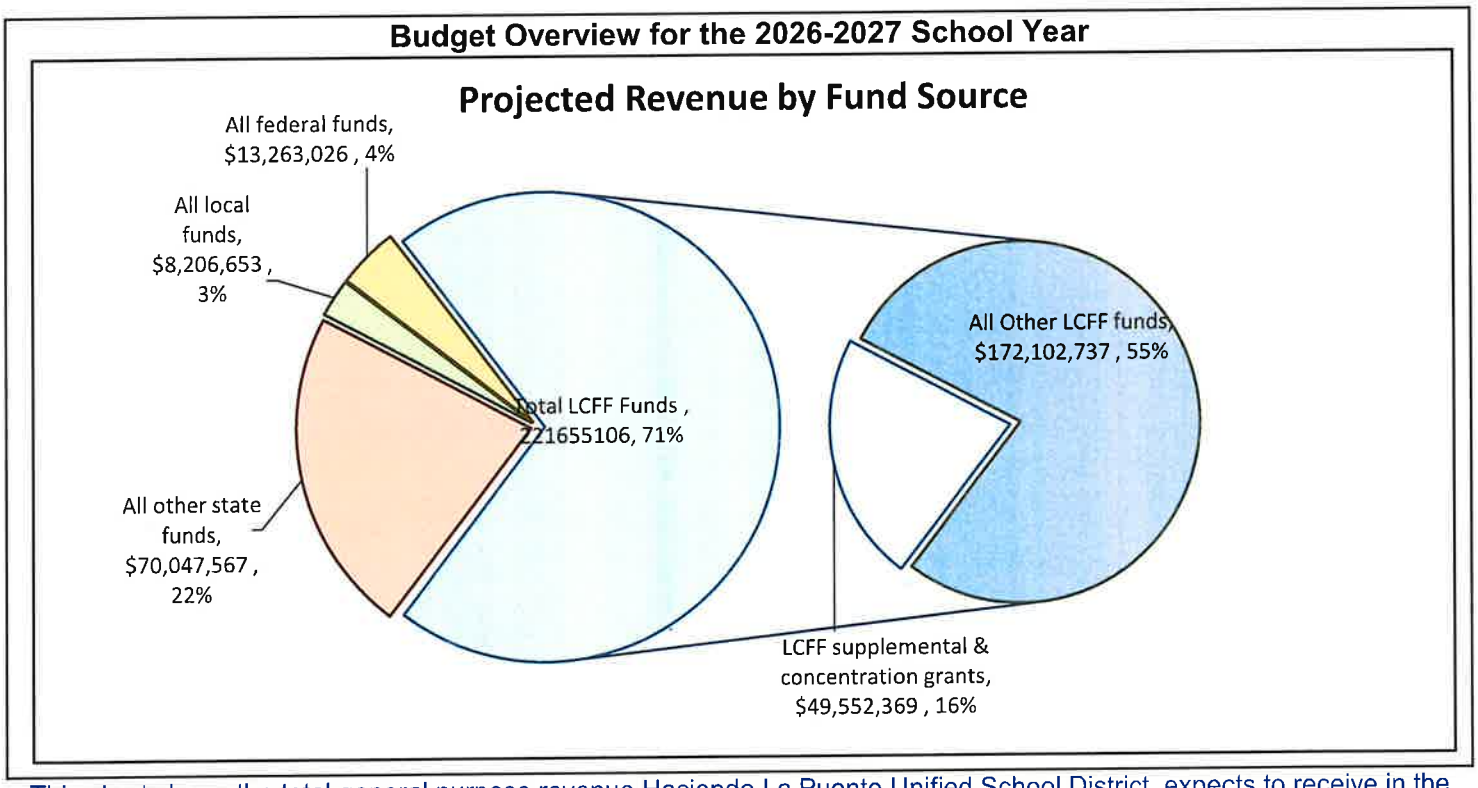
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hacienda La Puente Unified School District
CDS Code: 19-73445
School Year: 2026-2027
LEA contact information: Shawn Harrington (626) 933-4342 Sharrington@hlpisd.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

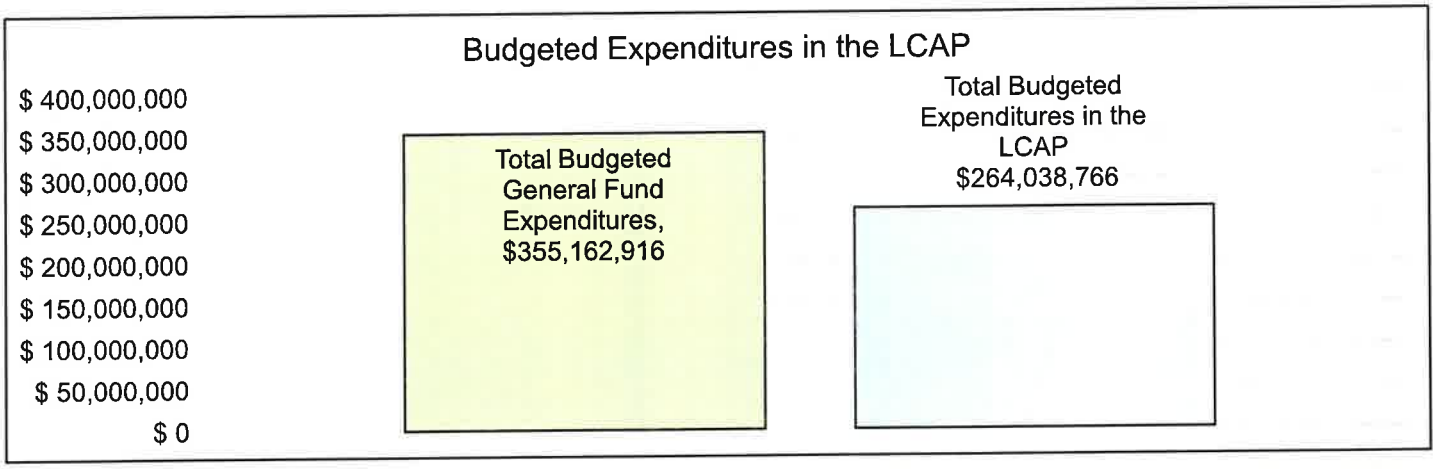


This chart shows the total general purpose revenue Hacienda La Puente Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hacienda La Puente Unified School District is $313,172,352.00, of which $221,655,106.00 is Local Control Funding Formula (LCFF), $70,047,567.00 is other state funds, $8,206,653.00 is local funds, and $13,263,026.00 is federal funds. Of the $221,655,106.00 in LCFF Funds, $49,552,369.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Hacienda La Puente Unified School District plans to spend for 2026-2027. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Hacienda La Puente Unified School District plans to spend $355,162,916.48 for the 2026-2027 school year. Of that amount, $264,038,766.00 is tied to actions/services in the LCAP and $91,124,150.48 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

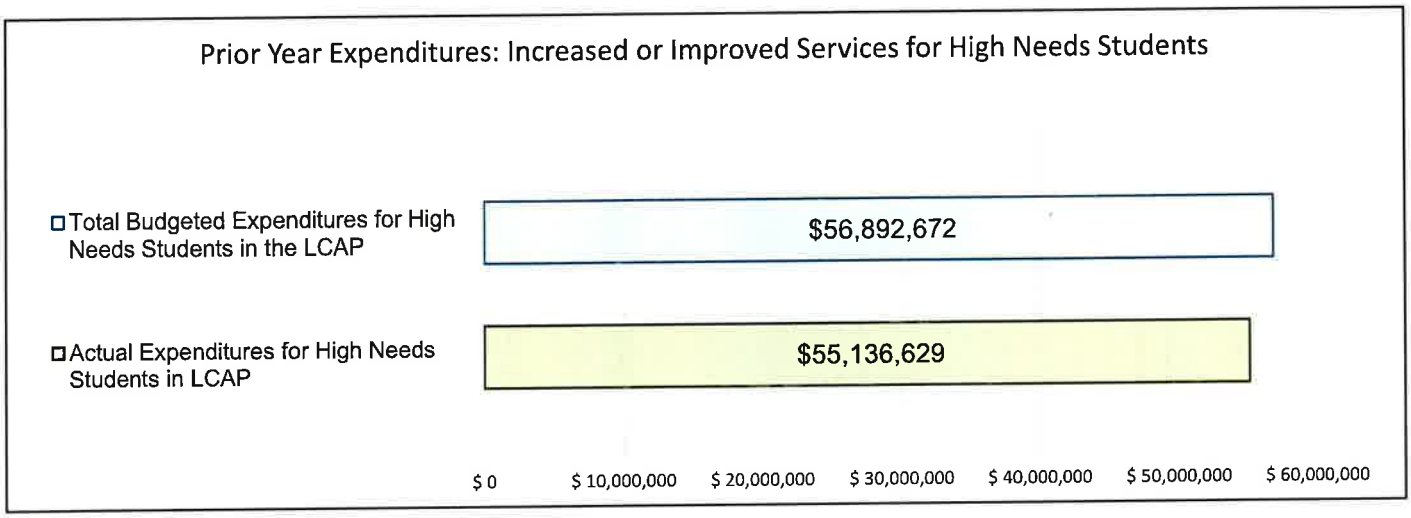
Funds not included in the LCAP consist of districtwide services and departmental budgets (except where specifically identified in the plan), transportation, insurance and utilities, allocations for vacant positions that are not anticipated to be filled in the upcoming year, bookkeeping transfers, other transfers or expenditures that do not directly benefit students, and district budget reserves for unforeseen needs.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-2027 School Year

In 2026-2027, Hacienda La Puente Unified School District is projecting it will receive $49,552,369.00 based on the enrollment of foster youth, English learner, and low-income students. Hacienda La Puente Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Hacienda La Puente Unified School District plans to spend $53,837,078.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-2026



This chart compares what Hacienda La Puente Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Hacienda La Puente Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-2026, Hacienda La Puente Unified School District 's LCAP budgeted $56,892,672.00 for planned actions to increase or improve services for high needs students. Hacienda La Puente Unified School District actually spent $55,136,629.00 for actions to increase or improve services for high needs students in 2025-2026. The difference between the budgeted and actual expenditures of $1,756,043.00 had the following impact on Hacienda La Puente Unified School District 's ability to increase or improve services for high needs students:

The expenditure difference of $1,756,043.00 resulted from a combination of factors, including cost efficiencies, staffing vacancies, adjustments to contracted services, and timeline shifts in implementation.. The District maintained its commitment to meeting the needs of high needs students, and the variance did not materially diminish access to required supports; however, it did limit the full scope of planned service improvements.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hacienda la Puente Unified	Shawn Harrington, Interim Director Categorical and Special Programs	sharrington@hlpusd.org (626) 933-4342

Plan Summary 2026-2027

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Hacienda La Puente Unified School District (HLPUSD) is dedicated to educational excellence and proudly serves approximately 15,500 students in TK–12 across 28 high quality schools. Our district includes fourteen elementary schools, three K–8 academies, five middle schools, four comprehensive high schools, one alternative high school, and an orthopedic unit for students with physical disabilities.

HLPUSD has a long history of achievement. Four schools have earned National Blue Ribbon recognition; thirteen are California Distinguished Schools; fifteen are Gold Ribbon Schools; and twenty eight have been named Pivotal Practice Schools, including districtwide recognition. Additional honors include five Educational Results Partnership (ERP) 2024 Honor Roll Schools, six California Schools to Watch, eight California Business for Education Excellence Schools, five Civic Learning Awards, one California Democracy School for Strong Civic Leadership, and one Model Continuation High School. Four of our high schools rank in the top 32% of schools nationwide in U.S. News & World Report's Best High Schools, while nine elementary and four middle schools rank in the top 28% statewide.

The district has also been recognized with multiple California School Boards Association (CSBA) Golden Bell Awards, including awards for Districtwide Dual Language Immersion (Chinese, Korean, and Spanish), Equity & Access, Project LEAD (Life Experiences About Democracy), Curriculum and Instruction for our Middle School Math Summer Enrichment Program, and our Restorative Justice Youth Court Program.

HLPUSD offers a wide range of innovative and enriching programs, including Aviation and Drone pathways, JROTC, Robotics, Science Olympiad, CSTEM, Speech and Debate, Youth Cinema Project, AVID, AP/IB, CTE pathways, Early College Academy, VAPA, and competitive athletics. Our award winning dual language immersion programs provide students with the opportunity to learn in four languages. Beyond TK–12, the district serves the broader community through extensive child development programs and one of the largest adult education programs in California, offering career pathways in fields such as culinary arts, certified nursing assistant, and automotive technology.

HLPUSD is committed to recruiting and retaining exceptional certificated, classified, and non classified employees who support our mission. The district has been recognized by Forbes Magazine as one of America's Best Employers by State and Best Employers for Veterans.

Our diverse student population reflects the communities we serve. Districtwide, 17.3% of students are English Learners, 0.6% are foster youth, and 73.4% are socioeconomically disadvantaged, resulting in an LCFF Unduplicated Pupil Percentage of 75.6%. Among English Learners, 68.3% speak Spanish, 19.8% Mandarin, 8% Cantonese, and 2.4% Korean. Overall, 71.3% of students identify as Hispanic/Latino, 21.4% as Asian, 2.1% as White, 1.7% as Filipino, 0.9% as Two or More Races, and 0.6%

as African American. The district spans 11.5 square miles and serves the communities of City of Industry, Hacienda Heights, La Puente, and portions of Valinda and West Covina.

Under the Local Control Funding Formula (LCFF), the Equity Multiplier provides additional resources to school sites with prior year nonstability rates above 25% and socioeconomically disadvantaged rates above 70%. These funds must be used to implement evidence based services and supports. Beginning in 2024–25 and continuing through 2026–27, HLPUSD is documenting targeted efforts to improve student outcomes at Valley Alternative High School, Valley Community Day School, and Puente Hills High School through the Local Control and Accountability Plan (LCAP).

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Review and Reflection of student performance data, HLPUSD embraces the following successes and challenges:
English Language Arts:
The 2025 CA Dashboard ELA Indicator placed the district at the High Performance Level-Green, 1.5 points below standard this year, 8.4 points below standard in 2024, and 4.9 points below standard in 2023. The 2025 Dashboard (districtwide) has Foster scoring in the very Low performance level -Red. Our African American, Homeless, Long Term English Learners, and Student with Disabilities students scored at the low performance level- Orange. Successes identified include an increase of 6.9 points for all students. A challenge was our Foster decreasing by 7.7 points moving them 71.8 points away from Standard. Challenges identified continue in 8 of our student groups listed in metric #1. On the 2023 Dashboard, students with disabilities scored at the Very Low Performance Level at 99.1 points below standard identified 1,117 students. To support students with disabilities districtwide and at the following school sites: Baldwin, Cedarlane, Fairgrove, Nelson, Valinda, Wing Lane, Sierra Vista, Sparks Middle, Los Altos HS, and Workman HS, the district will increase professional development and increase instructional aides to support small group instruction along with training on specific academic strategies during Specialized Academic Instruction (Goal 2 Action 21). Currently 2025 data shows Students with Disabilities in the low performance – Orange. Our population of 1,197 students increased 15.7 points from 2024 Dashboard. SWD continues to be 90.6 points from standard. An improvement from 23 baseline of 8.5 points. Based on current 2025 Dashboard results, Nelson and Wing Lane are identified as Very Low Performance indicator- Red. Other sites such as Baldwin, Cedarlane, Fairgrove, Sierra Vista, Sparks MS, and Los Altos High performing at the low level performance indicator – Orange.

Furthermore, additional supports and services for student groups who scored at the very low performance level in ELA (All students at La Puente HS and Puente Hills HS, low-income students at Nelson, La Puente HS, and Wing Lane, English learners at La Puente HS, Nelson, and Wing Lane, LTEL at Orange Grove and Newton, Hispanics at Wing Lane, La Puente HS, and Nelson, Students with Disabilities at Wing Lane) can be found in (Goal 2 Action 21- Planned Professional Development).

Mathematics:
The 2025 CA Dashboard Mathematics Academic Indicator placed the district at the Medium Performance Level-Yellow,30.1 points below standard this year, 39.8 points below standard in 2024, 42.4 points below standard in 2023 dashboard. Looking at performance indicators for 2025, Foster performed at the very low level - RED, Students with Disabilities and Long-term English Learners students scored at the low performance level- Orange. Successes identified include an increase in 9.6 points for all student groups listed on metric #2. Challenges identified include a significant achievement gap between all 9 student groups that need to move to Medium and High Performance indicator as the student groups listed on metric #2. The 2023 Dashboard identified student groups scoring at the Very Low Performance level included Homeless Youth (districtwide), all students at Orange Grove, Puente Hills HS, Sierra Vista, and Sparks MS, low-income students at Orange Grove, Puente Hills HS, Sierra Vista, and Sparks Middle, English learners at Grandview, Valinda, Newton, Orange Grove, Sierra Vista, Sparks Middle, Los Altos HS, Students with Disabilities districtwide, at Fairgrove, Mesa Robles, Orange Grove, Sierra Vista, Los Altos HS, and Workman HS, and Hispanics at Orange Grove, Puente Hills HS, Sierra Vista, and Sparks Middle.
On the 2025 Math Dashboard, student groups scoring at the Very Low Performance level include Foster Youth (districtwide), all students at La Puente HS and Puente Hills HS, low-income students at La Puente HS, English learners at La Puente HS, Students with Disabilities at Cedarlane and Grandview, Long Term English Learners at Sparks MS, and Hispanics at La Puente HS and Puente Hills HS. To support the student groups at the very low performance level, the District will provide additional differentiated professional development on math expectations for explicit and embedded instruction, targeted academic interventions, and systematic and frequent progress monitoring to support overall proficiency in mathematics (Goal 2 Action 22-Planned Professional Development).

NWEA MAP Testing
Winter MAP English Language Arts and Mathematics Local Assessments: HLPUSD uses NWEA's MAP Growth Assessments as these scores are good predictors of

performance on the CA SBAC Summative Assessments. The percentage of students who scored at the 61 percentile or higher in the 2025 winter administration was 45% in ELA and 43% in Math, Compared to 2024 34% in ELA and 39.7% in Math and to 2023 Dashboard 32% in ELA and 38% in Math.
Successes identified include a11% increase in ELA and 3.3% increase in Math scores for all students. Teachers use MAP Growth data as one of multiple data sources to help be more responsive to learner needs. The data identifies patterns of relative strength and need. Teachers will continue to utilize MAP ELA and Math assessments to precisely measure growth and proficiency and provide insights to help tailor instruction.

English Learner Progress:
The 2025 CA Dashboard, English Learner Progress Indicator (ELPI) placed the district at the Low Performance Level with 44.7% of HLPUSD's English learners making progress towards English language proficiency. HLPUSD's ELPI level is 1.7% lower than the state average of 46.4%. Challenges identified include the performance level is reported at the orange level due to the 2025 dashboard performance of maintaining at a -1.3% and the prior year change of -6.5% from the 2024 Dashboard. The percent of English learners who progressed at least one ELPI level decreased to 43.2% on 2025 Dashboard, from 43.9% on 2024 Dashboard and significant drop from 48.1% on 2023 Dashboard.
The 2023 Dashboard identified very low performing (RED) sites as Wing Lane, Palm, Grandview, and Newton. Additional actions and services for these sites will continue in year three. HLPUSD is providing additional support to school sites whose performance level was very low on the ELPI on the 2025 Dashboard for English Learners and Long Term English (District Wide). Learners. Additional actions and services for Wing Lane, Palm, Kwis, Puente Hills HS, Orange Grove, Sparks MS, and Los Altos HS for English Learners. Los Altos HS, Newton, and Sparks MS for Long Term English Learners in Goal 2 Action 13.

Chronic Absenteeism:
The 2025 CA Dashboard Chronic Absenteeism Indicator is at the Low Performance Level-Orange for all students at 17.7% which increased 0.5% from 2024 Dashboard at 17.2% which declined 8.7% from the 2023 Dashboard of 25.9%. We had very small successes in decreasing the identified groups in chronic absenteeism. Districtwide foster youth has shown an increase in the past two years from baseline of 14.9% on 2023 Dashboard to 21.1% on 2024 Dashboard, and now to 30.6% on 2025 Dashboard, chronically absent (Very Low Performance Level). An Increase of 9.5% from 2024 to 2025 Dashboard. English learners increased from 0.6% to 14.9% chronically absent (low Performance Level) and low-income students increased from 1.1% to 20.2% chronically absent (Very Low Performance Level-RED). The 2023 CA Dashboard identified (foster youth districtwide, English learners at Del Valle (closed in June 2024), Kwis, and Valinda, and Workman Elementary, low-income students and Workman Elementary, students with disabilities at Grandview, Nelson, Sparks Elementary, and Sierra Vista, homeless youth at Fairgrove, and two or more races student group at Grazide. To address the chronic absenteeism rate of student groups at the very low performance level on the 2025 CA Dashboard (Long Term English Learners, Foster youth, Low Income, Students with Disabilities, African American and Hispanic districtwide), Sites identified as All students at Baldwin, California Fairgrove, Grandview, Lassalette, Nelson, Orange Grove, Sierra Vista, Sparks ES, Wing Lane, Workman ES. English learners at California, Fairgrove, Grandview, Los Altos ES, Sierra Vista, Sparks MS , Long Term English Learners at Sparks MS, Homeless at Grandview, Lassalette, Mesa, and Newton, Sparks ES, low-income students at Baldwin, California Fairgrove Lassalette, Los Altos ES, Orange Grove, Puente Hills, Sierra Vista, Sparks ES , Valinda, Wing Lane, Workman ES. students with disabilities at Baldwin, California, Cedarlane, Grazide, Lassalette, Los Molinos, Nelson, Orange Grove, Sierra Vista, Sparks ES, Sparks MS Workman ES., Hispanic student group at Baldwin, California, Cedarlane, Fairgrove, Grazide, Lassalette, Orange Grove, Puente Hills, Sierra Vista, Sparks ES, Wing Lane, Workman ES.
Attendance data will be monitored at both the school site and district level. District ESD Departments such as Student and Family Services, Equity and Access, and Community Schools, will provide and implement and improve supports for all educational partners. Documented coordination of services to strengthen School Connectedness, Engagement and School Climate in building Authentic Relationships will help address our Chronic Absenteeism. (Goal 3 Action 13).

Graduation Rate:
The 2025 CA Dashboard Graduation Rate Indicator is at the Medium Performance Level for all students with a decline of 1.2%. An overall graduation rate of 92.8% for all students Baseline Dashboard for all students in 2023 was 92.6% and increased (1.4%) to 94% on 2024 Dashboard.
Challenges identified include HLPUSD's overall percentage of our Graduation Rate dropping. With no over Group identified as Very Low Performance, (Red). Several of our groups declined: Our English Learners declined 5.5% to a rate of 85.3% graduation rate identified as Low Performing-(Orange). Our identified Asian Student group declined 3.4% to a rate 93.3% graduation rate identified as Medium Performance Our identified Hispanic Student group declined 1.1% to a rate 92.7% graduation rate identified as Medium Performance. Our identified Long-Term English Learners declined 2.4% to a rate 90.6% graduation rate identified as Medium Performance.
The 2023 CA Dashboard Graduation Rate Indicator was at 77% for Students with disabilities, the very low performance level (Red). In 2025 Dashboard reflects Student with Disabilities graduating at 83.4% which was maintained at 0.8% from 2024 Dashboard indicator of 82.6%. District in supporting students with disabilities, the Special Education Department will provide professional development in various teaching strategies, such as Lindamood Bell strategies, differentiated instruction, and instructional practices. For our current populations, the District will continue to hire support staff to target instruction at school sites, as aligned with the Comprehensive Coordinated Early Intervening Services (CCEIS) Measurable Goals (Goal 3 Action 12).
Suspension Rate:
The 2025 Dashboard Suspension Rate Indicator is at the High Performance Level for all students at 2.4% suspended at least one day. The 2025 Dashboard Maintained -0.2%

from 2024 where all students indicator was at 2.6% suspended at least one day decreased 0.9% from the 2023 dashboard. Challenges identified include African American Student population at the Low Performance Level – Orange 4.2% suspended at least one day, which is an increase of 0.3% from 2024 Dashboard. African American population is the only one that increased as for any of our student populations for 2025 Dashboard. Five of our groups maintained as six groups showed a decrease. The 2025 Dashboard identified several student groups in the Very low Performance Indicator (Red). English Learners at Sierra Vista, Student with Disabilities at Wilson High School, Long -Term English Learners and Students with Disabilities at Orange Grove.
The 2023 Dashboard student groups were identified as (African Americans districtwide, all students at Sunset (which closed in June 2024), (All students including students with disabilities and Hispanics) were identified at Sparks Middle, Puente Hills HS, and Valley Alternative HS, low-income students at Del Valle (closed in June 2024), Nelson, Sparks Middle, Puente Hills, and Valley Alternative, English learners at La Puente HS, students with disabilities at Grandview and Palm, and Hispanics at Sierra Vista). Professional development for school admin and staff regarding restorative practices will be required and Student Family Services will collaborate with district educational partners to ensure discipline policies and other means of corrections, suspensions, and expulsions are aligned with restorative practices (Goal 3 Action 22).

College/Career Indicator:
The 2025 CA Dashboard College/Career Indicator placed the district at the High-Performance Level for all students. Our identified percentage of HLPUSD high school graduates who placed in the “Prepared” level on the College/Career Indicator is 49.8%. We are still 2.6% behind our Initial CA Dashboard percentage of 52.4% from 2023. No Current student groups identified as a District in Very Low and Low Performing Indicator. Student groups identified in Medium Performance level was: English Learners that increased 6.4% to “Prepared” level of 27.5%, Long-Term English Learners that increased 5% to “Prepared” level of 24.3%, and Students with Disabilities that increased 3.3% to “Prepared” level of 12.2%. The 2023 CA Dashboard College/Career indicator (all students at Valley Alternative HS, including low-income and Hispanic students, and students with disabilities at Wilson HS). In 2025 CA Dashboard College/Career indicator had these sites at the Very Low Performance Indicator – (Red) Valley High with identified groups: All Students, Low Income, and Hispanic. Workman High was identified having one group: Students with Disabilities performing at the Very Low Performance Indicator. The district will continue to provide targeted supports which can be found in Goal 2 Action 7.
In order to meet the identified needs of our students, the district will continue to provide a multi-tiered system of supports for all student groups, including Foster, Long-Term English Learners, low-income, English learners, and Students with Disabilities and student groups at the very low and low performance levels. We remain committed to ensuring equitable access and enriching learning opportunities for every student. The LCAP goals and actions are a reflection of this framework. A top priority is engaging students to ensure a continuous focus on academic excellence and success.

HLPUSD will have unexpended Learning Recovery Emergency Block Grant (LREBG) funds for the 2026-27 school year. The goals and actions that will be either fully or partially funded with LREBG funds include 1.18, 2.3, 2.8, 2.13, 2.14, 2.17, 2.23, 2.24, 2.25, 3.5, and 3.9. The explanation of the rationale for selecting each action, how the action is aligned with the allowable uses of LREBG funds, and how the action is expected to address the area(s) of need of students and schools identified in the needs assessment are outlined below.

The 2025 CA Dashboard English Language Arts Academic Indicator placed All Students in the district at the High Performance Level (Green), 1.5 points below standard. On the Mathematics Academic Indicator placed the district at the Medium Performance Level (Yellow), 30.1 points below standard. Action 1.18 will utilize LREBG funds to support pupil academic proficiency in ELA and Math. Action 1.18 is aligned to allowable use (B)(ii) learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both. Access to digital learning resources (Action 1.18) supports students in using writing platforms and interactive math tools. In addition, laptops enable adaptive learning software that adjusts to each student’s skill level offering targeted practice and feedback which can significantly improve.

ELA and Math scores.
Based on the 2024 Dashboard ELA and Math Indicators, for Action 2.3, the District assigned MTSS TOSAs to every school site to support the implementation of academic MTSS will look different in the 26-27 school year based on HLPUSD’s Financial Stability Plan. MTSS support at all instructional tiers will be guided through teachers in delivering strong, evidence-based literacy practices, facilitating data-driven collaboration, and promoting differentiation. For Action 2.23, the 2024 CA Dashboard emphasizes the need to provide high dosage math tutoring to students who are academically behind. Action 2.25, evidence-based learning recovery programs/practices will help close the achievement gap evident on the ELA and Math Indicators. Action 2.3, 2.23, and 2.25 are aligned with allowable use of (B)(iii) providing early intervention and literacy programs for pupils in preschool to grade 3, B(vi) providing professional development and coaching on the Math and/or ELA/ELD Framework, and (B)(ii) learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both. Providing targeted intervention is one of the most effective strategies for increasing ELA and math scores, especially for students who are struggling or performing below grade level.

According to the 2025 California Dashboard Indicators for English Language Arts and Mathematics (showing positive growth), Action 2.8 will use LREBG funds to provide support in literacy and math through career-integrated, high interest courses which enhance engagement and lead to notable improvements in ELA and math achievement. Action 2.8 is aligned with allowable use (A) evidence-based action that decreases staff-to-pupil ratios, (B)(i) small group learning supports provided by certificated staff, (C) evidence-based resources to reduce chronic absenteeism and other barriers to learning, and (D) improve pupils’ college eligibility. High interest courses that align with

students' passions, real-world applications, or future career goals can improve ELA and Math scores by increasing engagement, motivation, and relevance.

English learners and long-term English learners are at the low performance level (orange) on the CA Dashboard English Learner Progress Indicator (ELPI). In addition, English learners districtwide are in the low performance level (orange) and long-term English learners are at the very low performance level (red) in English Language Arts. Actions 2.13 and 2.14 will utilize LREBG funds to address EL students' academic needs in ELA. Action 2.13 is aligned to allowable use (B)(vi) providing professional development and coaching on the ELA/ELD Framework and (B)(ii) learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both. Action 2.14 is aligned to allowable use (B)(i) tutoring, or other one-on-one or small group learning supports provided by certificated or classified staff. Providing more support to English learners can significantly increase their English proficiency by addressing their unique language development needs by providing targeted language instruction and access to culturally relevant materials.

Action 2.17 will utilize LREBG funds to provide support in literacy and math through the integration of Performing Arts and Ethnic Studies and Visual. Action 2.17 is aligned to allowable use (B)(iv) supporting expanded learning opportunity programs, (C) integrating evidence-based pupil supports to address other barriers to learning, pupil trauma and social-emotional learning, and (D) Improve pupils' college eligibility. As mentioned above, developing and providing high interest courses that align with students' passions, real-world applications, or future career goals can significantly improve ELA and math scores by increasing engagement, motivation, and relevance.

In addition, drawing from the ELA and Math low performance data of identified groups on the 2024/2025 California School Dashboard, Action 2.24 will utilize LREBG funds to provide additional summer school options offered both in person and virtually to help students earn credits for classes that were not passed during the school year including ELA and Math. Providing additional learning time through summer school can lead to measurable gains in ELA and math performance. Students will have access to an online supplemental program designed to support English and writing proficiency. Site MTSS will support students in small groups and provide interventions as needed. Action 2.24 is aligned to allowable use (A) providing summer school based on pupil learning needs, (B)(i) tutoring or other one-on-one or small group learning supports provided by certificated or classified staff, and (B)(ii) learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both. By providing extended learning time, summer school programs can significantly boost ELA and math scores.

Action 3.5 was selected in response to persistent and measurable academic, engagement, and social-emotional needs identified among unduplicated student groups, including low-income students, English learners (ELs and LTELs), Foster, homeless students, and students with disabilities (SWDs). Data from the 2025 California School Dashboard and the district's LREBG Needs Assessment show that chronic absenteeism remains high for foster (30.6%), low-income students (20.2%), and ELs (14.9%). Suspension rates continue to be highest among African American Students (4.2%), Fister (7.9%) and LTELs (5.5%). Furthermore, long-term English learners, English Learners, and SWDs are consistently underperforming in both English language arts and Math.

Action 3.5 aligns with allowable uses under the Learning Recovery Emergency Block Grant (LREBG). Specifically, it supports (B)(i) by providing small group academic and social-emotional learning (SEL) interventions delivered by counselors; (B)(ii) by addressing learning recovery through academic monitoring, tutoring referrals, and re-engagement of chronically absent students; and (B)(vi) by expanding Tier I through Tier III counseling and mental health services. Using school counselors to address chronic absenteeism and suspensions is a proactive and student-centered approach. Counselors can play a key role in identifying root causes, providing support, and creating positive behavioral interventions.

Furthermore, based on the 2025 CA Dashboard ELA Indicator, action 3.9 will utilize LREBG funds to build English acquisition, analytical writing, vocabulary and effective oral communication skills as well as self-confidence. Action 3.9 is aligned to allowable uses (A) providing summer school based on pupil learning needs and (B)(ii) learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency or both. Summer school programs can significantly boost ELA and math scores by providing engaging, Project-Based Learning. Many programs use hands-on, real-world projects to teach our students in meaningful ways. Providing students motivation and retention of life-long skills.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

The District was identified for Differentiated Assistance based on the 2024 California Dashboard for the lowest performance ratings in two student groups: Foster Youth, identified in the College/Career Indicator (CCI) and Suspension Rate; and Students with Disabilities, identified in CAASPP ELA (Red), CAASPP Math (Orange), and the

College/Career Indicator (CCI). The District was also identified for Differentiated Assistance for 2025–27, based on the 2025 California School Dashboard, for two additional student groups. Long Term English Learners (LTELs) were identified in the English Learner Progress Indicator (ELPI– Orange, Priority 4) and Chronic Absenteeism (Red, Priority 5), and Foster Youth were again identified due to CAASPP ELA (Red), CAASPP Math (Red), and Chronic Absenteeism (Red, Priority5).

Differentiated assistance is intended to support school districts in building their capacity to improve student outcomes and address achievement gaps. Our Education Services Division (ESD) has worked diligently to identify areas of improvement to address student outcomes in these areas this year. One of the areas that has been identified as an area of need is to continue to ensure that best first instruction is provided to all learners. Differentiated instruction is accessible to all students, including students with IEPs, English Learners and Foster, with core curriculum and instruction at the student's grade level. The Education Services Division continues to provide staff, including teachers, classified staff, district and site administrators, with various professional development opportunities to help improve student outcomes. As a team, we reviewed the needs of HLPUSD and addressed equity centered problems of practice. The Education Services Division has attended a series of LACOE webinars and Differentiated Assistance meetings in person and virtually with our Consultant at LACOE, as well as the monthly online webinars offered. We communicate and meet regularly with our LACOE Consultant to review focus areas of support and problems of practice, review systems of support and next steps, discuss needs and any follow up support. Professional Development has been offered to staff throughout the school year and during summer, with general sessions and breakout sessions across content, integrated with innovative technology. We focus on best first instruction, with evidence-based strategies, and student engagement. The District administers assessments and progress monitoring with NWEA MAP testing, UFLI-Dibels, SBAC results, and District and Staff assessments. The Education Services Department has also led professional development opportunities each month for site and district administrators during Site Based Leadership (SBL) meetings and District Office Leadership.
Our Director of Special Education/SELPA and team have led various professional development trainings for district and site administrators on meeting the needs of students with IEPs. Meetings include data for the district and updates schools on policies, procedures, and timelines. These trainings led to a shared language and understanding the urgency of the Page 5 of 93 disproportionate number of identified Hispanic students districtwide. Additionally, the trainings cover positive personal values, beliefs, and attitudes are essential to providing and implementing needed, differentiated support for all students. DFI Reports are shared with the leadership teams in order to continually monitor student progress and needs. Data chats on Fall to Winter, and to Spring MAP results and lesson studies (UDLs) in quads across grade levels have taken place to increase student engagement and classroom visitations for informal observation of implementation. We will continue to use data to drive instructional decisions with a focus on students with IEPs, English Learners, and Foster.

The Education Services Division will continue to meet with our LACOE Consultant for Differentiated Assistance at our regularly scheduled meetings to review data, student outcomes, needs for professional training, and next steps. The Director of Special Ed met with Directors of the Ed Service Division and TOSAs to plan for professional development for all staff. To help with phonics, phonemic awareness, and literacy, the District utilizes University of Florida Literacy Institute (UFLI) for all TK-3 teachers. Students continue to utilize Lexia (ELA) and DreamBox (Math) for further comprehension of essential math standards. Education services completed initial and refresher Professional Development in UFLI for "All Teachers in grades TK-3" for the 25-26 school year. We also introduced and provided professional development on English Learners to All Teachers in Grade 3-5 for Sobrato Early Academic Language (SEAL). The theme for PD is "Academic Literacy for All." This will take place in a safe, inclusive learning environment within each school's community. HLPUSD's focus for the 2026-27 school year leaning on our new Strategic Plan that will include Secondary staff training.

Priorities are Literacy for All, MTSS, student engagement, and parent involvement. The District is continuously looking for ways to strategically administer professional learning opportunities. The three pillars of MTSS will be the focus for best first instruction: academics, behavior, and social emotional-learning. The Education Services Division will work collaboratively across departments to ensure training is offered and implemented. Furthermore, additional supports will be provided, and services for students with IEPs to improve performance outcomes and address gaps in achievement can be found in Action 2.21 Intensive ELA support and 2.22 Intensive Math support.

The district continues to collaborate with school administrators, counselors, staff, families, and District Liaisons to tailor academic and social-emotional interventions, school connectedness and essential educational resources and support. To promote stability and an educational continuity, we work closely with outside agencies such as child welfare to minimize school disruptions. We remain actively engaged with our Foster Liaison, district and school administrators, counselors, registrars, enrollment teams, and other support staff to ensure ongoing, coordinated support in order to ensure school stability. To ensure the academic success of Foster, we have implemented case management and intervention programs that support individualized academic planning. These services include regular progress monitoring, assessment for AB167/216 eligibility, enrollment in credit recovery programs, tutoring, and summer school options—all designed to keep students on track for high school graduation. To improve outcomes related to a broad course of study and the College/Career Indicator, we have expanded access to Honors Courses, International Baccalaureate (IB), Advanced Placement (AP) courses, Career Technical Education (CTE) and dual enrollment programs. We provide career counseling and planning services to help students explore various pathways and collaborate with school counselors on college and career readiness initiatives. These efforts include college and trade school field trips, individualized support with financial aid and college applications, and connections to programs such as the Independent Living Program and employment pathways. Our partnerships with local colleges and universities further expose students to higher education opportunities. We organize college and career fairs to connect students with potential employers and educational institutions, and we continue working closely with school counselors to strengthen post-secondary preparation efforts. We also offer targeted resources, including a College Corner at the Equity & Access Resource Center, a specialized College and Scholarship Guide, and a digital Padlet filled with tools and information for students and caregivers.

The district will strengthen its system of support for Long Term English Learners (LTELs) in2026–27 by aligning all professional development, instructional expectations, and site level practices to the California English Learner Roadmap. This work emphasizes four core principles—Asset Oriented and Needs Responsive Schools, Intellectual Quality of Instruction and Meaningful Access, System Conditions that Support Effectiveness, and Alignment and Articulation Within and Across Systems—to ensure every educational partner contributes to a coherent, research based approach to English learner success. Professional learning for teachers, administrators, bilingual aides, counselors, and families will focus on deepening understanding of Designated and Integrated ELD, strengthening instructional planning, and ensuring that LTELs receive consistent, high quality language development until reclassification.

To operationalize this vision, the district will implement a comprehensive set of actions across K–12. These include SEAL professional development for K–5 teachers, monthly PD cycles for bilingual aides, ELD textbook audits, ELPAC Interim Assessment training, and targeted support for dually identified students through collaboration between CIA and Special Education. The district will also utilize English Learner Toolkits with teachers, counselors, and administrators to clarify what effective Designated and Integrated ELD looks like in curriculum, instruction, and classroom environments. Secondary ELA/ELD committees will continue to meet to address FPM/LCAP Monitoring, align essential standards, and expand Designated ELD courses to all Level 3 students in grades 6-12. Site leadership teams, EL Facilitators, and counselors will receive ongoing training to ensure accurate placement, progress monitoring, and intervention for LTELs and RFEP students not making adequate progress.

HLPUSD is strengthening its policy and data infrastructure to monitor and improve outcomes for youth in foster care, with a specific focus on Math, ELA, and Chronic Absenteeism—areas where students have historically demonstrated the greatest need. The District is establishing policies that ensure foster youth have equitable access to all academic resources regardless of enrollment timing, and prioritizing the access to supplemental supports, transportation, and compensatory learning opportunities to address learning loss. HLPUSD is identifying the academic measures that will be used to monitor progress—including state testing in ELA and Math, participation in interventions, GPA, A–G and Honors/AP enrollment, and progress toward graduation—and assigning district staff to review these data at regular intervals. Decision-makers will use this information to adjust programs and practices to improve outcomes, particularly in literacy, mathematics, and attendance. The District is also expanding liaison staffing and specialized academic counseling to ensure immediate enrollment, accurate record collection, and high-quality needs assessments for each foster youth. By building a robust data system and aligning policies to the needs of foster youth, HLPUSD ensures that academic, behavioral, and attendance supports are monitored consistently and adjusted to close achievement gaps and improve long-term educational success.

Progress monitoring will occur throughout the year through ELAC/SSC reviews and agenda items, SPSA alignment checks, Site Walks, mid year and end of year EL program evaluations, and ongoing analysis of AERIES/Ellevation student reports. Master schedule reviews will ensure appropriate placement of LTELs in Designated ELD, while monthly professional development will reinforce expectations for integrating ELD across content areas. Families will be engaged through training aligned to the EL Roadmap, and district committees will continue to refine policies, including updates to the Multilingual Master Plan and EL program placement charts. Through this multi year, systemwide approach, the district will ensure that LTELs receive the targeted instruction, monitoring, and support necessary to accelerate both language proficiency and academic achievement.

Furthermore, additional supports will be provided, and services to improve performance outcomes and address gaps in achievement can be found in Goal 2 Action 7 and Goal 3 Actions 7 and 14.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Current No HLPUSD Schools Identified for 2026-2027 School Year - CSI

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Current No HLPUSD Schools Identified for 2026-2027 School Year - CSI

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Current No HLPUSD Schools Identified for 2026-2027 School Year - CSI

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
LCAP Advisory Committee	HLPUSD LCAP Advisory Committee is comprised of management, Hacienda La Puente USD Teachers' Association (HLPTA), California School Employee Association (CSEA), Service Employees International Union (SEIU), DAC and DELAC parent representatives, district administrators, principals, teachers, counselors, and classified staff. The committee met three times: February 19, 2026, March 5, 2026, and April 23, 2026 The committee had discussions on Active priority of Committee goals reflected in the plan and Budget discussions around current budgets, including the ongoing monitoring of pupil learning, mental health, and overall well-being. The committee worked in collaboration to provide feedback, identify continuing, expanding, and LCAP priorities, and to develop proposals based on LCAP survey results and LCAP requirements. The LCAP Advisory Committee generated proposals on April 23, for continuing, expanding, and/or new priorities for LCAP Year 3 for consideration
District Advisory Committee (DAC)	LCAP presentations, updates, and engagement of District Advisory Committee (DAC) as part of each meeting agenda (October 7, November 18, January 27, March 3, April 21). DAC included representation from unduplicated student groups: low income, English learners, and foster youth. Topics included but were not limited to linking the Dashboard to the LCAP, alignment of LCAP with federal requirements, developing a deeper understanding of the LCAP, educational partners' engagement process, eight state priorities, Consolidated Application, SPSA timeline, LCAP implementation, LCAP Survey update, Educational Partners' Questions Activity to gather DAC input for the LCAP, and the use of LREBG funds. DAC Meeting (4/21): Members previewed the draft in progress LCAP and provided comments for written response. The Superintendent's written responses to the required parent advisory groups' comments are posted on HLPUSD's webpage at www.hlpschools.org/instruction.
District English Learner Advisory Committee (DELAC)	Throughout the 2025–26 school year, LCAP presentations, updates, and engagement activities were incorporated into every District English Learner Advisory Committee (DELAC) meeting agenda (October 21, December 9, February 3, March 17, and April 28). DELAC membership included representation from unduplicated student groups—low income students, English learners, and foster youth—ensuring diverse educational partner perspectives. Topics discussed during these meetings included, but were not limited to, connecting the California School Dashboard to the LCAP, aligning the LCAP with federal requirements, deepening understanding of the LCAP, reviewing the educational partner engagement process, examining the eight state priorities, the Consolidated Application, the SPSA timeline, LCAP implementation updates, and the LCAP Survey. DELAC also participated in the Educational Partners' Questions Activity to provide input for the LCAP and reviewed the use of LREBG funds. During the April 28 meeting, members previewed the draft LCAP in progress and provided comments requiring written responses. The Superintendent's written responses to the required parent advisory groups' comments are posted on the HLPUSD website at www.hlpschools.org/instruction
LCAP Student Advisory Committee (SAC)	The Student Advisory Committee (SAC), composed of students in grades 6–12 from all HLPUSD high schools, middle schools, and K–8 sites, convened for districtwide meetings on November 7 and March 13 to learn about the LCFF and LCAP and to provide input on district priorities. During the March 13 meeting, SAC members reviewed the proposed LCAP and offered comments and feedback for consideration in the development of the final plan.
District Leadership Team (DLT)	District Leadership Team (DLT) Meeting, which consists of principals and site and district administrators, was held on March 25. Principals and administrators provided input on current and potential new LCAP priorities and continuing and expanding priorities
LCAP Survey	HLPUSD contracted with Hanover Research to administer a perception survey to educational partners across the district, focusing on the LCAP areas of Engagement, Parental Involvement, Course Access, School and District Climate, and Student Outcomes. The 2025–26 survey was shared with educational partners through ParentSquare and the district website, and it was accessible across multiple webbased platforms for all district staff, parents, and students in grades 6–12. The LCAP Survey was conducted from January through February 2026. Survey results were compiled and summarized in an analysis report prepared by Hanover Research, shared with the community, and used as a key data source in the development of the Year 3 LCAP.
Educational Partners at schools generating LCFF Equity Multiplier	Educational Partners—including parents, teachers, staff, and students from Valley Alternative High School, Valley Community Day School, and Puente Hills High School—met on January 27, 2026 to discuss identified needs, priorities, actions and services, and

Funds	planned expenditures supported by LCFF Equity Multiplier funds. Additional input was gathered during School Site Council (SSC) meetings on January 27 and March 22, prior to the SSC vote on SPSA approval on April 21, 2026.
Special Education Local Plan Area (SELPA)	HLPUSD consulted with the Special Education Local Plan Area (SELPA) Administrator and HLPUSD Special Education Administrators to ensure that LCAP actions and services align with the assurances outlined in the Local Plan. Consultation topics included an overview of the SELPA Local Plan process and key elements necessary for alignment with the LCAP. Additionally, the discussion incorporated input from educational partners through the SELPA Community Advisory Committee (CAC) meeting held on March 18, 2026. A dedicated consultation and planning meeting with SELPA leadership took place in April 2026 to finalize alignment and ensure consistency between the Local Plan and the district's LCAP.
Members of the Public	HLPUSD notified members of the public of the opportunity to submit written comments regarding specific actions and expenditures in the LCAP through the District web page at https://www.hlpschools.org/ on June 5, 2026, and at the public hearing for the LCAP on June 11, 2026. The LCAP was presented to the Board of Education on June 25, 2026, for board approval. In conjunction, the Local Indicators results were presented on June 25, 2026.
Board of Education	LCAP presentations and updates were provided to the Board of Education and the community during Board meetings held on August 14, September 9, December 11, January 22, February 12, and June 11 and 25. These presentations covered a range of topics, including LCAP implementation highlights, the LCAP timeline, the eight state priorities, the MidYear Report, next steps in the LCAP development process, alignment between the LCAP and SPSA, educational partner engagement activities and consultation processes, and updates from required advisory committees.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Hacienda La Puente Unified School District remains committed to ensuring that every student thrives academically, socially, and emotionally. Our Local Control and Accountability Plan (LCAP) reflects this commitment by aligning district goals, resources, and actions with the needs and aspirations of our students, families, staff, and community. Each year, we engage in a collaborative process that centers the voices of our educational partners, ensuring that the LCAP is not only compliant with state requirements but also responsive, equitable, and reflective of our shared vision for student success.

DELAC emphasized in Goal One the importance of teachers who demonstrate trust, empathy, patience, and positive engagement—especially with younger students and students with Language acquisition and special needs. Families highlighted the need for ongoing professional development to strengthen these skills. Parents also expressed concern about the academic performance of students in ELA, Math, and attendance, noting the need for stronger instructional support and consistent monitoring.

DELAC members underscored the importance of supporting English Learners, including LTELs, by ensuring early and effective language development, timely reclassification, and equitable access to rigorous coursework in high school. They noted that attendance for LTELs, ELs, and a significant portion of HLPUSD students has declined, reinforcing the need for proactive engagement and school connectedness strategies.

DELAC also stressed the value of collaboration, respectful learning environments, and multilingual academic counseling to ensure students are not limited in their course options. Clean, safe, and well maintained campuses—supported by permanent custodians and substitutes—were identified as essential to student well being. Families expressed interest in expanded CTE pathways, life skills instruction, driving classes, certifications, visual literacy materials, and more opportunities for community involvement and volunteering. These priorities align with district actions to strengthen high quality instruction through professional learning; expand access to diverse, relevant course pathways; and maintain safe, clean, and welcoming school environments that support student belonging, readiness, and equitable access for All Students, including LTELs and English Learners.

DAC members emphasized in Goal One the importance of interactive, well equipped learning environments supported by tangible materials such as touch screen devices, laptops, iPads, art supplies, whiteboards, and adequate chargers and headsets. Families noted that these resources are especially critical for LTELs and English Learners, who benefit from technology enhanced language development tools; for students with special needs, who require accessible and adaptive materials; and for Foster Youth, who often experience interrupted schooling and rely on consistent access to instructional devices. DAC members also highlighted a strong desire for diverse programs—including performing arts, STEAM, tutoring, broadcasting, speech and debate, sports, and photography—as well as the return of home economics and automotive classes and the continuation of aviation, engineering, and biomedical pathways. These expanded pathways are essential for ensuring equitable access for all students who may face barriers to advanced coursework and career technical opportunities. Families further expressed interest in vocational and technical career courses, financial literacy, field trips, and

collaborative learning spaces like media centers, all within clean and welcoming school environments. These priorities align with the district's top actions to: (1) ensure access to a broad, standards aligned course of study for all learners, including historically underserved groups; (2) provide up to date instructional materials, technology, and hands on learning tools that support differentiated instruction; and (3) maintain safe, clean, and modern facilities that promote creativity, exploration, and college career readiness for every student.

DAC members identified tutoring and academic intervention as the most critical supports for student success, emphasizing after school tutoring open to all students—including multilingual options—and in person support for K–8. These supports are particularly vital for LTELs, who require targeted language and literacy intervention; for Foster Youth, who often need consistent academic reinforcement due to school mobility; and for students with special needs, who benefit from structured small group instruction and scaffolded learning. Additional needs included teacher aides, noon aides, volunteers, interventionists, small group instruction, and MTSS TOSAs who can provide targeted academic support aligned to individual learning plans. Parents also valued enrichment opportunities such as mock trials, career days, mentorship, Saturday Academy, summer school, and after school clubs tied to career interests—opportunities that expand access and engagement for all who may otherwise be underrepresented in enrichment programs. Families requested clearer access to academic tools through school websites, more PLC time for teachers (especially in DI programs), and resources like practice tests and digital learning libraries. These priorities align with the district's top actions to: (1) expand academic interventions and targeted supports for all students, with intentional focus on LTELs, Foster Youth, and students with special needs; (2) strengthen college career readiness through enrichment, mentorship, and real world learning; and (3) enhance instructional coherence through teacher collaboration, accessible academic tools, and consistent communication.

DAC members emphasized in Goal Three the need for accurate, updated school websites with calendars, meeting information, volunteer processes, and parent workshop schedules to strengthen communication and transparency—supports that are especially important for families of LTELs, Foster Youth, and students with special needs, who rely on clear, multilingual, and accessible information to navigate school systems. They highlighted the value of parent cooking classes, technology workshops, mental health sessions, and consistent translation services to ensure all families can participate meaningfully. Families also requested stronger teacher parent communication, student recognition, access to devices for surveys, booster/PTA support, and visual communication tools like poster boards and calendars. Engagement ideas included parent student learning workshops, quarterly assemblies, community building events, and even a district rewards store to motivate participation. These supports are particularly impactful for all students, who benefit from increased school connectedness; who require multilingual access points; and for students, whose families rely on consistent communication and inclusive engagement opportunities. These priorities align with the district's top actions to: (1) expand family engagement through accessible communication and multilingual supports; (2) strengthen school connectedness through recognition, events, and community partnerships that include all student groups; and (3) enhance school climate by promoting mental health resources, supportive relationships, and inclusive opportunities that ensure every student—especially LTELs, Foster Youth, and students with disabilities—feels welcomed, supported, and connected.

Students Advisory Committee (SAC) Students across all four HLPUSD quads emphasized for Goal One the importance of clean, well maintained facilities—especially restrooms and athletic/P.E. spaces—alongside reliable access to updated technology such as 1:1 devices, iPads, and modern laptops. They also highlighted the need for adequate instructional materials and supplies to support daily learning. In terms of course access, students expressed strong interest in expanded opportunities including Leadership, Honors, AP, AVID, WeCan, and a broader range of foreign language offerings, as well as summer enrichment and internship programs. Collectively, these priorities align directly with the district's top actions under Goal 1: ensuring access to rigorous, standards aligned courses and enrichment; providing up to date technology and instructional resources; and maintaining clean, safe, and functional school facilities that support student learning and well-being.

Students Advisory Committee (SAC) Students emphasized in Goal Two the need for stronger academic support systems, including increased access to teachers during class time, more collaboration and less Tech based assignments, intervention teachers, academic tutors, bilingual aides, and reliable after school tutoring. They also highlighted the importance of improved learning conditions such as better Wi Fi, a functional K-12 school libraries, and more engaging learning experiences through field trips and college visits. Additionally, students expressed a desire for better school lunch options and greater access to counselors and supportive staff. Collectively, these priorities align with the district's top actions under Goal 2: expanding academic interventions and targeted supports to improve student achievement; strengthening access to social emotional and college career readiness services through counseling and enrichment opportunities; and enhancing learning environments and resources—including technology, libraries, and nutrition—to ensure all students can thrive academically and socially.

Students Advisory Committee (SAC) Students emphasized in Goal Three the importance of a positive and connected school climate supported by mental health services, helpful teachers and counseling staff, and opportunities for recognition through student assemblies. They also highlighted the value of engaging school experiences such as sports, clubs, pep rallies, field trips, and community building events like family nights and night markets that encourage families to participate in school life. Additionally, students noted the need for stronger parent involvement through organized activities and improved access to tools such as the Aeries parent portal. Collectively, these priorities align with the district's top actions under Goal 3: expanding mental health and social emotional supports; strengthening family engagement through accessible communication and meaningful school community events; and enhancing school connectedness by promoting extracurricular activities, celebrations, and supportive relationships that foster a welcoming and inclusive environment.

As Equity Multiplier plans services for the 2026–27 school year, educational partners—including parents, students, and staff—agree that Valley, Puente Hills, and Valley Community Day School are experiencing positive academic and behavioral growth based on ongoing data analysis. Partners strongly recommend continuing extended learning opportunities that expose students to California public four year universities, community colleges, postsecondary career pathways, trade and technical programs, and other enriching experiences that expand students' understanding of future options.
Feedback from SSC and parent meetings emphasized the importance of maintaining the Academic Interventionist position to provide targeted support through small group instruction, in class intervention, and individualized pull out services. Specifically for the sites's student population of Foster, EL, and Special Needs. Additionally, SSC and parent input highlighted the need to continue funding a full time, site funded counselor to strengthen coordination with the Stimson Learning Center, ensure consistent academic and social emotional intervention, and expand college and career planning workshops for students and families. Ongoing counseling support remains essential for helping students build executive functioning skills, manage stress, advocate for themselves, and stay on track for graduation through regular credit checks and progress monitoring.

Equity Multiplier plans a continued partnership with the Educational Advisory Group (EAG) in 2026–27 will further support teachers through structured data driven decision making and instructional planning. Feedback from SSC, ELAC, LCAP, and staff strongly supports continuing EAG services due to increased teacher engagement and the desire to deepen lesson and unit development. Educational partners also identified the need for additional staff hours dedicated to professional development, after school planning, data review, and exploration of student needs to strengthen both academic instruction and social emotional support. As a result, Valley, Puente Hills, and Valley Community Day School will continue investing in professional learning opportunities for teachers, counselors, and administrators, ensuring staff have the time and resources necessary to deliver high quality instruction and comprehensive student support.

LCAP Advisory
The work of the LCAP Advisory Committee this year reflects a strong commitment to collaboration, transparency, and a shared vision of putting students first in every discussion. The committee played an essential role in reviewing each LCAP goal, examining performance data, and ensuring alignment between identified needs, planned actions, and available funding. Their engagement strengthened the district's ability to make informed, student centered decisions grounded in evidence and fiscal responsibility.
Throughout the year, the committee engaged in thoughtful dialogue about the district's current and multi year stability plan, emphasizing the importance of financial awareness and long term sustainability. Members consistently focused on distinguishing program needs from wants, ensuring that resources are directed toward actions that produce measurable impact for students. This included reviewing the effectiveness of existing programs, identifying areas requiring refinement, and ensuring that basic services and centralized district supports remain strong and equitable across all schools.
A key theme in the committee's work was the importance of aligning restricted and unrestricted funds to maximize support for unduplicated students and for student groups requiring additional attention under Differentiated Assistance. This includes English Learners—particularly Long Term English Learners (LTELs)—students with disabilities, foster youth, and other student groups whose outcomes require targeted improvement. The committee's feedback reinforced the need to maintain and strengthen systems, procedures, and supports that directly impact these students' academic and social emotional success.
The LCAP Advisory Committee's contributions this year demonstrate a deep understanding of priorities, fiscal realities, and the importance of continuous improvement. Their insights will continue to guide HLPUSD as we refine systems, elevate instructional practices, and ensure that every investment moves the district forward in service of students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Conditions of Learning: All students, TK through 12, including low income, English learners, and foster youth, will have access to effective and equitable conditions of learning and safe learning environments that ensure their preparedness for college and career upon graduation.	Broad Goal

State priorities addressed by this goal.

1, 2, 7

An explanation of why the LEA has developed this goal.

This goal addresses state and local priorities within the Conditions of Learning category:

Basic Services (Priority 1): The degree to which teachers are fully credentialed and appropriately assigned; student access to standards-aligned instructional materials; school facilities are maintained in "Good" repair.

Implementation of State Standards (Priority 2): Implementation of academic content and performance standards, including English Learners.

Course Access (Priority 7): The extent to which students have access to and are enrolled in a broad course of study.

According to the 2023-24 LCAP Survey results, 50% of parents are very satisfied/completely satisfied with college and career pathway courses. This percentage in satisfaction is lower than the desired outcome, 53% for 2026-27, and along with parent feedback gathered through the LCAP development process, it suggests a need to increase or expand our college and career pathway courses. HLPUSD developed this goal because there is a need to increase satisfaction with course access and to ensure all students and student groups have access to course options and pathways towards college and career, with equity districtwide. In addition, there is a need to increase ELs' access to Honors, GATE, AP, CTE, college and career pathways, VAPA and electives programs.

The actions and metrics grouped together will help achieve this goal by expanding the college and career pathway course offerings and ensuring unduplicated students' access to pathways districtwide.

We are continuing with this goal based on feedback from educational partners to increase access to more rigorous courses for unduplicated pupils.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	Fully Credentialed and Appropriately Assigned Teachers Source: DataQuest Teacher Assignment Monitoring Outcomes (TAMO) by Full-Time Equivalent (FTE) Report (Priority 1)	2021-2022 Clear 95.1% Comparison to State and County Average: Above	2024-25 Clear 93.4% State: 85.1% County: 85.7% Comparison to State and County Average: Above	2025-26 Clear 92.6% Comparison to State and County Average: Above State: 83.4% County: 82.5%	2026-27 Clear 98.1% Comparison to State and County Average: Above	Clear = -2.5% State Average: + 9.2% County Average: + 10.1%
2	Access to Standards–Aligned Instructional Materials Source: Fall 2023 Williams Textbook Sufficiency Report (Priority 1)	2023-24 Percent of students with access to their own copies of standards-aligned instructional materials for use at school and at home: 100%	2024-25 Percent of students with access to their own copies of standards-aligned instructional materials for use at school and at home: 100%	2025-26 Percent of students with access to their own copies of standards-aligned instructional materials for use at school and at home: 100%	2026-27 Percent of students with access to their own copies of standards-aligned instructional materials for use at school and at home: 100%	No change
3	Facilities in “Good” Repair Source: Measured by Facility Inspection Tool (FIT) (Priority 1)	Fall 2023 Facilities in “Good” Repair 100%, All Schools	Fall 2024 Facilities in “Good” Repair 100%, All Schools	Fall 2025 Facilities in “Good” Repair 100%, All Schools	Fall 2026 Facilities in “Good” Repair 100%, All Schools	No change

4	LCAP Survey Satisfaction with Basic Services Source: LCAP Survey (Priority 1)	2023-24 LCAP Survey Results: % Who agree/strongly agree: HLPUSD provides a well-rounded curriculum. Students: 63% Parents: 72% Staff: 74%	2024-25 LCAP Survey Results: % Who agree/strongly agree: HLPUSD provides a well-rounded curriculum. Students: 62% Parents: 71% Staff: 76%	2025-26 LCAP Survey Results: % Who agree/strongly agree: HLPUSD provides a well-rounded curriculum. Students: 59% Parents: 74% Staff: 78%	2026-27 LCAP Survey Results: % Who agree/strongly agree: HLPUSD provides a well-rounded curriculum. Students: 66% Parents: 75% Staff: 77%	Students: -4% Parents: +2% Staff: +4%
5	LCAP Survey Satisfaction with Basic Services: Source: LCAP Survey (Priority 1)	2023-24 LCAP Survey Results: % Who agree/strongly agree: School is well-maintained. Students: 48% Parents: 69% Staff: 53%	2024-25 LCAP Survey Results: % Who agree/strongly agree: School is well-maintained. Students: 51% Parents: 70% Staff: 59%	2025-26 LCAP Survey Results: % Who agree/strongly agree: School is well-maintained. Students: 74% Parents: 85% Staff: 69%	2026-27 LCAP Survey Results: % Who agree/strongly agree: School is well-maintained. Students: 51% Parents: 72% Staff: 56%	Students: +26% Parents: +16% Staff: +16%
6	LCAP Survey Satisfaction with Basic Services: Source: LCAP Survey (Priority 1)	2023-24 LCAP Survey Results: % who agree/strongly agree: School is clean. Students: 35% Parents: 73% Staff: 65%	Metric discontinued in 2024-25 as it is very similar to Facilities are well maintained metric #5.	Metric discontinued in 2024-25 as it is very similar to Facilities are well maintained metric #5.	2026-27 LCAP Survey Results: % who agree/strongly agree: School is clean. Students: 38% Parents: 76% Staff: 68%	metric discontinued
7	LCAP Survey Satisfaction with Basic Services: Source: LCAP Survey (Priority 1)	2023-24 LCAP Survey Results: % who agree/strongly agree: School facilities are up-to-date. Students: 42% Parents: 50% Staff: 31%	Metric discontinued in 2024-25 as it is very similar to facilities are well maintained metric #5 and Facilities in Good Repair measured by Facility Inspection Tool (FIT) metric.	Metric discontinued in 2024-25 as it is very similar to facilities are well maintained metric #5 and Facilities in Good Repair measured by Facility Inspection Tool (FIT) metric.	2026-27 LCAP Survey Results: % who agree/strongly agree: School facilities are up-todate. Students: 45% Parents: 53% Staff: 34%	metric discontinued

8	LCAP Survey Satisfaction with Course Access: Source: LCAP Survey (Priority 7)	2023-24 LCAP Survey Results: Course Access: % Very Satisfied/Completely Satisfied Honors courses: Students: 52% Parents: 59% VAPA courses: Students: 49% Parents: 50% STEAM courses: Students: 49% Parents: 55% Computer Science, coding, or robotics courses/lessons: Students: 44% Parents: 55% AP courses: Students: 46% Parents: 56% Variety of Elective Courses: Students: 51% Parents: 49% College and Career Pathway courses: Students: 49% Parents: 52% Dual Language Immersion courses: Students: 39% Parents: 59% IB courses: Students: 48% Parents: 65%	2024-25 LCAP Survey Results: Course Access: % Very Satisfied/Completely Satisfied Honors courses: Students: 53% Parents: 59% VAPA courses: Students: 49% Parents: 51% STEAM courses: Students: 50% Parents: 55% Computer Science, coding, or robotics courses/lessons: Metric was deleted as it is similar to STEAM courses. AP courses: Students: 46% Parents: 57% Variety of Elective Courses: Students: 51% Parents: 49% College and Career Pathway courses: Students: 49% Parents: 53% Dual Language Immersion courses: Students: 39% Parents: 59% IB courses: Students: 48% Parents: 66%	2025-26 LCAP Survey Results: Course Access: % Very Satisfied/Completely Satisfied Honors courses: Students: 70% Parents: 80% VAPA courses: Students: 75% Parents: 79% STEAM courses: Students: 72% Parents: 79% Computer Science, coding, or robotics courses/lessons: Metric was deleted as it is similar to STEAM courses. AP courses: Students: 73% Parents: 78% Variety of Elective Courses: Students: 75% Parents: 76% College and Career Pathway courses: Students: 71% Parents: 76.5% Dual Language Immersion courses: Students: 70% Parents: 79% IB courses: Students: 59% Parents: 79%	2026-27 LCAP Survey Results: Course Access: % Very Satisfied/Completely Satisfied Honors courses: Students: 55% Parents: 62% VAPA courses: Students: 52% Parents: 53% STEAM courses: Students: 52% Parents: 58% Technology courses: Students: 47% Parents: 58% AP courses: Students: 49% Parents: 59% Variety of Elective Courses: Students: 54% Parents: 52% College and Career Pathway courses: Students: 52% Parents: 55% Dual Language Immersion courses: Students: 42% Parents: 62% IB courses: Students: 51% Parents: 68%	Baseline compared to 25 Honors courses: Students: +18% Parents: +21% VAPA courses: Students: +26% Parents: +29% STEAM courses: Students: +23% Parents: +24% Computer Science, coding, or robotics courses/lessons: metric discontinued AP courses: Students: +27% Parents: +22% Variety of Elective Courses: Students: +24% Parents: +27% College and Career Pathway courses: Students: +22% Parents: +24.5% Dual Language Immersion courses: Students: +31% Parents: +20% IB courses: Students: +11% Parents: +14%

9	Access to and enrollment in a broad course of study Enrollment in AP Courses Source: District SIS (Priority 7)	2023-2024 Enrollment in at least one AP course for 11th and 12th Grade Students: All Students: 28.7% Low Income: 20% English Learners: 0.01% Foster Youth: 0.001%	2024-2025 Enrollment in at least one AP course for 11th and 12th Grade Students: All Students: 17.2% Low Income: 15.2% English Learners: 4.8% Foster Youth: 10.3%	2025-2026 Enrollment in at least one AP course for 11th and 12th Grade Students: All Students: 46.40% Low Income: 65.15% English Learners: 29.83% Foster Youth: 20%	2026-2027 Enrollment in at least one AP course for 11th and 12th Grade Students: All Students: 31.7% Low Income: 25% English Learners: 10% Foster Youth: 10%	Enrollment in at least one AP course for 11th and 12th Grade Students: All Students: +17.7% Low Income: +45.15% English Learners: +29.82% Foster Youth: +19.99%
10	Access to and enrollment in a broad course of study Enrollment in CTE Courses Source: District SIS (Priority 7)	2023-2024 Enrollment in at least one CTE course for 9th-12th Grade Students: All Students: 51% Low Income: 40.7 % English Learners: 0.05% Foster Youth: 0.01%	2024-2025 Enrollment in at least one CTE course for 9th-12th Grade Students: All Students: 44.7% Low Income: 44.9% English Learners: 33.3% Foster Youth: 36.8%	2025-2026 Enrollment in at least one CTE course for 9th-12th Grade Students: All Students: 51.83% Low Income: 51.35% English Learners: 41.65% Foster Youth: 38.46%	2026-2027 Enrollment in at least one CTE course for 9th-12th Grade Students: All Students: 54% Low Income: 45% English Learners: 10% Foster Youth: 10%	Enrollment in at least one CTE course for 9th-12th Grade Students: All Students: +0.83% Low Income: +10.65% English Learners: +41.60% Foster Youth: +38.45%
11	Implementation of State Standards Data Source: Local Indicator-Implementation of State Academic Standards Self-Reflection Tool (Priority 2)	2023-24 Self- Reflection Tool Results: 1) Professional Learning: Full Implementation - Math, ELA, ELD, HSS, NGSS 2) Instructional Materials: Full Implementation- Math, ELA, ELD, HSS, NGSS 3) Policies and Practices: Full Implementation- Math, ELA, ELD, HSS, NGSS 4) Other Adopted Standards: Full Implementation - PE, VAPA, World Languages Initial Implementation- CTE, Health Ed	2024-25 Self- Reflection Tool Results: 1) Professional Learning: Full Implementation - Math, ELA, ELD, HSS; Initial Implementation NGSS 2) Instructional Materials: Full Implementation Math, ELA, ELD, HSS, NGSS 3) Policies and Practices: Full Implementation Math, ELA, ELD, HSS; Initial Implementation NGSS 4) Other Adopted Standards: Full Implementation - VAPA; Initial Implementation CTE, PE, World Languages ; Exploration and Research Phase Health Ed	2025-26 Self- Reflection Tool Results: 1) Professional Learning: Initial Implementation - Math, ELA, ELD, HSS; Beginning Implementation NGSS 2) Instructional Materials: Initial Implementation Math, ELA, ELD, HSS, NGSS 3) Policies and Practices: Initial Implementation Math, ELA, ELD, HSS, NGSS; I 4) Other Adopted Standards: Initial Implementation - VAPA; CTE, PE, World Languages, Exploration and Research Phase Health Ed	2026-27 Self- Reflection Tool Results: 1) Professional Learning: Full Implementation- Math, ELA, ELD, HSS, NGSS 2) Instructional Materials: Full Implementation- Math, ELA, ELD, HSS, NGSS 3) Policies and Practices: Full Implementation- Math, ELA, ELD, HSS, NGSS 4) Other Adopted Standards: Full Implementation- PE, VAPA, World Languages, CTE, Health Ed	Self- Reflection Tool Results: 1) Professional Learning: No change- Math, ELA, ELD, HSS; No Change- NGSS 2) Instructional Materials: No change 3) Policies and Practices: No change- Math, ELA, ELD, HSS; No Change - NGSS 4) Other Adopted Standards: VAPA Increase 1, CTE, PE, World Languages No Change.

Goal Analysis for 2025-2026

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Actions and services for Goal 1 Conditions of Learning were implemented as planned.

1.1 In the 2025-26 school year, the HLPUSD Teacher Induction Program successfully enrolled 28 teacher candidates with a preliminary teaching credentials, with 14 candidates in their second year expected to complete the program. There are also 14 candidates in Year 1. The determining factor for recommending candidates for the Clear Teaching Credential to the California Commission on Teacher Credentialing (CTC) is the submission of their Individual Learning Plan (ILP) accompanied by evidence demonstrating growth aligned to the California Standards for the Teaching Profession (CSTP) and, when applicable, the California Professional Standards for Education Leaders (CPSEL). This process includes ongoing ILP revisions and continuous mentoring support to ensure documented professional growth. HLPUSD is in transition of it's Teacher Induction Program for the 26 -27 school year. We have partnered with the Foothill Consortium for the upcoming school year. We currently have 10 Mentors and 12 Candidates returning for next year.

1.2 The District provided all students with SBE-adopted and/or standards-aligned core instructional materials and approved online resources across all content areas. This included TK–12 CA Standards-aligned materials in ELA-ELD, Mathematics, History/Social Studies, and NGSS, as well as standards-aligned instructional materials for AP, IB, and World Languages courses.

1.4 The district implemented a comprehensive IT infrastructure refresh. The technology team has begun deploying new security cameras, indoor and outdoor speakers/clocks/PA systems, upgraded wired and wireless network equipment, a modernized phone system, and updated core network infrastructure. Only a small number of sites remain to be transitioned to the new network.

1.5 The district implemented actions designed to ensure equitable access to supplemental technology services and devices for low income students, English learners, and foster youth. Planned actions are being implemented as intended, including maintaining site based computer technicians to support instructional technology needs and continuing the established refresh cycle in which TK–K students receive iPads and students in grades 1, 5, and 9 receive new laptops. The district also sustained efforts to maintain additional classroom technology devices to support instructional materials implementation and integrated technology instruction. The learning management system remained in place to facilitate access to instructional content and progress monitoring for unduplicated students, and the district continued implementation of a technology platform aligned to district goals for monitoring academic achievement and student progress.
Some differences between planned and actual implementation emerged due to change in a refresh plan and change in staffing. Device distribution and tracking varied across the district. The replacement of aging equipment and or damaged equipment changed weekly. Network infrastructure and additional staffing, the district was able to provide for all students, reliability and evolvement of classroom technology, strengthened use of digital platforms to support instruction and progress monitoring. Collaboration between IT, Educational Services, and school sites supported timely troubleshooting and ensured that technology resources remained aligned to instructional priorities and student access needs. Overall, the district's commitment to equitable technology access and contributed to more consistent digital learning experiences across schools.

1.5 The district implemented actions designed to ensure equitable access to supplemental technology services and devices for low income students, English learners, and foster youth. Planned actions are being implemented as intended, including maintaining site based computer technicians to support instructional technology needs and continuing the established refresh cycle in which TK–K students receive iPads and students in grades 1, 5, and 9 receive new laptops. The district also sustained efforts to maintain additional classroom technology devices to support instructional materials implementation and integrated technology instruction. The learning management system remained in place to facilitate access to instructional content and progress monitoring for unduplicated students, and the district continued implementation of a technology platform aligned to district goals for monitoring academic achievement and student progress.
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1.6 The Human Resources Department worked proactively with primary school sites to minimize the number of combination classes, ensuring more consistent grade-level placement and improved instructional conditions. This action contributed to greater instructional coherence, reduced variability in classroom configurations, and ensured that students received more focused, developmentally appropriate instruction.

1.8 Multilingual department provided professional development to school sites throughout the year with a focus on the CA ELD Standards Implementation and the ELA/ELD Framework (Road Map) . Utilized SEAL training for staff-SEAL. 98% of all HLPUSD Staff in grades 3-5 received training that emphasized high quality language development practices and supported teachers in delivering standards aligned instruction for English Learners. SEAL (Sobrato Early Academic Language) professional learning, allowed staff to deepen their understanding of oral language development, academic vocabulary, and integrated instructional practices that promote meaningful access to content. These efforts contributed to more consistent implementation of ELD across classrooms and improved instructional support for multilingual learners. An area where we will growth in our primary ELPAC Scores.

1.9 Schools have textbooks, consumables, online resources, and equipment to implement CA Academic standards.

1.11 Middle and high school counselors provide comprehensive academic and postsecondary counseling services to ensure equitable access to a broad course of study for all students, including enrollment in a-g coursework, Advanced Placement, International Baccalaureate, Dual Enrollment, Honors courses, and college credit opportunities, through intentional academic planning and individualized student support.

1.15 District reviewed and revised BP 6173.1 – Education for Foster Youth this school year to align with current state and federal foster youth laws. The updated policy ensures compliance with requirements related to immediate enrollment, educational stability, AB 167/216 graduation exemptions, access to extracurricular activities, and transportation to the school of origin, while strengthening staff training and district coordination to support foster youth success.

1.16 HLPUSD had 162 students earned the State Seal of Biliteracy. Three of those students qualified for an additional seal for meeting the requirements for 2 languages. The District is promoting the seal to 8th / 5th grade students and families to increase participation once they start high school.

1.17 HLPUSD had 272 students receive the State Seal of Civic Engagement. Ethnic Studies implements the Youth Participatory Action Research (YPAR) and hosted the conference around civic engagement.

1.18 We will continue Learning Recovery Emergency Block Grant funds to support academic learning recovery by purchasing additional supplemental adaptive learning devices and online programs such as interactive media, simulations, and gamified platforms to personalize education and help students master concepts at their own pace and accelerate pupil academic proficiency in ELA and Math. implementation was hindered by staffing shortages, additional qualified certificated staff and particularly limited availability of substitutes needed to release our highly qualified teachers for training and integration of new tools, the District successfully expanded access to adaptive learning platforms across school sites. Core components of the action were implemented, and foundational systems are now in place to support full rollout. Additional secondary supports and professional learning will continue in the upcoming year to ensure all staff can fully leverage the supplemental programs and devices to improve student outcomes. While we purchased the supplies, platforms, and resources with other funds to support academic learning.

1.3 The district continued to make progress toward providing safe, clean, well maintained, and fully operational learning environments across all sites. Planned actions centered on maintaining and improving facilities, ensuring qualified staffing for custodial and maintenance operations, updating equipment and basic materials, and advancing long term modernization projects aligned to LCAP priorities. Some substantive differences emerged due to staffing shortages in specialized maintenance roles and delays in supply chains, which extended timelines for certain repairs and modernization efforts. Continued coordination between Maintenance & Operations, site leadership, and District Office will assist with implementation and ensure that facilities work remains aligned to student safety, instructional needs, and long term capital improvement priorities.

1.7 The District implemented the California Standards Implementation Plan through districtwide professional development, PLCs, and collaboration with the Special Education Department to strengthen standards-aligned instruction and MTSS practices. Professional development included MTSS training for K–5 teachers with a focus on behavior supports, targeted MTSS PD for RSP teachers on IEP goal development, data-informed instruction, and assessment accommodations, and three days of PLCs and professional learning for middle school mathematics teachers to support implementation of newly adopted instructional materials. The substantive difference was the refining of professional development for secondary staff. Due to a districtwide shortage of substitutes, secondary professional learning sessions could not be delivered at the intended depth or frequency, resulting in partial implementation for 25-26. Despite this challenge, the District successfully established the foundational structures and content for secondary professional development, ensuring readiness for full rollout. Professional development specific to the adoption and English Learner instructional needs is scheduled for implementation in the 26-27 school year, allowing the District to complete the planned supports and strengthen standards aligned instruction across all grade spans.

1.10 The District provided additional supports and services to increase unduplicated students' access to California Academic Standards. Supports included additional instructional staff, site-based professional development and PLC collaboration, supplementary standards-aligned instructional materials and technology, and targeted professional learning such as two days of designated ELD training for grades 3–5 teachers provided by Sobrato Early Academic Language (SEAL). Teachers on Special Assignment (TOSAs) provided monthly professional development aligned to district priorities, which was shared with all site administrators to support consistent implementation across school sites.
The plan did not effectively implement PD for 6-12 grade staff.

1.12 Master scheduling is intentionally designed to ensure equitable access to UC/CSU A–G aligned coursework, including honors, advanced mathematics and science, arts/VAPA, STEAM, CTE pathways, electives, and dual enrollment opportunities for historically underserved student groups. Each year, schools develop their master schedules with an open-access approach that removes barriers to rigorous coursework. sites prioritize the placement needs of English Learners—particularly students at ELPAC Levels 1, 2, and 3—when building their schedules to ensure appropriate access to both Designated and Integrated ELD. All high school courses offered are A–G approved, including ELD Expanding, to support students' progress toward college and career readiness. Implementation was complete, although we are looking to restructure EL offers in grades 6-12 for students.

1.13 Additional guidance and counseling staff are provided to ensure that low-income students, English Learners, Long-Term English Learners, homeless youth, foster youth, and students with disabilities receive the support needed to access coursework aligned to college- and career-ready pathways. HLPUSD continues to invest in high-quality guidance training, including sending counselors to Hatching Results and the National Association for College Admission Counseling. Counselors are developing a universal counseling plan that will support all students in postsecondary preparation and transition. The district also partners with Mt. SAC to provide a coordinated "warm hand-off" for students as they move from high school to college. Implemented with success, although we identified the need for Staffing/Counseling position control to meet the needs of sites with a high number of unduplicated students.

1.14 The Master Plan for English Learners (Road Map) was rewritten to support our district and EL students to provide better tier 1 instruction. The revised plan was shared with educational partners throughout the school year for input and review. Feedback from the FPM process and Findings in EL 12 and EL 14 has guided the district to refine the plan for the 2026–27. Key areas for strengthening include clearly defining Integrated and Designated ELD across TK–12 and expanding the Professional Growth system, with particular emphasis on supporting grades 6–12 staff in implementing high quality ELD instruction.

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.

The district experienced varying degrees of alignment between planned expenditures and actual spending necessitating both operational adaptations and changes to implementation throughout the year.
Expenditure differences:

1.1 The HLPUSD Teacher Induction Program enrolled 28 candidates in 2025–26, with 14 Year 2 candidates expected to complete the program and 14 in Year 1. The financial difference this year resulted from the loss of the TIP Coordinator position and additional staffing. The reduced program staffing and shifted responsibilities to existing personnel. This staffing change lowered projected expenditures and created a variance between budgeted and actual costs while the District prepared for transition to the consortium model.

1.2 The District provided all students with SBE adopted and standards aligned core instructional materials and approved online resources across all content areas. This included TK–12 California Standards aligned materials in ELA/ELD, Mathematics, History–Social Science, and NGSS, as well as standards aligned materials for AP, IB, and World Languages courses. The planned 2025–26 high school Mathematics adoption was temporarily placed on hold to allow for additional review and discussion prior to final selection.

1.4 The District implemented a comprehensive IT infrastructure refresh, including new security cameras, upgraded indoor/outdoor speakers and PA systems, modernized phone systems, and updated wired and wireless network equipment. Core network infrastructure was replaced, and only a few sites remain to be transitioned. Expenditures were higher than typical annual technology costs due to the scale of modernization. Upgrading outdated hardware, expanding wireless access points, improving cabling and switches, and enhancing site level infrastructure required significant investment to meet current instructional, operational, and safety needs. These upgrades were necessary to ensure long term reliability, stable connectivity, and secure digital access across all school sites.

1.5 The District implemented actions to ensure equitable access to supplemental technology services and devices for low income students, English learners, and foster youth. Core activities were carried out as planned, including maintaining site based computer technicians, continuing the TK–K iPad and 1st/5th/9th grade laptop refresh cycle, sustaining classroom technology to support instructional materials, and maintaining digital platforms for content access and progress monitoring. The District also strengthened technology site infrastructure, including network upgrades, expanded access points, and improved device management systems to support increased digital learning demands. Material differences emerged between the budgeted $1,277,677.00 and the actual expenditures of approximately $4.4 million. Overspending resulted from expanded device replacement needs due to aging and damaged equipment, adjustments to the refresh plan that required additional purchases, increased inventory demands tied to newly adopted instructional materials, staffing changes that affected device tracking and repairs, and the expansion of digital platforms aligned to academic monitoring goals. Additional costs were also driven by site infrastructure improvements, including upgraded hardware, expanded connectivity, and enhanced security features necessary to support districtwide technology use.
Despite these challenges, the District ensured reliable access to devices for unduplicated students, strengthened digital platforms for instruction and progress monitoring, and improved consistency of classroom technology across sites. Collaboration between IT, Educational Services, and school sites supported timely troubleshooting and maintained alignment with instructional priorities, contributing to more consistent digital learning experiences districtwide.

1.10 The District implementation was modified based on substitute availability for staff to be able to provide TK-12 additional supports and services to increase unduplicated students' access to California Academic Standards. In the coming year, professional development will included mandatory SEAL-based designated ELD training for all 3–5 teachers and extended/optional professional learning for secondary teachers 6-12 across all content areas, including English Language Arts, Mathematics, Science, and Social Studies. Budget constraints limited the District's ability to provide secondary staff with professional growth opportunities that matched the quantity and quality of those offered to

primary.

1.11 Counseling services continued as planned to expand and enhance equitable course access at all middle and high schools through intentional, data informed academic planning. The budgeted amount was $1,239,013.00, and actual expenditures totaled $1,375,967.00. This increase reflects additional staffing costs, including expanded counselor time and supplemental supports needed to maintain services during staffing fluctuations. These adjustments ensured continuity of academic planning, monitoring, and guidance for all students, particularly unduplicated groups.

1.13 Guidance and counseling conferences and professional learning opportunities are implemented to increase staff effectiveness in supporting the academic, social-emotional, and postsecondary needs of unduplicated student groups. These actions were implemented as intended, with ongoing adjustments based on current counseling trends and identified student needs. Counselors continue to refine practices, integrate updated training content, and align supports to emerging patterns in student wellness, course access, and college and career planning.

1.18 $4.5 million was originally allocated, no LREGB funds were ultimately expended for this action. The planned cost was incorporated into other existing actions, allowing the District to implement academic learning supports without drawing from the Learning Recovery Emergency Block Grant

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

1.1 In the 2025-26 school year, the HLPUSD Teacher Induction Program successfully enrolled 28 teacher candidates with preliminary teaching credentials, with 14 candidates in their second year will complete the program. There are also 14 candidates in Year 1. 100% of candidates completed the program requirements. Effectiveness: Program supported candidate growth and credential completion, though transition to a new consortium created some inconsistency.

1.2 The District provided all students with SBE-adopted and/or standards-aligned core instructional materials and approved online resources across all content areas. This included TK–1 CA Standards-aligned materials in ELA-ELD, Mathematics, History/Social Studies, and NGSS, as well as standards-aligned instructional materials for AP, IB, and World Languages courses. 100% of students had access to their own copies of standards aligned instructional materials for use at school and home (2025–26).Self Reflection Tool (2025–26): Instructional Materials: Full Implementation in Math, ELA, / Initial implementation in ELD, Social Science, and Science Effectiveness: All students received standards-aligned materials, ensuring full access to core instruction.

1.3 The district continued to make progress toward providing safe, clean, well maintained, and fully operational learning environments across all sites. 100% of schools in "Good" Repair on the FIT (Fall 2025). LCAP Survey (2025–26): School is well maintained - Students: 74%, Parents: 85%, Staff: 69% Partially Effective: Progress continued, but staffing shortages and supply delays slowed modernization efforts.

1.4 The district implemented a comprehensive IT infrastructure refresh. The technology team has begun deploying new security cameras, indoor and outdoor speakers/clocks/PA systems, upgraded wired and wireless network equipment, a modernized phone system, and updated core network infrastructure. 85% are now on the new network and Services Effectiveness: Major upgrades improved system reliability, with only a few sites pending transition.

1.5 The district implemented actions designed to ensure equitable access to supplemental technology services and devices for low income students, English learners, and foster youth. Effectiveness demonstrated through device refresh cycles, LMS access, and digital platform use with online resources as Canvas, Dreambox, Lexia, and MAP. Partially Effective: Device access and digital platforms improved, though leadership changes affected tracking and refresh timelines.

2025 English Language Arts Academic Indicator (ELA)
Distance from Standard (DFS)
All Students: -1.5 DFS
Low Income: -15.7 DFS
English Learners: -37.7 DFS
Long Term English Learners: -81.8 DFS
Foster Youth: -71.8 DFS
Students with Disabilities: -90.6 DFS
These results show that although technology access and digital platform use improved, academic gains did not materialize at the level expected for targeted student groups. Technology access and digital learning conditions improved, but ELA performance for unduplicated students remains well below standard, indicating that technology access alone did not sufficiently accelerate academic outcomes. Site and District monitoring of programs with fidelity. Adding Math CAASPP Data and Educational Partners feedback to improve.

1.6 The Human Resources Department worked proactively with primary school sites to minimize the number of combination classes, ensuring more consistent grade-level placement and improved instructional conditions. Effectiveness: HR minimized combination classes, improving instructional conditions. While this action supported stronger instructional coherence for all students, including unduplicated and high needs groups, overall progress toward the goal reflects slow and minimal growth. Reducing combination classes improved access to grade level content and allowed teachers to deliver more targeted supports; however, the impact is gradual, as staffing patterns, enrollment shifts, and site level configurations require ongoing adjustment. Overall, the action is effective, but growth remains incremental and steady, reflecting the structural nature of staffing and placement changes rather than rapid shifts in student outcomes.

1.7 The District implemented the California Standards Implementation Plan through districtwide professional development, PLCs, and collaboration with the Special Education Department to strengthen standards-aligned instruction and MTSS practices. Professional development included MTSS training for K–5 teachers with a focus on behavior supports, targeted MTSS PD for RSP teachers on IEP goal development, data-informed instruction, and assessment Policies & Practices: Full Implementation in Math, ELA, ELD, HSS; Initial Implementation in NGSS. / Instructional Materials: Full Implementation in Math, ELA, / Initial implementation n ELD, Social Science, and Science Partially Effective: Strong K–5 and SPED PD occurred, but secondary PD for adoptions and EL supports was delayed.
2025 English Language Arts Academic Indicator (ELA)
Distance from Standard (DFS)
All Students: -1.5 DFS
Low Income: -15.7 DFS
English Learners: -37.7 DFS
Long Term English Learners: -81.8 DFS
Foster Youth: -71.8 DFS
Students with Disabilities: -90.6 DFS
The data indicates that, although implementation structures improved, academic growth for unduplicated and high needs students remains steady. K–5 and Special Education professional development strengthened foundational instructional practices; secondary professional development and EL focused training constrained the overall impact on student achievement. Overall, the action is Partially Ineffective in improving academic outcomes for targeted student groups.

1.8 Multilingual department provided professional development to school sites throughout the year with a focus on the CA ELD Standards Implementation and the ELA/ELD Framework (Road Map) . Utilized SEAL training for staff-Sorrato. Self Reflection Tool (2025–26): ELD: Initial Implementation Effectiveness: SEAL-aligned PD strengthened ELD implementation across sites.

1.9 Schools have textbooks, consumables, online resources, and equipment to implement CA Academic standards. 100% access to standards aligned instructional materials
Effectiveness: Schools maintained full access to standards-aligned textbooks and resources.

1.10 The District provided additional supports and services to increase unduplicated students' access to California Academic Standards. Supports included additional instructional staff, site-based professional development and PLC collaboration, supplementary standards-aligned instructional materials and technology, and targeted professional learning.
Self Reflection Tool (2025–26): Instructional Materials: Full Implementation in Math, ELA, / Initial implementation in ELD, Social Science, and Science Partially Effective: Strong K–5 supports were implemented, but secondary PD gaps limited full impact.
2025 English Language Arts Academic Indicator (ELA)
Distance from Standard (DFS)
All Students: -1.5 DFS
Low Income: -15.7 DFS
English Learners: -37.7 DFS
Long Term English Learners: -81.8 DFS
Foster Youth: -71.8 DFS
Students with Disabilities: -90.6 DFS
The data indicate that while access to standards aligned materials and supports improved, academic outcomes did not show meaningful acceleration for unduplicated or high needs groups. Strong K–5 implementation contributed to foundational improvements, but secondary PD gaps and limited EL focused training constrained effectiveness. In-Effectiveness: producing measurable academic gains for unduplicated and high needs students, whose DFS scores remain far below standard.

1.11 Middle and high school counselors provide comprehensive academic and postsecondary counseling services to ensure equitable access to a broad course of study for all students, including enrollment in a-g coursework, Advanced Placement, International Baccalaureate, Dual Enrollment, Honors courses, and college credit opportunities, through intentional academic planning and individualized student support.
LCAP Survey (2025–26) Course Access Satisfaction:
Honors: Students 70%, Parents 80%
VAPA: Students 75%, Parents 79%
STEAM: Students 72%, Parents 79%
AP: Students 73%, Parents 78%
Electives: Students 75%, Parents 76%
College/Career Pathways: Students 71%, Parents 76.5%
Dual Language Immersion: Students 70%, Parents 79%
IB: Students 59%, Parents 79%
Effectiveness: Counselors ensured equitable access to rigorous coursework across all high schools.

1.12 Master scheduling is intentionally designed to ensure equitable access to UC/CSU A–G aligned coursework, including honors, advanced mathematics and science, arts/VAPA, STEAM, CTE pathways, electives, and dual enrollment opportunities for historically underserved student groups. Each year, schools develop their master schedules with an open-access approach that removes barriers to rigorous coursework.
2025–26 Enrollment in at least one AP course (11–12):
All Students: 46.40%
Low Income: 65.15%
English Learners: 29.83%

Foster Youth: 20%
2025–26 Enrollment in at least one CTE course (9–12):
All Students: 51.83%
Low Income: 51.35%
English Learners: 41.65%
Foster Youth: 38.46%
Effectiveness: Open-access scheduling increased equitable A–G and ELD access, with future refinements planned for 6–12 EL pathways.

1.13 Additional guidance and counseling staff are provided to ensure that low-income students, English Learners, Long-Term English Learners, homeless youth, foster youth, and students with disabilities receive the support needed to access coursework aligned to college- and career-ready pathways. Same course access metrics as 1.11 and 1.12.
Effectiveness: Additional counselors improved access for unduplicated students, though staffing ratios remain an area for improvement.
2025 English Language Arts Academic Indicator (ELA)
Distance from Standard (DFS)
All Students: -1.5 DFS
Low Income: -15.7 DFS
English Learners: -37.7 DFS
Long Term English Learners: -81.8 DFS
Foster Youth: -71.8 DFS
Students with Disabilities: -90.6 DFS

1.14 The Master Plan for English Learners (Road Map) was rewritten to support our district and EL students to provide better tier 1 instruction. Self Reflection Tool (2025-2026): ELD: initial Implementation LCAP Survey: Well rounded curriculum-Students: 59%, Parents: 74%, and Staff: 78% Partially Effective: Updated plan strengthened Tier 1 ELD, but further refinement is needed for 6–12 implementation.

1.15 District reviewed and revised BP 6173.1 – Education for Foster Youth this school year to align with current state and federal foster youth laws. The updated policy ensures compliance with requirements related to immediate enrollment, educational stability, AB 167/216 graduation exemptions, access to extracurricular activities, and transportation to the school of origin, while strengthening staff training and district coordination to support foster youth success. Foster Youth CTE Enrollment: 38.46% Foster Youth AP Enrollment: 20% (These demonstrate access to rigorous coursework and pathways.) Effectiveness: Revised BP 6173.1 aligned fully with state/federal law and strengthened supports for foster youth.

1.16 HLPUSD had 162 students earned the State Seal of Biliteracy. Three of those students qualified for an additional seal for meeting the requirements for 2 languages.
Effectiveness: Seal participation increased, with expanded promotion to younger grades.

1.17 HLPUSD had 272 students receive the State Seal of Civic Engagement. Ethnic Studies implements the Youth. Effectiveness: High participation and strong YPAR implementation demonstrated meaningful civic engagement.

1.18 We will continue Learning Recovery Emergency Block Grant funds to support academic learning recovery by purchasing additional supplemental adaptive learning devices and online programs such as interactive media, simulations, and gamified platforms to personalize education and help students master concepts at their own pace and accelerate pupil academic proficiency in ELA and Math. Effectiveness supported by districtwide MAP scores, and the supplemental adaptive tools supported learning recovery and personalized instruction.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Through ongoing monitoring, educational partner feedback, and reflection on implementation during the 2025–26 school year, the district identified several areas where adjustments were needed to strengthen alignment, improve effectiveness, and ensure continuity of services. As a result, the following changes have been made to planned actions for the 2026–27 school year.

Action 1.1 – Teacher Induction Program Transition
Based on reflection and the need to ensure long term program stability, HLPUSD is transitioning its Teacher Induction Program to the Foothill Consortium beginning in 2026–27. This change was informed by the district's review of program capacity, staffing, and sustainability. The transition allows candidates to continue receiving high quality mentoring and ILP support while reducing administrative burden on district staff. With 10 mentors and 12 candidates returning next year, the district will focus on ensuring a smooth handoff, maintaining mentor mentee relationships, and aligning expectations with the Consortium's program structure. Transition of program oversight to Foothill Consortium; refinement of district level support roles to ensure continuity for returning candidates.

Action 1.4 – 1:5 Device Access and Refresh Cycle
Reflections on device distribution, repair needs, and instructional technology usage confirmed that the district's current refresh cycle and 1:1 model. Under new leadership, the IT Department strengthened monitoring systems and improved loaner availability. As a result, no major changes to the action are required; however, the district will enhance tracking systems to ensure timely replacement of aging devices and better communication with sites. Improved device tracking and communication systems; continued implementation of the annual refresh cycle.

Action 1.10 – TOSA Support and Professional Learning
Will continue as an LREBG action and subsequent allocations will be included to enhance action implementation. Feedback from school sites and analysis of instructional needs highlighted the importance of continued MTSS support, particularly in implementing the CA Standards, ELD Standards, and the ELA/ELD Framework. While the action was effective, reflections indicated a need for more targeted, site specific coaching and clearer alignment between TOSA support and schoolwide goals. Refinement of TOSA deployment to ensure more consistent, needs based coaching; increased alignment of PD with site SPSA goals and EL program requirements. Impact of Financial stability plan will limit the number of TOSA support across the district.

1.11 Counseling services support equitable course access at all middle and high schools through intentional, data-informed academic planning and ongoing student progress monitoring. Counselors regularly identify and monitor students who are not on track for promotion or graduation, including students at risk due to course failure, attendance concerns, or credit deficiencies, and coordinate timely academic interventions, credit recovery options, and targeted supports to ensure all students, including the unduplicated student groups— remain on a path toward graduation and college- and career-ready outcomes. We will add an additional support to monitor and support our Foster and Els (LTELs).

1.12 Based on reflections on prior practice, actions for the coming year were refined to emphasize strategic master scheduling as a core approach to ensuring under-served student groups are meaningfully enrolled in and prepared for advanced academic and career pathways. No changes were made to the goal, metrics, or target outcomes; adjustments focus on strengthening implementation to promote equitable access and student success. Making sure that unduplicated students have access to classes they need to support their learning.

1.13 As a result of a review of prior practice, actions for the coming year were refined to strengthen personalized assistance with financial aid and scholarship application processes.

1.14 Following a review of prior practice and analysis of California School Dashboard data identifying Foster Youth at the lowest performance level across key academic indicators, actions for the next school year were refined to strengthen systematic academic monitoring and timely placement into targeted, data-driven interventions and support services. To support focused implementation, the District will provide principals with a list of identified Foster Youth students to ensure individualized monitoring and targeted supports in attendance, English Language Arts, and mathematics, while continuing to promote educational continuity, progress toward graduation, and access to college- and career-ready pathways. No changes were made to the planned goal, metrics, or target outcomes.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Fully Credentialed and Appropriately Assigned Teachers	Ensure hiring and certification of fully credentialed teachers at all sites, per Williams and Every Student Succeeds Act (ESSA) requirements including, but not limited to, the following actions: 1) Human Resources (HR) procedures and practices will ensure that high quality, properly credentialed, and EL authorized teachers are hired and maintained in teaching positions for which they are fully credentialed to teach. 2) Offer HLPUSD Teacher Induction Program (TIP) approved by the California Commission on Teacher Credentialing for eligible teachers holding a preliminary credential for General Education and/or Special Education. In addition, HLPUSD will implement ongoing mentor training, expand professional development opportunities throughout the division, and offer opportunities for new teachers to observe veteran educators. 3) Offer ACSA Clear Administrative Credential Program (CACP) approved by the California Commission on Teacher Credentialing for eligible administrators holding a preliminary credential in administrative services.	$3,373,569.00	No
2	Standard-Aligned Instructional Materials	Ensure every student in every classroom has SBE adopted and/or standards-aligned core instructional materials/ adopted online resources for all content areas including approved TK-12 CA Standards-based Mathematics, ELA-ELD, History/Social Studies, and Next Generation Science Standards (NGSS) instructional materials. Provide standards-aligned instructional textbook materials, such as core AP, IB, and other core content textbooks, including World Languages instructional materials.	$3,643,772.00	No
3	Facilities	Provide a safe, clean, well-maintained and in good repair learning environment. 2) Maintain and improve district facilities as needed to support LCAP priorities, per long- term maintenance and improvement projects and timelines. 3) Ensure well-qualified staffing and to provide on-going training, as required to provide safe, clean, well-maintained facilities, districtwide. 4) Provide updated equipment, basic materials and supplies at all district facilities. 5) School Facilities Projects: continue and/or implement various maintenance projects for district sites. 6) Support for school facilities modernization and improvement projects for 21st Century classrooms districtwide.	$28,536,559.00	No
4	Technology Infrastructure	Provide districtwide technology infrastructure, including: 1) Network & Computer Services (NCS) department/ District personnel. 2) Technology equipment; Aeries student information system, financial information system, personnel management systems; wired and wireless networks, e-	$5,330,573.00	No

		mail, servers, bandwidth; hardware and software; fire systems; video and security systems. 3) Implement data management system. 4) Provide and maintain technology and infrastructure necessary for implementation of standards-aligned instruction and CAASPP/SBAC testing at all sites.		
5	Supplemental Technology Services and Devices	Provide additional supplemental technology services and devices to low income students, English learners, and foster youth who may experience financial constraints to create equitable access: 1) Site-based computer technicians to support instructional technology. 2) Refresh cycle where students in grades TK-K receive an iPad and students in 1st, 5th, and 9th grade receive a new laptop. 3) Maintain additional classroom technology devices to support instructional materials implementation and integrated technology instruction. 4) Maintain a learning management system to facilitate access to learning and progress monitoring of unduplicated students. 5) Implement a technology platform to monitor student academic achievement and progress in alignment with district goals. 6) Increase AI literacy across all educational partners, enhance instruction through use of AI and technology, and increase professional development on AI and increased tech implementation.	$1,277,677.00	Yes
6	Reduce Combination Classes (repeated expenditure, Goal 2, Action 2)	Reduce combination classes: Provide additional FTE teachers to be assigned to schools impacted by high rates of combination classes, beyond the regular staffing ratios at the elementary level.	$0.00	Yes
7	CA Standards Implementation Plan (repeated expenditure, Goal 1, Action 2)	The HLPUSD California Standards Implementation Plan will include: 1) Professional development (PD) opportunities for all teachers and support staff TK-12, on implementation of the California Standards and new Textbook/Curriculum Adoptions. 2) PD will include alignment with CAASPP/SBAC Blueprints, instructional pacing guides, technology alignment, lesson/unit design, and implementation. 3) PLC model will be utilized to build implementation of CA Standards and Academic MTSS districtwide. 4) PD for instructional coaches, specialists, and administrators on implementation of state standards to build districtwide capacity. 5) Dual Immersion (DI) programs will be standards-aligned, including content, instruction, performance assessments, and pacing guides. 6) Consultant services will be utilized to increase districtwide use of research-based instructional practices and data analysis to increase student performance. 7) Special Education and Education Services Division will collaborate to provide PD for staff of students with disabilities to support student access to CA Standards and to address identified performance gaps.	$0.00	No
8	Supports for Implementation of CA ELD Standards (repeated expenditure, Goal 1, Action 2)	Provide actions, services and professional development for teachers of ELs, including focus on: 1) CA ELD Standards implementation 2) Designated and Integrated ELD 3) Evidence-based practices for ELs, Newcomers, Redesignated Fluent English Proficient (RFEPs), and Long Term English Learners (LTELs) 4) Use of performance data and progress monitoring, to address English learners' acquisition of English proficiency and access to the CA Academic Standards.	$0.00	No
9	School Site Supports for Implementation of CA Standards (repeated expenditure, Goal 2, Action 10)	Materials, supplies, rentals and leases, equipment, and printing to implement the CA Academic Standards. (See Goal 2, Action 10 for additional school actions and services to implement the core program and academic standards.)	$0.00	No
10	School Site Supports for Access to CA Standards (repeated expenditure, Goal 1, Action 13)	Additional supports and services to increase unduplicated students' access to CA Academic Standards, which include: 1) Additional support staff to increase standards-aligned instructional effectiveness for unduplicated students, including support for use of instructional technology, and to increase low income, English learners, and foster youth's academic achievement by offering small group interventions. 2) School site-based PD and/or collaboration in PLCs to implement the CA Standards, including ELD Standards and the ELA/ELD framework. 3) Supplementary	$0.00	Yes

		standards-aligned materials to reinforce content, including books and reading materials, academic intervention materials, and subscriptions. Technology (tablets and laptops purchased by school sites used to access applications and/or software to support core program through enrichment and/or reteaching/intervention) 4) Standards-aligned conferences, workshops, consultant services focused on increasing unduplicated students' access and academic achievement. 5) Ongoing TOSA Support throughout the year to build professional capacity via PD, model/demonstrate lessons, team teach, data analysis, and planning next steps.		
11	MS and HS Counselors and Counseling Services	Provide MS and HS counselors and counseling services to ensure all students' access to a broad course of study: 1) Continue to expand/ enhance course access at all middle and high schools that will equitably prepare students for College and Career, including open access to dual enrollment/college credit courses at high schools, enrollment in a-g, Advanced Placement, International Baccalaureate, Dual Enrollment, and Honors courses; 2) Educational counseling that includes academic counseling and postsecondary services incorporating process data, perception data and outcome data in all three domains across all grade levels using the Multi-Tiered, Multi-Domain and Systems of Support beginning with Tier I Core Curriculum Action Plan. 3) Academic planning for access to success in higher education programs.	$1,301,291.00	No
12	Master Scheduling for Course Access (repeated expenditure, Goal 1, Action 11)	Master Scheduling for access & equity: Develop Master Schedule in order to provide support and intervention to increase low income, English learners, long term English learners, foster youth, homeless youth, students with disabilities, Hispanic and any other under-served student groups' enrollment in UC/CSU-aligned, a-g, honors, higher-level math and science, arts/VAPA, STEAM, CTE, elective courses, and dual enrollment.	$0.00	No
13	School Site Supports for Course Access	Inclusive additional guidance and counseling staff to support low income, English learners, long term English learners, homeless youth, and foster youth's access to courses to prepare them for college and career. Guidance and counseling conferences and trainings to increase staff effectiveness to better support unduplicated students. Provide personalized support to English learners, long term English learners, homeless youth, and foster youth needing support to apply to college and/or career technical school. Provide personalized assistance to apply for financial aid and scholarships for college and/or career technical school. Link students to the appropriate educational partners at the post-secondary institution and help facilitate access to needed support via a “warm hand off”.	$478,178.00	Yes
14	English Learner Services (repeated expenditure, Goal 1, Action 11)	Implement HLPUSD Master Plan for Multilingual Learners: 1) Ensure appropriate placement of EL students in either Structured English Immersion (SEI) or Dual Immersion (DI) language instruction program, including Designated and Integrated ELD and courses within the standard instructional program; 2) Provide Designated ELD for all ELs at the Emerging, Expanding, or Bridging English proficiency levels (ELPAC Levels 1-4) in grades TK-12; 3) Provide Integrated ELD to all ELs at all proficiency levels in core content areas. 4) Plan, develop and implement specialized resources and services to increase all EL and LTELs' access to and enrollment in UC/CSU and graduation requirement courses, GATE & Honors, AP and dual/college credit courses, elective courses and extra-curricular activities in grades 6-12 and to reclassify in grades 4-12. 5) Monitor Redesignated Fluent English Proficient (RFEP) students' progress for 4 years to ensure RFEPs' appropriate educational placement.	$0.00	No
15	Foster Youth Services (repeated expenditure, Goal 1, Action 11)	Support for Foster Youth: 1) Review and align Board Policies and Administrative Regulations with foster youth laws, including requirements for enrollment, graduation requirements, eligibility for AB167/216, extra-curricular activities, and transportation to school of origin. 2) Foster Youth Liaison and school administrators, counselors, and teachers to ensure foster youths' immediate enrollment, appropriate educational placement; assist with transfer of grades, credits, partial credits, and records and facilitate immediate placement in academic intervention as necessary.	$0.00	No

16	State Seal of Biliteracy (repeated expenditure, Goal 1, Action 11)	All district comprehensive high schools provide pathways, courses, access, and assessments for students to meet the criteria to receive the State Seal of Biliteracy (SSB) emblem upon graduation. Continue to promote SSB across District and long-term plans for biliteracy pathway programs from elementary to high school, and Dual Immersion program transition plans from elementary to secondary schools. Continue to implement elementary and middle school Dual Immersion participation recognition certificates and HLPUSD pathway to biliteracy awards.	$0.00	No
17	State Seal of Civic Engagement and State Civic Learning Award (repeated expenditure, Goal 1, Action 11)	Develop HLPUSD criteria, design and implementation plans to engage students civically, begin in elementary school to work with students to earn the State Seal of Civic Engagement on a transcript, diploma, or certificate of completion in grades 11-12. Engage students in civic learning through strong civics curriculum in schools and service-learning projects which can merit a State Civic Learning Award.	$0.00	No
18	LREBG Action- Adaptive Learning Devices and Programs	Purchase additional supplemental adaptive learning devices and online programs such as interactive media, simulations, and gamified platforms to personalize education and help students master concepts at their own pace and accelerate pupil academic proficiency in ELA and Math. Studies show that technology integration in education can significantly enhance student achievement, especially when implemented thoughtfully and supported by effective teaching practices (CONTEMPORARY EDUCATIONAL TECHNOLOGY, 2016, 7(4), 368-381). Metrics being used to monitor the action: 2.1 and 2.2. LREBG Funds supporting this action: $200,000 for 2026-27.	$200,000.00	No

Goal

Goal #	Description	Type of Goal
2	Student Outcomes: All students, TK through 12, including low income, English learners, and foster youth, will meet or exceed expected academic performance outcomes to ensure their preparedness for college and career upon graduation.	Broad Goal

State priorities addressed by this goal.

4, 8

An explanation of why the LEA has developed this goal.

This goal addresses state and local priorities within the Student Outcomes category:

Student Achievement (Priority 4): Performance on standardized tests and Academic Indicators, share of students that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of students that pass Advanced Placement exams with 3 or higher, share of students prepared for college ELA and Math.

Other Student Outcomes (Priority 8): Outcomes for students in subject areas within the adopted course of study.

Low-income, English learners and foster youth are more likely to underperform in key subject areas and are less likely than their peers to graduate high school and be college and career ready. Per the 2023 CA School Dashboard, the Distance from Standard (DFS) on the ELA Academic Indicator for All Students is -4.9 DFS. It is significantly lower for Low Income: -21.4 DFS, English Learners: -42.4 DFS, Foster Youth: -87.8 DFS, and Students with Disabilities: -99.1 DFS. The Distance from Standard (DFS) on the Math Academic Indicator for All Students is -42.4 DFS. It is significantly lower for Low Income: -60.2 DFS, English Learners: -64 DFS, Foster Youth: -126.1 DFS, and Students with Disabilities: -140 DFS.

In addition, low-income students, English learners and foster youth are less likely to be prepared meeting UC/CSU a-g requirements. Per DataQuest 2022-23 Four-Year Adjusted Cohort Graduation Rate (ACGR), 2023 graduates meeting UC/CSU requirements for All Students is 50.6%. In comparison, Low Income: 45.1%,
English Learners: 30.3%, Foster Youth: 11.1%, and SWD: 13.2% were prepared meeting a-g requirements.

HLPUSD developed this goal because there is a need for immediate and effective intervention to address the existing achievement gap between high priority student groups, including low income, English learners, foster youth, students with disabilities, and any ethnic/racial student groups not meeting proficiency and/or college and career readiness targets. There is a need to address the achievement gap that exists for at-promise grade 7-9 students in Mathematics, through implementation of effective evidence-based intervention. There is a need to systematically collect, evaluate and analyze student performance data to inform and guide instructional practices at the district, school site, content area, grade level, classroom, and individual student level.

The actions and metrics grouped together will help achieve this goal by providing timely evidence-based interventions and additional supports to address the barriers faced by unduplicated students and help monitor their progress in reaching expected outcomes.

We are continuing with this goal based on the 2024 CA Dashboard, as the ELA Academic Indicator has declined 3.5 points from 2023 for all students, 1 point for low income students, and 5.5 points for English learners. The gap remains in the distance from standard (DFS) which is -8.4 for All students, -22.4 for low income students, -47.9 for English learners, -88.4 for long term English learners, and -64.1 for foster youth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CA School Dashboard English Language Arts Academic Indicator (ELA) (Priority 4)	2023 English Language Arts Academic Indicator (ELA) Distance from Standard (DFS) All Students: -4.9 DFS Low Income: -21.4 DFS English Learners: -42.4 DFS Long Term English Learners: TBD Foster Youth: -87.8 DFS Students with Disabilities: -99.1 DFS	2024 English Language Arts Academic Indicator (ELA) Distance from Standard (DFS) All Students: -8.4 DFS Low Income: -22.4 DFS English Learners: -47.9 DFS Long Term English Learners: -88.4 DFS Baseline Foster Youth: -64.1 DFS Students with Disabilities: -106.3 DFS	2025 English Language Arts Academic Indicator (ELA) Distance from Standard (DFS) 2025 English Language Arts Academic Indicator (ELA) Distance from Standard (DFS) All Students: -1.5 DFS Low Income: -15.7 DFS English Learners: -37.7 DFS Long Term English Learners: -81.8 DFS Foster Youth: -71.8 DFS Students with Disabilities: -90.6 DFS	2026 English Language Arts Academic Indicator (ELA) Distance from Standard (DFS) All Students: 4.1 DFS Low Income: -12.4 DFS English Learners: -30.4 DFS Long Term English Learners: -80.4 DFS Foster Youth: -75.8 DFS Students with Disabilities: -87.1 DFS	Increase Towards Standard All Students: 3.4 Increase Low Income: 5.7 Increase English Learners: 4.7 increase Long Term English Learners: 6.6 Increase Foster Youth: 16 Increase Students with Disabilities: 8.5 Increase

2	CA School Dashboard Mathematics Academic Indicator (Priority 4)	2023 Mathematics Academic Indicator Distance from Standard (DFS) All Students: -42.4 DFS Low Income: -60.2 DFS English Learners: -64 DFS Long Term English Learners: TBD Foster Youth: -126.1 DFS Students with Disabilities: -140 DFS Homeless Youth: -97.7 DFS	2024 Mathematics Academic Indicator Distance from Standard (DFS) All Students: -39.8 DFS Low Income: -54.2 DFS English Learners: -60.8 DFS Long Term English Learners: -138.3 DFS Baseline Foster Youth: -122.6 DFS Students with Disabilities: -133.2 DFS Homeless Youth: -83.2 DFS	2025 Mathematics Academic Indicator Distance from Standard (DFS) All Students: -30.1 DFS Low Income: -45.1 DFS English Learners: - 49.3 DFS Long Term English Learners: -132.1 DFS Foster Youth: - 121.5 DFS Students with Disabilities: -124.9 DFS Homeless Youth: - 77.8 DFS	2026 Mathematics Academic Indicator Distance from Standard (DFS) All Students: -33.4 DFS Low Income: -51.2 DFS English Learners: -55 DFS Long Term English Learners: -132.3 DFS Foster Youth: -114.1 DFS Students with Disabilities: -128 DFS Homeless Youth: -85.7 DFS	Mathematics Academic Indicator Distance from Standard (DFS) Increase moving closer to Standard All Students: 12.3 Increase Low Income: 15.1 Increase English Learners: 14.7 Increase Long Term English Learners: 6.2 Increase Foster Youth: 4.6 Increase Students with Disabilities: 15.1 Increase Homeless Youth: 19.9 Increase
3	CAASPP English Language Arts (ELA) Test Results (Priority 4)	2023 CAASPP ELA Results: % Met or Exceeded Standards All Students: 48.37% Low Income: 42.17% English Learners: 14.81% Long Term English Learners: 5.45% Foster Youth: 23.91% Students with Disabilities: 13.51%	2024 CAASPP ELA Results: % Met or Exceeded Standards All Students: 48.59% Low Income: 43.25% English Learners: 11.23% Long Term English Learners: 5.78% Foster Youth: 30.95% Students with Disabilities: 13.79%	2025 CAASPP ELA Results: % Met or Exceeded Standards All Students: 50.39% Low Income: 44.95% English Learners: 11.3% Long Term English Learners: 6.2% Foster Youth: 18.18% Students with Disabilities: 17.68%	2026 CAASPP ELA Results: % Met or Exceeded Standards All Students: 57.37% Low Income: 51.17% English Learners: 26.81% Long Term English Learners: 17.45% Foster Youth: 35.91% Students with Disabilities: 25.51%	CAASPP ELA Results: % Met or Exceeded Standards All Students: Increase 2.02% Low Income: Increase 2.78% English Learners: Decrease 3.51% Long Term English Learners: Increase 0.33% Foster Youth: Decrease 5.73% Students with Disabilities: Increase 4.17%
4	CAASPP Mathematics Test Results (Priority 4)	2023 CAASPP Math Results: % Met or Exceeded Standards All Students: 35.21% Low Income: 28.59% English Learners: 14.95% Long Term English Learners: 2.29% Foster Youth: 6.12% Students with Disabilities: 7.85% Homeless Youth: 0%	2024 CAASPP Math Results: % Met or Exceeded Standards All Students: 36.93% Low Income: 31.84% English Learners: 16.81% Long Term English Learners: 6.67% Foster Youth: 7.14% Students with Disabilities: 10.35% Homeless Youth: 18.58%	2025 CAASPP Math Results: % Met or Exceeded Standards All Students: 40.12% Low Income: 34.4% English Learners: 17.36% Long Term English Learners: 4.56% Foster Youth: 12.12% Students with Disabilities: 12.04% Homeless Youth: 23.56%	2026 CAASPP Math Results: % Met or Exceeded Standards All Students: 44.21% Low Income: 37.59% English Learners: 26.95% Long Term English Learners: 14.29% Foster Youth: 18.12% Students with Disabilities: 19.85% Homeless Youth: 12%	2025 CAASPP Math Results: % Met or Exceeded Standards All Students: +4.91% Low Income: +5.81% English Learners: +2.41% Long Term English Learners: +2.27% Foster Youth: +6% Students with Disabilities: +4.19% Homeless Youth: +23.56%

5	CAASPP Science Test Results (Priority 4)	2023 CAASPP Science Results: % Met or Exceeded Standards All Students: 28.6% Low Income: 23.33% English Learners: 4.52% Long Term English Learners: 0% Foster Youth: 0% Students with Disabilities: 8.06%	2024 CAASPP Science Results: % Met or Exceeded Standards All Students: 27.90% Low Income: 23.29% English Learners: 4.58% Long Term English Learners: 3.13% Foster Youth: 12.58% Students with Disabilities: 6.62%	2025 CAASPP Science Results: % Met or Exceeded Standards All Students: 29.81% Low Income: 25.01% English Learners: 4.35% Long Term English Learners: 2.44% Foster Youth:0.00% Students with Disabilities: 7.56%	2026 CAASPP Science Results: % Met or Exceeded Standards All Students: 37.6% Low Income: 32.33% English Learners: 16.52% Long Term English Learners: 12% Foster Youth: 12% Students with Disabilities: 20.06%	CAASPP Science Results: % Met or Exceeded Standards All Students: +1.21% Low Income: +1.68% English Learners: -0.172.% Long Term English Learners: -0.69% from 2024 Foster Youth: -12.58% from 2024 Students with Disabilities: -0.50%
6	English Learner Progress Indicator (ELPI) Data Source: CA School Dashboard (Priority 4)	2023 Percentage of English Learners who made progress toward English Proficiency measured by ELPAC: 52.6%	2024 Percentage of English Learners who made progress toward English Proficiency measured by ELPAC: 46% Percentage of Long Term English Learners who made progress toward English Proficiency measured by ELPAC: 43.9% Baseline	2025 Percentage of English Learners who made progress toward English Proficiency measured by ELPAC: 44.7% Percentage of Long Term English Learners who made progress toward English Proficiency measured by ELPAC: 42.9%	2026 Percentage of English Learners who made progress toward English Proficiency measured by ELPAC: 55.6% Percentage of Long Term English Learners who made progress toward English Proficiency measured by ELPAC: 45.9%	Percentage of English Learners who made progress toward English Proficiency measured by ELPAC: -7.9% Percentage of Long Term English Learners who made progress toward English Proficiency measured by ELPAC: -1.00% from 2024 Baseline
7	English Language Proficiency Assessments for California (ELPAC) Source: California Assessment of Student Performance and Progress (CAASPP) website (Priority 4)	2023 Percent of Students who scored a Level 4 on Summative ELPAC: English Learners: 22.8% Long Term English Learners: 22.14%	2024 Percent of Students who scored a Level 4 on Summative ELPAC: English Learners: 17.87% Long Term English Learners: 23.02%	2025 Percent of Students who scored a Level 4 on Summative ELPAC: English Learners: 17.22% Long Term English Learners: 18.74%	2026 Percent of Students who scored a Level 4 on Summative ELPAC: English Learners: 25.8% Long Term English Learners: 25.14%	Percent of Students who scored a Level 4 on Summative ELPAC: English Learners: -5.58% Long Term English Learners: -3.4%

8	Reclassification Rate Data Source: DataQuest 2022 -23 EL Data>Annual Reclassification (RFEP) Counts and Rates (Priority 4)	2022-23 Reclassification Rate: 14.5%	2023-24 Reclassification Rate: 15.48%	2024-25 Reclassification Rate: 16.43%	2025-26 Reclassification Rate: 17.5%	Reclassification Rate: +1.93%
9	a-g Completion Source: DataQuest 2022 -23 Four-Year Adjusted Cohort Graduation Rate (ACGR) (Priority 4)	2022-23 Graduates Meeting UC/CSU Requirements: All Students: 50.6% Low Income: 45.1% English Learners: 30.3% Foster Youth: 11.1% SWD: 13.2%	2023-24 Graduates Meeting UC/CSU Requirements: All Students: 46.5% Low Income: 42.8% English Learners: 23.9% Foster Youth: 14.3% SWD: 10.1%	2024-25 Graduates Meeting UC/CSU Requirements: All Students: 46.4% Low Income: 43.6% English Learners: 25.7% Foster Youth: 20% SWD: 43.6%	2025-26 Graduates Meeting UC/CSU Requirements: All Students: 53.6% Low Income: 48.1% English Learners: 33.3% Foster Youth: 14.1% SWD: 16.2%	Graduates Meeting UC/CSU Requirements: All Students: -4.2% Low Income: -1.5% English Learners: -4.6% Foster Youth: +8.9% SWD: +30.4%
10	CTE Pathway Completion Source: CA School Dashboard: 2023 Additional Reports and Data > College/Career Levels and Measures Report (Priority 4)	2023: Percent of "Prepared" students in each group who will meet the CCI "Prepared" Level via CTE Pathway Completion All Students: 21.6% Low Income: 20.6% English Learners: 8.5% Long Term English Learners: TBD Foster Youth: 25% SWD: 12%	2024: Percent of "Prepared" students in each group who will meet the CCI "Prepared" Level via CTE Pathway Completion All Students: 25.4% Low Income: 24.4% English Learners: 12.9% Long Term English Learners: 5.9% Baseline Foster Youth: 0% SWD: 14.3%	2025: Percent of "Prepared" students in each group who will meet the CCI "Prepared" Level via CTE Pathway Completion All Students:49.8% Low Income: 47.9% English Learners: 27.5% Long Term English Learners: 24.3% Foster Youth: 40% SWD: 12.2%	2026: Percent of "Prepared" students in each group who will meet the CCI "Prepared" Level via CTE Pathway Completion All Students: 24.6% Low Income: 23.6% English Learners: 11.5% Long Term English Learners: 7.9% Foster Youth: 28% SWD: 15%	Percent of "Prepared" students in each group who will meet the CCI "Prepared" Level via CTE Pathway Completion All Students: +28.2% Low Income: +27.3% English Learners: +19% Long Term English Learners: +18.4 Foster Youth: +15% SWD: +0.2%

11	Both CTE & a-g Completion Source: CA School Dashboard: 2023 Additional Reports and Data > Met UC/CSU Requirements and CTE Pathway Completion Report (Priority 4)	2023: Both CTE & a-g Completion: All Students: 12% Low Income: 10.6% English Learners: 4.4% Long Term English Learners: TBD Foster Youth: 0%	2024: Both CTE & a-g Completion: All Students: 10% Low Income: 8.4% English Learners: 2.9% Long Term English Learners: 1.7% Baseline Foster Youth: 0%	2025: Both CTE & a-g Completion: All Students: 13.8% Low Income: 11.5% English Learners: 2.6% Long Term English Learners: 2.6% Foster Youth: 0.0%	2026: Both CTE & a-g Completion: All Students: 15% Low Income: 13.6% English Learners: 7.4% Long Term English Learners: 3.7% Foster Youth: 3%	Both CTE & a-g Completion: All Students: +1.8% Low Income: +1.9% English Learners: -1.8% Long Term English Learners: +0.9 from 2024 Baseline Foster Youth: 0.0% No Change
12	Passage of AP Exam with a score of 3 or higher Source: CollegeBoard Reporting Site > Equity and Excellence Report (Priority 4)	2023: Students scoring a passing score of 3 or higher on one or more AP exams: 56%	2024: Students scoring a passing score of 3 or higher on one or more AP exams: 61.7%	2025: Students scoring a passing score of 3 or higher on one or more AP exams: 60.3%	2026: Students scoring a passing score of 3 or higher on one or more AP exams: 59%	Students scoring a passing score of 3 or higher on one or more AP exams: +4.3%

13	Early Assessment Program (EAP) - Percentage of Students Prepared for College– ELA & Math Source: CAASPP-ELPAC Public Reporting Site (Priority 4)	2023: Percent Standard Exceeded (Ready) and Percent Met (Conditionally Ready): Grade 11 SBAC ELA results: All Students: 54.47% Low Income: 48.62% English Learners: 14.73% Long Term English Learners: TBD Foster Youth: 20% SWD: 11.19% Grade 11 SBAC Math results: All Students: 28.68% Low Income: 22.13% English Learners: 6.52% Long Term English Learners: TBD Foster Youth: 5.88% SWD: 4.83%	2024: Percent Standard Exceeded (Ready) and Percent Met (Conditionally Ready): Grade 11 SBAC ELA results: All Students: 56.79% Low Income: 52.36% English Learners: 12.59% Long Term English Learners: 11.11% Baseline Foster Youth: 54.54% SWD: 15.86% Grade 11 SBAC Math results: All Students: 31.07% Low Income: 26.12% English Learners: 13.74% Long Term English Learners: 5.55% Baseline Foster Youth: 9.09% SWD: 7.80%	2025: Percent Standard Exceeded (Ready) and Percent Met (Conditionally Ready): Grade 11 SBAC ELA results: All Students: 57.29% Low Income: 53.86% English Learners: 11.68% Long Term English Learners: 10.45% Foster Youth: 18.18% SWD:18.05 % Grade 11 SBAC Math results: All Students: 35.01% Low Income: 30.66% English Learners: 11.19% Long Term English Learners: 4.55% Foster Youth: 0.0% SWD: 6.21%	2026: Percent Standard Exceeded (Ready) and Percent Met (Conditionally Ready): Grade 11 SBAC ELA results: All Students: 63.47% Low Income: 57.62% English Learners: 26.73% Long Term English Learners: 19.11% Foster Youth: 32% SWD: 23.19% Grade 11 SBAC Math results: All Students: 37.68% Low Income: 31.13% English Learners: 18.52% Long Term English Learners: 13.55% Foster Youth: 17.88% SWD: 16.83%	Percent Standard Exceeded (Ready) and Percent Met (Conditionally Ready): Grade 11 SBAC ELA results: All Students: +2.82% Low Income: +5.24% English Learners: -3.05% Long Term English Learners: -0.66% From 2024 Foster Youth: -1.82% SWD: +6.86% Grade 11 SBAC Math results: All Students: +6.33% Low Income: +8.53% English Learners: +4.67% Long Term English Learners: -1.0% From 2024 Foster Youth: -5.88% SWD: +1.38%
14	State Seal of Biliteracy Source: DataQuest Four-Year ACGR Outcomes (Priority 8)	2023: Graduates earning a Seal of Biliteracy: All Students: 12.6% Low Income: 11.4% English Learners: 9.7% Foster Youth: 0%	2024: Graduates earning a Seal of Biliteracy: All Students: 15.5% Low Income: 14.9% English Learners: 15.5% Foster Youth: 4.8%	2025: Graduates earning a Seal of Biliteracy: All Students: 15.62% Low Income: 15.55% English Learners: 14.93% Foster Youth: 0.0%	2026: Graduates earning a Seal of Biliteracy: All Students: 15.6% Low Income: 14.4% English Learners: 13.7% Foster Youth: 3%	Graduates earning a Seal of Biliteracy: All Students: +3.02% Low Income: +4.15% English Learners: +5.23% Foster Youth: 0%- Stayed the Same
15	Golden State Seal Merit Diploma Source: DataQuest Four-Year ACGR Outcomes (Priority 8)	2023: Graduates earning a Golden State Seal Merit Diploma: All Students: 29.2% Low Income: 23.4% English Learners: 13.8% Foster Youth: 0%	2024: Graduates earning a Golden State Seal Merit Diploma: All Students: 29.3% Low Income: 25% English Learners: 10.3% Foster Youth: 4.8%	2025: Graduates earning a Golden State Seal Merit Diploma: All Students: 30.52% Low Income: 26.72% English Learners: 9.7% Foster Youth: 0.0 %	2026: Graduates earning a Golden State Seal Merit Diploma: All Students: 32.2% Low Income: 26.4% English Learners: 16.8% Foster Youth: 3%	Graduates earning a Golden State Seal Merit Diploma: All Students: +1.32% Low Income: +3.32% English Learners: -4.1% Foster Youth: No Change from Baseline, -4.8% from 2024

16	NWEA Measures of Academic Progress (MAP) ELA Results Source: Local Data (Priority 4)	2023-24 Winter Kinder MAP Phonemic Awareness scored level 2-5: 62% Kinder MAP Phonics & Word Recognition scored level 2-5: 55% Kinder MAP Listening Comprehension scored Meets/Exceeds (Level 4-5): 65% Kinder MAP Picture Vocabulary scored Meets/Exceeds (Level 4-5): 63% Gr. 1-12 MAP Reading scored ≥ 61 percentile of peers in national norm reference test: All Students: 31.9% Low Income: 26.9% English Learner: 6% Foster Youth: 16.2% SWD: 8.8%	2024-25 Winter Kinder MAP Phonemic Awareness scored level 2-5: 71% Kinder MAP Phonics & Word Recognition scored level 2-5: 71% Kinder MAP Listening Comprehension scored Meets/Exceeds: 58% Kinder MAP Picture Vocabulary scored Meets/Exceeds: 59% Gr. 1-12 MAP Reading scored ≥ 61 percentile of peers in national norm reference test: All Students: 34% Low Income: 28.6% English Learner: 8.5% Foster Youth: 17.6% SWD: 10.8%	Discontinued for 2025-2026 for Kinder- Replaced by Dibbels 2025 Winter Gr. 1-12 MAP Reading scored ≥ 61 percentile of peers in national norm reference test: All Students: 45% Low Income: 40% English Learner:15 % Foster Youth: 28% SWD: 15%	2026-27 Winter Kinder MAP Phonemic Awareness scored level 2-5: 71% Kinder MAP Phonics & Word Recognition scored level 2-5: 64% Kinder MAP Listening Comprehension scored Meets/Exceeds (Level 4-5): 63% Kinder MAP Picture Vocabulary scored Meets/Exceeds (Level 4-5): 63% Gr. 1-12 MAP Reading scored ≥ 61 percentile of peers in national norm reference test: All Students: 40.9% Low Income: 35.9% English Learner: 18% Foster Youth: 28.2% SWD: 20.8%	Kinder Discontinued in 2025-2026 Gr. 1-12 MAP Reading scored ≥ 61 percentile of peers in national norm reference test: All Students: +13.1% Low Income: +13.1% English Learner: +9.0% Foster Youth: +11.8% SWD: +6.2%
17	NWEA Measures of Academic Progress (MAP) Math Results Source: Local Data (Priority 4)	2023-24 Winter Gr. K-12 MAP Math scored ≥ 61 percentile of peers in national norm reference test: All Students: 37.7% Low Income: 32.7% English Learner: 21.9% Foster Youth: 15.7% SWD: 10.7%	2024-25 Winter Gr. K-12 MAP Math scored ≥ 61 percentile of peers in national norm reference test: All Students: 39.7% Low Income: 34.1% English Learner: 24.9% Foster Youth: 26.9% SWD: 11.8%	2025-26 Winter Gr. K-12 MAP Math scored ≥ 61 percentile of peers in national norm reference test: All Students: 43% Low Income: 39% English Learner: 27% Foster Youth: 28% SWD: 14 %	2026-27 Winter Gr. K-12 MAP Math scored ≥ 61 percentile of peers in national norm reference test: All Students: 46.7% Low Income: 41.7% English Learner: 33.9% Foster Youth: 27.7% SWD: 22.7%	Winter Gr. K-12 MAP Math scored ≥ 61 percentile of peers in national norm reference test: All Students: +5.3% Low Income: +6.3% English Learner: +5.1% Foster Youth: +12.3% SWD: +3.3%

18	LCAP Survey Satisfaction with Preparedness for college and career. Source: LCAP Survey (Priority 8)	2023-24 LCAP Survey Results: % Who Agree/Strongly Agree: School prepares students for college. Students: 69% Parents: 74% Staff: 74% % Who Agree/Strongly Agree: School prepares students for career. Students- 61% Parents- 65% Staff- 67%	2024-25 LCAP Survey Results: % who Agree/Strongly Agree: School prepares students for college. Students: 67% Parents: 62% Staff: 68% % who Agree/Strongly Agree: School prepares students for career. Students: 57% Parents: 54% Staff: 58%	2025-26 LCAP Survey Results: % who Agree/Strongly Agree: School prepares students for college. Students: 82% Parents: 86% Staff: 84% % who Agree/Strongly Agree: School prepares students for career. Students: 79% Parents: 78% Staff: 73%	2026-27 LCAP Survey Results: % Who Agree/Strongly Agree: School prepares students for college. Students- 72% Parents- 75% Staff- 77% % Who Agree/Strongly Agree: School prepares students for career. Students- 64% Parents- 68% Staff- 70%	LCAP Survey Results: % who Agree/Strongly Agree: School prepares students for college. Students: +13% Parents: +12% Staff: +10% % who Agree/Strongly Agree: School prepares students for career. Students: +18% Parents: +13% Staff: +6%
19	Access to books at home at student's reading level. Source: LCAP Survey (Priority 8)	2023-24 LCAP Survey Results: 80% of students who have access to books at home at student's reading level.	Metric discontinued in 2024-25 as MAP Reading metric #16 provides a more relevant measure.	Metric discontinued in 2024-25 as MAP Reading metric #16 provides a more relevant measure.	2026-27 LCAP Survey Results: 83% of students who have access to books at home at student's reading level.	metric discontinued
20	CA Dashboard College/Career Indicator (Priority 4)	2024 Baseline: College/Career Indicator Percent of HS graduates at "Prepared Level" All Students: 41.7% Low Income: 37.7% English Learners: 18.1% Long Term English Learners: 14.9% Foster Youth: 8.7% Students with Disabilities: 8.3% Hispanic: 32.3% Homeless: 19.6%	All Students: N/A Low Income: N/A English Learners: N/A Long Term English Learners: N/A Foster Youth: N/A Students with Disabilities: N/A Hispanic: N/A Homeless: N/A	2025 College/Career Indicator Percent of HS graduates at "Prepared Level" All Students: 49.8% Low Income: 47.3% English Learners: 27.5% Long Term English Learners: 24.3% Foster Youth:40 % Students with Disabilities: 12.2% Hispanic: 41.1% Homeless: 39.7%	2026 College/Career Indicator Percent of HS graduates at "Prepared Level" All Students: 43.7% Low Income: 39.7%% English Learners: 20.1% Long Term English Learners: 16.9% Foster Youth: 10.7% Students with Disabilities: 10.3% Hispanic: 34.3% Homeless: 21.6%	Difference from 2024 Baseline College/Career Indicator Percent of HS graduates at "Prepared Level" All Students: +8.1% Low Income: +9.6% English Learners: +9.4% Long Term English Learners: +9.4% Foster Youth:+31.3 % Students with Disabilities:+3.9% Hispanic: +8.8% Homeless: +20.1%

Goal Analysis for 2025-2026

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Actions and services for Goal 2 Student Outcomes were implemented as planned.

2.1 HR hired highly qualified teachers for grades TK-12 in the school year.

2.2 Additional certificated staff reduced class sizes and the number of combination classes. Teachers were able to provide individualized support and conduct one-on-one data chats. Small group interventions were provided with the smaller class sizes.

2.3 -All K-2 and RSP teachers received three days of MTSS training (strengthening understanding of Tier 1 to support diverse learner needs including culturally responsive evidence-based teaching practices and UDL).
-All 3-5 grade teachers received one day of MTSS training (strengthening understanding of Tier 1 to support diverse learner needs including culturally responsive evidence-based teaching practices and UDL).
-Site-based MTSS TOSAs participated in Glean Education's Structured Literacy Coaching Academy.

2.4 District Title I funds are used to provide supplemental instructional support and intervention programs that improve student achievement and close persistent opportunity gaps. These supports include Summer Math Enrichment for middle school students transitioning to Integrated Mathematics, APEX credit recovery for high school students, and C-STEM mathematics interventions for students identified as at-promise.

2.5 205 Teachers at the current CCEIS sites (Baldwin, Palm, Workman ES) received two days of UFLI coaching from UFLI trainers.

2.6 IIn addition to after-school professional development offerings, the District provided opportunities for teachers and classified staff to participate in professional learning during the school day to support districtwide instructional improvement and provide dedicated time for planning and collaboration. Classified staff were invited to participate in PD across content areas and grade levels, including summer sessions

2.7 High school graduation requirements are aligned with college- and career-readiness standards to ensure all students are prepared for postsecondary education, training, and workforce pathways. The College Access Plan continues to provide targeted counseling and support to guide students through college preparation, applications, and transition planning. All high schools—Workman, La Puente, Los Altos, and Wilson—offer access to dual enrollment opportunities, expanding student participation in college-level coursework and strengthening readiness for postsecondary success.

2.8 The District continued to expand and strengthen its Career Technical Education (CTE) programs through strategic grant acquisition, program development, and industry-aligned instructional improvements. Grants were applied for and managed with quarterly reporting, supporting all CTE pathways, student organizations, and competitive teams such as HOSA, FBLA, and SkillsUSA.

2.9 The Special Education/SELPA Department continues to provide focused trainings on a variety of topics including, but not limited to, special education laws, assessments, compliance, differentiated instruction, behavior, inclusion, evidence-based practices, accommodations/modifications, Parents Rights and Procedural Safeguards, IEP development, understanding IEPs, supporting students with IEPs in the general education environment.

2.10 School sites purchased materials and supplies as core academic program supports. K-8 Principals trained on use of Aeries Analytics/Dashboards to disaggregate and monitor student response to interventions including tutoring through contracted services. Empirical study conducted to evaluate Lexia and Dreambox impact on student achievement on NWEA MAP, UFLI, Dibbels, and SBAC.

2.11 The Foster Youth Liaison, in collaboration with school site administrators, counselors, teachers, and support staff, coordinates academic interventions, supports, and services for foster youth and students experiencing homelessness. This includes intensive case management, academic monitoring, and referrals to internal and external partners, such as LACOE provided tutoring services for students in foster care and low-income students identified under the McKinney Vento Education Program.

2.12 EL TOSAs train bilingual instructional aides to effectively support English learners in the classroom. Bilingual aides were provided training every other month to ensure they were adequately meeting the needs of all EL students including newcomers and long-term English learners. The Multilingual Department works closely with middle schools and high schools to ensure sites' awareness of students in need of additional supports and interventions to ensure reclassification as soon as possible. In addition, RFEP students were monitored and students not making progress were provided additional supports.

2.15 HLPUSD offered supplemental parent workshops and continued its partnership with United We Lead to provide families with support in English Language Arts and Mathematics. In addition, the District maintains two dedicated counselors—one serving TK–5 and one serving grades 6–12—who provide targeted academic, social-emotional, and family support for migrant students and their caregivers.

2.17 VAPA TOSAs worked with school sites to integrate VAPA schoolwide and districtwide. VAPA dance, music, and art implemented at all elementary sites. Mariachi implemented at Sparks MS and Orange Grove MS.

2.19 The District utilized multiple data systems, assessments, and research tools to inform instruction, monitor program effectiveness, and support targeted interventions for unduplicated students. This included districtwide implementation of MTSS-aligned data tools, NWEA MAP assessments, and analytics platforms to monitor student progress and identify at-promise students. Ongoing training and PLCs supported effective data use by TK–12 staff, while survey and engagement tools were used to strengthen student and parent engagement and drive continuous improvement. Site admin provided monthly data reports of usage and progress with supplemental materials including Lexia and Dreambox.

2.20 Additional supports are provided to Career and Technical Education (CTE) courses and pathways at all high schools and the alternative high school to increase unduplicated students' access to and participation in high-quality programs aligned to high-wage, in-demand career fields and postsecondary pathways.

2.21 Professional learning was provided to strengthen early literacy instruction and assessment practices. All K–3 teachers received training and follow up support on UFLI to support systematic phonics instruction, as well as professional learning on the Risk of Reading Difficulties Screener (RDRS) and DIBELS to improve early identification and monitoring of student needs. These assessments enhanced staff understanding of student literacy progress and informed instructional planning. In addition, TK teachers received professional development on the newly adopted instructional program to support effective implementation and alignment with early learning standards.

2.22 In addition to mathematics supports offered to all school sites, the Curriculum, Instruction, and Assessment Department will dedicate additional time and resources to support low income, English learners, and foster youth. Intensive supports will include: 1) Additional PD/training and instructional coaching on math standards lesson studies, new CA Math Framework, essential standards, best first instruction, differentiated instruction, literacy integrated into math to address EL's needs, assessment and progress monitoring, MTSS interventions at Tier II & III levels, CSTEM, and summer programs with a math focus (TK-8). 2) Training for administrators on "look fors" during instructional time in the classroom. 3) Certificated staff lead intervention for grade level structured intervention support with flexible grouping with pre/post assessments.

2.23 Provide expert tutoring services 24 hours a day, 7 days a week. Tutors work one on one with students with homework help, questions, and personal academic challenges in more than 8- courses in the subjects listed below for grades 3-12. This research-based service is based on the same tutor working with the same small group of students 3 times per week for a semester. This will be targeted for Middle School Math. Recent research highlights the effectiveness of High Dosage Tutoring (HDT) in accelerating student learning, especially for those who are academically at risk.

2.24 Additional summer school options offered both in person and virtually to help students earn credits for classes that were not passed during the school year. Students will be provided with an online supplemental program to help with English and writing proficiency. A Teacher on Special assignment will support students in small groups and provide interventions as needed.

2.25 Purchase Instructure which offers a suite of web-based tools designed to enhance both classroom and online learning. The suite includes Canvas LMS: An online platform that gives students and families access to a comprehensive online curriculum and various educational tools. Mastery Connect: A tool for assessing student understanding, personalizing learning, and supporting educators with resources and professional development. It also provides a platform for teachers to build common assessments that support Professional Learning Community (PLC) work. Research shows that common assessments and Professional Learning Communities (PLCs) are effective in improving student achievement and teacher effectiveness.

Actions and services for Goal 2 Student Outcomes were partially implemented:

2.13 EL TOSAs provide support to school sites on a weekly basis with the lowest performance level on the CA Dashboard English Learner Progress Indicator. PD sessions included how to utilize ELPAC interims to improve instruction and on evidence-based strategies to differentiate instruction.

2.14 The Dual Immersion Program implemented Plan-Do-Study-Act (PDSA) cycles to strengthen biliteracy instruction and improve student outcomes. Teachers responded positively to the process and described the trainings as interactive, culturally responsive, and immediately applicable to classroom practice. In 2025–26, the Spanish Dual Immersion program expanded to a new middle school and added 6th grade, and two elementary Spanish programs expanded to include TK, increasing access to bilingual pathways across the district.

2.16 Schoolwide practices and supports are implemented to increase equitable access for low-income students, English learners, and foster youth to signature programs, including International Baccalaureate (IB), STEAM, Environmental Sciences, Health/HOSA, Science Olympiad, and other academic enrichment opportunities, including the introduction of Pre-IB at the middle school level.

2.18 The Human Resources Department worked diligently to staff schools with Media Center Aides, and secondary schools with Media Center Clerks, to support student access to library resources. The District Librarian also collaborated with school sites to guide the selection and purchase of culturally relevant books that reflect the diversity of HLPUSD's student population.

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.

2.3 All K-2 and RSP teachers received three days of MTSS training (strengthening understanding of Tier 1 to support diverse learner needs including culturally responsive evidence-based teaching practices and UDL). All 3-5 grade teachers received one day of MTSS training (strengthening understanding of Tier 1 to support diverse learner needs including culturally responsive evidence based teaching practices and UDL).
-Site-based MTSS TOSAs participated in Glean Education's Structured Literacy Coaching Academy.
The material difference between the planned budget of $5,180,985.00 and actual expenditures of $3,703,492.00 reflects lower than anticipated costs due to reduced training days at the primary and secondary level, fewer contracted services, and adjustments in staffing allocations for MTSS support for 27 school sites. These shifts resulted in decreased expenditures while still allowing the District to deliver core MTSS professional learning as intended.

2.5 Two hundred Teachers at the current CCEIS sites (Baldwin, Palm, Workman ES) received two days of UFLI coaching from UFLI trainers. The planned budget was $3,752,383.00,

and actual expenditures totaled $2,870,524.00. The difference reflects lower than anticipated costs, primarily due to reduced contracted service needs, adjustments in coaching delivery, and efficiencies in scheduling and staffing. These factors allowed the District to implement the planned UFLI coaching while spending less than originally projected.

2.7 High school graduation requirements are aligned with college- and career-readiness standards to ensure all students are prepared for postsecondary education, training, and workforce pathways. The College Access Plan continues to provide targeted counseling and support to guide students through college preparation, applications, and transition planning. All high schools—Workman, La Puente, Los Altos, and Wilson—offer access to dual enrollment opportunities, expanding student participation in college-level coursework and strengthening readiness for postsecondary success. The planned budget was $1,313,358.00, and actual expenditures totaled $786,006.00. This difference reflects lower than anticipated costs, primarily due to reduced staffing expenditures, contracted counseling services, and adjustments in dual enrollment implementation that required fewer resources than originally projected. These efficiencies allowed the District to maintain core college readiness supports while spending significantly less than planned.

2.8 The CTE Department accomplished most of what it planned to do. Our barriers have been more systems than application. We are waiting on things beyond our control to happen such as backfilling a position or waiting on electrical upgrade quotes.

2.10 School sites purchased materials and supplies as core academic program supports. K-8 Principals trained on use of Aeries Analytics/Dashboards to disaggregate and monitor student response to interventions including tutoring through contracted services. Empirical study conducted to evaluate Lexia and Dreambox impact on student achievement on NWEA MAP, UFLI, Dibels, and SBAC. The planned budget was $2,206,703.00, and actual expenditures totaled $1,501,465.00. This difference reflects lower than anticipated costs, primarily due to reduced contracted tutoring services, efficiencies in site level purchasing, and adjustments in assessment and platform implementation. These factors allowed the District to carry out planned activities while spending significantly less than projected.

2.11 Expenditures were implemented as planned. The Foster Youth Liaison, in collaboration with school counselors, site administrators, teachers, and support staff, coordinated and met with students requiring intensive (Tier III) supports. Refining case management services alignment to identified academic and social needs. Using the resources to serve our population without systemic gaps.

2.12 EL TOSAs train bilingual instructional aides to effectively support English learners in the classroom. Bilingual aides were provided training every other month to ensure they were adequately meeting the needs of all EL students including newcomers and long-term English learners. The Multilingual Department works closely with middle schools and high schools to ensure sites' awareness of students in need of additional supports and interventions to ensure reclassification as soon as possible. In addition, RFEP students were monitored and students not making progress were provided additional supports. The planned budget was $1,671,548.00, and actual expenditures totaled $959,627.00. This difference reflects lower than anticipated costs, primarily due to reduced staffing expenditures, fewer contracted services, and efficiencies in delivering aide training and site level supports. These adjustments allowed the District to implement core EL and RFEP support activities while spending significantly less than projected.

2.15 HLPUSD offered supplemental parent workshops and continued its partnership with United We Lead to provide families with support in English Language Arts and Mathematics. In addition, the District maintains two dedicated counselors—one serving TK–5 and one serving grades 6–12—who provide targeted academic, social-emotional, and family support for migrant students and their caregivers. The planned budget was $74,370.00, and actual expenditures totaled $27,616.00. This difference reflects lower than anticipated costs, primarily due to reduced contracted services, fewer workshop related expenses, and efficiencies in support delivery. These adjustments allowed the District to implement planned parent engagement and migrant student support activities while spending significantly less than projected.

2.16 Supplemental instructional resources are provided, including materials, equipment, instructional technology, itinerant teachers, contracted services, and professional learning, to support student achievement across core and elective subject areas such as Science/NGSS, History–Social Science, Visual and Performing Arts, CTE, Physical Education, STEAM, Technology, and electives. Financial stability and staffing shortages impacted services to all content areas.

2.17 VAPA TOSAs worked with school sites to integrate VAPA schoolwide and districtwide. VAPA dance, music, and art implemented at all elementary sites. Mariachi implemented

at Sparks MS and Orange Grove MS. The planned budget was $563,586.00, and actual expenditures totaled $329,584.00. This difference reflects lower than anticipated costs, primarily due to reduced contracted services, adjustments in program implementation, and efficiencies in staffing and materials purchasing.

2.18 – Media Center Staffing and Culturally Relevant Library Materials HR worked diligently to staff schools with Media Center Aides and secondary Media Center Clerks, supporting consistent access to library services. The District Librarian collaborated with school sites to purchase culturally relevant books that reflect the diversity of the student population, strengthening literacy engagement and representation. Staffing shortages and recruitment had difficulties hiring and retaining staff.

2.20 CTE elective course sections were expanded at K–8 and middle schools to strengthen early exposure and preparedness for high school CTE pathways among unduplicated student groups. Declining enrollment and limited Masters schedules at low enrollment sites, limited pathways for students.

2.21 Continued professional learning will be necessary in the coming year to sustain and deepen implementation of early literacy instructional practices and assessment use. Ongoing training and follow-up support will be provided to ensure staff continue to strengthen instructional consistency, effectively interpret assessment data, and respond to student needs to support improved literacy outcomes. Site implementation will be monitored by improving Site Instructional Walks.

2.24 Additional summer school options offered both in person and virtually to help students earn credits for classes that were not passed during the school year. Students will be provided with an online supplemental program to help with English and writing proficiency. A Teacher on Special assignment will support students in small groups and provide interventions as needed. The planned budget was $944,415.00, and actual expenditures totaled $232,542.00, resulting in a significant material difference. Because this is an LREBG funded action, the variance reflects lower than anticipated staffing costs, reduced contracted instructional services, and efficiencies in delivering virtual credit earning options. These adjustments decreased expenditures while still meeting core LREBG requirements: expanding access to credit recovery, providing supplemental academic supports, and ensuring targeted intervention for students needing additional assistance. The reduced spending indicates that the District was able to implement required summer learning and intervention supports at a lower cost than projected, without compromising access for students who needed credit recovery or proficiency building services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

2.1 HR hired highly qualified teachers for grades TK-12 in the school year.
ELA DFS All Students: –1.5
Math DFS All Students: –30.1
Science Met/Exceeded: 29.81%
CAASPP ELA Met/Exceeded: 50.39%
CAASPP Math Met/Exceeded: 40.12%
MAP Reading =61%: 45%
MAP Math =61%: 43%
Effectiveness: Hiring fully credentialed teachers strengthened instructional quality and contributed to stable student outcomes.

2.2 Additional certificated staff reduced class sizes and the number of combination classes. Teachers were able to provide individualized support and conduct one-on-one data chats. Small group interventions were provided with the smaller class sizes.
ELA Met/Exceeded: 50.39%
Math Met/Exceeded: 40.12%
MAP Reading =61%: 45%
MAP Math =61%: 43%

The data indicates that smaller class sizes contributed to improved instructional conditions, enabling more targeted support and intervention opportunities. While overall proficiency rates remain moderate in Math. The ability to provide individualized attention and small group instruction reflects positive but incremental academic impact. Smaller class sizes effectively strengthened individualized support and intervention, contributing to steady academic performance and improved instructional responsiveness across classrooms.

2.3 -All K-2 and RSP teachers received three days of MTSS training (strengthening understanding of Tier 1 to support diverse learner needs including culturally responsive evidence-based teaching practices and UDL).
ELA DFS EL: –37.7
ELA DFS LTEL: –81.8
Math DFS EL: –49.3
Math DFS LTEL: –132.1
ELPAC Progress: 44.7%
MAP Reading =61%: EL 15%
MAP Math =61%: EL 27%
The data indicate that despite strengthened Tier 1 instructional practices, academic outcomes for EL and LTEL students remain significantly below standard. ELPAC progress is moderate, but MAP benchmark rates for ELs are low, and DFS gaps, especially for LTELS. Tier 1 improvements alone were not sufficient to accelerate growth for high needs language learner groups. MTSS training strengthened Tier 1 instruction and early intervention practices, but student outcome data show limited measurable improvement for EL and LTEL students. Growth remains slow, and large DFS gaps persist, indicating the need for deeper EL specific instructional support and more intensive intervention structures.

2.4 District Title I funds are used to provide supplemental instructional support and intervention programs that improve student achievement and close persistent opportunity gaps. These supports include Summer Math Enrichment for middle school students transitioning to Integrated Mathematics, APEX credit recovery for high school students, and C-STEM mathematics interventions for students identified as at-promise.
ELA DFS Low Income: –15.7
Math DFS Low Income: –45.1
CAASPP ELA Low Income: 44.95%
CAASPP Math Low Income: 34.4%
MAP Reading Low Income: 40%
MAP Math Low Income: 39%
Effectiveness: Title I interventions expanded academic support and addressed persistent opportunity gaps.

Actions 2.5 and 2.6 Data:
ELA Met/Exceeded: 50.39%
Math Met/Exceeded: 40.12%
Science Met/Exceeded: 29.81%
MAP Reading =61%: 45%
MAP Math =61%: 43%
Effectiveness: Mandatory PD increased staff participation and strengthened instructional consistency.
ELA DFS All Students: –1.5
CAASPP ELA Met/Exceeded: 50.39%
MAP Reading =61%: 45%
Effectiveness: UFLI coaching improved early literacy instruction and supported foundational reading growth.

2.5 UFLI coaching strengthened early literacy instruction at CCEIS sites, contributing to steady foundational reading growth. MAP Reading (45%) and ELA Met/Exceeded (50.39%) indicate moderate progress, and the near standard ELA DFS (–1.5) suggests stable performance. While gains are not rapid, the coaching supported consistent Tier 1 literacy practices and improved early reading instruction.

2.6 Mandatory PD increased staff participation and improved instructional consistency, supporting districtwide alignment in ELA, Math, and Science. Achievement data show moderate proficiency levels, with Math and Science lagging behind ELA. The PD strengthened instructional coherence but produced incremental academic gains, reflecting early implementation stages and varying needs across content areas.

2.7 High school graduation requirements are aligned with college- and career-readiness standards to ensure all students are prepared for postsecondary education, training, and workforce pathways. The College Access Plan continues to provide targeted counseling and support to guide students through college preparation, applications, and transition planning. All high schools—Workman, La Puente, Los Altos, and Wilson—offer access to dual enrollment opportunities, expanding student participation in college-level coursework and strengthening readiness for postsecondary success.
A–G Completion: 46.4%
CCI Prepared: 49.8%
AP Passing Rate: 60.3%
Grade 11 ELA Ready/Conditionally Ready: 57.29%
Grade 11 Math Ready/Conditionally Ready: 35.01%
LCAP Survey (2025-2026)
School prepares students for college: 82% students / 86% parents
School prepares students for career: 79% students / 78% parents
Effectiveness: Dual enrollment and counseling increased college- and career-readiness opportunities.

2.8 The District continued to expand and strengthen its Career Technical Education (CTE) programs through strategic grant acquisition, program development, and industry-aligned instructional improvements. Grants were applied for and managed with quarterly reporting, supporting all CTE pathways, student organizations, and competitive teams such as HOSA, FBLA, and SkillsUSA.
CCI Prepared via CTE: 49.8%
CTE + A–G Completion: 13.8%
CTE Prepared (Low Income): 47.9%
CTE Prepared (EL): 27.5%
CTE Prepared (Foster Youth): 40%
Expanded CTE pathways and grant funded improvements strengthened access to industry aligned programs, with nearly half of all students achieving CTE preparedness. Low income and foster youth students demonstrated strong participation and readiness, indicating equitable access to CTE opportunities.
However, CTE preparedness for English Learners 27.5% remains significantly lower, suggesting that while access expanded, additional supports are needed to ensure EL students fully benefit from CTE coursework and pathways. The low rate of combined CTE and A–G completion 13.8% also indicates that alignment between CTE and college preparatory coursework remains an area for continued improvement. The action was effective in expanding CTE access, strengthening pathway quality, and improving industry aligned readiness for most student groups. Continued focus on EL participation and A–G alignment will be necessary to deepen impact.

2.9 The Special Education/SELPA Department continues to provide focused trainings on a variety of topics including, but not limited to, special education laws, assessments, compliance, differentiated instruction, behavior, inclusion, evidence-based practices, accommodations/modifications, Parents Rights and Procedural Safeguards, IEP development,

understanding IEPs, supporting students with IEPs in the general education environment.
ELA DFS SWD: –90.6
Math DFS SWD: –124.9
CAASPP ELA SWD: 17.68%
CAASPP Math SWD: 12.04%
MAP Reading SWD: 15%
MAP Math SWD: 14%
CCI Prepared SWD: 12.2%
Effectiveness SPED trainings improved compliance, instructional practices, and support for students with disabilities.

2.10 School sites purchased materials and supplies as core academic program supports. K-8 Principals trained on use of Aeries Analytics/Dashboards to disaggregate and monitor student response to interventions including tutoring through contracted services. Empirical study conducted to evaluate Lexia and Dreambox impact on student achievement on NWEA MAP, UFLI, Dibbels, and SBAC.
MAP Reading =61%: 45%
MAP Math =61%: 43%
CAASPP ELA: 50.39%
CAASPP Math: 40.12%
Effectiveness: Data systems and supplemental tools enhanced progress monitoring and intervention planning.

2.11 The Foster Youth Liaison, in collaboration with school site administrators, counselors, teachers, and support staff, coordinates academic interventions, supports, and services for foster youth and students experiencing homelessness. This includes intensive case management, academic monitoring, and referrals to internal and external partners, such as LACOE provided tutoring services for students in foster care and low-income students identified under the McKinney Vento Education Program.
ELA DFS Foster Youth: –71.8
Math DFS Foster Youth: –121.5
CAASPP ELA Foster Youth: 18.18%
CAASPP Math Foster Youth: 12.12%
MAP Reading Foster Youth: 28%
MAP Math Foster Youth: 28%
CCI Prepared Foster Youth: 40%
Case management and tutoring improved monitoring and access to supports; however, academic outcomes for foster youth remain far below standard. ELA and Math DFS gaps are extremely large, and CAASPP proficiency rates 12to 18% and MAP benchmark rates 28% indicate persistent academic challenges. The stronger CCI Prepared rate 40% suggests that postsecondary readiness supports had greater impact than academic interventions. Overall, while coordination and service delivery improved, academic growth remains limited and foster youth require more intensive, sustained instructional and socio academic supports. Partially Effective.

2.12 EL TOSAs train bilingual instructional aides to effectively support English learners in the classroom. Bilingual aides were provided training every other month to ensure they were adequately meeting the needs of all EL students including newcomers and long-term English learners. The Multilingual Department works closely with middle schools and high schools to ensure sites' awareness of students in need of additional supports and interventions to ensure reclassification as soon as possible.
ELPAC Progress: 44.7%
LTEL Progress: 42.9%
ELPAC Level 4: EL 17.22% / LTEL 18.74%
Reclassification Rate: 16.43%

Effectiveness: Regular aide training and RFEP monitoring strengthened EL instructional support and reclassification progress.

2.13 EL TOSAs provide support to school sites on a weekly basis with the lowest performance level on the CA Dashboard English Learner Progress Indicator. PD sessions included how to utilize ELPAC interims to improve instruction and on evidence-based strategies to differentiate instruction.
ELA DFS EL: –37.7
Math DFS EL: –49.3
ELPAC Progress: 44.7%
LTEL Progress: 42.9%
Partially Effective: Targeted EL support improved instructional practices, though site-level needs remain high.

2.14 The Dual Immersion Program implemented Plan-Do-Study-Act (PDSA) cycles to strengthen biliteracy instruction and improve student outcomes. Teachers responded positively to the process and described the trainings as interactive, culturally responsive, and immediately applicable to classroom practice.
Seal of Biliteracy: 15.62%
ELPAC Level 4: EL 17.22% / LTEL 18.74%
Reclassification Rate: 16.43%
PDSA cycles strengthened biliteracy instruction and expanded access to bilingual pathways; however, student outcomes show modest progress. Seal of Biliteracy attainment 15.62%, ELPAC Level 4 rates for ELs 17.22% and LTELs 18.74%, and the reclassification rate (16.43%) indicate that while instructional practices improved, overall biliteracy and language proficiency growth remains limited. Continued refinement of PDSA cycles and targeted supports will be needed to accelerate biliteracy outcomes

2.15 HLPUSD offered supplemental parent workshops and continued its partnership with United We Lead to provide families with support in English Language Arts and Mathematics. In addition, the District maintains two dedicated counselors—one serving TK–5 and one serving grades 6–12—who provide targeted academic, social-emotional, and family support for migrant students and their caregivers.
ELA DFS Low Income: –15.7
Math DFS Low Income: –45.1
CAASPP ELA Low Income: 44.95%
CAASPP Math Low Income: 34.4%
Effectiveness: Workshops and dedicated counselors improved academic and social-emotional support for migrant students.

Data For Actions 2.16-2.19
CCI Prepared: 49.8%
AP Passing Rate: 60.3%
CTE Prepared: 49.8%
CCGI
Grade 11 ELA Ready: 57.29%
Grade 11 Math Ready: 35.01%
CAASPP
ELA Met/Exceeded: 50.39%
Math Met/Exceeded: 40.12%
Effectiveness: Districtwide VAPA implementation increased arts access and student engagement.
MAP Reading =61%: 45%
MAP Math =61%: 43%

2.16 Schoolwide practices expanded equitable access for low income students, English learners, foster youth, and other student groups to signature programs such as IB, STEAM, Environmental Sciences, Health/HOSA, Science Olympiad, and Pre IB at the middle school level. While access to enrichment opportunities increased, the academic data show limited measurable impact on student achievement.
MAP Reading benchmark rates range from 15% to 45%, with English learners 15%, students with disabilities 15%, and foster youth 28% performing well below peers. MAP Math shows similar patterns, with benchmark attainment between 15% to 43%.
The action was partially effective. Persistent DFS gaps and low MAP benchmark rates demonstrate that students, particularly English learners, foster youth, and students with disabilities.

2.17 VAPA TOSAs worked with school sites to integrate VAPA schoolwide and districtwide. VAPA dance, music, and art implemented at all elementary sites. Mariachi implemented at Sparks MS and Orange Grove MS. The action was partially effective. Persistent DFS gaps and low MAP benchmark rates demonstrate that students, particularly English learners, foster youth, and students with disabilities.

2.18 The Human Resources Department worked diligently to staff schools with Media Center Aides, and secondary schools with Media Center Clerks, to support student access to library resources. The District Librarian also collaborated with school sites to guide the selection and purchase of culturally relevant books that reflect the diversity of HLPUSD's student population. Persistent DFS gaps and low MAP benchmark rates demonstrate that students, particularly English learners, foster youth, and students with disabilities.

2.19 The District utilized multiple data systems, assessments, and research tools to inform instruction, monitor program effectiveness, and support targeted interventions for unduplicated students. This included districtwide implementation of MTSS-aligned data tools, NWEA MAP assessments, and analytics platforms to monitor student progress and identify at-promise students. The action was partially effective. Persistent DFS gaps and low MAP benchmark rates demonstrate that students, particularly English learners, foster youth, and students with disabilities.

2.20 Additional supports are provided to Career and Technical Education (CTE) courses and pathways at all high schools and the alternative high school to increase unduplicated students' access to and participation in high-quality programs aligned to high-wage, in-demand career fields and postsecondary pathways.
CCI Prepared: 49.8%
CTE Prepared (Low Income): 47.9%
CTE Prepared (EL): 27.5%
CTE Prepared (Foster Youth): 40%
These results indicate that low income and foster youth students benefited strongly from expanded CTE supports, demonstrating solid readiness for postsecondary pathways. However, English learners 27.5% show significantly lower preparedness, suggesting that while access increased, additional language aligned instructional supports are needed to ensure EL students fully benefit from CTE coursework. The action was effective in increasing unduplicated student participation in high quality, industry aligned CTE pathways and improving postsecondary readiness for most student groups.

2.21 Professional learning was provided to strengthen early literacy instruction and assessment practices. All K–3 teachers received training and follow up support on UFLI to support systematic phonics instruction, as well as professional learning on the Risk of Reading Difficulties Screener (RDRS) and DIBELS to improve early identification and monitoring of student needs.
ELA DFS All Students: –1.5
CAASPP ELA Met/Exceeded: 50.39%
SED-15.7 points below standard- Increased 6.6 Points
MAP Reading =61%: 45%

ELPAC Level 4: EL 17.22% / LTEL 18.74%
ELA performance remains close to standard (DFS 1.5), with 50.39% of students meeting or exceeding grade level expectations. Socioeconomically disadvantaged students improved to 15.7 DFS, gaining 6.6 points, and 45% of students met the MAP Reading benchmark. Language proficiency growth remains limited, with 17.22% of ELs and 18.74% of LTELs scoring at ELPAC Level 4. UFLI, RDRS, and DIBELS training strengthened early literacy assessment and instruction, improving systematic phonics practices and early identification of reading risk. Academic outcomes show steady but not accelerated growth, indicating that instructional improvements are taking hold but require continued implementation to deepen impact.

2.22 In addition to mathematics supports offered to all school sites, the Curriculum, Instruction, and Assessment Department will dedicate additional time and resources to support low income, English learners, and foster youth.
Math DFS All Students: –30.1
Math DFS Low Income: –45.1
Math DFS EL: –49.3
Math DFS LTEL: –132.1
CAASPP Math All Students: 40.12%
MAP Math =61%: 43%
Effectiveness: Intensive math supports strengthened Tier I–III instruction and targeted interventions.

2.23 Provide expert tutoring services 24 hours a day, 7 days a week. Tutors work one on one with students with homework help, questions, and personal academic challenges in more than 8- courses in the subjects listed below for grades 3-12. This research-based service is based on the same tutor working with the same small group of students 3 times per week for a semester. This will be targeted for Middle School Math. Recent research highlights the effectiveness of High Dosage Tutoring (HDT) in accelerating student learning, especially for those who are academically at risk.
Math DFS All Students: –30.1
CAASPP Math: 40.12%
MAP Math =61%: 43%
Effectiveness: High-dosage tutoring provided targeted, research-based support for at-risk students.

2.24 Additional summer school options offered both in person and virtually to help students earn credits for classes that were not passed during the school year. Students will be provided with an online supplemental program to help with English and writing proficiency.
Graduates Meeting A–G: 46.4%
Credit recovery supports CCI Prepared: 49.8%
AP Passing Rate: 60.3%
Effectiveness: Expanded summer options increased credit recovery and supported on-track graduation.

2.25 Purchase Instructure which offers a suite of web-based tools designed to enhance both classroom and online learning. The suite includes Canvas LMS: An online platform that gives students and families access to a comprehensive online curriculum and various educational tools. Mastery Connect: A tool for assessing student understanding, personalizing learning, and supporting educators with resources and professional development. It also provides a platform for teachers to build common assessments that support Professional Learning Community (PLC) work. Research shows that common assessments and Professional Learning Communities (PLCs) are effective in improving student achievement and teacher effectiveness.
CAASPP ELA: 50.39%
CAASPP Math: 40.12%
MAP Reading =61%: 45%

MAP Math =61%: 43%
PLC-aligned common assessments support CCI Prepared: 49.8%
Effectiveness: LMS and assessment tools strengthened instructional coherence and PLC-aligned assessment practices.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

As a result, the following changes have been made to planned actions, supports, and program structures for the 2026–27 school year.

Action 2.3 – Universal Supports and UFLI Implementation
Change for Next Year: Monitoring and supporting engagement with UFLI training and providing support for new or reassigned staffing. Two trainings for the upcoming 26-27 school year.

2.7 Through continuous review of implementation evidence, actions for the coming year were refined to strengthen data-informed practices through the use of Qualtrics and other data systems, review of high school exit survey results, and expansion of dual enrollment opportunities during the school day, including growth of WECAN to support pathways to IGETC or an associate degree.

2.8 District CTE vision with principal input and design. The program will continue to be enhanced by educational Partners visionary and innovative ideas.

2.11 Implementation will be refined in the coming year to strengthen coordination and communication at the school level. The Foster Youth Liaison will work more closely with school sites and counselors by sharing regular academic progress-monitoring information, including attendance, credit accrual, and course performance, to ensure foster youth remain engaged, supported, and progressing toward academic success and graduation.

2.16 As part of our continuous improvement efforts, actions for the coming year were refined to strengthen teacher collaboration, dedicated planning time, and supplemental professional development aligned to site needs assessments. We will continue administering the NWEA MAP assessment for grades 1–12. Kindergarten was aligned this year to DIBELS to more accurately identify which students are on track with foundational literacy skills—including phonemic awareness, letter sound knowledge, and early decoding—all of which are empirically validated predictors of later reading achievement.

2.19 The District utilized multiple data systems, assessments, and research tools to inform instruction, monitor program effectiveness, and support targeted interventions for unduplicated students. Metric was discontinued in 2024-25 as MAP Reading metric #16 provides a more relevant measure.

2.20 As part of continuous improvement efforts, actions for the coming year were refined to strengthen supplemental staffing, instructional resources, and pathway supports to ensure unduplicated students are better prepared for entry into technical schools, colleges, or universities through coherent, high-quality Career and Technical Education pathways.

Each of the following actions—2.3, 2.8, 2.13, 2.14, 2.17, 2.23, 2.24, and 2.25—will continue as LREBG funded actions, and subsequent allocations will be included to support and enhance implementation in the coming year.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Highly Qualified Teachers	Provide highly qualified teachers to implement the districtwide TK-12 instructional program for all students in every classroom. 2) Provide qualified substitute teachers.	$70,265,551.00	No
2	Additional Certificated Staff	Additional Certificated Staff will be used to support unduplicated students' learning and academic achievement by: 1) Reducing class sizes in grades TK to 3rd, over the base requirement. 2) Minimizing combination classes. 3) Lowering class sizes in grades 4-12, over the base requirement. Services that are being provided for low- income students, English learners, and foster youth within these classes allows teachers to conduct one-on-one data chats, identify strengths and weaknesses, diagnose needs and differentiate instruction in response to students' needs, create individualized recovery or acceleration plans, conduct small group interventions, and increase interactions with teacher creating stronger relationships that directly supports low income students, English learners, and foster youth. 4) Additional certificated staff will also support unduplicated students' engagement by providing elective offerings and enrichment opportunities that low-income students, English learners, or foster youth would not otherwise have.	$21,278,834.00	Yes
3	Academic Multi-Tiered System of Supports (MTSS)	MTSS- Develop an integrated, comprehensive framework that focuses on instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic success. Inclusive Academic Instruction: 1) Builds upon a comprehensive assessment system: a) Working closely with IT Department to enhance the use MAP results, Mastery Connect, AERIES Analytics, CAASPP, CA Dashboard, and tools to facilitate effective monitoring of student performance, enabling early identification of at-promise students for timely interventions. b) Actively collaborate with all district departments and school sites, with the goal of providing essential data to enable informed decision-making. This initiative is aimed at ensuring equitable opportunities and fostering academic success for all students while minimizing learning gaps and accelerating learning for all student groups. 2) Creates and utilize teams: Develop district level interdisciplinary teams to support sites. 3) Provides universal academic supports and considerations to culturally responsive practices: Integrate evidence-based practices such as UFLI. Integrate and work closely with Ethnic Studies Coordinator to embed culturally responsive practices. 4) Identifies supplemental interventions and supports: Build upon evidence-based practices. 5) Provides intensified interventions and supports. 6) Develop guidelines to implement curriculum with universal design for learning (UDL). (Supports MTSS umbrella- pyramid showing how support for social and emotional learning, mental health, behavioral expectations, and academics is needed to educate the whole child). LREBG Action- Provide an MTSS Site TOSA to every school to support the implementation of MTSS. A Literacy MTSS Site TOSA supports all instructional tiers by guiding teachers in delivering strong, evidence-based literacy practices, facilitating data-driven collaboration, and promoting differentiation. They help identify students needing additional support, train staff on targeted interventions, and ensure consistent implementation. At Tier 3, the TOSA works directly with identified students, providing intensive, evidence-based interventions tailored to individual needs to accelerate progress. MTSS TOSAs will provide targeted professional development to certificated staff and classified staff as appropriate to enhance their ability to support all instructional tiers. This training will focus on supporting the effective implementation of MTSS, with an emphasis on evidence-based practices that enhance instructional consistency and student outcomes. Studies show that Schools that implement MTSS with fidelity see higher academic	$5,289,688.00	No

		achievement and fewer discipline and special education referrals, thanks to early identification, evidence-based instruction, and data-driven decisions (Heliyon. 2023 Jun 22;9(6):e17506). Metrics being used to monitor the action: 2.1 and 2.17. LREBG Funds supporting this action: $434,763 for the 2026-2027 school year		
4	Title I - IV Programs	Implement District Title I - IV programs to provide supplemental support to increase student achievement districtwide and close gaps in achievement for under-performing and at-promise students and student groups. 1) Title I districtwide instructional improvement initiative programs, including: Summer Math Enrichment program to support Middle School students' transition to Integrated or traditional HS Mathematics; APEX credit recovery program for high schools; C-STEM mathematics intervention for at-promise students. 2) Title II districtwide differentiated, supplemental professional development and strategic instructional support and/or coaching to schools and teachers. 3) Title III districtwide supplemental support for English Learner programs and EL students; supplemental professional development/coaching and instructional support services for teachers and administrators, including to improve instruction and assessment of ELs. 4) Title IV districtwide New Pedagogies for Deep Learning (NPDL) professional development for development of students' 21st century global competencies to provide a well-rounded education and implement safe and healthy student activities. 5) Supplemental consultants/ contracted services/ online subscriptions/ materials & supplies to support activities.	$2,603,857.00	No
5	Academic Support Services	Increase academic support services for low-income students, English learners, and foster youth to address gaps in achievement and ensure their progress in meeting/exceeding academic standards and/or college and career readiness targets, in response to identified needs. 1) Education Services support staff, including TOSAs and Coordinators, will expand instructional supports for school sites, staff, and students, including differentiated PD for teachers and administrators per the PD plan and calendar, as well as push-in services to schools and school PLC teams on MTSS, Math, ELA, including literacy and writing across content, ELD, History/Social Science, NGSS. 2) Provide additional on-going PD and training for site and district administrators for districtwide implementation of programs and practices that effectively address the needs of unduplicated students. 3) Continue and enhance the work of the ES, MS, HS, and Districtwide Curriculum Committees for ELA, Math, ELD, Dual Immersion, NGSS, History Social Studies, Intersectional Ethnic Studies, CTE, and other content areas to strengthen core programs. 4) Continue to implement Overdrive/SORA on-line digital library service for all school libraries, via the LA County Library system to increase unduplicated students' access to high interest reading materials and strengthen literacy.	$3,841,801.00	Yes
6	Professional Development Plan	PD/Professional learning for districtwide instructional program improvement to address the needs of low-income students, English learners, foster youth, and students with disabilities: 1) Ongoing, differentiated PD for grades TK-12 teachers and administrators, such as: CA ELA and Math Standards, ELA-ELD Framework, CA ELD Standards, evidence-based instructional strategies, effective experiential learning design, improved rigor, standards-aligned instruction, writing (articulate and implement plan), ERWC, NGSS, technology, VAPA literacy & arts integration, SBAC and performance tasks, Advanced Placement (AP), GATE, Academic Multiple Tiered Systems of Support (MTSS), including strategies to address the needs of low-income students, English learners, foster youth, and students with disabilities. 2) PD for subject area teachers to strengthen teachers' content knowledge. 3) PD calendar may include in-person or virtual PD delivery through job embedded PD, PD release days, teacher release during the school day, after school, or summer. 4) Support on-going TK-12 teacher vertical articulation/backward mapping, lesson/unit design/study, Academic/Behavioral/SEL MTSS to ensure student achievement. 5) Using current data management system, look at student outcome data to analyze progress, assess needs, plan next steps, and implement with fidelity. 6) Systematically monitor and evaluate	$1,200,000.00	Yes

		the effectiveness of the PD plan utilizing rubrics, learning walks, teacher and administrator feedback and needs assessment. 7) Expand capacity to effectively utilize ELA and Math MAP Assessments to increase instructional alignment and monitor unduplicated students' progress.		
7	College and Career Readiness Support Services	The following actions and services will increase support for students' College and Career Readiness including foster youth (differentiated assistance) and student groups at the very low status level on the CA Dashboard College/Career Indicator: 1) Alignment of high school graduation requirements to College and Career Readiness requirements. 2) Access to College and Career counseling/counselors for elementary, middle and high school students. 3) Community Day School Programs. 4) High School Summer School Programs. 5) Data TOSA will utilize Qualtrics and other data tools and systems, to manage and support use and analysis of data to inform program implementation. 6) Review High School Exit survey results administered to high school 12th graders. 7) Increase dual enrollment offerings during the school day at all comprehensive high schools, with the Workman Early College Academy Network (WECAN) growing to provide a pathway to Intersegmental General Education Transfer Curriculum (IGETC) or an associate's degree. Additionally, these services are going to be offered to students with disabilities districtwide (differentiated assistance) and school sites with the lowest performance level on the CA Dashboard College/Career Indicator.	$499,172.00	No
8	Career Technical Education (CTE)	Implement Career Technical Education (CTE) Pathways in grades TK to 12 to support low income, English learners, and foster youth students' college and career readiness, including Project Lead the Way, to support implementation of Science, Technology, Engineering, Arts, and Math (STEAM) programs; Vocational Technology; Signature programs; College Readiness programs. Strengthen Career Technical Education (CTE) pathways to include certificates, internships, and apprenticeships. HLPUSD will continue to align career pathways offered to students based on the latest career opportunities. Strengthen middle school to high school CTE pathways to support MS CTE electives through additional teacher hours, materials, and supplies. LREBG Action- A new Career Technical Education teacher will support students in universal design for learning to integrate academic content and relevancy with career preparedness to increase academic performance in Language Arts and mathematics. Career Technical Education (CTE) improves English Language Arts and math proficiency by providing hands-on, real-world learning experiences that enhance literacy and numeracy through applied practice. Research shows that students in high-quality CTE programs demonstrate higher academic achievement, including improved standardized test scores and graduation rates (Jim Lindsay, Katherine Hughes, Shaun M. Dougherty, Kelly Reese, and Megha Joshi, March 2024). These programs integrate academic content with technical skills, making learning more relevant and accessible, especially for diverse learners. Metrics being used to monitor the action: 1.8, 1.10, 2.1, 2.2, and 2.11. LREBG Funds supporting this action: $105,196 per year through 2027-28.	$3,230,640.00	Yes
9	Special Education Services	Provide students with disabilities with equitable access to opportunities and resources provided to all students, in addition to providing services and supplemental aids as outlined in their Individualized Education Program (IEPs) to meet their unique needs. Increase the number of students with disabilities meeting or exceeding standards in English Language Arts (ELA) and Mathematics (Math) on Smarter Balanced Assessments (SBAC).	$59,031,255.00	No
10	School Site Supports for Core Academic Programs	Provide the following to directly support the core academic program: 1) Instructional materials, supplies, equipment, and technology to support student achievement in grades TK-12. 2) Staff, additional hours, conferences and trainings, contracts/agreements to support student achievement. 3) Schools identified for Additional Targeted Support and Improvement (ATSI) will	$2,121,395.00	No

		identify and address any resource inequities and implement evidence-based interventions to address student needs as identified through the comprehensive needs assessment. 4) Progress Monitoring of Core Academic Programs: Recognize growth via Dashboards of SBAC, ELPAC, Lexia, Dreambox, MAP Growth (in math, reading, language usage, and science) and other multiple measures and use the data to analyze the needs of students and staff, and plan next steps for professional learning and training.		
11	School Site Supports for Unduplicated Student Achievement	Schoolwide supports to increase low income students, English learners, and foster youths' academic achievement: 1) Teacher collaboration time and professional development aligned to site Needs Assessment and priorities in School Plan for Student Achievement (SPSA) and LCAP. 2) Targeted supplementary instruction and academic MTSS support to assist low income, English learners, and foster youth students in meeting standards: Additional staff, after school and/or small group interventions, conferences and contracts to increase teacher capacity, substitutes to provide teachers collaboration and planning time, additional hours to conduct interventions, instructional materials and supplies to support MTSS implementation; equipment, supplementary software and technology to increase digital access to core content and increase academic achievement for unduplicated students. 3) Implementation of programs and initiatives to raise academic achievement principally directed toward unduplicated students. 4) Curricular field trips for unduplicated students directly aligned to the curriculum and classroom instruction. 5) Teacher collaboration and planning time, and supplemental professional development focused on English learners, newcomers, and long term ELs' needs and targeted supplementary instruction and support services for English language acquisition/ELD. 6) Systematic and frequent progress monitoring to determine appropriate instructional modification, support and/or intervention for foster youth. 7) Foster Youth Liaison, school site administrators, counselors, and support staff will support coordination of interventions, supports, and resources on site and referrals to outside partners.	$7,149,478.00	Yes
12	English Learner Program Support	The Multilingual Department Staff will provide supplemental support for implementation of a comprehensive English Language Development (ELD) program TK-12 that addresses language acquisition and academic needs of all EL students, Newcomers to LTELs. 1) Provide professional development for teachers of English learners and long term English learners and instructional coaching, as well as push-in services to schools and school PLC teams. 2) Support to schools to effectively and systematically monitor EL, LTEL and RFEP student progress, including for reclassification and post reclassification. 3) Help school sites analyze and disaggregate data to determine evidence-based resources/supports/ interventions for English learners and LTELs. 4) EL Program Facilitator for each school site to support effective site EL program implementation, EL assessment and progress monitoring, standards-based instruction, and intervention. 5) Classroom bilingual aides to support small group instruction of Newcomers and at-risk LTEL students. 6) Language Assessment Technicians and Welcome Center ELPAC support to ensure appropriate EL assessment for initial identification of English learners.	$1,604,547.00	Yes
13	Intensive English Learner Program Support	In addition to EL supports offered to all school sites, the Multilingual Department staff will dedicate additional time and resources to support school sites with the lowest performance level on the CA Dashboard English Learner Progress Indicator (ELPI). Intensive supports will include: 1) Additional PD/training and instructional coaching on EL program elements for teachers, site EL Program facilitators, counselors, and site administrators. 2) PD/training is based on needs assessment and includes but is not limited to: ELPI and ELPAC Interims, simultaneous presentation of CA Standards & ELD standards, ELA-ELD framework, types and use of disaggregated EL performance data, EL monitoring assessment and tools, differentiation of instruction and intervention for ELs, Designated and Integrated ELD, and research-based instructional practices for ELs. 3) Collaboration with Special Education administrators and	$230,000.00	Yes

		teachers to address specific program needs for dually identified students. LREBG Action- Contract with Sobrato Early Academic Language (SEAL) to provide professional development to teachers and instructional aides designed to provide teacher teams and elementary leaders with relevant pedagogy, research-based classroom strategies, and tools for implementing English Language Development (ELD) across all content areas. Emergent EL students will be provided with an online supplemental program and/or materials that incorporates culturally responsive pedagogies that support individualized learning paths for each learner. Studies show that providing teachers with powerful research- and evidence-based approaches helps advance the educational outcomes of multilingual learners (JEchevarria, February 28, 2023). Metrics being used to monitor the action: 2.1 and 2.6. LREBG Funds supporting this action recorded under 2.12 (as 2.13 is a repeated expenditure) $230,000 for the 2026-2027 school year.		
14	Dual Immersion Program Support	The Dual Immersion (DI) program offered in Mandarin, Spanish, and Korean provides English learners, including Newcomers, the opportunity to use their home language to attain English proficiency and access core subjects. The DI programs implement 3 program goals: grade-level academic achievement, bilingualism & biliteracy, and sociocultural competence aligned with the CA English Learner Roadmap. The District provides supplemental support to help DI schools implement an evidence-based program models as detailed in HLPUSD's Multilingual Plan. 1) As grade levels and/or new DI sites/teachers are added each year to schools' DI programs, expand supplemental support for current and/or additional grade level(s)/ teachers. 2) DI TOSA(s) and/or consultants will provide additional support services for DI teachers, including lesson modeling, coaching, development of materials and assessments, and strategies for intervention. 3) The Multilingual Department will continue supplemental support to DI programs, including program model, PLCs, PD, and DI conferences. 4) Implement standards-aligned materials including partner language assessments. LREBG Action: Teacher on Special Assignment will work with small groups of English learners at Dual Immersion school sites to support English Proficiency and provide interventions to students not making progress in ELA standards. Studies show that small-group tutoring and interventions are highly effective for English learners (ELs), especially when tailored to their specific literacy needs. Students who receive these interventions often show statistically significant gains in areas like phonological awareness, word reading, and spelling, with effect sizes ranging from 0.35 to 0.42 (Gersten, R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). Metric being used to monitor the action: 2.1. LREBG Funds supporting this action: $150,387 for the 2026-2027 school year.	$3,683,920.00	Yes
15	Migrant Education Program	Provide academic support services for Migrant Education Program students. Additional services for Migrant Education students and families will be provided through a Memorandum of Understanding between HLPUSD and LACOE Migrant Education Program (MEP) regional office. Services for MEP students will include a regular school year program for participating elementary/middle and high school students to address ELA, Math, and literacy through STEM units of study; dedicated counselors for TK-8 and 9-12 students, credit recovery and a-g, academic, and college/career counseling program for high school students; and coordination with the regional MEP program for student/family recruitment services and MEP database; opportunities for academic awards and scholarships for high school students, parent advisory council and family literacy program, and summer academic and/or enrichment programs.	$49,797.00	No
16	School Site Supports for Unduplicated Student Other Outcomes (repeated	Schoolwide supports for unduplicated students' other outcomes: 1) Develop and utilize practices and supports to increase low income, English learners, and foster youth students' equitable access to signature programs, such as International Baccalaureate (IB), Science, Technology,	$0.00	Yes

	expenditure, Goal 2, Action 11)	Engineering, Arts, and Math (STEAM), Environmental Sciences, Health/HOSA, CTE, and/or additional programs. 2) Supplementary materials and supplies, books, equipment, or instructional technology; professional development, consultants, Itinerant Teachers, Other Employee services which are directly related to increasing student achievement in core subject area content: Science, NGSS, History/Social Studies, Physical Education, Visual and Performing Arts, STEAM, CTE, Technology, and Electives. 3) Afterschool and/or small group interventions as needed to support at-risk students' achievement in subject/content area courses. 4) Increase participation at all schools in Science Olympiad for unduplicated students, above district sponsored and donations support, including supplementary materials and additional coach hours. 5) Continuation of Pre-IB at middle school level to feed into high school's existing IB program. 6) Teacher collaboration and planning time, and supplemental professional development aligned to site Needs Assessment and priorities in SPSA and LCAP, focused on English learners (including newcomers and LTEL) and foster youths' needs. 7) Targeted supplementary instruction and support services for English language acquisition/ELD, and/or academic intervention. 8) Systematic and frequent progress monitoring to determine appropriate instructional modification, support and/or intervention for foster youth. 9) Additional staff/staff hours, contracted services, targeted intervention, and instructional materials and supplies, equipment, and technology, to support the academic achievement of unduplicated students.		
17	VAPA Integration	Visual & Performing Arts (VAPA) integration to support unduplicated students' access and academic achievement: 1) Provide VAPA Coordinator to support VAPA integration in TK12 schools and districtwide. 2) Integrate arts through STEAM. 3) Implement and update District's Strategic Arts Plan. Unduplicated students often lack opportunities to engage in the arts outside of school, integration of Visual & Performing Arts (VAPA) into the curriculum is principally directed toward unduplicated students to provide them with opportunities during the school day to have the arts integrated into content areas which provide unduplicated students with a well-rounded, rich educational experience. 4)Strengthen VAPA integration through additional teacher hours, materials, and supplies. 5) TEAL Arts grant(s) & LA County Arts Education Collective Advancement Grant for integration of arts with CA Academic Standards and instruction. LREBG Action- Additional dedicated personnel to provide support in literacy and math through the integration of Visual and Performing Arts and Ethnic Studies. Additional personnel will support staff and students to integrate arts and ethnic studies TK-12 to address social-emotional learning and help increase literacy and math proficiency. Studies show that integrating arts and ethnic studies into the K–12 curriculum enhances student engagement and cultural relevance, which boosts motivation and comprehension in English Language Arts (Christine Sleeter, Miguel Zavala, National Education Association, 2020). These subjects also promote critical thinking, pattern recognition, and problem-solving skills that support math proficiency. Together, they create a more inclusive and stimulating learning environment that improves academic outcomes. Metrics being used to monitor the action: 2.1, 2.2, 2.3, and 2.4. LREBG Funds supporting this action: $434763 per year through 2027-28.	$539,314.00	Yes
18	Media Center Aides/ Clerks	Provide all elementary and K-8 sites with media center aides and secondary schools with media center clerks above the base to support the library used by low income students, English learners, and foster youth. Clerks/aides will assist unduplicated students in selection of books and create opportunities to encourage students to read more and increase student achievement.	$1,018,943.00	Yes
19	Data, Research, and Innovation Department (repeated expenditure, Goal 2, Action 5)	Data, Research, and Innovation (DRIVE) Department will: 1) Provide pertinent data to school sites in order to inform targeted interventions for low-income, English learners, and foster youth students, to fill in achievement gaps, and to inform instructional practices across the entire District. 2) Utilize additional services, tools (aligned with the Multi-Tiered System of Supports (MTSS)	$0.00	Yes

		framework), and supports to gather and analyze student performance, survey, and/or program data to assist in monitoring the effectiveness of instructional programs, improve instructional practices and support systems, and increase academic achievement outcomes for unduplicated students while minimizing learning gaps and accelerating learning. 3) Leverage Hanover Research reports and analysis to inform decision-making, driving continuous improvement through evidence-based practices for unduplicated students. 4) Implement purposeful and consistent use of data management system districtwide as a tool to analyze and monitor unduplicated student progress and performance and to inform and adjust instruction toward meeting ELA-ELD, Math CA Standards, and CA Next Generation Science Standards. 5) Provide on-going training and/or coaching support to TK-12 teachers and administrators with protocols guiding effective data use. Professional Learning Communities (PLCs) will facilitate the sharing of evidence-based practices and analysis of student data. 6) Continue to implement, align, and refine the districtwide NWEA MAP Assessments. 7) Enhance use of Aeries Analytics and Canvas Analytics tools to facilitate effective monitoring of student performance, enabling early identification of at-promise students for timely interventions. 8) Utilize Qualtrics, Parent Square, and Instructure (Canvas, Mastery Connect, and Elevate) to support unduplicated students' achievement and engagement, and parent engagement.		
20	CTE Pathway Support	Provide additional support for Career & Technical Education courses and pathways at all high schools and alternative high school to increase and improve unduplicated student groups' access and opportunity for courses which will prepare them for post-secondary career paths in a range of high-wage and in-demand careers, and as a foundation toward entry to technical school or college/university upon graduation. Implement additional CTE elective course sections at K-8 and middle schools to increase unduplicated students' preparedness for high school pathways. Strengthen middle school to high school CTE pathways to support MS CTE electives through additional teacher hours, materials, and supplies.	$647,596.00	Yes
21	Intensive ELA Support (repeated expenditure, Goal 2, Action 5)	In addition to ELA supports offered to all school sites, the Curriculum, Instruction, and Assessment Department will dedicate additional time and resources to support low income, English learners, and foster youth. Intensive supports will include: 1) Additional PD/training and instructional coaching on best first instruction, differentiated instruction, assessment and progress monitoring, MTSS interventions at Tier II & III levels, common writing process, common expectations for reading and writing at each grade level, essential standards guide, Thinking Maps, Jane Schafer and Nancy Fetzer strategies, tutoring for literacy and writing across content. 2) Curriculum Committees to help with writing sequence, summer programs with an ELA focus (TK-6). 3) Explicit focus on phonics and phonemic awareness with Heggerty, UFLI, and TK Writing Without Tears.4) Training for administrators on "look fors" during instructional time in the classroom. 5) Certificated staff lead intervention for grade level structured intervention support with flexible grouping with pre/post assessments. Additionally, these services are going to be offered to students with disabilities districtwide (differentiated assistance) and school sites with the lowest performance level on the CA Dashboard English Language Arts Academic Indicator.	$0.00	Yes
22	Intensive Mathematics Support (repeated expenditure, Goal 2, Action 5)	In addition to mathematics supports offered to all school sites, the Curriculum, Instruction, and Assessment Department will dedicate additional time and resources to support low income, English learners, and foster youth. Intensive supports will include: 1) Additional PD/training and instructional coaching on math standards lesson studies, new CA Math Framework, essential standards, best first instruction, differentiated instruction, literacy integrated into math to address EL's needs, assessment and progress monitoring, MTSS interventions at Tier II & III levels, CSTEM, and summer programs with a math focus (TK-8). 2) Training for administrators on "look	$0.00	Yes

		fors" during instructional time in the classroom. 3) Certificated staff lead intervention for grade level structured intervention support with flexible grouping with pre/post assessments. Additionally, these services will be offered to students with disabilities districtwide (differentiated assistance), homeless youth districtwide, and school sites with the lowest performance level on the CA Dashboard Mathematics Academic Indicator.		
23	LREBG Action- Additional tutoring	Provide expert tutoring services 24 hours a day, 7 days a week. Tutors work one on one with students with homework help, questions, and personal academic challenges in more than 8-courses in the subjects listed below for grades 3-12. This research-based service is based on the same tutor working with the same small group of students 3 times per week for a semester. This will be targeted for Middle School Math. Recent research highlights the effectiveness of High Dosage Tutoring (HDT) in accelerating student learning, especially for those who are academically at risk. HDT involves frequent, intensive tutoring sessions, typically lasting at least 30 minutes and conducted two to three times per week. This consistent support helps students make significant gains in their test scores, with improvements of up to 0.37 standard deviations (Ayesha K. Hashim, Miles Davison, Sofia Postell, Jazmin Isaacs; February 2004). Metrics being used to monitor the action: 2.1, 2.2 and 2.17, 2.17. LREBG Funds supporting this action: $175,000 per year through 2027-28.	$175,000.00	No
24	LREBG Action- Summer School	Additional summer school options offered both in person and virtually to help students earn credits for classes that were not passed during the school year. Students will be provided with an online supplemental program to help with English and writing proficiency. A Teacher on Special assignment will support students in small groups and provide interventions as needed. Studies show that attending summer school has positive outcomes for ELA and Math which can help increase graduation rates and can be effective especially when access and equity are prioritized (RAND Corporation, 2016). Metrics being used to monitor the action: 2.1 and 2.2. LREBG Funds supporting this action: $911,579 for the 2026-27.	$911,579.00	No
25	LREBG Action- Web-based tools	Purchase Instructure which offers a suite of web-based tools designed to enhance both classroom and online learning. The suite includes Canvas LMS: An online platform that gives students and families access to a comprehensive online curriculum and various educational tools. Mastery Connect: A tool for assessing student understanding, personalizing learning, and supporting educators with resources and professional development. It also provides a platform for teachers to build common assessments that support Professional Learning Community (PLC) work. Research shows that common assessments and Professional Learning Communities (PLCs) are effective in improving student achievement and teacher effectiveness (International Journal of Teacher Leadership, Wilson, 2016). Common assessments ensure curriculum alignment, foster teacher collaboration, and inform instructional practices. PLCs provide ongoing professional development, enhance collaboration, and focus on improving student outcomes. Together, they create a structured, collaborative approach that enhances teaching practices and student learning. Metrics being used to monitor the action: 2.1, 2.2 and 2.16, 2.17. LREBG Funds supporting this action: $250,000 per year through 2027-28.	$250,000.00	No

Goal

Goal #	Description	Type of Goal
3	Engagement: All students and parents, including low income, English learners, and foster youth, will be actively and purposefully engaged in school and learning, provided within positive learning environments that promote emotional safety and school connectedness to ensure all students' preparedness for college and career upon graduation.	Broad Goal

State priorities addressed by this goal.

3, 5, 6

An explanation of why the LEA has developed this goal.

This goal addresses state and local priorities within the Engagement category:

Parent and Family Engagement (Priority 3): Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and individuals with exceptional needs.

Student Engagement (Priority 5): Address/improve school attendance rates, chronic absenteeism rates, middle and high school dropout rates, and high school graduation rates.

School Climate (Priority 6): Address/improve student suspension and expulsion rates, local measures including surveys of students, parents, and teachers on the sense of safety and school connectedness.

Various educational partner groups during the LCAP development process expressed the need to expand parent involvement opportunities, engage students, and provide social-emotional support and counseling services. HLPUSD developed this goal because there is a need to further increase meaningful and active parent and family engagement in schools and districtwide through multiple access points, in support of increasing unduplicated students' achievement. There is a need to increase the consistent use of SEL curriculum, and to continue to provide staff training on strategies that address student attendance and connectedness to school. There is a need to continue to strengthen implementation of a districtwide system of Tier 3 level support services to effectively address highest at-promise students' social and/or emotional health needs.

The actions and metrics grouped together will help achieve this goal by providing additional opportunities to engage parents and families and students, provide social-emotional counseling and supports to address unduplicated students' identified needs, and analyze outcome data to determine progress made.

We are continuing with this action as chronic absenteeism rates are still high at 17% compared to pre-pandemic rates at 7.5%.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Parent Input in Decision Making Source: Local Indicator for Parent Involvement and Family Engagement Self-Reflection Tool (Priority 3)	2023-24 School Year Self-Reflection Tool Results: 1) Building Relationships between School Staff and Families: Full Implementation 2) Building Partnerships for Student Outcomes: Full implementation 3) Seeking Input for Decision-Making: Full implementation	2024-25 School Year Self-Reflection Tool Results: 1) Building Relationships between School Staff and Families: Full Implementation 2) Building Partnerships for Student Outcomes: Initial implementation 3) Seeking Input for Decision-Making: Full implementation	2025-26 School Year Self-Reflection Tool Results: 1) Building Relationships between School Staff and Families: Full Implementation 2) Building Partnerships for Student Outcomes: Initial implementation 3) Seeking Input for Decision-Making: Full implementation	2026-27 School Year Self-Reflection Tool Results: 1) Building Relationships between School Staff and Families: Full Implementation 2) Building Partnerships for Student Outcomes: Full implementation 3) Seeking Input for Decision-Making: Full implementation	Self- Reflection Tool Results: 1) Building Relationships between School Staff and Families: No change 2) Building Partnerships for Student Outcomes: Decrease 3) Seeking Input for Decision-Making: No change
2	Parent and Family Engagement: Parent Input in Decision Making Source: Local data- LCAP Survey (Priority 3)	2023-24 LCAP Survey Parent Results: 61% Agree/Strongly Agree: Parents have a say in the decision-making process at their school. 37% Agree/Strongly Agree: Parents have a say in the decision-making process at the district.	2024-25 LCAP Survey Parent Results: 53% Agree/Strongly Agree: Parents have a say in the decision-making process at their school. 38% Agree/Strongly Agree: Parents have a say in the decision-making process at the district.	2025-26 LCAP Survey Parent Results: 75% Agree/Strongly Agree: Parents have a say in the decision-making process at their school. 60% Agree/Strongly Agree: Parents have a say in the decision-making process at the district.	2026-27 LCAP Survey Parent Results: 64% Agree/Strongly Agree: Parents have a say in the decision-making process at their school. 41% Agree/Strongly Agree: Parents have a say in the decision-making process at the district.	LCAP Survey Parent Results: +14% Agree/Strongly Agree: Parents have a say in the decision-making process at their school. +23% Agree/Strongly Agree: Parents have a say in the decision-making process at the district.

3	Parent and Family Engagement Parent Participation in Programs for Unduplicated Students Source: Local data- LCAP Survey (Priority 3)	2023-24 LCAP Survey Parent Results: 80% Agree/Strongly Agree: School encourages parental involvement. 77% Agree/Strongly Agree: Parents feel comfortable in participating in school activities for parents. 69% Agree/Strongly Agree: School encourages involvement from community organizations. 94% Agree/Strongly Agree: Parents can communicate with teachers and staff when they need to.	2024-25 LCAP Survey Parent Results: 79% Agree/Strongly Agree: School encourages parental involvement. 76% Agree/Strongly Agree: Parents feel comfortable in participating in school activities for parents. 69% Agree/Strongly Agree: School encourages involvement from community organizations. Metric Deleted; mow site-based: Parents can communicate with teachers and staff when they need to.	2025-26 LCAP Survey Parent Results: 90% Agree/Strongly Agree: School encourages parental involvement. 89% Agree/Strongly Agree: Parents feel comfortable in participating in school activities for parents. 87% Agree/Strongly Agree: School encourages involvement from community organizations. Metric Deleted; now site-based: Parents can communicate with teachers and staff when they need to.	2026-27 LCAP Survey Parent Results: 83% Agree/Strongly Agree: School encourages parental involvement. 80% Agree/Strongly Agree: Parents feel comfortable in participating in school activities for parents. 72% Agree/Strongly Agree: School encourages involvement from community organizations. 95% Agree/Strongly Agree: Parents can communicate with teachers and staff when they need to.	LCAP Survey Parent Results: +10% Agree/Strongly Agree: School encourages parental involvement. +12% Agree/Strongly Agree: Parents feel comfortable in participating in school activities for parents. +18% Agree/Strongly Agree: School encourages involvement from community organizations. N/A: Parents can communicate with teachers and staff when they need to.
4	High School Graduation Rate Source: CA School Dashboard: Graduation Rate Indicator (Priority 5)	2023 Graduation Rate: All Students: 92.6% Low Income: 92.2% English Learner: 80.6% Long Term English Learners: TBD Foster Youth: 81.8% SWD: 77%	2024 Graduation Rate: All Students: 94% Low Income: 93.9% English Learner: 90.8% Long Term English Learners: 93% Baseline Foster Youth: 91.3% SWD: 82.6%	2025 Graduation Rate: All Students: 92.8% Low Income: 93.1% English Learner: 85.3% Long Term English Learners: 90.6% Foster Youth: 93.3% SWD: 83.3%	2026 Graduation Rate: All Students: 95.6% Low Income: 95.2% English Learner: 86.6% Long Term English Learners: 95% Foster Youth: 87.8% SWD: 83%	Graduation Rate: All Students: +0.2% Low Income: +0.9% English Learner: +4.7% Long Term English Learner: -2.4% Foster Youth: +11.5% SWD: +6.3%

5	Attendance Rates Source: Local SIS (Priority 5)	2022-23 TK-8 Attendance Rates: All Students: 92.9% Low Income: 90.2% English Learner: 91.2% Foster Youth: 86.7% SWD: 86.4% Grades 9-12 Attendance Rates: All Students: 93.2% Low Income: 91.8% English Learner: 90.7% Foster Youth: 88.7% SWD: 88.1%	2023-24 TK-8 Attendance Rates: All Students: 94.2% Low Income: 93.9% English Learner: 94.5% Foster Youth: 90.8% SWD: 91.7% Grades 9-12 Attendance Rates: All Students: 93.4% Low Income: 93.4% English Learner: 92% Foster Youth: 90.4% SWD: 89.9%	2024-25 TK-8 Attendance Rates: All Students: 91.52% Low Income: 91.27% English Learner: 92.6% Foster Youth: 90.2% SWD: 90.91% Grades 9-12 Attendance Rates: All Students: 88.23% Low Income: 89.87% English Learner: 87.95% Foster Youth: 81.52% SWD: 83.62%	2025-26 TK-8 Attendance Rates: All Students: 95.9% Low Income: 93.2% English Learner: 94.2% Foster Youth: 89.7% SWD: 89.4% Grades 9-12 Attendance Rates: All Students: 96.2% Low Income: 94.8% English Learner: 93.7% Foster Youth: 91.7% SWD: 91.1%	TK-8 Attendance Rates: All Students: -1.38% Low Income: +1.07% English Learner: +1.4% Foster Youth: +3.5% SWD: +4.51% Grades 9-12 Attendance Rates: All Students: -4.97% Low Income: -1.93% English Learner: -2.75% Foster Youth: -7.18% SWD: -4.48%
6	Chronic Absenteeism Rate Source: CA School Dashboard: Chronic Absenteeism Indicator (K-8 only) (Priority 5)	2023 K-8 Chronic Absenteeism Rate: All Students: 26% Low Income: 28.7% English Learners: 22.6% Long Term English Learners: TBD Foster Youth: 36% SWD: 38.7%	2024 K-8 Chronic Absenteeism Rate: All Students: 17.2% Low Income: 19.2% English Learners: 14.3% Long Term English Learners: 20.2% Baseline Foster Youth: 21.1% SWD: 28.2%	2025 K-8 Chronic Absenteeism Rate: All Students: 17.7% Low Income: 20.2% English Learners: 14.9% Long Term English Learners: 24.1% Foster Youth: 30.6% SWD: 28.5%	2026 K-8 Chronic Absenteeism Rate: All Students: 14% Low Income: 16.7% English Learners: 13.6% Long Term English Learners: 14.2% Foster Youth: 24% SWD: 26.7%	K-8 Chronic Absenteeism Rate: All Students: -8.3% Low Income: -8.5% English Learners: -7.7% Long Term English Learners:+3.9% From 2024 Baseline Foster Youth: -5.4% SWD: -10.2%
7	Middle School Dropout Rate Source: CALPADS Fall1 Report 8.1c - Student Profile–List (Priority 5)	2022-23 End of Year MS Dropouts: Grade 7: 1 dropout Grade 8: 2 dropouts	2023-24 End of Year MS Dropouts: Grade 7: 1 dropout Grade 8: 2 dropouts	2023-24 End of Year MS Dropouts: Grade 7: 0 dropout Grade 8: 1 dropout	2025-26 End of Year MS Dropouts: Grade 7: 0 dropout Grade 8: 0 dropouts	End of Year MS Dropouts: Grade 7: -1 change to 0 Dropouts Grade 8: -1 change to 1 Dropout

8	High School Dropout Rate Source: DataQuest: 2022-23 Four-Year Adjusted Cohort Graduation Rate and Outcomes (Priority 5)	2022-23 HS Dropouts All Students: 2.9% Low Income: 3.2% English Learners: 8.9% Foster Youth: 14.3% SWD: 5.3% Homeless Youth: 5.8%	2023-24 HS Dropouts All Students: 2.3% Low Income: 2.3% English Learners: 1.2% Foster Youth: 8.7% SWD: 1.8% Homeless Youth: 2.9%	2024-25 HS Dropouts All Students: 7.2% Low Income: 7% English Learners: 15.4% Foster Youth: 6.7% SWD: 17.6% Homeless Youth: 6.6%	2025-26 HS Dropouts All Students: 1.4% Low Income: 1.7% English Learners: 5.9% Foster Youth: 11.3% SWD: 3.8% Homeless Youth: 4.3%	HS Dropouts All Students: +4.3% Low Income: +3.8% English Learners: +6.5% Foster Youth: -7.6% SWD: +12.3% Homeless Youth: +0.8%
9	Suspension Rate Source: CA School Dashboard: Suspension Rate Indicator (Priority 6)	2023 Suspension Rate: All Students: 3.4% Low Income: 3.9% English Learners: 3.2% Long Term English Learners: TBD Foster Youth: 11.1% SWD: 6.2% African Americans: 9.1%	2024 Suspension Rate: All Students: 2.6% Low Income: 2.8% English Learners: 2.5% Long Term English Learners: 8.7% Baseline Foster Youth: 11.6% SWD: 5.1% African Americans: 3.8%	2025 Suspension Rate: All Students: 2.4% Low Income: 2.7% English Learners: 2.6% Long Term English Learners: 5.5% Foster Youth:7.9% SWD: 4.4% African Americans: 4.2%	2026 Suspension Rate: All Students: 2.5% Low Income: 3% English Learners: 2.3% Long Term English Learners: 6.7% Foster Youth: 8.1% SWD: 4.7% African Americans: 6.1%	2024 Suspension Rate: All Students: -1.0% Low Income: -1.2% English Learners: -0.6% Long Term English Learners: -3.2% Foster Youth: -3.2% SWD: -1.8% African Americans: -4.9%
10	Expulsion Rate Source: DataQuest 2022-2023 Suspension and Expulsion Data > Expulsion Rate (Priority 6)	2023 Expulsion Rate: 0.1%	2024 Expulsion Rate: 0.02%	2025 Expulsion Rate: 0.031%	2026 Expulsion Rate: 0%	Expulsion Rate: decrease of 0.69%

11	Student Perception of School Safety and Connectedness Source: California Healthy Kids Survey (CHKS) (Priority 6)	2023-24 School perceived as safe/very safe: Grade 5: 77% feel safe at school most/all of the time Grade 7: 53% agree/strongly agree Grade 9: 51% agree/strongly agree Grade 11: 54% agree/strongly agree 2023-24 Overall School Connectedness: Grade 5: 71% reported yes, most/all of the time Grade 7: 52% agree/strongly agree Grade 9: 48% agree/strongly agree Grade 11: 49% agree/strongly agree	2024-25 School perceived as safe/very safe: Grade 5: 72% feel safe at school most/all of the time Grade 7: 53% agree/strongly agree Grade 9: 54% agree/strongly agree Grade 11: 61% agree/strongly agree 2024-25 Overall School Connectedness: Grade 5: 70% reported yes, most/all of the time Grade 7: 52% agree/strongly agree Grade 9: 50% agree/strongly agree Grade 11: 51% agree/strongly agree	2025-26 School perceived as safe/very safe: Grade 5: 79% feel safe at school most/all of the time Grade 7: 60% agree/strongly agree Grade 9: 60% agree/strongly agree Grade 11: 58% agree/strongly agree 2025-26 Overall School Connectedness: Grade 5: 71% reported yes, most/all of the time Grade 7: 58% agree/strongly agree Grade 9: 54% agree/strongly agree Grade 11: 51% agree/strongly agree	2026-27 School perceived as very safe/safe: Grade 5: 78% feel safe at school most/all of the time Grade 7: 56% agree/strongly agree Grade 9: 54% agree/strongly agree Grade 11: 57% agree/strongly agree 2026-27 Overall School Connectedness: Grade 5: 72% reported yes, most/all of the time Grade 7: 55% agree/strongly agree Grade 9: 51% agree/strongly agree Grade 11: 52% agree/strongly agree	School perceived as safe/very safe: Grade 5: +2% Grade 7: +7% Grade 9: +9% Grade 11: +4% Overall School Connectedness: Grade 5: no change Grade 7: +6% Grade 9: +6% Grade 11: +2%

12	School Climate Safety and School Connectedness Source: Local Data LCAP Survey (Priority 6)	2023-24 LCAP Survey Results: % Who Agree/ Strongly Agree: Students feel safe at school. Students: 55% Parents: 84% Staff: 86% % Who Agree/ Strongly Agree: Bullying is a problem at school. Students: 24% Parents: 30% Staff: 24% % Who Agree/ Strongly Agree: School rules are fair. Students: 44% Parents: 79% Staff: 84% % Who Agree/ Strongly Agree: Teachers and school staff encourage students on a regular basis. Students: 52% Parents: 82% Staff: 92%	2024-25 LCAP Survey Results: % who Agree/ Strongly Agree: Students feel safe at school. Students: 56% Parents: 85% Staff: 87% % who Agree/ Strongly Agree: Bullying is a problem at school. Students: 28% Parents: 30% Staff: 18% % who Agree/ Strongly Agree: School rules are fair. Students: 42% Parents: 75% Staff: 84% % who Agree/ Strongly Agree: Teachers and school staff encourage students on a regular basis. Students: 53% Parents: 80% Staff: 90%	2025-26 LCAP Survey Results: % Who Agree/ Strongly Agree: Students feel safe at school. Students: 82% Parents: 95% Staff: 96% % Who Agree/ Strongly Agree: Bullying is a problem at school. Students: 43% Parents: 43% Staff: 26% % Who Agree/ Strongly Agree: School rules are fair. Students: 66% Parents: 90% Staff: 90% % Who Agree/ Strongly Agree: Teachers and school staff encourage students on a regular basis. Students: 77% Parents: 92% Staff: 98%	2026-27 LCAP Survey Results: % Who Agree/ Strongly Agree: Students feel safe at school. Students: 58% Parents: 85% Staff: 86% % Who Agree/ Strongly Agree: Bullying is a problem at school. Students: 21% Parents: 27% Staff: 21% % Who Agree/ Strongly Agree: School rules are fair. Students: 47% Parents: 80% Staff: 85% % Who Agree/ Strongly Agree: Teachers and school staff encourage students on a regular basis. Students: 55% Parents: 83% Staff: 93%	LCAP Survey Results: % who Agree/ Strongly Agree: Students feel safe at school. Students: +27% Parents: +11% Staff: +10% % who Agree/ Strongly Agree: Bullying is a problem at school. Students: +19% Parents: +13% Staff: +2% % who Agree/ Strongly Agree: School rules are fair. Students: +22% Parents: +11% Staff: +6% % who Agree/ Strongly Agree: Teachers and school staff encourage students on a regular basis. Students: +25% Parents: +10% Staff: +6%

Goal Analysis for 2025-2026

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Actions and services for Goal 3 Engagement were implemented as planned.

3.1- 3.4 The district and school sites continue to offer parent meetings. These meetings were held in-person, on TEAMS/Zoom, and/ or via a hybrid model. DAC, DELAC, and school sites' SSC and ELAC meetings were held to support meaningful parent engagement and opportunities for decision making. DAC and DELAC meetings are facilitated by parent officers and parents provide input on topics of interest for presentations at meetings. Holding the meetings using a hybrid model decreased scheduling conflicts and allowed more parents to participate. Schools and district office continue to utilize Parent Square, Aeries Gradebook, and Canva as primary communication platforms. Year-long

implementation of districtwide parent engagement activities offered during the school year in person, on-line and aligned with other initiatives at the school sites and offered a variety of strategies to engage parents which provided opportunities for parents to learn about school priorities, policies, procedures, and programs.

3.5 Counselors at all school sites deliver targeted counseling services and personalized, multi domain supports for lowincome students, English learners, long term English learners, homeless youth, foster youth, and students with disabilities to address academic, attendance, engagement, behavioral, and social emotional needs. Supports include referrals to mental health and basic needs services, tutoring, regular check ins, and systematic progress monitoring to ensure students remain engaged and on track for academic success.

3.6 The schools are following the outlined strategies to improve attendance. The SART and SARB processes were completed as scheduled. The schools convened regular SART meetings with families to develop individualized attendance improvement plans, and students requiring further support were referred to the district-level SARB. School sites used previous end of the year chronic absentee reports to identify students needing attendance interventions prior to the start of the new school year.

3.7 The District has maintained Tier III individualized student interventions to address additional needs. Appropriate and responsible services are identified and implemented through referrals. Ongoing training and support for counselors and school staff ensure that unduplicated students have equitable access to social-emotional support, referrals to mental health services, a-g courses, electives, advanced coursework, after-school programs, extracurricular and co-curricular activities, athletics, and student leadership opportunities.

3.8 The Student & Family Services Counselor supported the implementation of the Universal Screener, ensuring that school sites received timely and actionable data. The counselor also collaborated with site teams to establish and refine articulation protocols and transition plans, allowing students receiving Tier 2 and Tier 3 supports to move between grade levels or schools with continuity in their services.

3.9 After School Speech and Debate is at all elementary school sites. Dual Immersion Summer Camp is being offered currently this summer at one site. Afterschool program funded by ELOP is staffed at 10:1 (TK/K) and 20:1 (1st through 6th grade).

3.10 All four comprehensive high schools offer competitive athletic programs as part of CIF, including competitive cheerleading, girls flag football, and e-sports.

3.11 Pre IB is at Cedarlane Academy. All middle schools are provided up to 3 district-funded CTE sections in their master schedules. The sites with district supports integrated Ethnic Studies into additional courses such as Spanish 3 Honors, English 2, and Art. Aviation will continue as a CTE Pathway for Los Altos High.

3.12 Education Services provided trainings for teachers including Education Specialists - Special Education Teachers focused on curriculum, instruction, and assessments to help increase graduation rates.

3.13 Chronic Absentee Reports sent to sites every 5 weeks for students missing 10% or more of the school year (8 reports each school year). Monthly SARB meetings were held. SARB counselor weekly check-ins with students on active SARB contracts. TK-12 Support for SART/SARB (Student Attendance Review Team/Board) was provided. This included direct training for site staff and informational sessions for parents to increase awareness and understanding of attendance-related interventions.

3.14 The Equity, Access & Family Engagement Department provide targeted, differentiated, and proactive supports to engage and increase inclusive services for low-income, foster youth, homeless youth, probation youth, and students with disabilities to promote engagement, attendance, and high school graduation rates. The department has maintained all existing services and introduced new resources, including a Padlet for students to access educational materials and a robust website designed to support our students experiencing homelessness or in foster care.

3.15 School sites provide additional hours for staff and purchased materials and supplies to support safe and secure schools for all students.

3.16 Schools implemented incentive programs to motivate students to attend school and follow the Positive Behavioral Intervention and Supports (PBIS) matrix. Schools utilize Aeries Analytics to monitor Tier 2 student attendance, discipline, and academic measures including SBAC, NWEA MAP, and grades (6-12).

3.17 All elementary and middle schools receive Site Supervision Aide (SSA) support to provide supervision of and social emotional support during unstructured time. Staffing was based on school size/student enrollment and provided before, during, and after school hours.

3.18 The Department of Police and Safety conducted active shooter trainings this school year and other trainings necessary to proactively ensure safe and secure schools districtwide.

3.19 The District is committed to student safety and well-being. Title IX training was provided to administrators districtwide. Trainings on alternative to suspension were also provided to school staff which included topics such as Healthy Futures, Red Ribbon Week, and Youth Court.

3.20 Capturing Kids Hearts is implemented at all middle schools. Both certificated and classified staff were trained. HLPUSD's Youth Court Program earned the prestigious Golden Bell Award for fostering student growth. Youth Court has 12 leader jurors, made up of both middle and high school students, and tries approximately 30 cases a year, which are referred by District schools. This year the District hosted CalSCHLS which provided a special presentation on HLPUSD's California Healthy Kids data and provided in-depth information on how to navigate the CHKS data dashboard.

3.21 Student & Family Services (SFS) partially implemented Tier 1 supports and continues their work on refining Tier 2 and Tier 3 supports. Additional trainings are planned to support MTSS for behavior. SFS worked with school sites on regular behavior data collection (e.g., office discipline referrals) to facilitate data-based decision making.

3.22 MOU was implemented for YVAPE Alternative to Suspension Program, Healthy Futures Intervention program for alternatives to suspension, Youth Court Program for Alternative to Suspension, and Stanford Toolkit Prevention Education for 6th and 9th graders.

3.23 SFS provided Teen Wellness Workshops Series for grade 6-12 students, based on input from LCAP Student Advisory Committee, on topics that focus on supporting students' physical, mental, and social-emotional health, as well as to develop healthy and effective life skills for personal success, and success in college and career.

3.24 All TK–8 schools implemented Social-Emotional Learning (SEL) curricula as part of the Social-Emotional Multi-Tiered Systems of Support (MTSS), including anti-bullying curriculum and TK-specific SEL resources, to support inclusive, student-centered instruction responsive to individual student needs. Elementary and middle school counselors supported implementation through classroom-based lessons, small-group instruction, and assembly-style activities, while high school counselors incorporated SEL supports aligned to each site's school structure, ensuring systemwide alignment of practices that promote social-emotional success for all students.

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.

3.1 Actual expenditures were lower than planned due to reduced contracted services, fewer in person event costs, and limited need for sub coverage as many meetings were held virtually or in hybrid formats. Staffing efficiencies and decreased printing and material costs also contributed to the lower spending.
Planned: $283,378.00 Actual: $155,293.00

3.2 Costs were lower because staffing and sub coverage needs decreased, hybrid formats reduced facility and event related expenses, and contracted presenters were used less

frequently than anticipated.
Planned: $45,325.00 Actual: $28,415.00

3.3 Spending decreased due to fewer contracted services, lower material and printing costs, and reduced in person event expenditures. Hybrid and virtual delivery models allowed the District to maintain engagement while operating more cost effectively. Planned: $59,430.00 Actual: $19,335.00

3.4 Actual costs were lower because staffing efficiencies, limited sub coverage, and reduced contracted support minimized expenditures. Planned: $61,381.00 Actual: $40,564.00

3.5 Counseling Services & Tiered Supports — Budgeted and actual expenditures aligned as planned, funding counseling services, tiered interventions, mental health and academic referrals, and progress monitoring for low-income students, English learners, foster youth, students experiencing homelessness, and students with disabilities.

3.7 Additional Counseling, Support Staff & PD — Additional counseling services, support staff, contracted services, and professional development were provided to address academic, social-emotional, and behavioral barriers that impact engagement for unduplicated students.

3.8 The Student & Family Services Counselor supported the implementation of the Universal Screener, ensuring that school sites received timely and actionable data. The counselor also collaborated with site teams to establish and refine articulation protocols and transition plans, allowing students receiving Tier 2 and Tier 3 supports to move between grade levels or schools with continuity in their services.
Actual expenditures exceeded the planned budget due to expanded counselor responsibilities, increased staffing cost, release time for staff to host data meetings, and transition planning. The higher than anticipated contracted service costs associated with services and data support. The operational needs resulted in higher overall spending. Planned: $330,490; Actual: $442,749.

3.9 After School Speech and Debate is at all elementary school sites. Dual Immersion Summer Camp is being offered currently this summer at one site. Afterschool program funded by ELOP is staffed at 10:1 (TK/K) and 20:1 (1st through 6th grade). After school Speech and Debate was offered at all elementary sites, and Dual Immersion Summer Camp was implemented at one location. ELOP staffing ratios were maintained at 10:1 for TK/K and 20:1 for grades 1–6. Actual expenditures were significantly lower than planned due to reduced contracted services, lower staffing, and fewer program offerings than originally budgeted. The Dual Immersion Summer Camp operated at a single site rather than multiple locations, and efficiencies in ELOP staffing further decreased costs. These factors resulted in substantially lower spending than projected. Planned: $19,056,651; Actual: $3,628,978.

3.10 All four comprehensive high schools offer competitive athletic programs as part of CIF, including competitive cheerleading, girls flag football, and e-sports. Actual expenditures exceeded the planned budget due to expanded athletic offerings, increased coaching and supervision costs, higher transportation and equipment needs, and additional operational expenses required to support new CIF recognized programs. These expanded program requirements resulted in higher overall spending. Planned: $1,907,020; Actual: $2,910,210.

3.14 The Equity, Access & Family Engagement Department provide targeted, differentiated, and proactive supports to engage and increase inclusive services for low-income, foster youth, homeless youth, probation youth, and students with disabilities to promote engagement, attendance, and high school graduation rates. The department has maintained all existing services and introduced new resources, including a Padlet for students to access educational materials and a robust website designed to support our students experiencing homelessness or in foster care. Actual expenditures were lower than planned due to reduced staffing and sub coverage needs, fewer contracted services, and cost efficiencies gained through digital platforms that replaced higher cost in person materials and activities. These operational efficiencies resulted in significantly lower spending than projected. Planned: $171,603; Actual: $82,550.

3.15 School sites provide additional hours for staff and purchased materials and supplies to support safe and secure schools for all students. Actual expenditures were

significantly lower than planned due to reduced staffing availability, limited sub coverage, and fewer purchased materials and supplies than originally budgeted. Several sites relied on existing inventory and internal resources, decreasing the need for new purchases. These factors resulted in substantially lower spending. Planned: $150,070; Actual: $47,877.

3.22 MOU was implemented for YVAPE Alternative to Suspension Program, Healthy Futures Intervention program for alternatives to suspension, Youth Court Program for Alternative to Suspension, and Stanford Toolkit Prevention Education for 6th and 9th graders. Although all planned programs were implemented, actual expenditures were lower than budgeted because no invoiced costs were submitted during the reporting period, resulting in $0 spent. This variance reflects services provided at no cost during the cycle, rather than a reduction in program delivery. Planned: $5,000; Actual: $0.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Actions and services for Goal 3 Engagement were implemented as planned.

3.1- 3.4 The district and school sites continue to offer parent meetings. These meetings were held in-person, on TEAMS/Zoom, and/ or via a hybrid model. DAC, DELAC, and school sites' SSC and ELAC meetings were held to support meaningful parent engagement and opportunities for decision making. DAC and DELAC meetings are facilitated by parent officers and parents provide input on topics of interest for presentations at meetings. Holding the meetings using a hybrid model decreased scheduling conflicts and allowed more parents to participate. Schools and district office continue to utilize Parent Square, Aeries Gradebook, and Canva as primary communication platforms. Year-long implementation of districtwide parent engagement activities offered during the school year in person, on-line and aligned with other initiatives at the school sites and offered a variety of strategies to engage parents which provided opportunities for parents to learn about school priorities, policies, procedures, and programs.
Self Reflection Tool (2025–26):
Building Relationships: Full Implementation
Building Partnerships: Initial Implementation
Seeking Input for Decision Making: Full Implementation
LCAP Survey (2025–26):
75% Parents: “Have a say at school”
60% Parents: “Have a say at district”
90% School encourages involvement
89% Parents feel comfortable participating
87% School encourages community involvement
Effectiveness: Hybrid meetings, DAC/DELAC leadership, and ParentSquare/Aeries communication directly align with high parent voice, comfort, and engagement.

3.5 Counselors at all school sites deliver targeted counseling services and personalized, multi domain supports for lowincome students, English learners, long term English learners, homeless youth, foster youth, and students with disabilities to address academic, attendance, engagement, behavioral, and social emotional needs. Supports include referrals to mental health and basic needs services, tutoring, regular check ins, and systematic progress monitoring to ensure students remain engaged and on track for academic success.
Graduation Rate (2025):
Foster Youth 93.3%
Low Income 93.1%
EL 85.3%
SWD 83.3%
School Climate (2025–26):
Students feel safe: 82%

Teachers encourage students: 77%
Effectiveness: Counseling supports correlate with strong graduation outcomes and positive school climate indicators.

3.6 The schools are following the outlined strategies to improve attendance. The SART and SARB processes were completed as scheduled. The schools convened regular SART meetings with families to develop individualized attendance improvement plans, and students requiring further support were referred to the district-level SARB. School sites used previous end of the year chronic absentee reports to identify students needing attendance interventions prior to the start of the new school year.
Attendance (2024–25):
TK–8 All Students: 91.52%
9–12 All Students: 88.23%
Chronic Absenteeism (2025):
All Students: 17.7%
Low Income: 20.2%
EL: 14.9%
Effectiveness: SART/SARB implementation aligns with improved attendance and reduced chronic absenteeism.

3.7 The District has maintained Tier III individualized student interventions to address additional needs. Appropriate and responsible services are identified and implemented through referrals. Ongoing training and support for counselors and school staff ensure that unduplicated students have equitable access to social-emotional support, referrals to mental health services, a-g courses, electives, advanced coursework, after-school programs, extracurricular and co-curricular activities, athletics, and student leadership opportunities.
Graduation Rate (2025):
Foster Youth: 93.3%
LTEL: 90.6%
School Climate (2025–26):
School rules are fair: 66%
Students feel safe: 82%
Effectiveness: Tier III supports correlate with high graduation rates and improved perceptions of fairness and safety.

3.8 The Student & Family Services Counselor supported the implementation of the Universal Screener, ensuring that school sites received timely and actionable data. The counselor also collaborated with site teams to establish and refine articulation protocols and transition plans, allowing students receiving Tier 2 and Tier 3 supports to move between grade levels or schools with continuity in their services.
Chronic Absenteeism (2025):
All Students: 17.7%
EL: 14.9%
SWD: 28.5%
Effectiveness: Early identification and transition planning support reduced absenteeism.

3.9 After School Speech and Debate is at all elementary school sites. Dual Immersion Summer Camp is being offered currently this summer at one site. Afterschool program funded by ELOP is staffed at 10:1 (TK/K) and 20:1 (1st through 6th grade).
School Connectedness (2025–26):
Grade 7: 58%
Grade 9: 54%

Effectiveness: Expanded enrichment correlates with higher connectedness.

3.10 All four comprehensive high schools offer competitive athletic programs as part of CIF, including competitive cheerleading, girls flag football, and e-sports.
School Safety (2025–26):
Grade 9: 60% feel safe
School Connectedness:
Grade 11: 51%
Effectiveness: Athletics participation supports improved safety and connectedness.

3.11 Pre IB is at Cedarlane Academy. All middle schools are provided up to 3 district-funded CTE sections in their master schedules. The sites with district supports integrated Ethnic Studies into additional courses such as Spanish 3 Honors, English 2, and Art. Aviation will continue as a CTE Pathway for Los Altos High.
Graduation Rate (2025):
All Students: 92.8%
EL: 85.3%
Effectiveness: Access to rigorous coursework correlates with strong graduation outcomes.

3.12 Education Services provided trainings for teachers including Education Specialists - Special Education Teachers focused on curriculum, instruction, and assessments to help increase graduation rates.
Graduation Rate (2025): SWD 83.3%
Chronic Absenteeism (2025): SWD 28.5%
Effectiveness: SPED focused PD aligns with higher graduation rates and reduced absenteeism.

3.13 Chronic Absentee Reports sent to sites every 5 weeks for students missing 10% or more of the school year (8 reports each school year). Monthly SARB meetings were held. SARB counselor weekly check-ins with students on active SARB contracts. TK-12 Support for SART/SARB (Student Attendance Review Team/Board) was provided. This included direct training for site staff and informational sessions for parents to increase awareness and understanding of attendance-related interventions.
Chronic Absenteeism (2025):
All Students: 17.7%
Low Income: 20.2%
Foster Youth: 30.6%
Effectiveness: Frequent monitoring correlates with lower absenteeism.

3.14 The Equity, Access & Family Engagement Department provide targeted, differentiated, and proactive supports to engage and increase inclusive services for low-income, foster youth, homeless youth, probation youth, and students with disabilities to promote engagement, attendance, and high school graduation rates. The department has maintained all existing services and introduced new resources, including a Padlet for students to access educational materials and a robust website designed to support our students experiencing homelessness or in foster care.
Graduation Rate (2025):
Foster Youth: 93.3%
Low Income: 93.1%
Effectiveness: Targeted supports correlate with strong graduation outcomes for unduplicated groups.

3.15 School sites provide additional hours for staff and purchased materials and supplies to support safe and secure schools for all students.

School Safety (2025–26):
Grade 5: 79%
Grade 7: 60%
Grade 9: 60%
Effectiveness: Safety investments align with high student reported safety.

3.16 Schools implemented incentive programs to motivate students to attend school and follow the Positive Behavioral Intervention and Supports (PBIS) matrix. Schools utilize Aeries Analytics to monitor Tier 2 student attendance, discipline, and academic measures including SBAC, NWEA MAP, and grades (6-12).
Suspension Rate (2025):
All Students: 2.4%
Low Income: 2.7%
EL: 2.6%
Effectiveness: PBIS correlates with reduced suspensions and improved fairness (66%).

3.17 All elementary and middle schools receive Site Supervision Aide (SSA) support to provide supervision of and social emotional support during unstructured time. Staffing was based on school size/student enrollment and provided before, during, and after school hours.
School Safety (2025–26):
Grade 7: 60%
Grade 9: 60%
Effectiveness: Increased supervision supports improved safety.

3.18 The Department of Police and Safety conducted active shooter trainings this school year and other trainings necessary to proactively ensure safe and secure schools districtwide.
School Safety (2025–26):
Grade 5: 79%
Grade 11: 58%
Ineffectiveness: Safety trainings correlate withmixed safety perceptions.

3.19 The District is committed to student safety and well-being. Title IX training was provided to administrators districtwide. Trainings on alternative to suspension were also provided to school staff which included topics such as Healthy Futures, Red Ribbon Week, and Youth Court.
Suspension Rate (2025):
All Students: 2.4%
Foster Youth: 7.9%
Effectiveness: Training aligns with lower suspensions.

3.20 Capturing Kids Hearts is implemented at all middle schools. Both certificated and classified staff were trained. HLPUSD's Youth Court Program earned the prestigious Golden Bell Award for fostering student growth. Youth Court has 12 leader jurors, made up of both middle and high school students, and tries approximately 30 cases a year, which are referred by District schools. This year the District hosted CalSCHLS which provided a special presentation on HLPUSD's California Healthy Kids data and provided in-depth information on how to navigate the CHKS data dashboard.
School Connectedness (2025–26):
Grade 7: 58%

Grade 9: 54%
School Climate:
Teachers encourage students: 77%
Ineffectiveness: CKH and Youth Court correlate with mixed ratings of connectedness and encouragement.

3.21 Student & Family Services (SFS) partially implemented Tier 1 supports and continues their work on refining Tier 2 and Tier 3 supports. Additional trainings are planned to support MTSS for behavior. SFS worked with school sites on regular behavior data collection (e.g., office discipline referrals) to facilitate data-based decision making.
Suspension Rate (2025): 2.4%
Bullying is a problem:
Students: 43%
Parents: 43%
Effectiveness: Behavior MTSS aligns with reduced suspensions
Partial effectiveness based upon Parent and student response to improved bullying perceptions.

3.22 MOU was implemented for YVAPE Alternative to Suspension Program, Healthy Futures Intervention program for alternatives to suspension, Youth Court Program for Alternative to Suspension, and Stanford Toolkit Prevention Education for 6th and 9th graders.
Suspension Rate (2025): 2.4%
Expulsion Rate (2025): 0.031%
Effectiveness: Alternative discipline programs correlate with low suspension and expulsion rates.

3.23 SFS provided Teen Wellness Workshops Series for grade 6-12 students, based on input from LCAP Student Advisory Committee, on topics that focus on supporting students' physical, mental, and social-emotional health, as well as to develop healthy and effective life skills for personal success, and success in college and career.
School Connectedness (2025–26):
Grade 7: 58%
Grade 9: 54%
Ineffectiveness: Wellness supports correlate with low levels of connectedness.

3.24 All TK–8 schools implemented Social-Emotional Learning (SEL) curricula as part of the Social-Emotional Multi-Tiered Systems of Support (MTSS), including anti-bullying curriculum and TK-specific SEL resources, to support inclusive, student-centered instruction responsive to individual student needs. Elementary and middle school counselors supported implementation through classroom-based lessons, small-group instruction, and assembly-style activities, while high school counselors incorporated SEL supports aligned to each site's school structure, ensuring systemwide alignment of practices that promote social-emotional success for all students.
School Climate (2025–26):
Students feel safe: 82%
Teachers encourage students: 77%
School rules are fair: 66%
Effectiveness: SEL implementation aligns with strong safety, fairness, and encouragement indicators.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 3.15 As part of continuous improvement efforts and consistent with Education Code § 49600, actions for the coming year were refined to strengthen comprehensive, tiered counseling supports across all levels of MTSS. These refinements enhance the partnership with community schools and resources to improve: Tier I prevention and awareness efforts, Tier II targeted early interventions, and Tier III individualized supports for students with intensive needs, including crisis response and referral to appropriate services. No changes were made to the planned goal, metrics, or target outcomes.

Action 3.7 As part of ongoing continuous improvement processes, actions for the coming year were refined to strengthen student engagement and transition supports through programs such as Renaissance and Link Crew, curricular field trips aligned to instructional and college/career pathways, and responsive site-based services for foster youth, with an emphasis on improving attendance, academic engagement, credit recovery, and equitable participation in school activities. No changes were made to the planned goal, metrics, or target outcomes.

Action 3.9 After reviewing prior actions, implementation for the coming year was refined to prioritize improving attendance, academic engagement, credit completion, and equitable access to school activities and enrichment opportunities for unduplicated students.

Action 3.10 Following a review of prior implementation, actions for the coming year were refined to continue and strengthen the provision of supplemental staffing, coaching support, equipment, facilities, and logistical resources needed to ensure high-quality, inclusive co-curricular and athletic programming aligned to student engagement and wellness outcomes.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Participation in Decision Making	Provide additional support for meaningful engagement of low-income, English learners, foster youth's parents/guardians in school site and district level decision making and advisory groups to increase engagement and planning for English learners, students in foster care, and low-income students: 1) Provide on-going opportunities for HLPUSD parents and families, especially for parents of low income, English learners, and foster youth, to participate in parent education workshops to support parent leadership capacity within and across the district and schools to increase and improve outcomes and achievement of targeted student groups. 2) Ensure parent engagement in School Site Councils (SSC's) and English Learner Advisory Committees (ELAC's) at all schools, TK-12, to give input for development of District and School Parent and Family Engagement Policies, the LCAP, LCAP Federal Addendum, and SPSAs. 3) District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC) are comprised of parent representatives from every school site to advise LCAP and LCAP Federal Addendum and provide input for yearly parent and family engagement workshop topics and opportunities. 4) Expand upon the system currently utilized to meaningfully engage parents in the district, schools and in the LCAP process, including through implementation of the annual LCAP Survey. 5) The district and school sites support parent participation in decision making with communication and meeting times for low-income, English learners, foster youth's parents/guardians that best meet	$215,388.00	Yes

		their identified needs; provide translation, refreshments, and babysitting. 6) Based on unduplicated students' parent interest, implement Parent Education Workshop series (e.g., CABE) or other workshop topics of interest to district parents.		
2	School Site Parent Participation	Meaningful parent engagement will be facilitated at school sites in the following ways to support all students, TK-12: 1) All school sites provide opportunities and options for parent engagement and participation, such as PTA, Boosters, parent nights, open house, special events, parent conferences, parent newsletters, and updated school web page. 2) Continue to implement Aeries Parent Portal, including Grade Book, and Canvas to increase meaningful parent engagement and to engage and inform parents regarding student progress in support of student achievement. 3) Enhance communication via phone calls, email, social media, and ParentSquare in addition to school website and electronic marquee. 4) District and every school will have at 98% family contactability through Parent Square.	$60,850.00	No
3	School Site Supports for Parent and Family Engagement	Schools to provide additional opportunities for meaningful parent and family engagement and participation to increase the involvement of parents of low income, English learners, and foster youth students, such as: 1) Fingerprinting set-aside budgeted at all school sites to encourage parent volunteers. 2) Offer educational classes for parents/guardians held at school sites, including topics based on need/interest, such as: CA Standards, CAASPP & CA School Dashboard, college and career preparation, homework help, school success, VAPA literacy & arts integration, instructional technology, and social-emotional wellness. 3) Offer additional means for parents to engage in the educational process and provide feedback on schools' programs, such as "Coffee with the Principal," and/or LCFF/LCAP informational and engagement meetings. 4) Include babysitting and translation services as needed. 5) Translation stipend per school site to assist in providing information to parent/guardians in their primary language. 6) Include materials and supplies for parent meetings/education opportunities. 7) Provide parent recognition activities to validate their active participation. 8) Hold parent meetings at times convenient for parents to attend and utilize email and/or phone as preferred by parents for effective communication. 9) Utilize HLPUSD Adult Education, and/or outside agencies, such as College Access Plan, CABE, PIQE, PROedu to provide parent workshops and series. 10) Provide additional hours for teachers/staff to facilitate parent engagement activities.	$81,873.00	Yes
4	Districtwide Parent Education Workshops and Opportunities	Equity, Access & Family Engagement Department will implement robust parent workshops throughout the year via zoom or in-person to support the academic success and well-being of unduplicated students on topics such as mental health, well-being, substance use prevention, academic programs, navigating community resources, social-emotional supports, preparing for college and career, college entrance and application requirements, and timely/special topics focused on the needs/interests of low income, English learners, homeless and foster youth, and students with disabilities and their parents/families. Spanish interpretation is available and Mandarin is available upon request. 2) Increase the percentage of parents actively involved in their student's education by providing resources, workshops, and outreach programs tailored to their needs. 3) Equity, Access & Family Engagement Department will coordinate and partner with local mental health agencies and county agencies to offer mental health information and workshops of various topics to district and/or school sites and will update and provide a community resource guide for parents and families to support navigating mental health, health, crisis, food security, and housing security in the community. 4) DRIve Department to provide workshops: Develop and provide trainings for families to engage with PS; Report Cards sent via PS and how to access; MAP Family Reports sent via PS and how to access.	$30,000.00	Yes
5	Counselor Support for Student Engagement	Counselors will utilize the Multi-Tiered Multi-Domain System of Supports (MTMDSS) to provide comprehensive services for students, ensuring their academic, social, and emotional success. To facilitate this, counselors will develop a detailed handbook that outlines the MTMDSS framework,	$4,896,287.00	Yes

		best practices, and resources available for supporting students. Counselors at all school sites will specifically target the needs of low income, English learners, foster youth, and students with disabilities to ensure students' social/emotional and behavioral needs are addressed. Counselors will provide low income, English learners, long term English learners, homeless and foster youth, and students with disabilities additional counseling services and personalized support to effectively address their social-emotional, behavioral, and academic needs, which may include: referrals/services to mental health services, linkages to basic needs, connection to tutoring support, weekly meetings, and/or progress monitoring. Unduplicated students' supports will also include additional conferencing, college campus visits, college and career awareness activities, summer school registration, scholarship assistance, and prioritization of newcomers, homeless and foster youth in registration and credit recovery. Tier I and II interventions at school sites to bring awareness to Mental Health and SEL (i.e., schoolwide prevention and awareness activities & initiatives, assemblies, small support groups, peer support/mentors, mental health, and SEL student-led organizations, etc). Tier III individualized student interventions for students to address additional needs, such as emergency and crisis response situations. Referral to an appropriate, responsible services can be identified and implemented. On-going training support for counselors and school staff to ensure unduplicated students have equitable access to a-g courses, electives, advanced course work, after school programs, extra-curricular and co-curricular activities, athletics, and student leadership opportunities. LREBG Action: Additional counselors and mental health support personnel will implement a targeted intervention plan to improve student outcomes in math, English language arts (ELA), and attendance. Focused on unduplicated students—low-income, English learners (ELs), foster youth, homeless students, and students with disabilities (SWDs)—this action includes academic counseling, SEL support, mental health support and re-engagement strategies. Counselors will use assessment and attendance data to identify students in need and provide small group sessions focused on study skills, academic goal setting, and SEL. Students will be connected to tutoring, intervention services, or additional supports as needed. To reduce chronic absenteeism, counselors will lead additional attendance outreach efforts including family engagement, check-ins, and success plans, in collaboration with site teams. Tier I awareness campaigns and Tier II–III interventions will be used to support regular attendance and engagement. Studies show using school counselors to address chronic absenteeism and suspensions is a proactive and student-centered approach. Counselors can play a key role in identifying root causes, providing support, and creating positive behavior interventions (Tracy Arway, April2023). Metric being used to monitor the action: 2.1, 2.2, 3.6 and 3.11. LREBG Funds supporting this action: $936,373 per year through 2027-28.		
6	School Site Supports for Student Engagement (Guidance/Attendance Services) (repeated expenditure, Goal 1, Action 11)	School site actions and services to support student attendance and engagement, including: 1) SART and SARB process; 2) Attendance staff, materials and supplies needed to improve students' attendance. 3) Guidance/Counseling Staff and Attendance office staff will monitor student attendance and provide tiered intervention to address chronic absenteeism.	$0.00	No
7	School Site Supports for Unduplicated Student Engagement (repeated expenditure, Goal 3, Action 16)	TK-12 School site supports to increase unduplicated students' engagement: 1) School-based attendance incentive programs and/or campaigns to increase attendance and decrease absenteeism/dropout rates of low-income students, English learners, and foster youth (differentiated assistance); 2) Additional counselor, counseling services, support staff, contracted services, and/or professional development to address barriers experienced by low-income students, English learners, and foster youth (differentiated assistance). 3) Supplemental materials and supplies, books, equipment, technology, and/or software, to increase student engagement of	$0.00	Yes

		low-income, English learners, and foster youth (differentiated assistance). 4) Transition activities and student engagement programs, such as Renaissance. 5) Curricular field trips directly related to classroom instruction 6) Grades 9-12 College and Career Readiness or CTE pathways to enhance student engagement of unduplicated students. 7) TK-12 Promote implementation and integration of evidence-based practices to meaningfully engage English learners, including newcomers and long-term English learners, such as SDAIE, GLAD, and Thinking Maps. 8) Foster Youth Grades 9-12 students' needs addressed at school sites: Provide responsive and appropriate services to foster youth based on identified need, such as: academic counseling, tutoring and/or targeted academic intervention, attendance support, appropriate placement, a-g courses, credit recovery, and high school graduation requirements for foster youth (AB216), mentoring, social/emotional and/or behavior counseling and/or intervention, as appropriate and/or referral for outside services, college and career awareness and counseling including assistance with college and other post-secondary institutions, and financial aid and scholarship applications, and equitable access to school activities.		
8	Student and Family Services Supports for Student Engagement	Student and Family Services (SFS) will provide additional targeted, differentiated, and proactive supports to engage and increase services for low income, English learners, and foster youth: 1) SFS counselor to support ongoing implementation of Universal Screener and provide data reports to sites for interventions and establish articulation protocols and process for transition plans of students receiving Tier II and Tier III supports. 2) Professional development and support for school counseling staff which include practices for increasing attendance; evidence-based intervention plans, and supports/resources. 3) Implement support system to address chronic absenteeism of foster youth. 4) Ongoing TUPE Grant implementation to support student engagement. 5) SART/SARB support TK-12, including supporting sites directly with SART/SARB training with staff and parents. 6) Mental health and community resources available for students and their families through SARB referrals and parent meetings. 7) Facilitate annual District Community Events. 8) Monitor and maintain Parent Square and PeachJar Communications as part of community engagement.	$525,570.00	Yes
9	After School and Summer Programs for Student Engagement	Provide after school and summer programs to increase low-income students, English learners, and foster youth's engagement in extra-curricular and/or co-curricular activities such as: Speech and Debate Summer Camp, CSTEM Summer Camp, Dual Immersion Summer Camp, Homework help; literacy & writing, math and science activities; sports programs; music, band, dance, art, drama, robotics and technology; family events and student competition events. Reduced student to adult ratio in after school programming and summer expanded learning programs to 10:1 for grades TK/K. Expanded after school and summer Speech and Debate programming to include the elementary level. District-coordinated preparation and coordination of the LACOE County Math Field Day and Science Olympiad competition through after school programming. Implement a Middle School extra-curricular sports activities to engage, increase access and school connectedness for low-income students. LREBG Action: Provide additional coaches and opportunities to support students with additional speech and debate coaching services to build English acquisition, analytical writing, vocabulary and effective oral communication skills. Participants will strengthen a variety of skills including writing & reading, expanded vocabulary, and effective oral communication/presentation abilities, and self-confidence. Studies show that participation in speech and debate offers a wide range of academic and social benefits. Students involved in speech and debate often have higher reading comprehension and writing skills. Furthermore, students who participated in debate were more likely to graduate than peers (Tomohiro Ko, Briana Mezuk, May 2021). Speaking in front of others, defending ideas, and receiving constructive criticism build self-confidence, emotional resilience, and interpersonal communication skills. Metric being used to monitor the action: 2.1 and 3.11.	$17,311,418.00	Yes

		LREBG Funds supporting this action: $862,619 per year through 2027-28.		
10	Co-Curricular and Athletics Program	Provide school-sponsored co-curricular activities and co-curricular athletic programs at High Schools.	$1,482,966.00	No
11	Electives Options for Student Engagement (repeated expenditure, Goal 2, Action 2)	Expand access to elective programs to engage low-income students, English learners, and foster youth at Middle and High Schools, such as: Pre-International Baccalaureate (Pre-IB) at the middle school, Visual and Performing Arts (VAPA) - Band, choir, drama, art & media art; journalism; Youth Cinema Project; Ethnic Studies; Science, Technology, Engineering, Arts, and Math (STEAM), technology, robotics; signature programs and CTE pathway electives, per schools' master schedules.	$0.00	Yes
12	Intensive Support to Increase Graduation Rate (repeated expenditure, Goal 2, Action 9)	In addition to supports offered to students with disabilities at all school sites, the Education Services and Special Education staff will dedicate additional time and resources to support students with disabilities districtwide (differentiated assistance) and school sites with the lowest performance level on the CA Dashboard Graduation Rate Indicator. Intensive supports will include: 1) Additional PD/training and instructional coaching on SWD program elements for all general education teachers, site Special Education chairs, counselors, psychologists, and site administrators. 2) PD/training is based on needs assessment and includes but is not limited to: MAP testing, CAA and CAASPP performance, IEP goals, types and use of disaggregated SWD performance data, SWD monitoring assessment and tools, differentiation of instruction and intervention for SWD, and research-based instructional practices for SWD. Per the new Ed Code 51225.31, HLPUSD will adopt the Alternative Diploma Pathway for students who qualify for the CAA.	$0.00	No
13	Intensive Support to Decrease Chronic Absenteeism Rate (repeated expenditure, Goal 3, Action 8)	In addition to supports offered to all school sites, Student and Family Services staff will offer targeted caseload support for all students referred to SARB and provide intensive supports to low income students, English learners, and foster youth aiming to improve attendance habits and promote student engagement and overall positive school climate. Additional PD/training will be provided and focused on: cultivating strong relationships between students and staff, creating safe and inclusive environments, implementing early interventions prior to SARB referral to include home visits, supporting chronically absent students upon their return with a re-entry plan, using positive reinforcement to improve student attendance, and engaging families in improving student attendance. Additionally, these services are going to be offered to students with disabilities districtwide (differentiated assistance) and school sites with the lowest performance level on the CA Dashboard Chronic Absenteeism Rate.	$0.00	Yes
14	Equity, Access & Family Engagement Supports for Student Engagement	Equity, Access & Family Engagement Department will provide additional targeted, differentiated, and proactive supports to engage and increase inclusive services for low income, homeless youth, and foster youth (differentiated assistance) to promote engagement, attendance, and high school graduation rates. Counselors will utilize the Multi-Tiered Multi-Domain System of Supports (MTMDSS) to provide comprehensive services for students, ensuring their academic, social, and emotional success. To facilitate this, counselors will develop a detailed handbook that outlines the MTMDSS framework, best practices, and resources available for supporting students. The Homeless Liaison will collaborate closely with school staff, families, and external service providers to coordinate support services for McKinney Vento students. The Foster Youth Liaison will collaborate with school site staff, resource families, social workers, probation officers, other districts, legal representatives, and other community providers to coordinate support services for foster and probation students. 1) Foster Youth Liaison will work to identify, support, and monitor district foster youth to ensure proper educational placement, enrollment, and ensure all laws for foster youth are followed. 2) Foster Youth Liaison will collaborate with counselors to ensure	$0.00	No

		appropriate services for foster youth and to assist in monitoring/ supporting foster youth's behavior and social emotional needs. 3) Foster Youth Liaison will provide ongoing professional development for counselors, school office managers, registrars, administrators, and teachers on addressing the issues and needs of foster youth.		
15	School Site Safety	School sites will provide healthy, safe, and secure schools for all students: 1) School staff, additional hours for staff, materials and supplies, leases and repairs, maintenance, conferences, printing, equipment and technology.	$148,338.00	No
16	School Sites Supports for School Climate	Implementation of Behavioral MTSS at all school sites to support low income students, English learners, and foster youth's positive behavior and academic achievement: 1) School Teams collaborate to implement MTSS including tiered supports and interventions at all sites which includes use of data, monitoring, adjustments, proactive classroom management, school-wide behavior matrix, and social-emotional learning (SEL) curriculum. 2) Site-based positive behavior incentives, campaigns, and/or programs based on schools' MTSS Plans. 3) School-based Tier II and/or III behavioral intervention during the school day for students identified as at-risk, per MTSS implementation plan. 4) Materials and supplies to support positive behavior, per site MTSS Plan. 5) Supplemental/additional counselors, noon aides, and/or other administrative/support staff to provide increased services for unduplicated students.	$991,208.00	Yes
17	Site Supervision Aides (TK-8)/ Campus Security Aides (9-12)	Site Supervision Aides (TK-8)/ Campus Security Aides (9-12) to provide additional targeted support for low income, English learners, and foster youth outside of the classroom environment to promote social emotional well-being and reinforce coping strategies taught in the classroom and increase the social emotional support unduplicated students receive outside of the classroom.	$2,216,154.00	Yes
18	Police and Safety	Department of Police and Safety will continue to provide safe and secure schools, including: 1) Officers, support staff, equipment, vehicles, materials and supplies. 2) Ongoing training necessary to proactively ensure safe and secure schools districtwide. 3) Comprehensive Safe Schools Plan, including crisis and emergency procedures at the district level and school site levels, developed at all sites and reviewed by staff and parent advisory groups, including trainings as necessary.	$1,834,079.00	No
19	Student and Family Services Support for School Climate	Student and Family Services will support on-going training and professional development for district and site administrators, teachers, counselors, student support/classified staff on effective practices to ensure safe schools, child abuse reporting, bullying and cyber-bullying, student discipline, and Title IX training.	$12,000.00	No
20	Student and Family Services Supplemental Support for School Climate (repeated expenditure, Goal 3, Action 16)	Student and Family Services will support additional on-going training and PD for district and site administrators, teachers, counselors, student support/classified staff to support low income, English learners, and foster youth on: 1) On-going support and professional development on building positive school cultures. 2) Increase MTSS implementation levels and consistency districtwide through the use of universal screening data to differentiate PD and support based on sites' specific areas of need. 3) Youth Court provides as an evidence-based restorative justice practice focused on attendance, motivation, an engagement as a pre-SARB intervention. 4) Implementation with fidelity of Capturing Kids Hearts at all middle schools to increase student connectedness, perception of safety, and decrease suspension rates.	$0.00	Yes
21	MTSS for Behavior (repeated expenditure, Goal 2, Action 3)	Student and Family Services will support sites with ongoing professional development for the implementation of Behavioral MTSS that focuses on instruction, differentiated learning, student centered learning, individualized student needs, and the alignment of systems necessary for all students' behavioral success. Inclusive behavior instruction builds upon a comprehensive assessment system, creates and utilizes teams, provides universal behavior supports, provides supplemental interventions and supports, provides intensified interventions and supports, and provides comprehensive behavior supports. (Supports MTSS umbrella- pyramid showing how	$0.00	No

		support for social and emotional learning, mental health, behavioral expectations, and academics is needed to educate the whole child).		
22	Intensive Support to Decrease Suspension Rate	Student and Family Services staff will provide additional supports to unduplicated students including foster youth (differentiated assistance) to strengthen positive school climates. Additional PD/training will be provided on: alternatives to suspension, strategies to build connectedness among students and staff, positive school culture, anti-bias training, de-escalating conflicts, trauma informed practices and brain development.	$0.00	No
23	Support Services for Student Safety and Wellness	Additional supports and services to increase unduplicated students' safety, social-emotional and mental health, connectedness to school, including supplemental services provided by Student and Family Services counselor and/or support staff. 2) School facilities improvements, materials, supplies, and equipment to ensure healthy, safe, and secure schools. 3) SFS will maintain Teen Workshop Series for grade 6-12 students, based on input from LCAP Student Advisory Committee, on topics that focus on supporting students' physical, mental, and social-emotional health, as well as to develop healthy and effective life skills for personal success, and success in college and career.	$3,903,904.00	Yes
24	MTSS for SEL (repeated expenditure, Goal 2, Action 3)	The Equity, Access, & Family Engagement Department will support sites with ongoing professional development for the implementation of Social Emotional MTSS (Multi-Tiered System of Supports) that focuses on instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' social and academic success. Inclusive social-emotional instruction will build upon a comprehensive assessment system, create and utilize teams, provide universal social-emotional supports, supplemental interventions, and comprehensive social-emotional development supports. 1) Develop a Comprehensive MTSS SEL Plan, ensure consistent delivery of SEL across all grade levels through standardized curricula and regular monitoring. 2) Provide enhanced training sessions focused on practical strategies for consistent SEL implementation and addressing specific needs of different grade levels. 3) Offer ongoing support and assessment to ensure the effectiveness of SEL programs, including regular feedback and curriculum adjustments based on assessment results. (Supports MTSS umbrella- pyramid showing how support for social and emotional learning, mental health, behavioral expectations, and academics is needed to educate the whole child).	$0.00	No

Goal

Goal #	Description	Type of Goal
4	Valley Alternative High, Valley Community Day, and Puente Hills High School will increase student achievement per the identified metrics by providing comprehensive, evidence-based services and supports to address the needs of identified students over the three-year cycle. Student groups that have the lowest performance level on the 2025 CA Dashboard are: -Valley Alternative HS - Suspension (All students, Hispanic, SED); ELPI (EL); Graduation Rate (All students, Hispanic, SED); CCI (All students, Hispanic, SED) -Valley Community Day School - N/A -PHHS - ELA & Math (All, Hispanic, SED); Chronic Absenteeism (All students, Hispanic, SED)	Equity Multiplier Focus Goal

State priorities addressed by this goal.

4, 5, 6

An explanation of why the LEA has developed this goal.

LEAs are required to include a specific goal in the LCAP to address consistently low-performing student groups or low-performing schools. HLPUSD meets CDE criteria to receive Equity Multiplier funds. The Local Control Funding Formula (LCFF) Equity Multiplier (Equity Multiplier) provides additional funding to local educational agencies (LEAs) for allocation to school sites with prior year non-stability rates greater than 25 percent and prior year socioeconomically disadvantaged (SED) pupil rates greater than 70 percent. Pursuant to California Education Code (EC) 42238.024. Three HPLUSD schools meet this criteria: Valley Alternative High School (74.2% Non-Stability Rate; 92.5% SED), Puente Hills (44.7% Non-Stability Rate; 72.7% SED), and Valley Community Day School (76.2% Non-Stability Rate; 92.3% SED). Equity Multiplier funding is required to be used to provide evidence-based services and supports for students at these schoolsites. LEAs are also required to document the efforts to improve outcomes for students at these schoolsites beginning with the 2024–25 Local Control and Accountability Plan (LCAP).
We are continuing with this goal as these three school sites still meet the eligibility requirements and to address the new challenges based on the 2025 CA Dashboard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	CA School Dashboard Mathematics Academic Indicator (Priority 4)	2023 Mathematics Academic Indicator Distance from Standard (DFS) Puente Hills: -164.6 DFS Valley Alternative HS: -264.2 DFS	2024 Mathematics Academic Indicator Distance from Standard (DFS) Puente Hills: -133.8 DFS Valley Alternative HS: -182.5 DFS	2025 Mathematics Academic Indicator Distance from Standard (DFS) Puente Hills: -143 DFS Valley Alternative HS: N/A	2026 Mathematics Academic Indicator Distance from Standard (DFS) Puente Hills: -151.6 DFS Valley Alternative HS: -261.2 DFS	Math Academic Indicator: Puente Hills: Increased 21.6 points Valley Alternative HS: Fewer than 11 students
2	CA School Dashboard English Language Arts Academic Indicator (Priority 4)	2023 English Language Arts Academic Indicator Distance from Standard (DFS) Puente Hills: -109.7 DFS Valley Alternative HS: -159.8 DFS	2024 English Language Arts Academic Indicator Distance from Standard (DFS) Puente Hills: -53.9 DFS Valley Alternative HS: -75.7 DFS	2025 English Language Arts Academic Indicator Distance from Standard (DFS) Puente Hills: 80.3 (DFS) Valley Alternative HS: Valley: Fewer then 11 students	2026 English Language Arts Academic Indicator Distance from Standard (DFS) Puente Hills: -104.7 DFS Valley Alternative HS: -155.8 DFS	English Language Arts Academic Indicator Distance from Standard (DFS) Puente Hills: Increased 29.4% Valley Alternative HS: Fewer then 11 students
3	CAASPP English Language Arts (ELA) Test Results (Priority 4)	2023 CAASPP ELA Results: % Met or Exceeded Standards Puente Hills: All Students: 22.86% Low Income: 18.34% EL: 15.38% SWD: 9.52% Hispanic: 20% Valley Alternative HS: All Students: 3.70% Low Income: 2.67% EL: 0% SWD: 0% Hispanic: 1.35%	2024 CAASPP ELA Results: % Met or Exceeded Standards Puente Hills: All Students: 31.58% Low Income: 32.00% EL: data is suppressed- fewer than 11 students tested SWD: 10.53% Hispanic: 31.91% Valley Alternative HS: All Students: 9.38% Low Income: 10.17% EL: 0% SWD: data is suppressed- fewer than 11 students tested Hispanic: 7.94%	2025 CAASPP ELA Results: % Met or Exceeded Standards Puente Hills: All Students: 35.00% Low Income: 39.21% EL: data is suppressed- fewer than 11 students tested SWD: 5.88% Hispanic: 36.00% Valley Alternative HS: All Students: 2.00% Low Income: 2.27% EL: 0.0% SWD: data is suppressed- fewer than 11 students tested Hispanic: 2.04%	2026 CAASPP ELA Results: % Met or Exceeded Standards Puente Hills: All Students: 27.86% Low Income: 20.34% EL: 20.38% SWD: 12.52% Hispanic: 25% Valley Alternative HS: All Students: 5% Low Income: 5% EL: 3% SWD: 3% Hispanic: 4%	CAASPP ELA Results: % Met or Exceeded Standards Puente Hills: All Students: +12.14% Low Income: +20.87% EL: data is suppressed- fewer than 11 students tested SWD: -3.64% Hispanic: +16.00% Valley Alternative HS: All Students: -1.70% Low Income: -0.40% EL: No Change SWD: data is suppressed- fewer than 11 students tested Hispanic: +0.69%

4	CAASPP Mathematics Test Results (Priority 4)	2023 CAASPP Math Results: % Met or Exceeded Standards Puente Hills: All Students: 6.85% Low Income: 6.34% EL: 8.33% SWD: 4.17% Hispanic: 4.76% Valley Alternative HS: All Students: 0% Low Income: 0% EL: 0% SWD: 0% Hispanic: 0%	2024 CAASPP Math Results: % Met or Exceeded Standards Puente Hills: All Students: 13.80% Low Income: 13.72% EL: data is suppressed- fewer than 11 students tested SWD: 0% Hispanic: 10.42% Valley Alternative HS: All Students: 3.23% Low Income: 3.45% EL: 0% SWD: data is suppressed- fewer than 11 students tested Hispanic: 1.64%	2025 CAASPP Math Results: % Met or Exceeded Standards Puente Hills: All Students: 13.56% Low Income: 16.00% EL: data is suppressed- fewer than 11 students tested SWD: 17.64% Hispanic: 8.00% Valley Alternative HS: All Students: 0% Low Income: 0% EL: 0% SWD: data is suppressed- fewer than 11 students tested Hispanic: 0%	2026 CAASPP Math Results: % Met or Exceeded Standards Puente Hills: All Students: 9.85% Low Income: 9.34% EL: 10.33% SWD: 6.17% Hispanic: 6.76% Valley Alternative HS: All Students: 3% Low Income: 3% EL: 3% SWD: 3% Hispanic: 3%	CAASPP Math Results: % Met or Exceeded Standards Puente Hills: All Students: +6.71% Low Income: +9.66% EL: data is suppressed- fewer than 11 students tested SWD: +13.47% Hispanic: +3.24% Valley Alternative HS: All Students: No Change Low Income: No Change EL: No Change SWD: data is suppressed- fewer than 11 students tested Hispanic: No Change
5	Attendance Rates Source: Local SIS (Priority 5)	2022-23 Attendance Rates: Community Day MS: 69.12% Community Day HS: 78.60% Puente Hills ES: 88.93% Puente Hills MS: 80.79% Puente Hills HS: 80.79% Valley Alternative HS: 81.17%	2023-24 Attendance Rates: Community Day MS: 58.90% Community Day HS: 73.06% Puente Hills ES: 92.58% Puente Hills MS: 93.32% Puente Hills HS: 88.54% Valley Alternative HS: 81.90%	2024-25 Attendance Rates: Community Day MS: 91.49% Community Day HS: 73.74% Puente Hills ES: 90.77% Puente Hills MS: 94.69% Puente Hills HS: 88.16% Valley Alternative HS:78.19 %	2025-26 Attendance Rates: Community Day MS: 79.12% Community Day HS: 88.60% Puente Hills ES: 89.93% Puente Hills MS: 81.79% Puente Hills HS: 81.79% Valley Alternative HS: 86.17%	Attendance Rates: Community Day MS: +22.37% Community Day HS: -4.86% Puente Hills ES: +1.84% Puente Hills MS: +13.9% Puente Hills HS: +7.37% Valley Alternative HS: -2.98%

6	Chronic Absenteeism Rate Source: CA School Dashboard: Chronic Absenteeism Indicator (K-8 only) (Priority 5)	2023 K-8 Chronic Absenteeism Rate: Puente Hills: 42.7%	2024 K-8 Chronic Absenteeism Rate: Puente Hills: 33.8%	2025 K-8 Chronic Absenteeism Rate: Puente Hills: 33.3%	2026 K-8 Chronic Absenteeism Rate: Puente Hills: 38.7%	K-8 Chronic Absenteeism Rate: Puente Hills: Decreased by 9.4%
7	High School Graduation Rate Source: CA School Dashboard: Graduation Rate Indicator (Priority 5)	2023 Graduation Rate: Puente Hills High School: 48.1%	2024 Graduation Rate: Puente Hills High School: 76.5%	2025 Graduation Rate: Puente Hills High School: 70%	2026 Graduation Rate: Puente Hills High School: 65.1%	Graduation Rate: Puente Hills High School: +21.9%
8	Suspension Rate Source: CA School Dashboard Suspension Rate Indicator (Priority 6)	2023 Suspension Rate: Valley Alt HS: 18.3% Puente Hills HS: 5.3% Community Day School: 29.7%	2024 Suspension Rate: Valley Alt HS: 6.5% Puente Hills HS: 6.7% Community Day School: 52%	2025 Suspension Rate: Valley Alt HS: 6.5% Puente Hills HS: 3.3% Community Day School: 19%	2026 Suspension Rate: Valley Alt HS: 10.3% Puente Hills HS: 0.3% Community Day School: 19.7%	Suspension Rate: Valley Alt HS: Decreased 11.8% Puente Hills: Decreased 2% CDS: Decreased 10.7% Community Day School: Decreased 10.7%

9	NWEA Measures of Academic Progress (MAP) ELA Results Source: Local Data (Priority 4)	2023-24 Winter MAP Reading scored ≥ 61 percentile of peers in national norm reference test: Puente Hills: All Students: 25.6% Low Income: 21.5% English Learner: 0% SWD: 7.7% Hispanic: 20.3% Valley HS: All Students: 7.1% Low Income: 7.9% English Learner: 0% SWD: 0% Hispanic: 4.5%	2024-25 Winter MAP Reading scored ≥ 61 percentile of peers in national norm reference test: Puente Hills: All Students: 39.1% Low Income: 39.7% English Learner: 18.2% SWD: 11.1% Hispanic: 33.8% Valley HS: All Students: 9.9% Low Income: 9.4% English Learner: 0% SWD: 18.8% Hispanic: 10.6%	2025-26 Winter MAP Reading scored ≥ 61 percentile of peers in national norm reference test: Puente Hills: All Students: 56.5% Low Income: 32.4% English Learner: 16.7% SWD: 33.4% Hispanic: 34.6% Valley HS: All Students: 33.4% Low Income: 32.4% English Learner: 16.7% SWD: 33.4% Hispanic: 34.6%	2026-27 Winter MAP Reading scored ≥ 61 percentile of peers in national norm reference test: Puente Hills: All Students: 30.6% Low Income: 26.5% English Learner: 3% SWD: 10.7% Hispanic: 25.3% Valley HS: All Students: 11.1% Low Income: 9.9% English Learner: 3% SWD: 3% Hispanic: 7.5%	Winter MAP Reading scored ≥ 61 percentile of peers in national norm reference test: Puente Hills: All Students: +30.9% Low Income: +10.9% English Learner: +16.7% SWD: +25.7% Hispanic: +14.3% Valley HS: All Students: +26.3% Low Income: +24.5% English Learner: +16.7% SWD: +33.4% Hispanic: +30.1%
10	NWEA Measures of Academic Progress (MAP) Math Results Source: Local Data (Priority 4)	2023-24 Winter Gr. K-12 MAP Math scored ≥ 61 percentile of peers in national norm reference test: Puente Hills: All Students: 26.5% Low Income: 23.4% English Learner: 14.3% SWD: 0% Hispanic: 22.1% Valley HS: All Students: 5.5% Low Income: 6% English Learner: 0% SWD: 0% Hispanic: 5.6%	2024-25 Winter Gr. K-12 MAP Math scored ≥ 61 percentile of peers in national norm reference test: Puente Hills: All Students: 40% Low Income: 38.7% English Learner: 10.3% SWD: 25% Hispanic: 37.3% Valley HS: All Students: 5.9% Low Income: 6.5% English Learner: 0% SWD: 5.9% Hispanic: 6.1%	2025-26 Winter Gr. K-12 MAP Math scored ≥ 61 percentile of peers in national norm reference test: Puente Hills: All Students: 37.4% Low Income: 34.7% English Learner: 18.2% SWD: 25% Hispanic: 34.2% Valley HS: All Students: 12.3% Low Income: 12.8% English Learner: 10% SWD: 8.3% Hispanic:11.1%	2026-27 Winter Gr. K-12 MAP Math scored ≥ 61 percentile of peers in national norm reference test: Puente Hills: All Students: 31.5% Low Income: 28.4% English Learner: 17.3% SWD: 2% Hispanic: 27.1% Valley HS: All Students: 7.5% Low Income: 8% English Learner: 3% SWD: 3% Hispanic: 8.6%	Winter Gr. K-12 MAP Math scored ≥ 61 percentile of peers in national norm reference test: Puente Hills: All Students: +10.9% Low Income: +11.3% English Learner: +3.9% SWD: +25% Hispanic: +12.1% Valley HS: All Students: +6.8% Low Income: +6.8% English Learner: +10% SWD: +8.3% Hispanic: +5.5%

11	CA School Dashboard College/Career Indicator (Priority 4)	2024 College/Career Indicator % of HS Graduates Placed in "Prepared" level All Students: 1% Low income: 1% Hispanic: 1.1%	New Metric in 2024-College/Career Indicator % of HS Graduates Placed in "Prepared" level All Students: 1% Low income: 1% Hispanic: 1.1%	2025 College/Career Indicator % of HS Graduates Placed in "Prepared" level All Students: 1.2% Low income: 1.2% Hispanic: 0.0%	2026 College/Career Indicator % of HS Graduates Placed in "Prepared" level All Students: 3% Low income: 3% Hispanic: 3.1%	College/Career Indicator % of HS Graduates Placed in "Prepared" level All Students: +0.2% Low income: +0.2% Hispanic: -1.1%

Goal Analysis for 2025-2026

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Actions and services for Goal 4 were generally implemented as planned except for 4.4 below.

4.1 Counselor worked collaboratively with MTSS TOSA to provide opportunities for academic intervention and support and monitor ongoing student achievement.

4.2 MTSS and Leadership teams along with the counselor met quarterly to discuss the progress of students in Tier 2 and Tier 3, including progress on district assessments, quarterly grades, transcripts, credit acquisition in all courses. Students not making progress were referred to student success team meetings to map out comprehensive plans for additional support and intervention. Universal Screening was administered in the Fall and Spring. Ongoing monitoring of Individual Learning Plan was implemented at 100% to support student needs.

4.3 All teachers had ongoing professional development to increase student achievement in ELA, math, other academic content areas and Special Ed. Two teachers were sent to model continuation high school conference to explore best practices for positive behavior support as well as increasing academic achievement in A-G courses. Two teachers attended Restorative Justice PD which continues to build capacity for focused schoolwide conversation and assessment of current systems in place. EAG continued to actively supported teachers, facilitated data driven decisions and lesson planning.

4.4 A part-time counselor was not hired to bridge support and services between PHHS and Stimson Learning Center. Candidates were more interested in a full time position. However, counseling support and workshops were provided by the regular counselor and support staff to students, parents and teachers to plan and prepare for college and career and monitor progress toward graduation. Additionally, summer hours for counseling were provided to support students on graduation progress for the summer program.

4.5 Academic recognition occured at Valley, PHHS and CDS. Tilly's SEL support for students is in place and ongoing. These resources are found on the teacher Canvas page. Extended learning opportunities were provided for students to experience CA public four-year university and community college, post-secondary career options and trade/technical programs and enriching programs and opportunities.

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.

For actions 4.2, 4.4, and 4.5, there was one material differences between budgeted and actual expenditures: the part-time counselor was not hired. The rest of the actions/services were implemented as described, with any adjustments made to funding as needed to address actual implementation over the course of the year.

4.1 Counselor worked collaboratively with MTSS TOSA to provide opportunities for academic intervention and support and monitor ongoing student achievement. Actual expenditures were significantly lower than planned because the District was unable to hire a second qualified counselor, reducing overall staffing costs. In addition, hiring interventionists was delayed for the 2025 school year, further decreasing projected expenditures. These staffing gaps resulted in substantially lower spending than anticipated. Planned: $725,141; Actual: $300,772.

4.3 All teachers had ongoing professional development to increase student achievement in ELA, math, other academic content areas and Special Ed. Two teachers were sent to model continuation high school conference to explore best practices for positive behavior support as well as increasing academic achievement in A-G courses. Two teachers attended Restorative Justice PD which continues to build capacity for focused schoolwide conversation and assessment of current systems in place. EAG continued to actively supported teachers, facilitated data driven decisions and lesson
Actual expenditures exceeded the planned budget due to expanded professional development activities, additional conference, and aligned travel costs. The increased contracted support from EAG needed to sustain instructional planning and data facilitation. These expanded training and support needs resulted in higher overall spending. Planned: $32,212; Actual: $49,986.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the implementation and and ongoing monitoring of Goal 4 has resulted in consistent increases in student academic progress as measured by established metrics and results. VHS CA Dashboard results indicate a continued need to focus of evidence-based strategies and supports to increase the Graduation Rate.

4.1 The implementation of academic support services has resulted in overall increases in student academic performance at Valley and Puente Hills for all students as evidenced by the data analysis. Successes include: Increases in ELA/Math achievement and Graduation Rate as well as decreases in Chronic Absenteeism and Suspension Rate at PHHS; decrease in Suspension Rate and increases in NWEA MAP Reading and Math scores at VHS. Remaining challenges include: No significant academic progress in ELA and Math at VHS
2025 Graduation Rate: Puente Hills: 70% / Valley Alternative: 71.1%"
2025 Suspension Rate: Puente Hills: 3.3%/ Valley Alternative: 6.5%
2025 English Language Arts Academic Indicator Distance from Standard (DFS)
Puente Hills: -80.3 DFS / Valley Alternative: Fewer than 11 students
2025 Mathematics Academic Indicator Distance from Standards (DFS)
Puente Hills: - 143 DFS / Valley Alternative: Fewer than 11 students
2025 K-8 Chronic Absenteeism Rate: Puente Hills: 33.3%
Academic support services were partially effective, yielding strong gains in MAP Reading/Math, reduced suspensions, and improved outcomes at Puente Hills, but VHS showed limited ELA/Math progress and continued graduation-rate challenges.

4.2 The ongoing MTSS meetings are in place and modified as needed. Meetings and supports are received well by staff as they are seeing progress with attendance and student behavior in the classroom. These evidence-based supports and strategies to support positive student behavior are shared during district PDs and then shared with the school MTSS team as well as staff through meetings. A direct effect of the PD is that teachers are implementing evidence-based supports in the classroom to support positive student behaviors. As a result of the consistent implementation of positive student behavior strategies by teachers schoolwide, Valley has seen an increase in attendance rates 78.19%as

well as a shift with less referrals in the classrooms (80% compared to 2024). MTSS implementation was effective, as consistent use of evidence-based behavior strategies contributed to higher attendance and reduction in classroom referrals at Valley.

4.3 PD - EAG provided structured, data driven decisions on instructional practices. The partnership with EAG has been both powerful and successful, and will continue for next school year (adding Cohort 2 and continuing with Cohort 1) due to teacher engagement and desire to continue to develop lessons/units of study. Cohort 1 will move into lesson studies and both Cohort 1 and 2 will continue with self-reflection and self-assessment to continue to improve professional practice and intentional planning. Participation by certificated staff at conferences like SEL, CCEA (CA Cont Ed Assoc) CCIS, CUE, and CMC nurture individual professional practice and opportunities for teachers to grow as leaders of change as they bring back new or refreshed evidence-based practices to facilitate with colleagues and build into their lesson planning and the development of units of study during their Cohort time. Steady progress in student academic achievement is measured by NWEA MAP Reading and Math scores for both VHS and PHHS.
2025-2026 Winter MAP Reading
All Students:
Puente Hills: Increased 20.4%
Valley Alternative: Increased 26.9%"
SED:
Puente Hills: Increased 26.7%
Valley Alternative: Increased 24.5%"
EL:
Puente Hills: Increased 15.4%
Valley Alternative: Increased 16.7%"
SWD:
Puente Hills: Increased 42.3%
Valley Alternative: Increased 35.2%"
Hispanic:
Puente Hills: Increased 24.8%
Valley Alternative: Increased 30.9%"

2025-26 Winter MAP Math
All Students:
Puente Hills: Increased 10.9%
Valley Alternative: Increased 6.8%"
SED:
Puente Hills: Increased 11.3%
Valley Alternative: Increased 6.8%"
EL:
Puente Hills: Increased 3.9%
Valley Alternative: Increased 10%"
SWD:
Puente Hills: Increased 25%
Valley Alternative: Increased 8.3%"
Hispanic:
Puente Hills: Increased 12.1%

Valley Alternative: Increased 5.5%"
Professional development through EAG and conference participation was highly effective, driving significant MAP Reading and Math growth across all student groups at both sites.

4.4 Counseling/Transition Support Services - Counseling services to support students to prep for GED, FAFSA and community college (Mt SAC and Rio Hondo) workshops have helped with student grades and progress. 2025 CA Dashboard Graduation Rate for PHHS continues to increase. VHS Graduation rate continues to decline, some of it related to the constant fluctuation of students entering and exiting the school due to credit acquisition (or lack thereof) as well as persistent school aversion with this student population.
2025 Graduation Rate: Puente Hills: 70% / Valley Alternative: 71.1%
Counseling and transition supports were partially effective, helping maintain Puente Hills' rising graduation rate while VHS continued to struggle due to high student mobility and school aversion.

4.5 Academic recognition occured at Valley, PHHS and CDS - quarterly awards for academic improvement/excellence, weekly recognitions (shout outs), and open house awards for increase in grades and credit acquistion. SEL curriculum and supports were implemented. Tilly's SEL support for students is well received and provides a foundation for all students to better understand their social emotion well-being and how those impact their educational progress and relationships. Extended learning opportunities were provided for students to experience CA public four-year university and community college, Willow Adult School, Aquarium of Pacific and local CA union for bricklayers and tilesetters. Academic recognition along with the support of admin, counseling, and school psychologist have contributed to higher rates of credit acquisition quarterly and individual credit acquisition. Additionally, Valley's ongoing drive to support all students throughout the year and recognize student growth and achievement led to an approximately 11% decrease in the CA Dashboard Suspension Rate over the last 2 years. Academic recognition, SEL supports, and extended learning opportunities were effective.

Community Day School uses Equity Multiplier funds to strengthen services aligned to local indicator results, ensuring that identified student needs are met and targeted areas of support are effectively addressed. While implementation at Valley Community Day varies due to its small student population, the school routinely applies evidence based practices to improve attendance and student engagement, to remediate and accelerate academic growth, to reduce behavioral and discipline incidents, and to increase the percentage of students who meet the requirements to transition back to a general education setting each year.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Remaining challenges include attendance and lack of significant academic progress in ELA and Math. Additionally, the Graduation Rate has been a challenge. In order to improve attendance and school connectedness, an additional strategy was added as 4.6 - Evidence-based activities for Career Readiness - Valley Alternative HS, Puente Hills and Valley Community Day are in the planning and implementation stage of developing and implementing a structured multi-course pathway that will lead into potential work-based learning/internships. The CTE course sequence would be in the pathway of business and finance. The course pathway was determined based on student interest survey results and will potentially incorporate industry certifications, work-based learning opportunities (internships, job shadowing, industry partnerships, etc. Intentional pathway development that allows for integrated academics as well as blending academic content with technical training allowing for students to develop applicable skills for work force placement and advancement.

The schools will continue to monitor the data throughout the 2026-27 academic year to measure effectiveness and make modifications as needed to support the identified needs of students to continue to increase academic achievement.

Action 4.4: With Equity Multiplier funds, the school will extend the part-time counselor position to a full-time role to provide consistent academic and social-emotional support, strengthen graduation progress monitoring through credit checks and individualized planning, increase student engagement and attendance through targeted interventions, expand college and career readiness guidance aligned to the new CTE pathway, and improve coordination of services with alternative education programs and community partners.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Academic Support	Continue to maintain and/or increase academic support services at Valley, PHHS, and CDS for all students, including low income, English learners, students with disabilities and Hispanic students schoolwide in response to identified needs: 1) Hire full-time counselor (PHHS) to continue to provide consistent academic intervention as well as additional support to students who complete their graduation program within the school year by providing guidance on qualifications/transition planning for FAFSA, admission to 4 year university, Community College, Vocational Education, or Adult School. Continued emphasis on organizational strategies and executive functioning on overcoming perceived stressors, obstacles as well as promoting self-advocacy. 2) Allocation of additional teacher hours to continue to develop engaging curriculum and lesson design, continue to develop and implement evidence-based strategies to increase student collaboration (vs solely utilizing explicit direct instruction), continue to provide academic tutoring, and continue to attend relevant and meaningful professional development. 3) Continue to implement and utilize intervention program (Reading Eggs - funded with the Literacy Coaches and Reading Specialist (LCRS) grant) to close the ELA achievement gap. 4) Continue to implement and utilize online supplemental resources for enrichment and/or intervention (Tilly's, Character Counts, Brisk, and Gizmo) 5) Hire educational consultant, Elevated Achievement Group (EAG), to continue to facilitate with admin and core content teachers an explicit plan for student-centered learning that includes progress monitoring and measuring effectiveness of the plan; to continue to support teachers to	$555,490.00	No

		be actively engaged in learning development through data analysis, lesson/unit development and evidence-based formative and summative assessment practices; to continue to support admin and faculty with a series of integrated opportunities that ensure developing ownership in all decision making which includes lesson objectives. EAG will continue to facilitate building student ownership with Valley teachers in Cohort 1 and expand to additional Valley teachers in Cohort 2 for 2026-27. EAG facilitator will contnue to collaborate with school administration through pre and post meetings as well as debriefs about ongoing schoolwide strategies to support techers to build student ownership.		
2	Academic/ Behavioral Monitoring (repeated expenditure, Goal 4, Action 1)	Ongoing monitoring at Valley, PHHS, and CDS of identified students who need Tier2 and Tier 3 interventions including: 1) MTSS team along with the counselors (both the regular school counselor and the VHS Attendance and Welfare counselor) will continue to actively identify and facilitate student success team meetings with underachieving students to encourage and provide support to build confidence and success in the core curriculum. 2) Continue to review transcripts, credit acquisition, and academic counseling for all students. 3) The site leadership team will continue to include dedicated time on data analysis of student progress on district assessment results, progress, quarterly grades, and credit acquisition in all courses. 4) Continue the established process of the development and ongoing monitoring of Individual Learning Plans (ILP) for all students linking academic success to positive behavior and consistent attendance at school.	$0.00	No
3	Professional Development	Ongoing professional development at Valley, PHHS, and CDS: 1) Ongoing PD for teachers/counselors/admin to increase student engagement and achievement. Continued support to teachers in ELA, Math, other academic content areas and Special Education with evidence-based, curriculum-based, and effective instructional strategies. Ongoing professional development is needed to build and reinforce a growth mindset to increase student achievement. Additionally, attend and participate in professional development/conferences that support English language development including but not limited to concept mapping, meta-cognition, reciprocal teaching, and/or discussion and questioning. 2) Continue to collaborate with EAG consultants to build and reinforce PLC capacity to use and analyze data to inform the development and implementation of effective, standards-based lessons and assessments to increase student achievement.	$9,255.00	No
4	Counseling/ Transition Support Services (repeated expenditure, Goal 4, Action 1)	1) Full-time counselor ("Attendance and Welfare" counselor - primarily VHS) to continue to provide socio-emotional strategies, anger management, drug/alcohol counseling, support to small group and one to one, parenting strategies, monitor chronic absenteeism and coordinate outside referral counseling services. 2) At Valley, PHHS, and CDS - Ongoing counseling by the regular school counselor and the two PHHS and VHS couselors funded by the Equity Multiplier to support and provide workshops for students, parents, and teachers regarding support for college and career planning. 3) Continued emphasis on organizational strategies and executive functioning to overcome perceived stressors and obstacles. 4) Continued consistent academic intervention and counseling services (academic and social-emotional). 5) Counselor will also continue to support students to track ongoing progress towards graduation. 6) Continue to provide additional summer counseling support to aid students who complete their graduation program within the school year or provide guidance on qualifications in Summer Grad with transition planning for Community College, Vocational Education, Adult School enrollment supports.	$0.00	No

5	Schoolwide Recognition/ Positive Reinforcement (repeated expenditure, Goal 4, Action 1)	1) Provide additional academic recognition at Valley, PHHS, and CDS for identified at-risk students with emphasis on grades and credit acquisition. 2) Continue to incorporate SEL curriculum (Character Counts at PHHS, VHS and CDS) to provide under performing students additional supports in developing strategies to persevere and development of grit within an integrated social emotional learning program (Tillys Life Center - VHS and CDS). 3) Provide extended learning opportunities for students that reinforce both literacy and English language development standards of communication, including but not limited to community college and 4 yr college/university visits/outreach programs, theater, museum, or art events/exhibits as well as exposure to post-secondary career options and trade/technical programs.	$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$49,552,369.00	$5,417,258.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
28.53%	0.00%	$0.00	28.53%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1: Action 5	Due to financial constraints, some families of low-income students, English learners, and foster youth cannot afford devices or internet access thus creating a barrier to student learning. Integration of technology continues to be an essential need for low-income students to close equity gaps. In addition, parents at DAC and DELAC meetings have expressed there is a need for support to students and families needing technical assistance with digital literacy to support learning.	To meet this need, the LEA will provide supplementary supports and services to increase unduplicated students' access to the CA Academic Standards: Additional support staff to increase standards-aligned instructional effectiveness for unduplicated students, including support for use of instructional technology, to increase low income, English learners, and foster youth's academic achievement. Computer technician services to support instructional technology at all school sites and District office. Technology (tablets and laptops used to access applications and/or software to supplement and increase access to their digital learning experience). Maintain additional classroom technology devices to support instructional materials implementation and integrated technology instruction. We expect these actions to result in improved outcomes for unduplicated students' access to the CA Academic Standards to increase the academic performance in ELA and Math of unduplicated students CAASPP test scores as the actions are designed to meet the needs of these students. As it is likely that other low-performing students may benefit from these actions, they will be provided on an LEA-wide basis.	ELA and Math CAASPP test scores. (Goal 2 Metrics 3 & 4) The district will also seek feedback from unduplicated students, parents, and staff about the effectiveness of the supplemental services and supports.

Goal 1: Action 10 and Action 13	According to the 2023-24 LCAP Survey results, only 50% of parents are very satisfied/completely satisfied with college and career pathway courses. The expected outcome for HLPUSD was 51% or higher in parent satisfaction. This decrease in satisfaction along with parent feedback gathered through the LCAP development process suggests a need to continue to increase or expand our college and career pathway courses. In addition, the percent of 9th-12th grade unduplicated pupils enrolled in at least once CTE course in 2023-24 was 40.7% of low income students, 0.05% of English learners, and 0.01% of foster youth. In 2024-25, 51% of parents are very satisfied/completely satisfied with college and career pathway courses and enrollment in at least one CTE course for 9th-12th grade students was 44.9% for low income students, 33.3% for English learners, and 36.8% for foster youth. On the 2024 CA Dashboard College/Career Indicator, the percent of students prepared was 37.7% for low income, 18.1% for English learners, and 8.7% for foster youth.	To meet this need: 1) Additional guidance and counseling staff will be provided to support low income, English learners, foster and homeless youth's access to courses to prepare them for college and career. 2) Guidance and counseling staff will attend conferences and trainings to increase staff effectiveness to better support unduplicated students. 3) Supplementary supports and services to increase unduplicated students' access to the CA Academic Standards include professional development and/or collaboration in PLCs to implement the CA Standards, including ELD Standards and the ELA/ELD framework, supplementary standards-aligned materials to reinforce content, including books and reading materials, academic intervention materials, and subscriptions, standards-aligned conferences, workshops, and consultant services focused on increasing unduplicated students' access and academic achievement. We expect these actions to increase parent satisfaction with college and career pathway courses on the LCAP Survey, increase the percent of 9th-12th grade unduplicated pupils enrolled in at least one CTE course, and increase the percent of unduplicated students prepared on the College/Career Indicator as the actions are designed to meet the needs of these students. As it is likely that other low-performing students at school sites may benefit from these actions, they will be provided on a school-wide basis.	-LCAP Survey Results (Goal 1 Metric 8) -The percent of 9th-12th grade unduplicated pupils enrolled in at least one CTE course (Goal 1 Metric 10) -The percent of unduplicated students prepared on the College/Career Indicator (Goal 2 Metric 20) We expect the percentage of parents very satisfied/ completely satisfied with college and career pathway courses to increase by 2% or more on the LCAP Survey and the percentage of 9th-12th grade unduplicated pupils enrolled in at least one CTE course and college/career indicator of unduplicated students prepared to increase by 2% or more.

Goal 1: Action 6 and Goal 2: Action 2	Low income students, English learners, and foster youth are more likely to underperform in key subject areas and are less likely than their peers to graduate high school and be college and career ready. Per the 2023 CA School Dashboard, the Distance from Standard (DFS) on the ELA Academic Indicator for All Students is -4.9 DFS. It is significantly lower for Low Income: -21.4 DFS, English Learners: -42.4 DFS, Foster Youth: -87.8 DFS, and Students with Disabilities: -99.1 DFS. The Distance from Standard (DFS) on the Math Academic Indicator for All Students is -42.4 DFS. It is significantly lower for Low Income: -60.2 DFS, English Learners: -64 DFS, Foster Youth: -126.1 DFS, and Students with Disabilities: -140 DFS. Per the 2024 CA School Dashboard, the Distance from Standard (DFS) on the ELA Academic Indicator for All Students is -8.4 DFS. It is significantly lower for Low-income: -22.4 DFS, English learners: -47.9 DFS, Foster Youth: -64.1 DFS, and Students with Disabilities: -106.3 DFS. The Distance from Standard (DFS) on the Math Academic Indicator for All Students is -39.8 DFS. It is significantly lower for Low-income: -54.2 DFS, English learners: -60.8 DFS, Foster Youth: -122.6 DFS, and Students with Disabilities: -133.2 DFS. In addition, the advice from the LCAP Advisory Committee, which consists of parents, principals, local bargaining units, certificated and classified staff, include recommendations to lower class sizes and reduce combination classes.	To address this need, the LEA will reduce class sizes in grades TK-3rd, over the base requirement, reduce combination classes, lower class sizes in grades 4-12, over the base requirement, and provide additional teachers to support unduplicated students' learning, academic achievement, and engagement/enrichment. This action allows teachers to conduct one-on-one data chats, identify strengths and weaknesses, diagnose needs and differentiate instruction in response to students' needs, create individualized recovery or acceleration plans, conduct small group interventions, and increase interactions with the teacher creating stronger relationships that directly supports low-income students, English learners, and foster youth. Additional certificated staff will also support unduplicated students' engagement by providing elective offerings and enrichment opportunities that low-income, English learners, or foster youth would not otherwise have. We expect these actions to result in improved outcomes for unduplicated students' performance on the CA Dashboard ELA and Math Academic Indicator as the actions are designed to meet the needs of these students. As it is likely that other low-performing students may benefit from these actions, they will be provided on an LEA-wide basis.	CA Dashboard ELA and Math Academic Indicator Results. (Goal 2 Metrics 1 & 2) We expect the Distance from Standard on the ELA and Math Academic Indicator to decrease for low-income students, English learners, and foster youth by more points than the expected measurable outcomes for All Students.
Goal 2: Action 5, Action 6, and Action 19	Data results from the 2023 CAASPP ELA and Math Assessments reveal a continued need to provide low income, English learners, and foster youth students support services focusing on academic performance in key subject areas and equitable access. The 2023 SBAC ELA Results show unduplicated students' scores significantly lower than All Students (48% Met/Exceeded Standards for All Students vs 42% for low income, 15% for English Learners, 5% for Long Term English Learners, and 24% for foster youth). Similar achievement gaps were seen with the 2023 SBAC Math Assessment (35% Met/Exceeded Standards for All Students vs 29%	To address these needs, the LEA will increase academic support services for unduplicated TK-12 students to address gaps in achievement & ensure their progress in meeting/exceeding academic standards and/or college and career readiness targets, in response to the identified needs: • Education Services Division support staff, including Education Services Division TOSAs and Coordinators, will expand instructional supports for school sites, teachers and students, including professional development for teachers per the PD plan & calendar, as well as push-in services to schools and school PLC teams. • Provide additional on-going PD and training for site and district administrators for districtwide implementation of programs and practices that effectively address the needs of	CAASPP ELA and Math test scores. (Goal 2 Metrics 3 & 4) We expect ELA and Math CAASPP test scores to increase by a higher percentage for unduplicated students than the expected measurable outcomes for all students.

for low income, 15% for English Learners, 2% for Long Term English Learners, and 6% for foster youth). The 2024 SBAC ELA Results show unduplicated students' scores significantly lower than All Students (48.59% Met/Exceeded Standards for All Students vs 43.25% for low-income, 11.23% for English learners, 5.78% for Long Term English learners, and 30.95% for foster youth). Similar achievement gaps were seen with the 2024 SBAC Math Assessment (36.93% Met/Exceeded Standards for All Students vs 31.84% for low-income, 16.81% for English learners, 6.67% for Long Term English learners, and 7.14% for foster youth). Principals and teachers have also expressed the need to increase academic support services and differentiated professional development targeting the needs of low income, English learners, and foster youth students.	unduplicated students. • Equity and Access and Student and Family Services staff will provide integrated student supports to address other barriers to learning, such as provision of health, counseling, or mental health services, and coordination of supports for enhanced implementation of multi-tiered academic and social-emotional MTSS targeting the needs of foster youth, ELs, and low-income students. • Multilingual department support staff will provide additional support for coordination of services for low income, ELs, Newcomers, and LTELs. • Education Services Division support staff provide coordination of support services to schools for implementation of multi-tiered, academic, behavioral, and social emotional MTSS with fidelity at all TK-12 sites. • Continue and enhance the work of the ES, MS, & HS Curriculum Committees for ELA, Math, ELD, NGSS, History/ Social Studies including Ethnic Studies, CTE and other content areas to strengthen core programs. • Continue to implement OverDrive/SORA on-line digital library service for all school libraries, via the LA County Library system to increase unduplicated students' access to high interest reading materials and strengthen literacy. Data, Research, and Innovation (DRIVE) Department will: • Provide pertinent data to school sites in order to inform targeted interventions for low-income, English learners, and foster youth students, to fill in achievement gaps, and to inform instructional practices across the entire District. • Utilize additional services, tools (aligned with the Multi-Tiered System of Supports (MTSS) framework), and supports to gather and analyze unduplicated student performance, survey, and/or program data to assist in monitoring the effectiveness of instructional programs, improve instructional practices and support systems, and increase academic achievement outcomes for unduplicated students while minimizing learning gaps and accelerating learning. • Implement purposeful and consistent use of data management system districtwide as a tool to analyze and monitor unduplicated student progress and performance and to inform and adjust instruction toward meeting ELA-ELD, Math CA Standards, and CA Next Generation Science Standards. • Utilize Hanover Research reports and analysis to inform the continuous cycle of improvement to reach expected outcomes for unduplicated students. We expect these actions to increase the academic performance in ELA and Math of unduplicated students CAASPP test scores as the actions are designed to meet the

		needs of these students. As it is likely that other low-performing students may benefit from these actions, they will be provided on an LEA-wide basis.	
Goal 2: Action 8 and Action 20	Low income, English learners, and foster youth students can often experience limited resources, challenges, or face barriers toward becoming fully prepared for college and career. In analyzing the 2023 CA School Dashboard, 21.6% of All Students met the CCI “Prepared” level via CTE Pathway. In comparison, 20.6% of low-income students, 8.5% of English Learners, and 25% of Foster Youth met the CCI “Prepared” level via CTE Pathway. In evaluating the 2024 CA School Dashboard, 25.4% of All Students met the CCI “Prepared” level via CTE Pathway. In comparison, 24.4% of low-income students, 12.9% of English learners, and 0% of Foster Youth met the CCI “Prepared” level via CTE Pathway.	Career & Technical Education (CTE) pathway courses help prepare unduplicated students for post-secondary career paths in a range of high-wage and in-demand careers. Unduplicated students at all comprehensive high schools, and the alternative high school, will have increased and improved opportunities to engage in a wide variety of CTE pathways by implementing additional CTE elective course sections at K-8 and middle schools to increase unduplicated students' preparedness for high school pathways. This action is effective by engaging unduplicated students in high-interest courses, providing choices to explore potential future job options, and effective in preparing low income, English Learners, and foster youth with a strong foundation toward entry in a technical school or college/university upon graduation. We expect these actions to result in improved outcomes for unduplicated students' CCI “Prepared” level via CTE Pathway as the actions are designed to meet the needs of these students. As it is likely that other "not prepared" students may benefit from these actions, they will be provided on an LEA-wide basis.	CCI "Prepared" Level via CTE Pathway Completion (Goal 2 Metric 10) We expect the percent of low income, English learners and foster youth students that met the CCI “Prepared” level via CTE Pathway will increase by more than the 1% annual expected measurable outcome for all students.

Goal 2: Action 11 and Action 16	In reviewing the ELA and Math NWEA MAP Winter 2023-24 scores, unduplicated students scored lower than the average for All Students. Students who Met Standard or Exceed Standard at the 61 percentile or above for All Students in ELA-Reading was 31.9%, 26.9% for low income, 6% for English learners, and 16.2% for foster youth. Students who Met Standard or Exceed Standard at the 61 percentile or above for All Students in Math was 37.7% for All Students, 32.7% for low income, 21.9% for English learners, and 15.7% for foster youth. Unduplicated student groups often have academic and/or opportunity gaps that require additional targeted intervention and support services that will assist them in reaching goals for academic achievement and high school graduation requirements. In reviewing the ELA and Math NWEA MAP Winter 2024-25 scores, unduplicated students scored lower than the average for All Students. Students who Met Standard or Exceed Standard at the 61 percentile or above for All Students in ELA-Reading was 34%, 28.6% for low-income, 8.5% for English learners, and 17.6% for foster youth. Students who Met Standard or Exceed Standard at the 61 percentile or above for All Students in Math was 39.7% for All Students, 34.1% for low-income, 24.9% for English learners, and 26.9% for foster youth. DAC and DELAC parents have provided feedback to increase tutoring and intervention services for students to help increase academic achievement.	To address this need, schoolwide supports to increase low income, English Learners, and foster youth students' academic achievement include: • Teacher collaboration time and differentiated professional development. • Targeted supplementary instruction and academic & behavioral MTSS support to assist low income, English learner, and foster youth students in meeting standards. • Additional staff, after school and/or small group interventions. • Conferences and contracts to increase teacher capacity. • Substitutes to provide teachers' collaboration and planning time. • Additional hours to conduct interventions, instructional materials and supplies to support MTSS implementation. • Equipment, supplementary software and technology to increase digital access to core content and increase student achievement for unduplicated students. • Curricular field trips directly aligned to the curriculum and classroom instruction. • Develop and utilize practices and supports to increase low income, English learners, and foster youth students' equitable access to signature programs, such as International Baccalaureate (IB), Science, Technology, Engineering, Arts, and Math (STEAM), Environmental Sciences, Health/HOSA, and/or additional programs. • Increase participation in Science Olympiad for unduplicated students, above district sponsored and donations support, including supplementary materials and additional coach hours. We expect these actions to result in an increase of NWEA MAP ELA and Math Scores as the actions are designed to meet the needs of these students. As it is likely that other low-performing students at school sites may benefit from these actions, they will be provided on a school-wide basis.	NWEA MAP ELA and Math Scores. (Goal 2 Metrics 16 & 17) CAASPP ELA and Math Scores (Metrics 2.3, 2.4) We expect ELA and Mathscores to increase by a higher percentage for unduplicated students than the expected measurable outcomes for all students.

Goal 2 Action 14	In reviewing the 2023-24 LCAP Survey parent responses, 59% of parents and 39% of students are very satisfied/completely satisfied with access to dual immersion language courses. Furthermore, feedback provided from the LCAP development meetings indicate that there is a need to enhance the District's Dual Immersion (DI) Program implementation to support on-going refinement of the DI program pathways in Mandarin, Spanish, and Korean programs as they expand, including the transition to secondary programs. In 2024-25, there was no change in the percentage from 2023-24 of parents and students satisfied/completely satisfied with access to DI courses. In addition, teachers emphasized the dual immersion language program provides English learners, especially Newcomers, the opportunity to maintain their sense of identity and see their language and culture as assets for their own to access core subjects and attain English proficiency.	To meet this need: • The LEA will provide supplemental staff and support to help DI schools implement evidence-based program models (50-50 and 90-10) that utilize the Guiding Principles for Dual Language Education and the HLPUSD Multilingual Master Plan. • As grade levels and/or new DI sites/teachers are added each year to schools' DI programs, the District will expand supplemental support for current and/or additional grade level (s)/teachers. • DI TOSA(s) and/or consultants will provide additional support services for DI teachers, including lesson modeling, coaching, development of materials and assessments, and strategies for intervention. • The Multilingual Education Department will continue supplemental support to DI programs, including program model, PD, coaching, as well as support via LACOE DI Networking, CABE and/or ATDLE conferences. • DI Leadership Team meets regularly to strengthen long and short-term DI program planning. • District DI Parent Advisory Committee meets each trimester to engage parents. We expect these actions to increase parent satisfaction with dual immersion courses on the LCAP Survey as the actions are designed to meet the needs of English learner students. These actions will be provided on a schoolwide basis because all students can benefit from opportunities to maintain their sense of identity and see their language and culture as assets for their own to access core subjects.	The LEA will monitor progress and the effectiveness of this action using the LCAP Survey Results. (Goal 1 Metric 8) Reclassification We expect the percentage of parents being satisfied/completely satisfied with access to dual immersion language courses to increase on the LCAP Survey.

Goal 2: Action 17	In reviewing the 2023-24 LCAP Survey parent responses, 50% of parents and 49% of students are very satisfied/completely satisfied with access to visual and performing arts courses. Low income, English learners, and foster youth students often lack opportunities to engage in the arts outside of school. In 2024-25, there was no change in the % of students satisfied/completely satisfied but parents satisfaction did increase by 1% with access to VAPA courses. In addition, the HLPUSD community provided feedback on a VAPA Survey sent out to gather input on VAPA courses and opportunities they would like to see prioritized in the coming school year.	Since unduplicated students' participation in visual and performing arts courses is limited, a VAPA Coordinator will support districtwide integration of Visual & Performing Arts (VAPA) into the curriculum to provide unduplicated students with opportunities during the school day to have the arts integrated into content areas which provide unduplicated students with a well-rounded, rich educational experience that encourages creativity and critical thinking, and increased access to opportunities for college and career VAPA pathways in high school and beyond. We expect these actions to increase parent satisfaction with VAPA programs on the LCAP Survey and attendance rates of unduplicated students as the actions are designed to meet the needs of these students. As it is likely that other students struggling with attendance may benefit from these actions, they will be provided on an LEA-wide basis.	LCAP Survey Results- VAPA programs satisfaction. (Goal 1 Metric 8) In 2025-26, attendance rates of unduplicated students will be used to monitor effectiveness. We expect the percentage of parents and students satisfied with access to visual and performing arts courses to increase on the LCAP Survey. We expect the percentage of students and parents finding the most value in the Visual and Performing Arts (VAPA) Programs to increase in the LCAP Survey.
Goal 2: Action 18	The 2023-24 LCAP Survey reveals that only 80% of students have access to books at their reading level at home. Further analysis shows that low income, English learners, and foster youth visit public or school libraries infrequently. Many of our unduplicated students do not have access to library services outside of school to support research and learning. Metric LCAP Survey Access to books at home at student's reading level was replaced in 2024-25 with MAP Reading metric provides as it provides a more relevant measure. In reviewing the ELA NWEA MAP Winter 2024-25 scores, unduplicated students scored lower than the average for All Students. Students who Met Standard or Exceed Standard at the 61 percentile or above for All Students in ELA-Reading was 34%, 28.6% for low-income, 8.5% for English learners, and 17.6% for foster youth. Parents at school sites participating in LCAP meetings have shared the need to extend library hours so students are able to visit before school and after school.	To increase access and create a positive library experience, media center aides/clerks will support unduplicated students in the selection of books and encourage students to read more therefore increasing student achievement. Furthermore, the library supports student social emotional learning by giving them a safe place on campus. We expect these actions to result in an increase of NWEA MAP ELA and Math Scores as the actions are designed to meet the needs of these students. As it is likely that other low-performing students may benefit from these actions, they will be provided on an LEA-wide basis.	NWEA MAP ELA Scores. (Goal 2 Metric 16) CAASPP ELA and Scores (Metrics 2.3) We expect ELA scores to increase by a higher percentage for unduplicated students than the expected measurable outcomes for all students.

Goal 2: Action 21	Low income students, English learners, and foster youth are more likely to underperform in key subject areas and are less likely than their peers to graduate high school and be college and career ready. Per the 2023 CA School Dashboard, the Distance from Standard (DFS) on the ELA Academic Indicator for All Students is -4.9 DFS. It is significantly lower for Low Income: -21.4 DFS, English Learners: -42.4 DFS, and Foster Youth: -87.8 DFS. Per the 2024 CA School Dashboard, the Distance from Standard (DFS) on the ELA Academic Indicator for All Students is -8.4 DFS. It is significantly lower for Low-income: -22.4 DFS, English learners: -47.9 DFS, and Foster Youth: -64.1 DFS. In addition, principals feedback includes targeted tutoring during the school day and after school, interventionist at sites to support with reading and writing, and bring in a districtwide writing program.	To meet this need, in addition to ELA supports offered to all school sites, the Curriculum, Instruction, and Assessment Department will dedicate additional time and resources to support unduplicated students on the CA Dashboard English Language Arts Academic Indicator. Intensive supports will include: 1) Additional PD/training and instructional coaching on best first instruction, differentiated instruction, assessment and progress monitoring, MTSS interventions at Tier II & III levels, common writing process, common expectations for reading and writing at each grade level, essential standards guide, Thinking Maps, Jane Schafer and Nancy Fetzer strategies, tutoring for literacy and writing across content. 2) Curriculum Committees to help with writing sequence, summer programs with an ELA focus (TK-6). 3) Explicit focus on phonics and phonemic awareness with Heggerty, UFLI, and TK Writing Without Tears. 4) Training for administrators on "look fors" during instructional time in the classroom. 5) Certificated staff lead intervention for grade level structured intervention support with flexible grouping with pre/post assessments. We expect these actions to result in improved outcomes for unduplicated students' performance on the CA Dashboard ELA Academic Indicator as the actions are designed to meet the needs of these students. As it is likely that other low-performing students may benefit from these actions, they will be provided on an LEA-wide basis.	CA Dashboard ELA Academic Indicator Results. (Goal 2 Metric 1) We expect the Distance from Standard on the ELA Academic Indicator to decrease for low-income students, English learners, and foster youth by more points than the expected measurable outcomes for All Students.

Goal 2: Action 22	Low income students, English learners, and foster youth are more likely to underperform in key subject areas and are less likely than their peers to graduate high school and be college and career ready. Per the 2023 CA School Dashboard, the Distance from Standard (DFS) on the Math Academic Indicator for All Students is -42.4 DFS. It is significantly lower for Low Income: -60.2 DFS, English Learners: -64 DFS, and Foster Youth: -126.1 DFS. Per the 2024 CA School Dashboard, the Distance from Standard (DFS) on the Math Academic Indicator for All Students is -39.8 DFS. It is significantly lower for Low-income: -54.2 DFS, English learners: -60.8 DFS, and Foster Youth: -122.6 DFS. In addition, principals feedback includes targeted tutoring during the school day and after school and districtwide calibration using rubrics to understand depth of knowledge and math discourse and opportunities for vertical articulation.	In addition to mathematics supports offered to all school sites, the Curriculum, Instruction, and Assessment Department will dedicate additional time and resources to support unduplicated students. Intensive supports will include: 1) Additional PD/training and instructional coaching on math standards lesson studies, new CA Math Framework, essential standards, best first instruction, differentiated instruction, literacy integrated into math to address EL's needs, assessment and progress monitoring, MTSS interventions at Tier II & III levels, CSTEM, and summer programs with a math focus (TK-8). 2) Training for administrators on "look fors" during instructional time in the classroom. 3) Certificated staff lead intervention for grade level structured intervention support with flexible grouping with pre/post assessments. We expect these actions to result in improved outcomes for unduplicated students' performance on the CA Dashboard Math Academic Indicator as the actions are designed to meet the needs of these students. As it is likely that other low-performing students may benefit from these actions, they will be provided on an LEA-wide basis.	CA Dashboard Math Academic Indicator Results. (Goal 2 Metric 2) We expect the Distance from Standard on the Math Academic Indicator to decrease for low-income students, English learners, and foster youth by more points than the expected measurable outcomes for All Students.

Goal 3: Action 1, Action 3, and Action 4	In reviewing the 2023-24 LCAP Survey parent responses, the percent of parents who feel comfortable participating in school activities for parents is 77% and the percent of parents who feel they have a say in the decision-making process at their school is only 53% (agree/strongly agree). There may be parents who may not feel comfortable participating in school activities for parents or volunteering to serve on decision-making committees because of economic, language and/or cultural or social barriers which may cause them to less fully engaged in their children's education. The 2024-25 LCAP Survey parent responses reveal the percent of parents who feel comfortable participating in school activities for parents is 76% and the percent of parents who feel they have a say in the decision-making process at their school is only 53% (agree/strongly agree).	The LEA will provide additional support for meaningful parent engagement districtwide. These actions focus on building the capacity of parents of low income, English learners, and foster youth students with the information, skills and strategies necessary to increase parents' and families' engagement as partners in their children's education, including participation in school and district decision making processes, as well as opportunities for deeper learning and capacity-building workshops. Topics selected will focus on unduplicated parents' identified needs/interests. Fingerprinting, babysitting, and translation services also help increase parent participation. These actions are effective by supporting unduplicated parents' level of engagement and connectedness to school, and by strengthening parents' knowledge and skills to help empower them to support their children's success in school. We expect these actions to increase the percent of parents who feel comfortable participating in school activities and the percent of parents who feel they have a say in the decision-making process at their school on the LCAP Survey as the actions are designed to meet the needs of these students. as the actions are designed to meet the needs of these students. As it is likely that other parents that do not feel comfortable may benefit from these actions, they will be provided on an LEA-wide basis. This action is being provided on an LEA-wide basis and we expect that all parents will benefit, however, this action was developed based on the specific identified needs of low-income students, English learners, and foster youth parents/families and, therefore, we expect to make the greatest gains in outcomes for these educational partners.	LCAP Survey Results on the percent of parents who feel comfortable participating in school activities and the percent of parents who feel they have a say in the decision-making process at their school. (Goal 3 Metrics 2 & 3) Monitoring Chronic Absenteeism *Metric 3.6) Families of unduplicated students will be surveyed and the qualitative feedback will be used to monitor effectiveness. We expect the percentage of parents/families who feel comfortable participating in school activities for parents and the percentage of parents/families who feel they have a say in the decision-making process at their school ill be conducted to increase. We expect our Chronic Absentee to decrease for our undupicated students.

Goal 3: Action 5	Low income, English learners, and foster youth students often have academic and/or opportunity gaps, and sometimes social-emotional and/or behavioral needs that require additional counseling services that will assist them in reaching goals for academic achievement and high school graduation requirements. In analyzing the 2023 CA Dashboard Graduation Rate, there is a gap between the graduation rate for All Students at 92.6%, low income 92.2%, English learners at 80.6%, and foster youth at 81.8%. The 2024 CA Dashboard Graduation Rate reveals there continues to be a gap between the graduation rate for All Students at 94%, low-income 93.9%, English learners at 90.8%, and foster youth at 91.3%. Additionally, DAC parents would like more mental health support for students & staff and counselors at all grade levels who have an open-door policy and encourage open communication with students. Furthermore, the overwhelming feedback received by the parents during the LCAP development process is the need to continue to offer social emotional support for students. Low income, English learners, and foster youth students may be more likely than their peers to enter school with academic, social-emotional and/or behavioral challenges.	To address this need, counselors will provide unduplicated students additional counseling services and personalized support to effectively address their social-emotional, behavioral, and academic needs, which may include referrals/services to mental health services, linkages to basic needs, connection to tutoring support, weekly meetings, and/or progress monitoring. These services are principally directed to low income, English learner, and foster youth to support unduplicated students' level of engagement and connectedness to school. Moreover, unduplicated student supports will include additional conferencing, college campus visits, college and career awareness activities, summer school registration, scholarship assistance, and prioritization of homeless and foster youth in registration and credit recovery. We expect these actions to result in improved outcomes for unduplicated students' performance on the CA Dashboard Graduation Rate as the actions are designed to meet the needs of these students. As it is likely that other low-performing or credit-deficient students may benefit from these actions, they will be provided on an LEA-wide basis.	CA Dashboard Graduation Rate Results. (Goal 3 Metric 4) We expect the graduation rate to be higher than the expected measurable outcomes for all students by 1% each year.

Goal 3: Action 7, Action 8,	In analyzing the Chronic Absenteeism Rate reported on the 2023 CA Dashboard, the K-8 rate for All Students is 26% chronically absent. The Chronic Absenteeism Rate was higher for low income (28.7%) and foster youth (36%) than for all students. For the 2024 CA Dashboard, the K-8 rate for All Students is 17.2% chronically absent. The Chronic Absenteeism Rate was higher for low-income (19.2%) and foster youth (21.1%) than for all students. In addition, DELAC parents expressed the need to offer workshops for parents about attendance and explain to parents the importance of attendance and being on time.	To address this need, the LEA, including Student and Family Services and Equity, Access, and Family Engagement Departments, will work with school sites to implement: • Attendance improvement incentive programs and/or campaigns to increase attendance and decrease absenteeism/dropout rates of low-income students, English learners, and foster youth • Additional counselor, counseling services, support staff, contracted services, and/or professional development/ training for school staff to address barriers experienced by low-income students, English learners, and foster youth • Transition activities and student engagement programs, like Renaissance and Link Crew • Curricular field trips directly related to classroom instruction and/or College and Career Readiness or CTE pathways to enhance student engagement of low-income students, English learners, and foster youth • Equity and Access staff will provide support for coordination of services specifically targeting foster youth to increase attendance and graduation rates and decrease absenteeism and dropout rates • Expand Youth Court Restorative Justice Program to include leadership opportunities for students, self-reflection, and the ability to address behavior issues with alternatives to suspension that are impactful and provide educational and personal growth for students • Equity and Access department staff will assist coordination of behavioral support services for targeted students, in collaboration with Student and Family Services, to increase effectiveness of services for unduplicated students We expect these actions to result in improved outcomes for unduplicated students' performance on the CA Dashboard Chronic Absenteeism Rate as the actions are designed to meet the needs of these students. As it is likely that other chronically absent students may benefit from these actions, they will be provided on an LEA-wide basis.	CA Dashboard Chronic Absenteeism Rate Results. (Goal 3 Metric 6) We expect unduplicated students’ chronic absenteeism rate to significantly decrease more than the expected measurable outcomes for All Students.

Goal 3: Action 9 and Action 11	Low-income students and foster youth may have reduced opportunities to participate in community-based, organized sports due to cost, transportation, and/or other hardships. These challenges disproportionately affect unduplicated pupils by resulting in increased disengagement, lower achievement levels, and greater drop-out rates. In addition, unduplicated students may have reduced opportunities to participate in enrichment activities that contribute to the development of the whole child including academic, social-emotional, physical, cognitive, linguistic, and mental health. Reduced access to these considerations may prevent a student from reaching their full potential, both in school and in life. Per the 2023-24 LCAP Survey, 51% of students are very satisfied/completely satisfied with the variety of electives offered. Hence, there is interest in expanding elective offerings at the middle and high school levels that provide instruction and experiences that address each of the above dimensions of a student. In 2024-25, there was no change for students or parents in the percentage of satisfied/completely satisfied with the variety of electives offered.	To meet this need, no-cost districtwide sports leagues provide opportunities for unduplicated pupils as well as all students to take advantage of all of the benefits of participating on a sports team, including improved physical health, strengthened peer to peer relationships, increased motivation to attend school regularly, and improved academic grades and behavior. To further support unduplicated students, daily instruction in a wide variety of course content through elective offerings increases unduplicated students' engagement in school and assists students in honing skills and knowledge beyond core academic areas. Offering elective courses during the school day ensures consistency and "high dosage" exposure to specialized content throughout the year, resulting in greater mastery and competency in subject matter. In addition, expanded program offerings will increase students' opportunity to participate in band, theater, and visual art. Teacher access to industry-standard instructional materials will also better prepare students for related career options. We expect these actions to increase LCAP Survey student satisfaction with the variety of electives offered and qualitative feedback from unduplicated students as the actions are designed to meet the needs of these students. As it is likely that other students are interested in a variety of electives and may benefit from these actions, they will be provided on an LEA-wide basis.	LCAP Survey Results Satisfaction with Variety of Electives offered. (Goal 1 Metric 8) Unduplicated students will be surveyed and their qualitative feedback will be used to monitor effectiveness. We expect the percentage of students satisfied with access to a variety of elective courses to increase on the LCAP Survey. We also expect the attendance rates for unduplicated students to increase more than the expected measurable outcomes for All Students.
Goal 3: Action 13	Chronic Absenteeism: The Fall 2023 Dashboard Chronic Absenteeism Rate is 26% for all students, 28.7% for low-income students, and 36% for foster youth. For the 2024 CA Dashboard, the Chronic Absenteeism Rate is 17.2% for all students, 19.2% for low-income students, and 21.1% for foster youth. In addition, DELAC parents expressed the need to offer workshops for parents about attendance and explain to parents the importance of attendance and being on time.	To meet this need, Student and Family Services staff will provide low income, English learners, and foster youth intensive supports to strengthen positive attendance habits and promote student engagement and positive school climates. Additional PD/training will be provided and focused on cultivating strong relationships between students and staff, creating safe and inclusive environments, available interventions prior to SARB referral, providing supports for chronically absent students when they return to class, using positive reinforcement to improve student attendance, and getting families involved with their child’s attendance. We expect these actions to result in improved outcomes for unduplicated students' performance on the CA Dashboard Chronic Absenteeism Rate as the actions are designed to meet the needs of these students. As it is likely that other chronically absent students may benefit from these actions, they will be provided on an LEA-wide basis.	CA Dashboard Chronic Absenteeism Rate Results. (Goal 3 Metric 6) We expect unduplicated students’ chronic absenteeism rate to significantly decrease more than the expected measurable outcomes for All Students.

Goal 3: Action 16 and Action 20	Per the 2023 CA Dashboard, the suspension rate for All Students is 3.4% (% of students suspended at least one day). In comparison, low-income students and foster youth were suspended at a greater rate than the all students group. Low-income students' suspension rate was 3.9% and foster youth was 11.1%. For the 2024 CA Dashboard, the suspension rate for All Students is 2.6% (% of students suspended at least one day). In comparison, low-income students and foster youth were suspended at a greater rate than the all-students group. Low-income students' suspension rate was 2.8% and foster youth was 11.6%. Moreover, principals and assistant principals' feedback on the LCAP development includes additional professional development on MTSS, PBIS, Restorative Justice, Capturing Kids Hearts, and trauma-informed practices.	To address this need, the LEA will work with school sites to implement: • Behavioral & Social Emotional/Mental Health MTSS at all school sites to support low income, English learners, and foster youth students' positive behavior and well-being. • School Teams collaborate to implement PBIS and RtI Plan within MTSS including tiered supports and interventions at all sites which include use of data, monitoring, and adjustments. • Proactive classroom management, school-wide behavior matrix; social-emotional learning (SEL) curriculum. • Site-based positive behavior incentives, campaigns, and/or programs based on schools' MTSS Plans. • School-based Tier 2 and/or Tier 3 behavioral intervention during the school day per MTSS implementation plan. • Materials and supplies to support positive behavior, per site MTSS Plan. • Supplemental/additional counselors, noon aides, and/or other support staff to provide increased services to unduplicated students. We expect these actions to result in improved outcomes for unduplicated students' performance on the CA Dashboard Suspension Rate as the actions are designed to meet the needs of these students. As it is likely that other students who have behaviors of concern may benefit from these actions, they will be provided on an LEA-wide basis.	CA Dashboard Suspension Rate Results. (Goal 3 Metric 9) We expect unduplicated students' suspension rate to significantly decrease more than the expected measurable outcomes for All Students.

Goal 3: Action 17	Per the 2023-24 California Healthy Kids survey, overall connectedness average reporting “Yes, most of the time” or “Yes, all of the time” is 71% for 5th grade students, 52% for 7th grade, 48% for 9th grade, and 49% for 11th grade. In the 2024-25 California Healthy Kids survey, overall connectedness average reporting “Yes, most of the time” or “Yes, all of the time” is 70% for 5th grade students, 52% for 7th grade, 50% for 9th grade, and 51% for 11th grade. The overwhelming feedback received by the parents of low income, English learners, and foster youth students during the LCAP development process is the need to continue to offer social emotional support for students.	To help increase the percent of students feeling connected, additional Site Supervision Aides will be provided to elementary school sites and additional Campus Security Aides to secondary school sites to support MTSS, including PBIS and SEL, to effectively address unduplicated students social-emotional, school attendance, behavioral, and academic needs. Provide low income, English learners, and foster youth early, timely, appropriate, and effective tiered intervention to build students' well-being, resiliency, and connectedness to school. Site Supervision Aides and Campus Security Aides will provide targeted support for low income, English learners, and foster youth outside of the classroom environment to promote social emotional well-being and reinforce coping strategies taught in the classroom and increase the social emotional support unduplicated students receive outside of the classroom. We expect these actions to result in improved outcomes for unduplicated students' overall school connectedness on the CA Healthy Kids Survey and qualitative feedback from unduplicated students as the actions are designed to meet the needs of these students. As it is likely that other students who may not feel connected may benefit from these actions, they will be provided on an LEA-wide basis.	Students’ overall school connectedness using the California Healthy Kids Survey. (Goal 3 Metric 11) Unduplicated students will be surveyed and their qualitative feedback will be used to monitor effectiveness. Measuring Chronic Absentee (Metric 3.6) We expect to make the greatest gains in outcomes for unduplicated students. We expect the percentage of students who feel overall school connectedness to increase by 1% each year. Looking to decrease district wide Chronic Absentee percentages.

Goal 3: Action 23	In reviewing the 2023-24 California Healthy Kids Survey results, the perceptions of school connectedness by students who agree/strongly agree is 71% for 5th grade students, 52% for 7th grade, 48% for 9th grade, and 49% for 11th grade. Low income, English learners, and foster youth students often experience a variety of challenges and barriers that may disconnect them from school and limit their academic progress. The 2024-25 California Healthy Kids Survey results revealed the perceptions of school connectedness by students who agree/strongly agree is 70% for 5th grade students, 52% for 7th grade, 50% for 9th grade, and 51% for 11th grade. Furthermore, the LCAP Student Advisory Committee's feedback during the LCAP development process included more engagement from teachers, more students' say in school decisions, and more student workshops to reduce stress and promote well-being.	Unduplicated student groups benefit from a safe, healthy, secure, and positive school learning environment, including targeted supports and/or intervention services that specifically address high-need students' mental health and well-being. The LEA will provide additional supports and services to increase students' safety, social-emotional and mental health, and connectedness to school. Supplemental student support staff, including a Student and Family Services Counselor, and Equity and Access staff, support the effective coordination of social-emotional and mental health services and resources for students. The Community Day School (CDS) program, located at Valley Alternative HS, is provided to students who need an intensive and supportive small group learning environment that includes personalized attention, academic intervention, monitoring, and goal setting. Low income, English learners, and foster youth at risk of not graduating often require additional and targeted supports and resources to help them overcome challenges and barriers. The CDS program is principally directed towards and effective in supporting unduplicated students in the successful completion of high school courses required for graduation, with students frequently returning to their home high school for graduation. We expect these actions to result in improved outcomes for unduplicated students' overall school connectedness on the CA Healthy Kids Survey and qualitative feedback from unduplicated students as the actions are designed to meet the needs of these students. As it is likely that other students who may not feel connected may benefit from these actions, they will be provided on an LEA-wide basis.	Students' overall school connectedness using the California Healthy Kids Survey. (Goal 3 Metric 11) Measuring Chronic Absenteeism (Metric 3.6) Unduplicated students will be surveyed and their qualitative feedback will be used to monitor effectiveness. We expect the percentage of students per grade level who feel overall school connectedness to increase by 1% each year. Decrease in Chronic Absentee rates.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 2: Action 12 and Action 13	The English Learner Progress Indicator (ELPI) placed the district at the Low Performance Level with 52.6% of HLPUSD's English learners making progress towards English Language Proficiency. HLPUSD is also providing additional support to school sites whose performance level was very low on the ELPI on the 2023 Dashboard: Wing Lane Elementary, Palm Elementary, Grandview Middle School, and Newton Middle School. In the 2024 CA Dashboard, the English Learner Progress Indicator (ELPI) placed the district once again at the Low Performance Level with 46% of HLPUSD's English learners making progress towards English Language Proficiency. DELAC parents have also communicated the need for teachers EL students with reading, writing, listening and comprehension. In 2024, the percent of students who scored a level 4 on the Summative ELPAC was 17.87% for English learners and 23.02% for Long Term English learners.	The limited contributing actions that support English Learners include: supplemental support for implementation of a comprehensive English Language Development (ELD) program K-12 that addresses language acquisition and academic needs of all EL students(newcomers to LTELs); Language Technicians and Welcome Center ELPAC support to ensure appropriate EL assessment for initial identification of English Learners; teacher collaboration and planning time, and supplemental professional development focused on English Learners, Newcomers, Long Term EL, and Redesignated Fluent English Proficient (RFEP) needs; implementation of online EL Platform to monitor progress of EL's and RFEPs, professional development/trainings on effective EL program implementation, including alignment of ELD standards; use of assessments and data, progress monitoring and use of research-based instructional practices; and additional professional development and training for teachers to deliver standards-based, differentiated academic instruction, designated and integrated ELD aligned to ELD standards, and research-based strategies for EL's. In addition to EL supports offered to all school sites, the Multilingual Department staff will dedicate additional time and resources to support school sites with the lowest performance level on the CA Dashboard English Learner Progress Indicator (ELPI). Intensive supports will include: 1) Additional PD/training and instructional coaching on EL program elements for teachers, site EL Program facilitators, counselors, and site administrators. 2) PD/training is based on needs assessment and includes but is not limited to: ELPI and ELPAC Interims, simultaneous presentation of CA Standards & ELD standards, ELA-ELD framework, types and use of disaggregated EL performance data, EL monitoring assessment and tools, differentiation of instruction and intervention for ELs, Designated and Integrated ELD, and research-based instructional practices for ELs. 3) Collaboration with Special Education administrators and teachers to address specific program needs for dually identified students. We expect these actions to result in improved outcomes for English learners' performance on the CA Dashboard English Learner Progress Indicator and the English Language Proficiency Assessments for California (ELPAC) results as the actions are designed to meet the needs of these students.	-CA Dashboard English Learner Progress Indicator (ELPI) Results (Goal 2 Metric 6) -English Language Proficiency Assessments for California (ELPAC) Results (Goal 2 Metric 7). We expect the English Learner Progress Indicator and the percent of students who scored a level 4 on the Summative ELPAC to increase by more than 1%.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not Applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

90% (26/29) of HLPUSD schools have a high concentration (above 55%) of low-income, English learners, and foster youth students, therefore all sites increased staff using additional concentration grant add-on funding. The additional concentration grant add-on funding was used to:

• Maintain classroom bilingual instructional aides hired with additional concentration grant add-on funding for all school sites to support small- group differentiated instruction in the classroom (action 2.12).

• Maintain additional site supervision aides/ campus security aides hired with additional concentration grant add-on funding to support positive, caring, and safe schools to effectively address unduplicated students social-emotional, school attendance, behavioral, and academic needs (action 3.17).

• Maintain counselors at the elementary level hired with additional concentration grant add-on funding to support MTSS, including PBIS and SEL, to effectively address unduplicated students social-emotional, school attendance, behavioral, and academic needs (action 3.5).

• Maintain itinerant teachers hired with additional concentration grant add-on funding to increase access to electives such as C-STEM and Computer Science (action 2.11 and action 2.16) and Performing Arts (action 2.17 and action 3.9).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Elementary Schools 1:30 K-8 Schools 1:35 Middle Schools 1:34	Elementary Schools 1:28 K-8 Schools 1:32 Middle Schools 1:30 High Schools 1:44
Staff-to-student ratio of certificated staff providing direct services to students	Elementary Schools 1:24 K-8 Schools 1:32 Middle Schools 1:34	Elementary Schools 1:24 K-8 Schools 1:28 Middle Schools 1:30 High Schools 1:16

Action Tables

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-2027	$173,667,923.00	$49,552,369.00	28.53%	0.00%	28.53%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$157,147,350.00	$84,688,715.00	$13,453,494.00	$8,749,207.00	$264,038,766.00	$211,576,560.00	$52,462,206.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Fully Credentialed and Appropriately Assigned Teachers	All	No				Ongoing	$3,142,060	$231,509	$3,373,569	$0	$0	$0	$3,373,569	0.00%
1	2	Standard-Aligned Instructional Materials	All	No				Ongoing	$0	$3,643,772	$178,680	$3,465,092	$0	$0	$3,643,772	0.00%
1	3	Facilities	All	No				Ongoing	$20,935,025	$7,601,534	$15,083,065	$0	$13,453,494	$0	$28,536,559	0.00%
1	4	Technology Infrastructure	All	No				Ongoing	$2,666,123	$2,664,450	$5,330,573	$0	$0	$0	$5,330,573	0.00%
1	5	Supplemental Technology Services and Devices	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	Ongoing	$1,277,677	$0	$1,277,677	$0	$0	$0	$1,277,677	0.00%
1	6	Reduce Combination Classes (repeated expenditure, Goal 2, Action 2)	Foster Youth, Low Income, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, Elementary	Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	7	CA Standards Implementation Plan (repeated expenditure, Goal 1, Action 2)	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%

1	8	Supports for Implementation of CA ELD Standards (repeated expenditure, Goal 1, Action 2)	English learner (EL)	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	9	School Site Supports for Implementation of CA Standards (repeated expenditure, Goal 2, Action 10)	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	10	School Site Supports for Access to CA Standards (repeated expenditure, Goal 1, Action 13)	Foster Youth, Low Income, English learner (EL)	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	11	MS and HS Counselors and Counseling Services	All	No				Ongoing	$1,301,291	$0	$1,301,291	$0	$0	$0	$1,301,291	0.00%
1	12	Master Scheduling for Course Access (repeated expenditure, Goal 1, Action 11)	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	13	School Site Supports for Course Access	Low Income, English learner (EL), Foster Youth	Yes	Schoolwide	Low Income, English learner (EL), Foster Youth	All Schools	Ongoing	$454,678	$23,500	$478,178	$0	$0	$0	$478,178	0.00%
1	14	English Learner Services (repeated expenditure, Goal 1, Action 11)	English learner (EL), Long-term English learner	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	15	Foster Youth Services (repeated expenditure, Goal 1, Action 11)	Foster Youth	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	16	State Seal of Biliteracy (repeated expenditure, Goal 1, Action 11)	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	17	State Seal of Civic Engagement and State Civic Learning Award (repeated expenditure, Goal 1, Action 11)	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	18	LREBG Action- Adaptive Learning Devices and Programs	All	No				Ongoing	$0	$200,000	$0	$200,000	$0	$0	$200,000	0.00%
2	1	Highly Qualified Teachers	All	No				Ongoing	$69,578,861	$686,690	$70,265,551	$0	$0	$0	$70,265,551	0.00%

2	2	Additional Certificated Staff	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$21,278,834	$0	$21,278,834	$0	$0	$0	$21,278,834	0.00%
2	3	Academic Multi-Tiered System of Supports (MTSS)	All	No				Ongoing	$4,970,567	$319,121	$6,533	$5,283,155	$0	$0	$5,289,688	0.00%
2	4	Title I - IV Programs	All	No				Ongoing	$1,643,304	$960,553	$0	$0	$0	$2,603,857	$2,603,857	0.00%
2	5	Academic Support Services	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$3,791,241	$50,560	$3,841,801	$0	$0	$0	$3,841,801	0.00%
2	6	Professional Development Plan	Foster Youth, Low Income, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$1,200,000	$0	$1,200,000	$0	$0	$0	$1,200,000	0.00%
2	7	College and Career Readiness Support Services	All	No				Ongoing	$397,051	$102,121	$0	$360,871	$0	$138,301	$499,172	0.00%
2	8	Career Technical Education (CTE)	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$3,230,640	$0	$3,125,444	$105,196	$0	$0	$3,230,640	0.00%
2	9	Special Education Services	Student with Disabilities (SWD)	No				Ongoing	$48,626,228	$10,405,027	$2,111,381	$52,722,327	$0	$4,197,547	$59,031,255	0.00%
2	10	School Site Supports for Core Academic Programs	All	No				Ongoing	$103,833	$2,017,562	$2,121,395	$0	$0	$0	$2,121,395	0.00%
2	11	School Site Supports for Unduplicated Student Achievement	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	Foster Youth, English learner (EL), Low Income	All Schools	Ongoing	$5,857,985	$1,291,493	$5,475,027	$0	$0	$1,674,451	$7,149,478	0.00%
2	12	English Learner Program Support	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$1,380,147	$224,400	$1,380,147	$220,000	$0	$4,400	$1,604,547	0.00%

2	13	Intensive English Learner Program Support	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	Specific Schools, Palm ES, Wing Lane ES, Grandview MS, Newton MS	Ongoing	$0	$230,000	$0	$230,000	$0	$0	$230,000	0.00%
2	14	Dual Immersion Program Support	English learner (EL)	Yes	Schoolwide	English learner (EL)	Specific Schools, Cedarlane K-8, Grandview MS, Los Altos ES, Nelson ES, Newton MS, Valinda ES, Wedgeworth ES	Ongoing	$0	$3,683,920	$3,683,920	$0	$0	$0	$3,683,920	0.00%
2	15	Migrant Education Program	All	No				Ongoing	$21,901	$27,896	$0	$0	$0	$49,797	$49,797	0.00%
2	16	School Site Supports for Unduplicated Student Other Outcomes (repeated expenditure, Goal 2, Action 11)	English learner (EL), Low Income, Foster Youth	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
2	17	VAPA Integration	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$539,314	$0	$104,551	$434,763	$0	$0	$539,314	0.00%
2	18	Media Center Aides/ Clerks	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$1,018,943	$0	$1,018,943	$0	$0	$0	$1,018,943	0.00%
2	19	Data, Research, and Innovation Department (repeated expenditure, Goal 2, Action 5)	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%

2	20	CTE Pathway Support	Foster Youth, Low Income, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$647,596	$0	$647,596	$0	$0	$0	$647,596	0.00%
2	21	Intensive ELA Support (repeated expenditure, Goal 2, Action 5)	Foster Youth, Low Income, English learner (EL)	Yes	LEA-wide	Low Income, English learner (EL)	Specific Schools, Students with disabilities districtwide including Baldwin, Cedarlane, Fairgrove, Nelson, Valinda, Wing Lane, Sierra Vista, Sparks Middle, Los Altos HS, and Workman HS All students group at Palm, Workman HS, and Puente Hills HS English learners student group at Grandview, Los Robles/Palm, Sparks Elementary, Valinda, Sierra Vista, Sparks Middle, and Los Altos HS Hispanics student group at	Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%

							Wing Lane, Workman HS, and Puente Hills HS, All Schools									

2	22	Intensive Mathematics Support (repeated expenditure, Goal 2, Action 5)	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	Specific Schools, Homeless Youth districtwide All students group at Puente Hills HS English learners student group at Grandview, Valinda, Newton, Orange Grove, Sierra Vista, Sparks Middle, Los Altos HS Students with Disabilities districtwide including Fairgrove, Mesa Robles, Orange Grove, Sierra Vista, Los Altos HS, and Workman HS Hispanics student group at Orange Grove, Sierra Vista, Sparks MS, and Puente Hills High School, All Schools	Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%

2	23	LREBG Action- Additional tutoring	All	No				Ongoing	$0	$175,000	$0	$175,000	$0	$0	$175,000	0.00%
2	24	LREBG Action- Summer School	All	No				Ongoing	$911,579	$0	$0	$911,579	$0	$0	$911,579	0.00%
2	25	LREBG Action- Web-based tools	All	No				Ongoing	$0	$250,000	$0	$250,000	$0	$0	$250,000	0.00%
3	1	Parent Participation in Decision Making	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$150,388	$65,000	$215,388	$0	$0	$0	$215,388	0.00%
3	2	School Site Parent Participation	All	No				Ongoing	$49,150	$11,700	$60,850	$0	$0	$0	$60,850	0.00%
3	3	School Site Supports for Parent and Family Engagement	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$42,291	$39,582	$41,891	$0	$0	$39,982	$81,873	0.00%
3	4	Districtwide Parent Education Workshops and Opportunities	Foster Youth, Low Income, English learner (EL)	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	Ongoing	$30,000	$0	$30,000	$0	$0	$0	$30,000	0.00%
3	5	Counselor Support for Student Engagement	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	Ongoing	$4,896,287	$0	$3,903,873	$992,414	$0	$0	$4,896,287	0.00%
3	6	School Site Supports for Student Engagement (Guidance/Attendance Services) (repeated expenditure, Goal 1, Action 11)	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
3	7	School Site Supports for Unduplicated Student Engagement (repeated expenditure, Goal 3, Action 16)	Foster Youth, English learner (EL), Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
3	8	Student and Family Services Supports for Student Engagement	Low Income, English learner (EL), Foster Youth	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	Ongoing	$496,570	$29,000	$509,331	$16,239	$0	$0	$525,570	0.00%

3	9	After School and Summer Programs for Student Engagement	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$767,549	$16,543,869	$80,962	$17,230,456	$0	$0	$17,311,418	0.00%
3	10	Co-Curricular and Athletics Program	All	No					$1,228,210	$254,756	$1,482,966	$0	$0	$0	$1,482,966	0.00%
3	11	Electives Options for Student Engagement (repeated expenditure, Goal 2, Action 2)	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
3	12	Intensive Support to Increase Graduation Rate (repeated expenditure, Goal 2, Action 9)	Student with Disabilities (SWD)	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
3	13	Intensive Support to Decrease Chronic Absenteeism Rate (repeated expenditure, Goal 3, Action 8)	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
3	14	Equity, Access & Family Engagement Supports for Student Engagement	Homeless, Foster Youth, Low Income	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
3	15	School Site Safety	All	No				Ongoing	$12,862	$135,476	$148,338	$0	$0	$0	$148,338	0.00%
3	16	School Sites Supports for School Climate	Foster Youth, Low Income, English learner (EL)	Yes	Schoolwide	Foster Youth, Low Income, English learner (EL)	All Schools	Ongoing	$974,530	$16,678	$991,208	$0	$0	$0	$991,208	0.00%
3	17	Site Supervision Aides (TK-8)/ Campus Security Aides (9-12)	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$2,216,154	$0	$2,216,154	$0	$0	$0	$2,216,154	0.00%
3	18	Police and Safety	All	No				Ongoing	$1,547,529	$286,550	$1,834,079	$0	$0	$0	$1,834,079	0.00%
3	19	Student and Family Services Support for School Climate	All	No				Ongoing	$12,000	$0	$12,000	$0	$0	$0	$12,000	0.00%

3	20	Student and Family Services Supplemental Support for School Climate (repeated expenditure, Goal 3, Action 16)	Foster Youth, Low Income, English learner (EL)	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
3	21	MTSS for Behavior (repeated expenditure, Goal 2, Action 3)	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
3	22	Intensive Support to Decrease Suspension Rate	Low Income, English learner (EL), Foster Youth	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
3	23	Support Services for Student Safety and Wellness	Foster Youth, Low Income, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$3,887,049	$16,855	$2,336,154	$1,526,878	$0	$40,872	$3,903,904	0.00%
3	24	MTSS for SEL (repeated expenditure, Goal 2, Action 3)	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
4	1	Academic Support	Hispanic or Latino, Student with Disabilities (SWD), Low Income, English learner (EL)	No				Ongoing	$291,113	$264,377	$0	$555,490	$0	$0	$555,490	0.00%
4	2	Academic/ Behavioral Monitoring (repeated expenditure, Goal 4, Action 1)	English learner (EL), Hispanic or Latino, Low Income, Student with Disabilities (SWD)	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%

4	3	Professional Development	Student with Disabilities (SWD), Low Income, Hispanic or Latino, English learner (EL)	No				Ongoing	$0	$9,255	$0	$9,255	$0	$0	$9,255	0.00%
4	4	Counseling/ Transition Support Services (repeated expenditure, Goal 4, Action 1)	English learner (EL), Hispanic or Latino, Low Income, Student with Disabilities (SWD)	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
4	5	Schoolwide Recognition/ Positive Reinforcement (repeated expenditure, Goal 4, Action 1)	Student with Disabilities (SWD), Low Income, Hispanic or Latino, English learner (EL)	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%

2026-2027 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$173,667,923.00	$49,552,369.00	28.53%	0.00% - No Carryover	28.53%	$53,837,079.00	0.00%	31.00%	**Total:**	$53,837,079.00
								LEA-wide Total:	$41,786,708.00
								Limited Total:	$1,380,147.00
								Schoolwide Total:	$10,670,224.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	5	Supplemental Technology Services and Devices	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$1,277,677.00	0.00%
1	6	Reduce Combination Classes (repeated expenditure, Goal 2, Action 2)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, Elementary	$0.00	0.00%
1	10	School Site Supports for Access to CA Standards (repeated expenditure, Goal 1, Action 13)	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$0.00	0.00%
1	13	School Site Supports for Course Access	Yes	Schoolwide	Low Income, English learner (EL), Foster Youth	All Schools	$478,178.00	0.00%

2	2	Additional Certificated Staff	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$21,278,834.00	0.00%
2	5	Academic Support Services	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$3,841,801.00	0.00%
2	6	Professional Development Plan	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,200,000.00	0.00%
2	8	Career Technical Education (CTE)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$3,125,444.00	0.00%
2	11	School Site Supports for Unduplicated Student Achievement	Yes	Schoolwide	Foster Youth, English learner (EL), Low Income	All Schools	$5,475,027.00	0.00%
2	12	English Learner Program Support	Yes	Limited	English learner (EL)	All Schools	$1,380,147.00	0.00%
2	13	Intensive English Learner Program Support	Yes	Limited	English learner (EL)	Specific Schools, Palm ES, Wing Lane ES, Grandview MS, Newton MS	$0.00	0.00%
2	14	Dual Immersion Program Support	Yes	Schoolwide	English learner (EL)	Specific Schools, Cedarlane K-8, Grandview MS, Los Altos ES, Nelson ES, Newton MS, Valinda ES, Wedgeworth ES	$3,683,920.00	0.00%
2	16	School Site Supports for Unduplicated Student Other Outcomes (repeated expenditure, Goal 2, Action 11)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$0.00	0.00%
2	17	VAPA Integration	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$104,551.00	0.00%
2	18	Media Center Aides/ Clerks	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,018,943.00	0.00%
2	19	Data, Research, and Innovation Department (repeated expenditure, Goal 2, Action 5)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$0.00	0.00%
2	20	CTE Pathway Support	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$647,596.00	0.00%

2	21	Intensive ELA Support (repeated expenditure, Goal 2, Action 5)	Yes	LEA-wide	Low Income, English learner (EL)	Specific Schools, Students with disabilities districtwide including Baldwin, Cedarlane, Fairgrove, Nelson, Valinda, Wing Lane, Sierra Vista, Sparks Middle, Los Altos HS, and Workman HS All students group at Palm, Workman HS, and Puente Hills HS English learners student group at Grandview, Los Robles/Palm, Sparks Elementary, Valinda, Sierra Vista, Sparks Middle, and Los Altos HS Hispanics student group at Wing Lane, Workman HS, and Puente Hills HS, All Schools	$0.00	0.00%

2	22	Intensive Mathematics Support (repeated expenditure, Goal 2, Action 5)	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	Specific Schools, Homeless Youth districtwide All students group at Puente Hills HS English learners student group at Grandview, Valinda, Newton, Orange Grove, Sierra Vista, Sparks Middle, Los Altos HS Students with Disabilities districtwide including Fairgrove, Mesa Robles, Orange Grove, Sierra Vista, Los Altos HS, and Workman HS Hispanics student group at Orange Grove, Sierra Vista, Sparks MS, and Puente Hills High School, All Schools	$0.00	0.00%
3	1	Parent Participation in Decision Making	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$215,388.00	0.00%
3	3	School Site Supports for Parent and Family Engagement	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$41,891.00	0.00%
3	4	Districtwide Parent Education Workshops and Opportunities	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$30,000.00	0.00%
3	5	Counselor Support for Student Engagement	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$3,903,873.00	0.00%
3	7	School Site Supports for Unduplicated Student Engagement (repeated expenditure, Goal 3, Action 16)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$0.00	0.00%
3	8	Student and Family Services Supports for Student Engagement	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$509,331.00	0.00%
3	9	After School and Summer Programs for Student Engagement	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$80,962.00	0.00%

3	11	Electives Options for Student Engagement (repeated expenditure, Goal 2, Action 2)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$0.00	0.00%
3	13	Intensive Support to Decrease Chronic Absenteeism Rate (repeated expenditure, Goal 3, Action 8)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$0.00	0.00%
3	16	School Sites Supports for School Climate	Yes	Schoolwide	Foster Youth, Low Income, English learner (EL)	All Schools	$991,208.00	0.00%
3	17	Site Supervision Aides (TK-8)/ Campus Security Aides (9-12)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$2,216,154.00	0.00%
3	20	Student and Family Services Supplemental Support for School Climate (repeated expenditure, Goal 3, Action 16)	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$0.00	0.00%
3	23	Support Services for Student Safety and Wellness	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$2,336,154.00	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$279,662,353.00	$238,776,267.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Fully Credentialed and Appropriately Assigned Teachers	No	$3,514,601.00	$3,005,520.00
1	2	Standard-Aligned Instructional Materials	No	$5,497,618.00	$3,177,674.00
1	3	Facilities	No	$29,695,594.00	$24,958,476.00
1	4	Technology Infrastructure	No	$5,470,768.00	$3,809,185.00

1	5	Supplemental Technology Services and Devices	Yes	$1,517,518.00	$4,441,404.00
1	6	Reduce Combination Classes (repeated expenditure, Goal 2, Action 2)	Yes	$0.00	$0.00
1	7	CA Standards Implementation Plan (repeated expenditure, Goal 1, Action 2)	No	$0.00	$0.00
1	8	Supports for Implementation of CA ELD Standards (repeated expenditure, Goal 1, Action 2)	No	$0.00	$0.00
1	9	School Site Supports for Implementation of CA Standards (repeated expenditure, Goal 2, Action 10)	No	$0.00	$0.00
1	10	School Site Supports for Access to CA Standards (repeated expenditure, Goal 1, Action 13)	Yes	$0.00	$0.00
1	11	MS and HS Counselors and Counseling Services	No	$1,239,013.00	$1,375,967.00
1	12	Master Scheduling for Course Access (repeated expenditure, Goal 1, Action 11)	No	$0.00	$0.00
1	13	School Site Supports for Course Access	Yes	$478,615.00	$521,477.00
1	14	English Learner Services (repeated expenditure, Goal 1, Action 11)	No	$0.00	$0.00
1	15	Foster Youth Services (repeated expenditure, Goal 1, Action 11)	No	$0.00	$0.00
1	16	State Seal of Biliteracy (repeated expenditure, Goal 1, Action 11)	No	$0.00	$0.00
1	17	State Seal of Civic Engagement and State Civic Learning Award (repeated expenditure, Goal 1, Action 11)	No	$0.00	$0.00

1	18	LREBG Action- Adaptive Learning Devices and Programs	No	$4,500,000.00	$0.00
2	1	Highly Qualified Teachers	No	$69,304,757.00	$70,307,079.00
2	2	Additional Certificated Staff	Yes	$22,780,760.00	$21,434,936.00
2	3	Academic Multi-Tiered System of Supports (MTSS)	No	$5,180,985.00	$3,703,492.00
2	4	Title I - IV Programs	No	$4,215,180.00	$3,438,701.00
2	5	Academic Support Services	Yes	$3,752,383.00	$2,870,524.00
2	6	Professional Development Plan	Yes	$1,221,600.00	$1,200,000.00
2	7	College and Career Readiness Support Services	No	$1,313,358.00	$786,006.00
2	8	Career Technical Education (CTE)	Yes	$3,078,100.00	$3,113,618.00
2	9	Special Education Services	No	$59,517,541.00	$51,468,800.00
2	10	School Site Supports for Core Academic Programs	No	$2,206,703.00	$1,501,465.00
2	11	School Site Supports for Unduplicated Student Achievement	Yes	$9,134,431.00	$8,465,909.00
2	12	English Learner Program Support	Yes	$1,671,548.00	$959,627.00
2	13	Intensive English Learner Program Support (repeated expenditure, Goal 2, Action 12)	Yes	$0.00	$0.00
2	14	Dual Immersion Program Support	Yes	$4,500,300.00	$3,818,759.00
2	15	Migrant Education Program	No	$74,370.00	$27,616.00
2	16	School Site Supports for Unduplicated Student Other Outcomes (repeated expenditure, Goal 2, Action 11)	Yes	$0.00	$0.00
2	17	VAPA Integration	Yes	$563,586.00	$329,584.00
2	18	Media Center Aides/ Clerks	Yes	$1,052,363.00	$952,097.00
2	19	Data, Research, and Innovation Department (repeated expenditure, Goal 2, Action 5)	Yes	$0.00	$0.00

2	20	CTE Pathway Support	Yes	$599,528.00	$623,694.00
2	21	Intensive ELA Support (repeated expenditure, Goal 2, Action 5)	Yes	$0.00	$0.00
2	22	Intensive Mathematics Support (repeated expenditure, Goal 2, Action 5)	Yes	$0.00	$0.00
2	23	LREBG Action- Additional tutoring	No	$175,000.00	$201,112.00
2	24	LREBG Action- Summer School	No	$944,415.00	$232,542.00
2	25	LREBG Action- Web-based tools	No	$250,000.00	$285,991.00
3	1	Parent Participation in Decision Making	Yes	$283,378.00	$155,293.00
3	2	School Site Parent Participation	No	$45,325.00	$28,415.00
3	3	School Site Supports for Parent and Family Engagement	Yes	$59,430.00	$19,335.00
3	4	Districtwide Parent Education Workshops and Opportunities	Yes	$61,381.00	$40,564.00
3	5	Counselor Support for Student Engagement	Yes	$4,669,594.00	$4,962,189.00
3	6	School Site Supports for Student Engagement (Guidance/Attendance Services) (repeated expenditure, Goal 1, Action 11)	No	$0.00	$0.00
3	7	School Site Supports for Unduplicated Student Engagement (repeated expenditure, Goal 3, Action 16)	Yes	$0.00	$0.00
3	8	Student and Family Services Supports for Student Engagement	Yes	$330,490.00	$442,749.00
3	9	After School and Summer Programs for Student Engagement	Yes	$19,056,651.00	$3,628,978.00
3	10	Co-Curricular and Athletics	No	$1,907,020.00	$2,910,210.00

		Program			
3	11	Electives Options for Student Engagement (repeated expenditure, Goal 2, Action 2)	Yes	$0.00	$0.00
3	12	Intensive Support to Increase Graduation Rate (repeated expenditure, Goal 2, Action 9)	No	$0.00	$0.00
3	13	Intensive Support to Decrease Chronic Absenteeism Rate (repeated expenditure, Goal 3, Action 8)	Yes	$0.00	$0.00
3	14	Equity, Access & Family Engagement Supports for Student Engagement	Yes	$171,603.00	$82,550.00
3	15	School Site Safety	No	$150,070.00	$47,877.00
3	16	School Sites Supports for School Climate	Yes	$919,507.00	$979,241.00
3	17	Site Supervision Aides (TK-8)/ Campus Security Aides (9-12)	Yes	$2,417,659.00	$2,321,796.00
3	18	Police and Safety	No	$1,782,771.00	$1,942,924.00
3	19	Student and Family Services Support for School Climate	No	$12,000.00	$12,000.00
3	20	Student and Family Services Supplemental Support for School Climate (repeated expenditure, Goal 3, Action 16)	Yes	$0.00	$0.00
3	21	MTSS for Behavior (repeated expenditure, Goal 2, Action 3)	No	$0.00	$0.00
3	22	Intensive Support to Decrease Suspension Rate	Yes	$5,000.00	$0.00
3	23	Support Services for Student Safety and Wellness	Yes	$3,582,486.00	$3,840,133.00
3	24	MTSS for SEL (repeated expenditure, Goal 2, Action 3)	No	$0.00	$0.00
4	1	Academic Support	No	$725,141.00	$300,772.00
4	2	Academic/ Behavioral	No	$0.00	$0.00

		Monitoring (repeated expenditure, Goal 4, Action 1)			
4	3	Professional Development	No	$32,212.00	$49,986.00
4	4	Counseling/ Transition Support Services (repeated expenditure, Goal 4, Action 1)	No	$0.00	$0.00
4	5	Schoolwide Recognition/ Positive Reinforcement (repeated expenditure, Goal 4, Action 1)	No	$0.00	$0.00

2025-2026 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$50,597,025.00	$56,892,673.00	$55,136,629.00	$1,756,044.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	5	Supplemental Technology Services and Devices	Yes	$1,517,518.00	$1,277,677.00	0.00%	0.00%
1	6	Reduce Combination Classes (repeated expenditure, Goal 2, Action 2)	Yes	$0.00	$0.00	0.00%	0.00%
1	10	School Site Supports for Access to CA Standards (repeated expenditure, Goal 1, Action 13)	Yes	$0.00	$0.00	0.00%	0.00%

1	13	School Site Supports for Course Access	Yes	$478,615.00	$521,477.00	0.00%	0.00%
2	2	Additional Certificated Staff	Yes	$22,780,760.00	$21,434,936.00	0.00%	0.00%
2	5	Academic Support Services	Yes	$3,752,383.00	$2,870,524.00	0.00%	0.00%
2	6	Professional Development Plan	Yes	$1,221,600.00	$1,200,000.00	0.00%	0.00%
2	8	Career Technical Education (CTE)	Yes	$2,972,001.00	$3,022,608.00	0.00%	0.00%
2	11	School Site Supports for Unduplicated Student Achievement	Yes	$6,434,923.00	$6,500,007.00	0.00%	0.00%
2	12	English Learner Program Support	Yes	$1,374,916.00	$881,421.00	0.00%	0.00%
2	13	Intensive English Learner Program Support (repeated expenditure, Goal 2, Action 12)	Yes	$0.00	$0.00	0.00%	0.00%
2	14	Dual Immersion Program Support	Yes	$4,355,251.00	$3,709,982.00	0.00%	0.00%
2	16	School Site Supports for Unduplicated Student Other Outcomes (repeated expenditure, Goal 2, Action 11)	Yes	$0.00	$0.00	0.00%	0.00%
2	17	VAPA Integration	Yes	$104,551.00	$138,827.00	0.00%	0.00%
2	18	Media Center Aides/ Clerks	Yes	$1,052,363.00	$952,097.00	0.00%	0.00%
2	19	Data, Research, and Innovation Department (repeated expenditure, Goal 2, Action 5)	Yes	$0.00	$0.00	0.00%	0.00%
2	20	CTE Pathway Support	Yes	$599,528.00	$623,694.00	0.00%	0.00%
2	21	Intensive ELA Support (repeated expenditure, Goal 2, Action 5)	Yes	$0.00	$0.00	0.00%	0.00%
2	22	Intensive Mathematics Support (repeated expenditure, Goal 2, Action 5)	Yes	$0.00	$0.00	0.00%	0.00%
3	1	Parent Participation in Decision Making	Yes	$283,378.00	$155,293.00	0.00%	0.00%
3	3	School Site Supports for Parent and Family Engagement	Yes	$5,986.00	$1,911.00	0.00%	0.00%

3	4	Districtwide Parent Education Workshops and Opportunities	Yes	$61,381.00	$40,564.00	0.00%	0.00%
3	5	Counselor Support for Student Engagement	Yes	$3,733,221.00	$4,138,026.00	0.00%	0.00%
3	7	School Site Supports for Unduplicated Student Engagement (repeated expenditure, Goal 3, Action 16)	Yes	$0.00	$0.00	0.00%	0.00%
3	8	Student and Family Services Supports for Student Engagement	Yes	$260,118.00	$388,414.00	0.00%	0.00%
3	9	After School and Summer Programs for Student Engagement	Yes	$75,124.00	$65,845.00	0.00%	0.00%
3	11	Electives Options for Student Engagement (repeated expenditure, Goal 2, Action 2)	Yes	$0.00	$0.00	0.00%	0.00%
3	13	Intensive Support to Decrease Chronic Absenteeism Rate (repeated expenditure, Goal 3, Action 8)	Yes	$0.00	$0.00	0.00%	0.00%
3	14	Equity, Access & Family Engagement Supports for Student Engagement	Yes	$171,603.00	$82,550.00	0.00%	0.00%
3	16	School Sites Supports for School Climate	Yes	$919,507.00	$979,241.00	0.00%	0.00%
3	17	Site Supervision Aides (TK-8)/ Campus Security Aides (9-12)	Yes	$2,417,659.00	$2,321,796.00	0.00%	0.00%
3	20	Student and Family Services Supplemental Support for School Climate (repeated expenditure, Goal 3, Action 16)	Yes	$0.00	$0.00	0.00%	0.00%
3	22	Intensive Support to Decrease Suspension Rate	Yes	$5,000.00	$0.00	0.00%	0.00%
3	23	Support Services for Student Safety and Wellness	Yes	$2,315,287.00	$3,829,739.00	0.00%	0.00%

2025-2026 LCFF Carryover Table

9.Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8.Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
$171,899,291.00	$50,597,025.00	0.32%	29.75%	$55,136,629.00	0.00%	32.07%	$0.00 - No Carryover	0.00% - No Carryover

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	$3,390,007.00	$483,288.00	$345,101.00	$194,963.00	$0.00	$4,335,848.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Fully Credentialed and Appropriately Assigned Teachers	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,373,569.00
1	2	Standard-Aligned Instructional Materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,643,772.00
1	3	Facilities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$28,536,559.00
1	4	Technology Infrastructure	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$5,330,573.00
1	5	Supplemental Technology Services and Devices	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,277,677.00
1	6	Reduce Combination Classes (repeated expenditure, Goal	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

		2, Action 2)							
1	7	CA Standards Implementation Plan (repeated expenditure, Goal 1, Action 2)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1	8	Supports for Implementation of CA ELD Standards (repeated expenditure, Goal 1, Action 2)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1	9	School Site Supports for Implementation of CA Standards (repeated expenditure, Goal 2, Action 10)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1	10	School Site Supports for Access to CA Standards (repeated expenditure, Goal 1, Action 13)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1	11	MS and HS Counselors and Counseling Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,301,291.00
1	12	Master Scheduling for Course Access (repeated expenditure, Goal 1, Action 11)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1	13	School Site Supports for Course Access	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$478,178.00
1	15	Foster Youth Services (repeated expenditure, Goal 1, Action 11)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1	16	State Seal of Biliteracy (repeated expenditure, Goal 1, Action 11)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

1	17	State Seal of Civic Engagement and State Civic Learning Award (repeated expenditure, Goal 1, Action 11)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1	18	LREBG Action- Adaptive Learning Devices and Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$200,000.00
2	1	Highly Qualified Teachers	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$70,265,551.00
2	2	Additional Certificated Staff	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$21,278,834.00
2	3	Academic Multi-Tiered System of Supports (MTSS)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$5,289,688.00
2	4	Title I - IV Programs	$1,584,905.00	$483,288.00	$340,701.00	$194,963.00	$0.00	$0.00	$2,603,857.00
2	5	Academic Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,841,801.00
2	6	Professional Development Plan	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,200,000.00
2	7	College and Career Readiness Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$138,301.00	$499,172.00
2	8	Career Technical Education (CTE)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,230,640.00
2	9	Special Education Services	$0.00	$0.00	$0.00	$0.00	$0.00	$4,197,547.00	$59,031,255.00
2	10	School Site Supports for Core Academic Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,121,395.00
2	11	School Site Supports for Unduplicated Student Achievement	$1,674,451.00	$0.00	$0.00	$0.00	$0.00	$0.00	$7,149,478.00
2	12	English Learner Program Support	$0.00	$0.00	$4,400.00	$0.00	$0.00	$0.00	$1,604,547.00
2	14	Dual Immersion Program Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,683,920.00

2	15	Migrant Education Program	$49,797.00	$0.00	$0.00	$0.00	$0.00	$0.00	$49,797.00
2	16	School Site Supports for Unduplicated Student Other Outcomes (repeated expenditure, Goal 2, Action 11)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2	17	VAPA Integration	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$539,314.00
2	18	Media Center Aides/ Clerks	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,018,943.00
2	19	Data, Research, and Innovation Department (repeated expenditure, Goal 2, Action 5)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2	20	CTE Pathway Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$647,596.00
2	21	Intensive ELA Support (repeated expenditure, Goal 2, Action 5)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2	22	Intensive Mathematics Support (repeated expenditure, Goal 2, Action 5)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2	23	LREBG Action- Additional tutoring	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$175,000.00
2	24	LREBG Action- Summer School	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$911,579.00
2	25	LREBG Action- Web-based tools	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$250,000.00
3	1	Parent Participation in Decision Making	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$215,388.00
3	2	School Site Parent Participation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$60,850.00
3	3	School Site Supports for Parent and Family Engagement	$39,982.00	$0.00	$0.00	$0.00	$0.00	$0.00	$81,873.00

3	4	Districtwide Parent Education Workshops and Opportunities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$30,000.00
3	5	Counselor Support for Student Engagement	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$4,896,287.00
3	6	School Site Supports for Student Engagement (Guidance/Attendance Services) (repeated expenditure, Goal 1, Action 11)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3	7	School Site Supports for Unduplicated Student Engagement (repeated expenditure, Goal 3, Action 16)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3	8	Student and Family Services Supports for Student Engagement	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$525,570.00
3	9	After School and Summer Programs for Student Engagement	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$17,311,418.00
3	10	Co-Curricular and Athletics Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,482,966.00
3	11	Electives Options for Student Engagement (repeated expenditure, Goal 2, Action 2)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3	12	Intensive Support to Increase Graduation Rate (repeated expenditure, Goal 2, Action 9)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

3	13	Intensive Support to Decrease Chronic Absenteeism Rate (repeated expenditure, Goal 3, Action 8)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3	14	Equity, Access & Family Engagement Supports for Student Engagement	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3	15	School Site Safety	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$148,338.00
3	16	School Sites Supports for School Climate	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$991,208.00
3	17	Site Supervision Aides (TK-8)/ Campus Security Aides (9-12)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,216,154.00
3	18	Police and Safety	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,834,079.00
3	19	Student and Family Services Support for School Climate	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$12,000.00
3	20	Student and Family Services Supplemental Support for School Climate (repeated expenditure, Goal 3, Action 16)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3	21	MTSS for Behavior (repeated expenditure, Goal 2, Action 3)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3	22	Intensive Support to Decrease Suspension Rate	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3	23	Support Services for Student Safety and Wellness	$40,872.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,903,904.00
3	24	MTSS for SEL (repeated expenditure, Goal	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

		2, Action 3)							
4	1	Academic Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$555,490.00
4	3	Professional Development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$9,255.00

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted 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, target 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.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
    - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
    - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
    - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
        - Identify the action as an LREBG action;
        - Include an explanation of how research supports the selected action;
        - Identify the metric(s) being used to monitor the impact of the action; and
        - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).