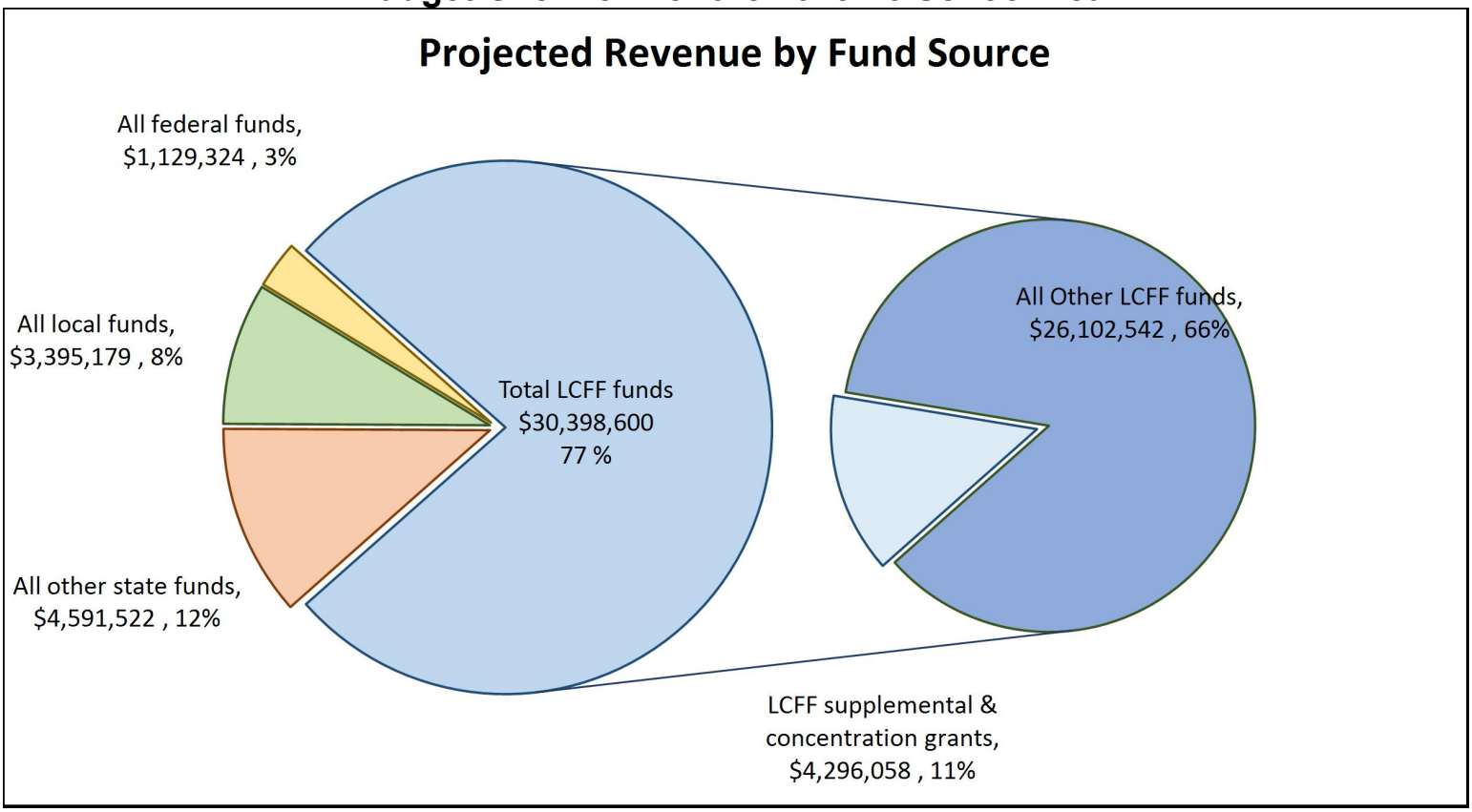
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hughson Unified School District
CDS Code: 50-75549
School Year: 2025-26
LEA contact information:
Carrie Duckart
Assistant Superintendent
cduckart@hughsonschools.org
(209) 883-4428

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).

Budget Overview for the 2025-26 School Year

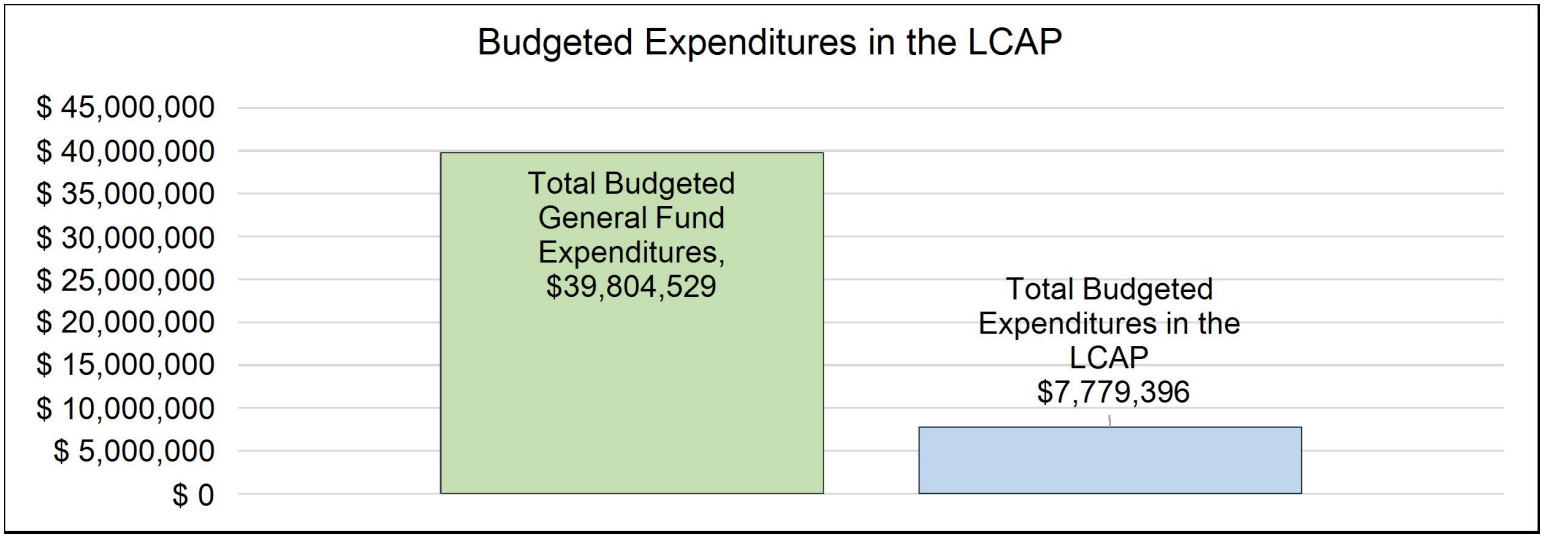


This chart shows the total general purpose revenue Hughson Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hughson Unified School District is $39,514,625, of which $30,398,600 is Local Control Funding Formula (LCFF), $4,591,522 is other state funds, $3,395,179 is local funds, and $1,129,324 is federal funds. Of the $30,398,600 in LCFF Funds, $4,296,058 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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.



This chart provides a quick summary of how much Hughson Unified School District plans to spend for 2025-26. 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: Hughson Unified School District plans to spend $39,804,529 for the 2025-26 school year. Of that amount, $7,779,396 is tied to actions/services in the LCAP and $32,025,133 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Other salaries and benefits for certificated and classified staff including, but not limited to extra duty and stipends for teachers, paraprofessionals, office staff, principals, maintenance, operations, transportation, and district staff and administrators.

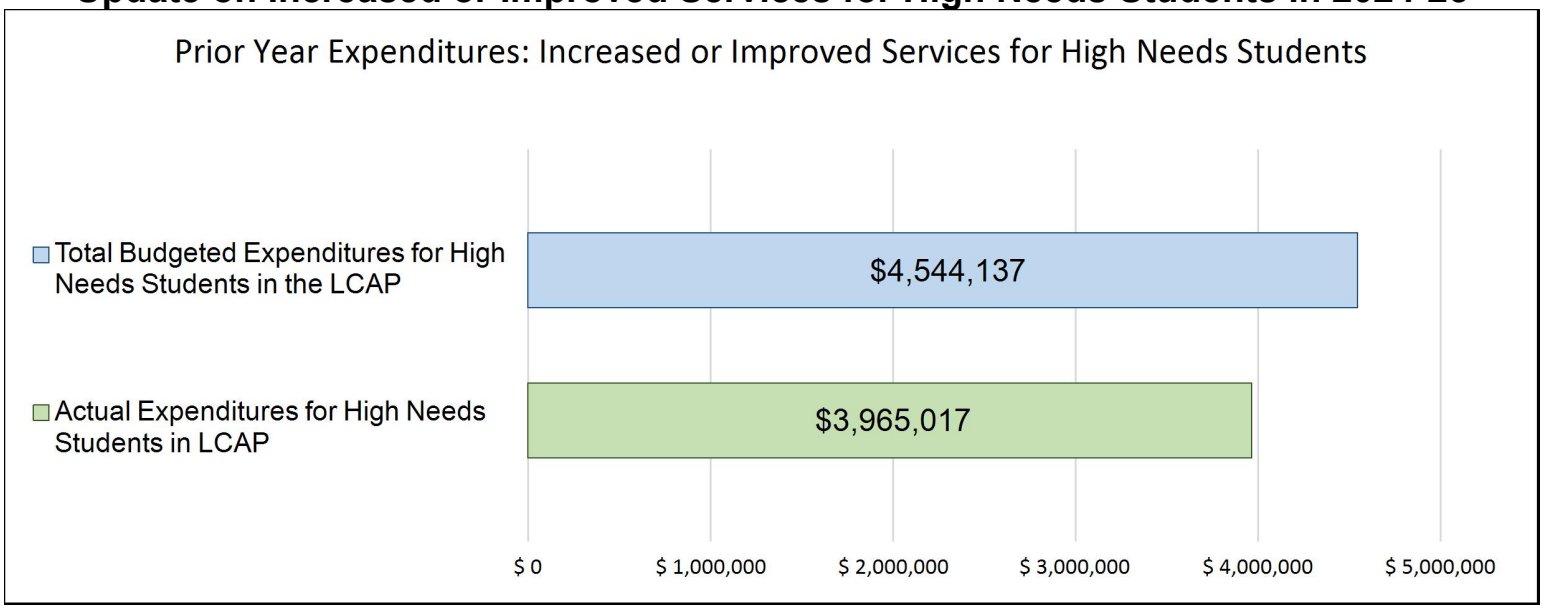
- Supplies and materials for instruction/classrooms, special education, school and district office, maintenance, custodians, transportation, and technology to name a few
- Services and other operating expenses such as monthly utilities, professional services, educational software and licenses, and many other services
- Capital outlay and improvement projects including roof projects and other facilities upgrades and improvements

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Hughson Unified School District is projecting it will receive $4,296,058 based on the enrollment of foster youth, English learner, and low-income students. Hughson Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Hughson Unified School District plans to spend $4,444,598 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 2024-25



This chart compares what Hughson 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 Hughson 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 2024-25, Hughson Unified School District's LCAP budgeted $4,544,137 for planned actions to increase or improve services for high needs students. Hughson Unified School District actually spent $3,965,017 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $579,120 had the following impact on Hughson Unified School District's ability to increase or improve services for high needs students:

The District used one time money to offset the cost of the revenue used to increase or improve services for high needs students in 2024-2025.

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
Hughson Unified School District	Carrie Duckart Assistant Superintendent	cduckart@hughsonschools.org (209) 883-4428

Plan Summary [2025-26]

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.

Hughson Unified School District, situated in Stanislaus County, is a TK-12 rural educational institution catering to approximately 2,200 students across five campuses. The district encompasses a diverse range of educational facilities, including Hughson Elementary School (preschool-3rd grade), Fox Road Elementary (4th-5th grade), Ross Middle School (6th-8th grade), and Hughson High School, which serves students from several feeder schools (Gratton, Hickman, and Roberts Ferry). Additionally, the district houses Valley Community Day School and Billy Joe Dickens High School on an alternative campus.

With a student body of around 300 English Learners, HUSD is committed to providing a comprehensive academic experience. The district offers a plethora of programs, including advanced placement courses, agricultural studies, and career technical education, alongside a rich array of extracurricular activities encompassing athletics, fine arts, and clubs.

Recognized for its academic excellence, HUSD attributes its success to its dedicated teaching staff, students' accomplishments, and the unwavering support of parents and business partners. Embracing technology, the district ensures equitable access to 1:1 Chromebooks for all students, supplemented by discounted or no cost internet hotspots for families lacking connectivity at home. Extensive staff training ensures the effective integration of technology into daily instruction, positioning HUSD as a Google Reference District renowned for its engaged classrooms and enhanced student achievement.

In alignment with its commitment to holistic student development, HUSD prioritizes the well-being of the whole child. Through initiatives such as the Positive Behavior, Intervention and Support (PBIS) program and Social and Emotional Learning curriculum, the district provides multi-

tiered support systems addressing academic, behavioral, and socio-emotional needs. A network of trained professionals further bolsters student success by offering tailored mental health and behavioral support services.

Billy Joe Dickens Continuation High School (BJD) and Valley Community Day School (VCDS) meet the criteria for the Local Control Funding Formula (LCFF) Equity Multiplier which is a mechanism within California's education funding system designed to address equity concerns by providing additional funding to districts for schools that serve a high proportion of students meeting certain criteria, such as low socioeconomic status and/or non-stability. By targeting additional resources to schools serving students with the greatest needs, the LCFF Equity Multiplier aims to promote educational equity and improve outcomes for all students.

Reflections: Annual Performance

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

2024-2025

District Progress Summary
The district has made notable advancements in several areas, including professional development, technology access, facility improvements, and academic interventions. However, challenges persist, such as a reduction in professional development days and limited intervention time at the high school level. The district is generally adhering to budget expectations, though some underspending is anticipated due to effective utilization of grants and additional funding sources. A new Goal 5 is being implemented to address the needs of Valley Community Day School, which has qualified for Equity Multiplier Funds.

2025 LCAP Appendix B Data Overview for Hughson USD
Data reveals significant gaps and trends in student performance, particularly among Students with Disabilities (SWD) and English Learners (EL), who are performing well below state standards in core academics. Additionally, chronic absenteeism and suspension rates remain elevated among vulnerable subgroups. The following is a metric-by-metric summary highlighting the largest needs and comparisons across schools and subgroups.

Academic Indicators (ELA and Math)
-ELA: SWD are the furthest from proficiency. District-wide, SWD performance improved slightly from -111.9 in 2023 to -108.5 in 2024. At the site level, FES SWD remained steady (-106.1 to -106.2), while RMS SWD performance declined (-130.8 to -136.1). English Learners at HES also saw a drop, with scores falling from -51.1 to -74.4. Overall, these scores indicate a need for additional academic support.
-Math: SWD math performance declined across the district. HUSD SWD Math scores fell from -126.4 (2023) to -135.9 (2024), with similar declines at individual sites (e.g., FES: -83.9 to -107.0; RMS: -161.7 to -178.8). Hispanic students at HHS showed some improvement (-127.4 to -105.1) but still remain below standard. Long-term English Learners (LTEL) also underperformed, with a score of -144.6 in 2024. In summary, both SWD and LTEL are struggling in Math, and Hispanic students are also trailing.
-Performance Summary:
SWD: Significantly below standard in both subjects (ELA: -112; Math: -136 in 2024), particularly at RMS.
EL: Decline in ELA at HES (score: -74 in 2024).

LTEL: Very low Math performance (-144.6 in 2024), indicating substantial gaps.

English Learner Progress Indicator (ELPI)
There has been a sharp decline in EL progress. The percentage of ELs making expected annual improvement dropped from 47.2% in 2023 to 26.7% in 2024, falling short of the 2024 goal. Long-term ELs, defined as students in U.S. schools for six years or more, reached 25.6% in 2024. This decrease indicates that the district is not effectively moving most ELs toward proficiency.
Progress Summary:
-All ELs: 47.2% made progress in 2023 compared to 26.7% in 2024.
-LTEL: 25.6% met growth in 2024.
Implication:
-ELs require significantly stronger instructional support to meet language targets.

Chronic Absenteeism
District-wide chronic absenteeism has improved, with the overall rate decreasing from 27.5% in 2023 to 19.1% in 2024. However, absenteeism rates for certain subgroups remain high, revealing site disparities:
EL: Significant improvement at elementary schools. HES EL absenteeism dropped from 31.2% to 21.8%, and FES EL from 27.0% to 11.5%. Conversely, RMS EL absenteeism worsened from 15.8% to 22.5%, indicating a need for focused attention on the middle school.
SED and Hispanic: Improvement noted across all schools.
SWD: Remains a concern, with FES stagnating at 23.5% and RMS increasing from 27.1% to 30.2%.
LTEL: Also concerning, with 20.6% absenteeism both districtwide and at RMS.
In summary, while overall absenteeism has decreased, it remains high among EL, SWD, and LTEL subgroups, with an unfortunate increase at RMS.

*For detailed performance data by subgroup and school site in 2023 and 2024, please refer to Appendix B of the LCAP. This appendix highlights areas of progress and identifies specific subgroups that have moved out of the lowest performance band across key state indicators.

The district has unexpended Learning Recovery Emergency Block Grant (LREBG) funds for the 2025-26 school year, which can be found in
Goal 1 Action 1
Goal 2 Actions 1, 2, 3, 4, 5, 6
Goal 3 Actions 2, 3, 4
See action description sections for an explanation of the rationale for choosing the selected actions.

Reflections: Technical Assistance

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

Hughson Unified has partnered with the Stanislaus County Office of Education to develop a Differentiated Assistance (DA) plan focused on improving instruction for English Learners (ELs) and Long-Term English Learners (LTELs) at both the elementary and secondary levels. At

the elementary level, teachers will work on using strategies that help students. Hughson became eligible for DA for our Long Term English Learner student group on the Chronic Absenteeism and English Learner Progress Indicator (ELPI).
-improve their speaking skills on the ELPAC test,
-support language development across all subjects, and
-align English Language Development (ELD) standards with essential standards in math and English Language Arts (ELA).
At the secondary level, the focus will be similar—teachers will implement strategies to boost EL students' speaking performance on the ELPAC, support language use in all courses, and connect ELD standards with essential standards in each department.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
Teachers & the Hughson Educators Association (HEA)	Throughout the year, teachers play an integral role in the LCAP development process through various engagement avenues. Focus Group Meetings: Each of the three goals undergoes thorough review in dedicated Focus Group meetings: Goal 1: October 17, 2024 Goal 2: February 6, 2025 Goal 3: March 27, 2025 These meetings are open to all staff, parents, and students in grades 6-12, ensuring broad participation and input. Participants receive an LCAP Goal Summary to review and are asked to prioritize actions and provide feedback using the Mentimeter tool, accessible via a QR code on their phones. Teachers also receive these materials during grade-level and department meetings, ensuring that all voices are heard, even if unable to attend Focus Group sessions. -Teachers are surveyed annually to provide feedback on the professional development they have received and to express their personal and departmental needs. -Monthly events, "Coffee with the Superintendent," are held at each site to allow teachers to share their input.
Principals	Throughout the year, principals play an integral role in the LCAP development process through various engagement avenues. Focus Group Meetings: Each of the three goals undergoes thorough review in dedicated Focus Group meetings:

Educational Partner(s)	Process for Engagement
	Goal 1: October 17, 2024 Goal 2: February 6, 2025 Goal 3: March 27, 2025 These meetings are open to all staff, parents, and students in grades 6-12, ensuring broad participation and input. Participants receive an LCAP Goal Summary to review and are asked to prioritize actions and provide feedback using the Mentimeter tool, accessible via a QR code on their phones. -Monthly Principal, Management, and Admin Council meetings serve as platforms for discussing LCAP goals and actions, ensuring alignment with school leadership. -Principals actively participate in Focus Group meetings, contributing their insights and facilitating inclusive dialogue. They disseminate the outcomes of these sessions to their staff, fostering a collaborative environment for additional feedback and input. -Monthly "Coffee with the Superintendent" events are held at each site, allowing principals to provide their input.
Classified/Certificated Management	Throughout the year, classified and certificated managers play a vital role in the LCAP development process through various engagement avenues. Focus Group Meetings: Each of the three goals undergoes thorough review in dedicated Focus Group meetings: Goal 1: October 17, 2024 Goal 2: February 6, 2025 Goal 3: March 27, 2025 These meetings are open to all staff, parents, and students in grades 6-12, ensuring broad participation and input. Participants receive an LCAP Goal Summary to review and are asked to prioritize actions and provide feedback using the Mentimeter tool, accessible via a QR code on their phones. -Monthly Management and Admin Council meetings serve as platforms for discussing LCAP goals and actions, ensuring alignment with district, school, and department leadership. -Monthly "Coffee with the Superintendent" events are held at each site, allowing management to provide further input.

Educational Partner(s)	Process for Engagement
Classified Staff and California School Employees Association (CSEA)	Throughout the year, classified staff play an integral role in the LCAP development process through diverse engagement avenues. -Focus Group Meetings: Each of the three goals undergoes thorough review in dedicated Focus Group meetings: Goal 1: October 17, 2024 Goal 2: February 6, 2025 Goal 3: March 27, 2025 These meetings are open to all staff, parents, and students in grades 6-12, ensuring broad participation and input. Participants receive an LCAP Goal Summary to review and are asked to prioritize actions and provide feedback using the Mentimeter tool, accessible via a QR code on their phones. Staff receive these materials during department meetings, ensuring that all voices are heard, even if they are unable to attend the Focus Group sessions. -Monthly "Coffee with the Superintendent "events are also held at each site, allowing staff to provide additional input.
Parents	Throughout the year, parents play an integral role in the LCAP development process through diverse engagement avenues. -Focus Group Meetings: Each of the three goals undergoes thorough review in dedicated Focus Group meetings: Goal 1: October 17, 2024 Goal 2: February 6, 2025 Goal 3: March 27, 2025 These meetings are open to all staff, parents, and students in grades 6-12, ensuring broad participation and input. Participants receive an LCAP Goal Summary to review and are asked to prioritize actions and provide feedback using the Mentimeter tool, accessible via a QR code on their phones. -An annual survey is conducted to gather feedback on the district's Family Engagement initiatives. This survey evaluates progress in two key areas: 1) Soliciting input from parents in decision-making processes and 2) Encouraging parental involvement in programs. -Monthly "Coffee with the Superintendent" events are held at each site, providing parents the opportunity to share their input.

Educational Partner(s)	Process for Engagement
	-Each site conducts site council meetings where Goal Summaries are discussed and feedback is welcomed.
Students	Throughout the year, students play an integral role in the LCAP development process through diverse engagement avenues. -Focus Group Meetings: Each of the three goals undergoes thorough review in dedicated Focus Group meetings: Goal 1: October 17, 2024 Goal 2: February 6, 2025 Goal 3: March 27, 2025 These meetings are open to all staff, parents, and students in grades 6-12, ensuring broad participation and input. Participants receive an LCAP Goal Summary to review and are asked to prioritize actions and provide feedback using the Mentimeter tool, accessible via a QR code on their phones. -Twice a year, a diverse group of students from each school site is invited to participate in the Superintendent's Roundtable, offering them a chance to share their feedback. -The annual California Healthy Kids Survey is administered to students in grades 5, 8, 9, and 11 to evaluate various aspects of student health behaviors, attitudes, and experiences. This includes factors such as substance use, mental health, physical activity, nutrition, safety, and school climate. By collecting comprehensive data in these areas, the survey helps identify trends and patterns that can inform health promotion and intervention efforts. -Monthly "Coffee with the Superintendent" events are held at each site, allowing students to provide their input as well.
SELPA	A rough draft of the LCAP was shared with the Director of the SELPA on May 27, 2025 to provide any feedback or concerns.
DELAC	Three DELAC and ELAC meetings are scheduled throughout the year to engage parents of English Learner (EL) students. These meetings focus on various programs and information to help parents understand the school community and create opportunities for increased participation. -At each DELAC meeting, all LCAP goals are presented to the DELAC Committee in the same format and process used for the

Educational Partner(s)	Process for Engagement
	Focus Groups. Detailed information about this process can be found in the descriptions provided above. The meetings were held on the following dates: October 24, 2024 January 21, 2025 April 2, 2025 -At the "Coffee with the Superintendent" events, a translator is available for parents who wish to participate. -The annual Family Engagement Survey is offered in both English and Spanish.
Billy Joe Dickens High School	-Students participated in Superintendent Roundtable events on August 28, 2024, and January 23, 2025, where they shared their needs and ideas for school improvement. -The district also gathered input from key personnel supporting BJD students, including the teacher, paraprofessional, principal, Learning Director, and counselor. Their feedback concentrated on the following areas: Equity Closing the achievement gap Addressing high school students' needs before considering alternative educational options Expanding elective opportunities
Valley Community Day School	-Students participated in Superintendent Roundtable events on August 28, 2024, and January 23, 2025, where they shared their needs and ideas for school improvement. -The district also gathered input from key personnel supporting VCDS students, including the teacher, paraprofessional, principal, Learning Director, and counselor. Their feedback concentrated on the following areas: Equity Closing the achievement gap Addressing high school students' needs before considering alternative educational options Expanding elective opportunities

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

The LCAP was shaped by input from educational partners in various ways. Key themes included the need for a cohesive and adaptable plan to address students' evolving needs. Partners emphasized the importance of:
Continued focus on embedded intervention
Academic achievement
Mental wellness
Improved awareness and access to college and career opportunities

The feedback from educational partners led to several specific changes in the LCAP:
Goal 2 Action 3:
-At HES, adding an additional bilingual paraprofessional to support Designated ELD in the afternoon ensures that EL students receive consistent, targeted language instruction throughout the day, rather than being limited to morning sessions. This continuity is essential for reinforcing language development and promoting academic growth.
-At FES, filling the open bilingual paraprofessional position provides much-needed in-class support for EL students, enabling more effective differentiation and allowing the homeroom teacher to meet diverse learning needs. This support fosters greater engagement and comprehension for EL students in all subject areas.
-At RMS, assigning a bilingual paraprofessional to each grade level increases access to academic and language support during Designated ELD, ELA, and other core content classes. This targeted assistance helps reduce learning gaps and ensures that EL students receive the scaffolding necessary to succeed in rigorous coursework.

Goal 2 Action 4:
-Based on feedback from the February 6th focus group and the January 21st District Language Advisory Committee (DELAC) meeting, the district will assign an ELD teacher to specifically support at-risk LTEL students in grades three, four, and five. This targeted support allows for focused instruction that addresses language gaps and accelerates English proficiency for students who have been struggling to reclassify.

Goal 2 Action 5:
-Based on feedback from Alternative Education (Alt Ed) students during Superintendent Roundtable meetings, the district will expand elective options by offering an online course and bringing in a photography teacher to lead hands-on art activities at the Alt Ed site. These additions are important because they provide Alt Ed students with opportunities for creative expression, engagement, and skill development beyond core academics. Furthermore, these courses will enhance students’ career and college readiness by developing transferable skills such as digital literacy, visual communication, critical thinking, and project management—skills that are increasingly valued in both postsecondary education and the modern workforce. By broadening access to diverse learning experiences, the district is better preparing students for success beyond high school.

Educational partners were also consulted regarding the Equity Multiplier schools. Their insights focused on:
-Equity and Inclusion: Addressing academic disparities among underserved students and ensuring that all students have access to necessary resources and support for academic success.

-Improved Outcomes: Closing the achievement gap benefits not only underserved students but the entire school community, fostering a more equitable and high-performing learning environment. Improved outcomes for these students contribute to overall academic success and community well-being.
-Long-Term Impact: Investing in targeted interventions and support initiatives now can have lasting benefits for underserved students, ultimately reducing inequalities and promoting social mobility within the community.
These considerations are directly reflected in Goals 4 & 5 and their associated actions.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Over the next three years, HUSD aims to establish a culture of continuous learning and safety, resulting in a well-trained, highly qualified staff and a consistently safe learning environment.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

HUSD places the highest priority on retaining a highly qualified staff, maintaining safe school facilities, use of modern technology, and supplying adequate standards-based materials and textbooks. Through consultations with stakeholders, it's clear that these priorities are essential for delivering an outstanding educational experience. Therefore, ongoing monitoring and maintenance of these aspects are crucial to sustaining the quality of education in our district.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Data Quest Report: Teaching Assignment Monitoring Outcomes	2021-2022 Total Teaching FTE = 90.9 Clear = 91.4% Out-of-field = 0.9% Ineffective = 1.3% Incomplete = 5.4% Unknown = 0% N/A = 0%	2022-2023 Total Teaching FTE = 89.9 Clear = 92.3% Out-of-field = 2.6% Ineffective = 3.9% Incomplete = 4.1% Unknown = 0% N/A = 0%		2024-2025 Total Teaching FTE = 105 Clear = 95% Out-of-field = 0% Ineffective = 0% Incomplete = 5% Unknown = 0% N/A = 0%	Total Teaching FTE = -1.0 Clear = +0.9% Out-of-field = +1.7% Ineffective = +2.6% Incomplete = -1.3% Unknown = 0% N/A = 0%
1.2	Inventory Records -Percentage of students that have access to a chromebook.	2023-2024 Chromebooks: 100%	2024-2025 Chromebooks: 100%		2026-2027 Maintain 100% of students having access to a	Chromebooks: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	-Percentage of students that indicated they need internet access provided for home	Internet Access @ home: 100%	Internet Access @ home: 100%		chromebook and the internet.	Internet Access @ home: 0%
1.3	SARC Report: Percentage of students Lacking Materials by Subject	2022-2023 English Language Arts (ELA): 0% Math: 0% Science: 0% Social Science: 0% VAPA: 0% Foreign Language: 0% Health: 0%	2023-2024 English Language Arts (ELA): 0% Math: 0% Science: 0% Social Science: 0% VAPA: 0% Foreign Language: 0% Health: 0%		2025-2026 Maintain 0% of students lacking materials in all subjects.	English Language Arts (ELA): 0% Math: 0% Science: 0% Social Science: 0% VAPA: 0% Foreign Language: 0% Health: 0%
1.4	SARC Report: School Facilities Good Repair Status	2022-2023 HES: Good FES: Good RMS: Good HHS: Good VCDS: Good BJD: Good	2023-2024 HES: Good FES: Good RMS: Good HHS: Good VCDS: Good BJD: Good		Maintain all sites in "good" repair.	HES: Good FES: Good RMS: Good HHS: Good VCDS: Good BJD: Good
1.5	Analysis of School Site Master Schedule	Each school ensures that all students, including unduplicated student groups and students with disabilities, have access to a comprehensive range of educational opportunities.	Each school ensures that all students, including unduplicated student groups and students with disabilities, have access to a comprehensive range of		Maintaining a Broad Course of Study to ensure that all students, including unduplicated student groups and students with disabilites, have access to a comprehensive	Each school ensures that all students, including unduplicated student groups and students with disabilities, have access to a comprehensive range of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			educational opportunities.		range of educational opportunities.	educational opportunities.

Goal Analysis [2024-25]

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.

Successful Implementation: This goal focuses on maintaining the district's core program, and overall it has been successfully put into action.
Action 1.1 Highly Qualified Staff
-Established clear job descriptions and qualifications aligned with district and state standards and follow with a rigorous screening and interview process that assesses candidates' credentials, experience, and alignment with the organization's goals and values.
Action 1.2 Technology
-Regularly assess and upgrade devices and infrastructure to ensure all students and staff have access to current technology and reliable campus-wide WiFi. Established a system to provide hotspots or home internet support for students lacking connectivity, ensuring equitable access to digital learning resources.
Action 1.3 Instructional Materials
-Conduct regular audits of classroom resources across all subjects to identify and address gaps. Collaborate with educators to adopt and distribute up-to-date, standards-based curricula, ensuring every student has the materials needed to fully engage in each content area.
Action 1.4 Safe & Well Maintained Facilities
-Implemented facility maintenance and safety plan by establishing a regular schedule for inspections, preventative maintenance, and timely repairs across all buildings and grounds. Use data from inspections and staff feedback to prioritize upgrades and ensure compliance with safety standards, creating a clean, secure, and supportive environment for student learning.

Implementation Challenges:
Action 1.1 Highly Qualified Staff
-1.5 SLP positions open and 2 SLPA unable to fill as district employees. The reliance on telehealth and external agencies has led to increased expenditures. The financial burden is further exacerbated by ongoing negotiations with both unions, which have delayed our ability to increase wages. This delay hinders our capacity to attract qualified professionals to these crucial roles.

Modified Implementation:
Action 1.2 Technology
-It was beneficial that the district did not need to purchase new Chromebooks in this year's rotation, as the existing devices were not significantly outdated. Additionally, staff were available and equipped to repair and replace necessary components, ensuring that the devices remained functional and continued to meet student and staff needs. This approach allowed the district to allocate resources more efficiently while maintaining access to reliable technology.

Non-Implemented Actions:
-All actions were implemented this year.

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

There were no material differences between the Budgeted Expenditures and Estimated Actual Expenditures, nor between the Planned Percentages and Estimated Actual Percentages of Improved Services for Goal 1. All planned actions to support a culture of continuous learning and safety were implemented as intended, and expenditures were consistent with the original budget allocations.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 1 (which is a maintenance goal), as demonstrated by both quantitative data and qualitative indicators.

Action 1.1 High Quality Staff:
-The effectiveness of this action is directly measurable through Metric 1.1, which focuses on teaching assignments. The metric shows that 92.34% of teaching assignments were clear, with only 3.9% deemed ineffective. This suggests a high level of qualified staff and retention.

Action 1.2: Technology Access
-Ensured all students have access to core curriculum materials online, providing each student with a Chromebook and, if needed, a hotspot for internet access. The district's ability to extend the life of Chromebooks and manage resources effectively indicates successful implementation. Metric 1.2 affirms that 100% of students have access to a chromebook and 100% of the students needing a hotspot to access the internet at home suggesting that technology access has positively impacted student engagement. The underspending due to extended Chromebook life further demonstrates effective budget management. The available evidence confirms that Action 1.2 was effective in achieving its intended outcomes.

Action 1.3: Instructional Materials
-Involved piloting new instructional programs, such as Desmos Math for middle school and Newsela for social studies and ethnic studies in grade nine. The pilot of Amplify Desmos Math has shown success, prompting its continuation. The district's proactive approach to reviewing and potentially adopting new math materials aligns with state standards, indicating a commitment to improving instructional resources. Specific data for Metric 1.3 demonstrates that 0% of students lacked materials in any subject.

Action 1.4: Safe and Well Maintained Facilities
-Aimed to improve district facilities, contributing to a safer and more conducive learning environment. Significant improvements, including new furniture, painting, and structural repairs, have been made, addressing long-standing disrepair issues. The use of bond funding for high school projects has resulted in budget savings, demonstrating effective financial management. Metric 1.4 assess the good repair status of facilities and stakeholder feedback indicates that the improvements have been beneficial. The evidence confirms that Action 1.4 was effective in achieving its intended outcomes, contributing to the goal of maintaining safe and well-maintained facilities.

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.

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

Goal Description: No changes to current goal focusing on academic achievement and engagement.

Metrics Modifications: No changes

Actions Modifications:
-Action 1.1 has been modified to be an LREBG action.

Expected Outcomes: No changes

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
1.1	High Quality Staff	LREBG Action: Implement a retention program to attract and retain a highly qualified staff that will create an exceptional learning environment for all students. Including hiring additional staff to address the needs of EL students and mental health of students that may be a roadblock to academic success. The HUSD needs assessment substantiated findings from the 2024 Dashboard related to English Language Progress Indicator (ELPI) that indicates overall EL and LTEL students are not demonstrating enough progress in acquiring English. Based on this Action 1.1, directly addresses the need to provide more support in the classroom to provide targeted support to address language gaps and accelerate English proficiency. This action directly addresses the need of accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as small group learning supports.	$4,088,107.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-Studies have shown that bilingual paraprofessionals play a pivotal role in supporting English Learners (ELs) in classroom settings, significantly aiding their acquisition of the English language. Additionally, HUSD will need to hire a clinician midyear when the current grant funded position ends. Sustaining the grant-funded clinician directly addresses the need to maintain access to mental health services that address barriers to learning. These services support students' emotional and behavioral well-being, leading to improved focus, reduced absenteeism, and stronger academic engagement. -Research from the National Association of School Psychologists and the CDC affirms that school-based mental health support enhances student outcomes and contributes to a safe, supportive learning environment. Continuing this position ensures ongoing support for student success. Metric 1.1 LREBG Funds: $225,150		
1.2	Technology	Establish and maintain a technology program ensuring all students and staff have access to up-to-date devices and reliable WiFi, including provisions for students to have equitable WiFi access at home if necessary.	$366,488.00	Yes
1.3	Instructional Materials	Ensure that all students have sufficient access to standards-aligned instructional materials in all subjects including mathematics, English Language Arts, science, social science, physical education, visual and performing arts, and career technical education.	$379,570.00	No
1.4	Safe and Well Maintained Facilities	Implement a comprehensive facility maintenance and safety plan to ensure that all school buildings and grounds are regularly inspected, maintained, and updated to meet safety standards and provide a conducive learning environment for all students.	$969,881.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Over the next three years, HUSD aims to ensure that all students are academically challenged across a diverse range of courses, equipping them with the skills and knowledge necessary for success in both career and college pathways within a global economy.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The goal was developed to ensure that all students at HUSD receive a comprehensive education that prepares them for success in both career and college pathways within a global economy. By providing academic challenges across diverse courses, the aim is to equip students with the necessary skills and knowledge to thrive in an increasingly competitive and interconnected world. Educational partners of the district consistently emphasize the necessity of preparing our students for the future, ensuring readiness for college and careers, and providing rigorous and diverse opportunities for their academic growth.

The math academic indicator for Hispanic students at HHS and the ELA academic indicator for Students with Disabilities district-wide and at Fox Road Elementary were in the red on the dashboard. To address the specific needs of these student groups, an action was developed to implement a targeted intervention program at each site.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Annual LCFF 2 Professional Development Survey: Rating Scale (Lowest to Highest)	2024 Survey Results Question 1: ELA - 4 ELD - 3	2025 Survey Results Question 1: ELA - 4		2024 Survey Results Question 1: ELA - 4	 Question 1: ELA - 4 (0) ELD - 3 (0)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	0 - Not Applicable 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 1. Rate the District's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. 2. Rate the District's progress in making instructional materials that are aligned to the most recent adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. 3. Rate the District's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or	Math - 4 Science - 3 History - 3 Question 2: ELA - 3 ELD - 3 Math - 3 Science - 3 History - 3 Question 3: ELA - 3 ELD - 3 Math - 3 Science - 3 History - 3 Question 4: CTE -4 Health -3 PE -3 VAPA -3 World Language -3 Question 5: -PD as a whole staff -3 -PD as Individuals -3 -Standards not yet met -3 Question 6: Connectedness -4 Question 7: Safety -4	ELD - 3 Math - 4 Science - 3 History - 3 Question 2: ELA - 4 ELD - 3 Math - 4 Science - 3 History - 3 Question 3: ELA - 3 ELD - 3 Math - 3 Science - 3 History - 3 Question 4: CTE -4 Health -3 PE -3 VAPA -3 World Language -3 Question 5: -PD as a whole staff -3 -PD as Individuals -3 -Standards not yet met -3 Question 6: Connectedness -4		ELD - 4 Math - 4 Science - 4 History - 4 Question 2: ELA - 4 ELD - 4 Math - 4 Science - 4 History - 4 Question 3: ELA - 4 ELD - 4 Math - 4 Science - 4 History - 4 Question 4: CTE -4 Health -4 PE -4 VAPA -4 World Language -4 Question 5: -PD as a whole staff -4 -PD as Individuals -4 -Standards not yet met -4 Question 6: Connectedness -4	Math - 4 (0) Science - 3 (0) History - 3 (0) Question 2: ELA - 4 (+1) ELD - 3 (0) Math - 4 (+1) Science - 3 (0) History - 3 (0) Question 3: ELA - 3 (0) ELD - 3 (0) Math - 3 (0) Science - 3 (0) History - 3 (0) Question 4: CTE - 4 (0) Health - 3 (0) PE - 3 (0) VAPA - 3 (0) World Language - 3 (0) Question 5: PD as a whole staff - 3 (0) PD as Individuals - 3 (0) Standards not yet met - 3 (0) Question 6: Connectedness - baseline in 2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	curriculum frameworks identified below 4. Rate the District's progress implementing each of the following academic standards adopted by the state board for all students. 5. Rate the District's success at engaging in the following activities with teachers and school administrators? 6. School Connectedness (strongly agree & agree) 7. School Safety (Very Safe & Safe)		Question 7: Safety -4		Question 7: Safety -4	Question 7: Safety - baseline in 2025
2.2	Academic Indicator ELA - CA Dashboard	ELA 2023 HUSD All: -23.2 (orange) SWD: -111.9 (red) EL: -62.3 (orange) SED: -39.2 (orange) White: -8.6 (orange) Hispanic: -35.6 (yellow) FES: SWD: -106.1 (red) 2024 LTEL: -72.4 (orange) HES:	ELA 2024 HUSD All: -23 (orange) SWD: -108.5 (orange) EL: -58.9 (yellow) SED: -31.6 (yellow) White: -5.8 (orange) Hispanic: -36.1 (orange) LTEL: -72.4 (orange) FES: SWD: -106.2 (red)		ELA 2026 HUSD All: -5.0 (yellow) SWD: -70.0 (orange) EL: -5.0 (yellow) SED: -5.0 (yellow) White: 10 (green) Hispanic: -5 (yellow) LTEL: -65 (yellow) FES: SWD: -70 (orange) HES: EL -70 (orange)	HUSD: All: +0.2 (no change in color) SWD: +3.4 (red to orange) EL: +3.4 (orange to yellow) SED: +7.6 (orange to yellow) White: +2.8 (no change in color) Hispanic: -0.5 (yellow to orange) LTEL: baseline 2025 FES

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL -74.4 (red) RMS: SWD -136.1 (red)	HES: EL -74.4 (red) RMS: SWD -136.1 (red)		RMS: SWD -100 (red)	SWD: -0.1 (no change in color) HES EL: baseline 2024 RMS SWD: baseline 2024
2.3	Academic Indicator Math -CA Dashboard	Math 2023 HUSD: All: -64.1 (yellow) SWD: -126.4 (orange) EL: -91.9 (yellow) SED: -78.6 (yellow) White: -42.2 (yellow) Hispanic: -79.4 (yellow) HHS: Hispanic: -127.4 (red) 2024 LTEL -140.9 (orange) FES: SWD -107 (red) RMS: LTEL -144.6 (red) SWD -178.8 (red)	Math 2024 HUSD: All: -58.4 (yellow) SWD: -135.9 (red) EL: -90.4 (orange) SED: -66.7 (yellow) White: -38 (yellow) Hispanic: -73.7 (yellow) LTEL -140.9 (orange) HHS: Hispanic -105.1 (yellow) FES: SWD -107 (red) RMS: LTEL -144.6 (red) SWD -178.8 (red)		Math 2026 HUSD: All: -25 (yellow) SWD: -95 (orange) EL: -25 (yellow) SED: -25 (yellow) White: -25 (yellow) Hispanic: -25 (yellow) LTEL: -95 (yellow) HHS: Hispanic: -70 (yellow) FES: SWD -95 (orange) RMS: LTEL -120 (red) SWD -150 (red)	HUSD: All: +5.7 (no change in color) SWD: -9.5 (orange to red) EL: +1.5 (yellow to orange) SED: +11.9 (no change in color) White: +4.2 (no change in color) Hispanic: +5.7 (no change in color) LTEL: baseline 2024 HHS: Hispanic: +22.3 (red to yellow) FES: SWD: baseline 2024 RMS:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						LTEL: baseline 2024 SWD: baseline 2024
2.4	Academic Indicator CAST -CA Dashboard	CAST 2024 HUSD All -16.6 EL -24.7 LTEL -27.7 Hispanic -19.2 SED -16.9 SWD -29.1 White -15.2	CAST 2024 HUSD All -16.6 EL -24.7 LTEL -27.7 Hispanic -19.2 SED -16.9 SWD -29.1 White -15.2		CAST 2024 HUSD All -10 EL -20 LTEL -20 Hispanic -15 SED -10 SWD -20 White -10	Baseline established 2024
2.5	Percentage of exiting 3rd grade students needing to continue SIPPs intervention -Local Data Beginning Level Extension Level	2024 Beginning 3% Extension 12%	2025 Beginning .8% Extension 13%		2027 Beginning 0% Extension 5%	Beginning: -2.2% Extension: +1%
2.6	English Learner Progress Indicator -CA Dashboard	2023 51.2% Medium (green) 2024 LTEL 37.9% (red) HHS: Overall 26.7% (red) LTEL 25.6% (red)	2024 Overall 47.8% (orange) LTEL 37.9% (red) HHS: Overall 26.7% (red) LTEL 25.6% (red)		2026 Overall 60% High (green) LTEL 45% (yellow) HHS: Overall 35% (orange) LTEL 35% (orange)	Overall -3.4% (green to orange) LTEL baseline 2024 HHS: Overall baseline 2024 LTEL baseline 2024

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	EL Reclassification Rate (RFEP) & LTELs - DataQuest RFEP % Enrollment by ELAS Percentage of LTELs	2022-2023 RFEP 14.4% LTELs 14.7%	2023-2024 RFEP 14.9% LTEL 9.3%		2025-2026 RFEP 17% LTEL 11%	 RFEP +0.5% LTEL -5.4%
2.8	College and Career Indicator -CA Dashboard	2023 All: 27.5% (low) SED: 20% (low) White: 37.8% (medium) Hispanic: 17.3% (low)	2024 All: 41% (green) SED: 41.7% (green) White: 50.4% (green) Hispanic: 31.1% (yellow)		2026 All: 35% SED: 28% White: 46% Hispanic: 25%	2024 All: +13.5% (green) SED: +21.7% (green) White: +12.6% (green) Hispanic: +13.8% (yellow)
2.9	Graduation Rate Indicator -CA Dashboard	2023 All: 96.1% (blue) SED: 95.7% (blue) White: 95.9% (blue) Hispanic: 95.9% (blue) 2024: LTEL 96.4% (blue)	2024 All: 94.7% (yellow) LTEL 96.4% (blue) SED: 95% (blue) White: 95% (blue) Hispanic: 94.1% (yellow)		2026 Maintain 95% or higher	 All: -1.4% LTEL: baseline 2024 SED: -0.7% White: -0.9% Hispanic: -1.8%
2.10	Percentage of Graduates Met A-G requirements - DataQuest 4-yr Adjusted Cohort Graduation Rate	2022-2023 27.6%	2023-2024 46.3%		2025-2026 30%	 +18.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	Percentage of CTE Completers in 12th grade - CTEIG Data	2023-2024 75%	2024-2025 43%		2026-2027 45% or above	-32%
2.12	Percentage of students passing an AP exam with a score of 3 or higher.	2023 65%	2024 74%		2026 68%	+9%

Goal Analysis [2024-25]

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.

Successful Implementation:
Action 2.1 Professional Development
-provided extensive professional development opportunities, including attendance at the PLC Institute, California Math Framework Professional Learning Network, and the California Universal Design Learning Summit.
Action 2.2 Embedded Intervention
-provided embedded intervention periods during the school day for students in grades 1–12, ensuring timely, targeted academic support tailored to individual needs. This strategy directly supports underperforming student subgroups and schools identified as very low on the 2023 CA School Dashboard, aligning with HUSD's commitment to equitable access to rigorous coursework.
Action 2.3 English Language Development
-implemented a comprehensive English Language Development (ELD) approach that ensures English Learners (ELs) receive both designated instruction and integrated language support across all subject areas. This dual approach promotes consistent language development within academic contexts, helping ELs access rigorous content and build skills essential for college and career success. The formation of an ELD task force and targeted support for newcomers further strengthens implementation.
Action 2.4 Long Term English Learners
-created a task force to identify the root cause of the low performance of LTEL students. A plan was created to address several areas of need, and we will have targeted support in grades 3-5 with a credentialed teacher to accelerate reclassification.
Action 2.5 Elective Courses
-leveraged disaggregated student voice data to shape elective course offerings that align with students' interests and address barriers to engagement, particularly among underperforming groups. By using this data to guide the development and expansion of electives tied to College/Career Indicator (CCI) pathways—such as A-G completion, CTE, dual enrollment, and work-based learning— HUSD ensures that course offerings are relevant, accessible, and impactful
Action 2.6 Extended Opportunities

-provided extended learning opportunities—such as homework assistance, credit recovery, and summer school—that directly address academic gaps and credit deficiencies among students. These supports ensure that students who are below grade-level proficiency or at risk of not graduating have equitable access to the resources needed for academic success beyond regular school hours.

Implementation Challenges:
Action 2.1 Professional Development
-the district faces a challenge due to a bargaining agreement that reduced professional development days for certificated staff from four to two in the 2025-2026 school year. This reduction impacts the districts ability to improve outcomes for low-performing student groups and core subjects.
Action 2.2 Embedded Intervention
-there is a continuing challenge in increasing the number of intervention days at the high school level due to scheduling constraints, affecting the ability to provide adequate academic support.
Action 2.4 Long Term English Learners
-there were some data discrepancies that needed to be addressed including inconsistent data being shared in CALPADS reporting and Ellevation platform that we specifically use to identify and support ELs. There is also concern that our data is affected by reclassifying ELs three times within a year. The students that score a 4 on the ELPAC and meet all other criteria are then removed from taking the ELPAC in February of the same year. Those scores are then not reflected in the next year, which affects the ELPI.
Action 2.5 Elective Courses
-A challenge remains at the middle school, which operates on a six-period day, particularly impacting English Learners who are required to take a Designated ELD course and Students with Disabilities who need a support class—effectively eliminating their access to electives.

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.

Action 2.4
The discrepancy between the budgeted and actual allocation of $227,415 resulted from the strategic use of both EEOG and LREBG funds to support this initiative. By leveraging multiple funding sources, HUSD was able to implement the targeted interventions and support services for Long Term English Language Learners (LTELs) as planned, while optimizing available resources to meet program goals efficiently.

Action 2.5
The discrepancy in the budgeted amount of $165,062 resulted from the use of both EEOG and LREBG funds to support preliminary activities. While funds were allocated to collect disaggregated student voice data to guide future planning, no new elective courses were implemented at either Hughson High School (HHS) or Ross Middle School (RMS) for the 2024–2025 school year. The expenditure focused on data collection and planning to inform future course development aligned with College/Career Indicator (CCI) pathways.

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

Analysis of both quantitative and qualitative data reveals varying levels of effectiveness in achieving Goal 2 by both quantitative and qualitative indicators.

Action 2.1 Professional Development
-This action was effective as measured through staff surveys, reflecting positive engagement and implementation support.
Action 2.2 Embedded Intervention
-Impact of the embedded intervention periods is demonstrated through measurable gains, including a 5.7-point improvement in math proficiency (Metric 2.4), a reduction in the percentage of exiting 3rd graders needing continued intervention from 15% to 13.8% (Metric 2.5), and significant progress among a specific cohort, with only one student remaining at the beginning level—highlighting the effectiveness of early, structured academic interventions in advancing college and career readiness. Metrics demonstrated the effectiveness of this action.
Action 2.3 English Language Development (ELD)
-Positive outcomes are reflected in the increased (Metric 2.7) EL reclassification rate from 14.4% to 14.9% and a notable decrease in the Long-Term English Learner (LTEL) rate from 14.7% to 9.3%, indicating improved language acquisition and academic integration for ELs across grade levels. The English Learner Progress Indicator (Metric 2.6) showed a low level of progress with a 2024 outcome of 47.8% (orange). While other trends indicate progress, a key challenge moving forward will be to accelerate language development across all proficiency levels to ensure more EL students meet annual growth targets and exit EL status in a timely manner.
Action 2.4 Long-Term English Learners (LTELs)
-Positive Outcomes are Shown in Metric 2.7, with an increase in EL reclassification rates and a significant decrease in the LTEL rate—from 14.7% to 9.3%—validating the impact of these focused interventions in accelerating English proficiency and promoting academic success.
Action 2.5 Elective Course Development
-Impact is evident in Metric 2.8 with a 13-point overall increase in the CCI (from 28% to 41%), moving into the green performance level. Notable subgroup gains—LTELs (+7.1%), Hispanic students (+13.7%), socioeconomically disadvantaged (SED) students (+21.7%), and White students (+12.7%) demonstrate that these responsive, inclusive course pathways are effectively improving college and career readiness across diverse student populations.
Action 2.6 Extended Opportunities
-Impact is reflected in Metric 2.10, which showed an increase in the percentage of graduates meeting A-G requirements from 27.6% in 2023 to 46.3% in 2024. Additionally, Metric 2.9, the Graduation Rate Indicator, remained at or above 95% for all subgroups, with the exception of Hispanic students, whose rate decreased by 1.8%, representing a change of two students. These outcomes reflect an effective implementation of Action 2.6, as evidenced by the significant increase in the percentage of graduates meeting A-G requirements—an 18.7 percentage point gain in just one year. This improvement indicates that more students are becoming eligible for admission to California's public universities, demonstrating strengthened college readiness across the district. Additionally, maintaining a graduation rate of 95% or higher for nearly all subgroups signifies consistent student retention and completion. While there was a slight decline among Hispanic students, the small number (two students) suggests this is not indicative of a broader trend. Overall, these results show that targeted efforts are effectively supporting student achievement and post-secondary preparation.

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.

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

Goal Description: No changes

Metrics Modifications:
-Metric 2.11 In 2023–2024, the data included all CTE completers in grades 9–12 at HHS. To better align with the reporting standards of the California School Dashboard, we revised this metric; starting in 2024–2025, it will reflect only 12th-grade CTE completers. This change is the reason for the significant decline in reported completion rates—from 75% in 2023–2024 to 43% in 2024–2025.

Actions Modifications:
-Actions 2.1-2.6 will be LREBG actions
-Action 2.5 was modified to focus on meeting the needs of all students by expanding access to CCI-aligned pathways such as A–G, CTE, dual enrollment, and work-based learning to improve outcomes on the CA Dashboard rather than simply "electives". The title was changed from "Electives" to "College and Career Readiness".

Target Outcomes:
Metric 2.2
-We added HES EL students and RMS Students with Disabilities to the outcome because both groups were rated red on the 2024 Dashboard. Addressing student groups in red is required to ensure targeted support and compliance with accountability expectations.
Metric 2.3
-We added FES Students with Disabilities, RMS LTEL, and RMS Students with Disabilities to the outcome because they were rated red on the 2024 Dashboard, and must be addressed to meet accountability requirements.
Metric 2.4
-We needed to add outcome data to the Outcomes section because there was no baseline data available until 2024. Since this is the first year with official baseline information, it was necessary to establish measurable outcomes now.
-Additionally, the state has not yet released a 5x5 grid — the tool typically used to determine both status and change levels — meaning we cannot formally calculate growth or progress. Without the 5x5 grid, including the 2024 outcome data ensures we have a foundation for future comparisons and meet accountability expectations.
Metric 2.6
-We needed to add outcome data for Long-Term English Learners (LTEL) to the English Learner Progress Indicator (ELPI) because a baseline was established in 2024 LTEL was a new subgroup added to the CA Dashboard in 2024.
-Additionally, Hughson High School LTEL and overall English Learner progress data was added because HHS was identified as red for both overall progress and LTEL progress on the 2024 Dashboard.
Metric 2.9
-We added LTEL student group, a new subgroup added to the CA Dashboard in 2024.
Metric 2.11
-We had to modify Metric 2.11 to focus on only senior CTE completers rather than including all CTE completers. This change was necessary to better align with the state Dashboard reporting, which measures CTE completion specifically among seniors. As a result of narrowing the metric to senior completers, we also needed to adjust the target outcome to reflect the smaller, more accurate group being measured.

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
2.1	Professional Development	LREBG Action: Develop and implement a targeted professional development program for all staff focused on meeting the diverse needs of students equitably. HUSD's needs assessment identified a high number of anticipated retirements at the end of the 2024–2025 school year, highlighting the critical need for ongoing professional development for new staff. The assessment also revealed that CA Dashboard data shows most student groups at each grade level are not meeting standards in math, science and ELA. To address these challenges, professional development will focus on effective instructional strategies in math and ELA, closing learning gaps, use of progress monitoring tools, collaboration through Professional Learning Communities (PLCs), evidence-based intervention strategies, and best practices in designated and integrated English Language Development (ELD) to support English Learners. Research supports investing in ongoing professional development for new staff, showing that targeted training in math, ELA, SEL, and progress monitoring improves instructional quality, supports student well-being, and leads to higher academic achievement—especially important during times of staff transition. This action aligns well with the allowable uses of LREBG funds, which permits evidence-based training in core academic subjects (math and ELA) and strategies to accelerate learning and close achievement gaps, directly addressing disrupted instruction and unfinished learning. Metric 2.1 LREBG Funds $105,000	$274,067.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Embedded Intervention	LREBG Action: Implement embedded intervention periods in grades 1-12 during the school day to provide targeted support and assistance to students based on their individual needs with an emphasis on student subgroups and schools scoring in very low on the 2023 CA School Dashboard. The needs assessment confirmed findings from the 2024 Dashboard, highlighting a persistent achievement gap in math and ELA academic indicators for Hispanic, LTEL, SWD, SED, and EL students. Embedded intervention directly addresses student needs by providing targeted academic support within the regular school day, minimizing learning disruptions and ensuring consistent reinforcement of key skills. This approach allows educators to identify and respond to individual learning gaps in real time—particularly for students performing below grade level—through differentiated instruction, small-group support, and progress monitoring. For subgroups such as ELs, SWDs, and SED students, embedded intervention helps close achievement gaps by offering immediate, structured assistance that builds foundational skills in core subjects like math and ELA. Research strongly supports embedded intervention as an effective strategy for improving academic outcomes, particularly for students who are at risk of falling behind. According to the National Center on Response to Intervention (NCRTI), integrating targeted support within the regular classroom schedule allows for timely identification of learning needs and consistent, data-driven instruction—key factors in accelerating student progress. This action aligns with the allowable uses of LREBG funds by targeted academic interventions. Metrics 2.3, 2.4, 2.5, 2.6, 2.9 LREBG Funds: $41,732	$105,945.00	Yes
2.3	English Language Development	LREBG Action: Implement a comprehensive approach to English Language Development (ELD) for English Language Learners (ELs),	$301,195.00	Yes

Action #	Title	Description	Total Funds	Contributing
		combining designated ELD instruction with integrated language support across all content areas. The recent needs assessment corroborates the findings of the 2024 Dashboard, indicating a continued need for increased support for English Learners (ELs). Although the ELA Academic Indicator for ELs showed a modest gain of 3.4 points, performance remains 58.9 points below the standard. Despite these academic gains, progress as measured by the English Learner Progress Indicator (ELPI) has declined. The overall EL group declined by 3.4%, with just 47.8% demonstrating progress. These trends highlight the need for targeted interventions and sustained support for EL and LTEL populations. Research supports the effectiveness of Designated English Language Development (ELD) as a critical component of instruction for English Learners (ELs), highlighting five key benefits: it provides focused language instruction aligned with ELD standards; complements Integrated ELD by offering specialized language development; builds academic language skills such as vocabulary, syntax, and grammar; supports Long-Term English Learners (LTELs) with sustained, targeted instruction; and creates a structured environment tailored to ELs' proficiency levels, enhancing overall language acquisition and academic success. This action aligns with the allowable uses of LREBG funds by targeted academic interventions. Metrics 2.2, 2.6, 2.7, 2.9 LREBG Funds $52,140		
2.4	Long Term English Language Learners	LREBG Action: Implement targeted interventions and support services tailored to meet the unique needs of Long Term English Language Learners (LTELs), focusing on teacher professional development and student language development, academic literacy, content mastery, and socio-emotional well-being to accelerate their English language proficiency and academic success.	$293,060.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The needs assessment, based on the CA Dashboard, indicates a critical need to implement targeted interventions and support services for Long-Term English Learners (LTELs). These efforts should focus on teacher professional development, language development, academic literacy, content mastery, and socio-emotional well-being to accelerate English proficiency and academic achievement. While LTELs showed a 30.9-point gain on the ELA Academic Indicator, they remain 72.4 points below standard. Additionally, ELPI results declined by 12.6%, with only 37.9% of LTELs meeting growth expectations. Research from reputable agencies and educational bodies supports the implementation of targeted interventions for Long-Term English Learners (LTELs), emphasizing the importance of teacher professional development, student language development, academic literacy, content mastery, and socio-emotional well-being. These findings collectively advocate for comprehensive, targeted strategies to accelerate English language proficiency and academic achievement among LTELs. This action aligns with the allowable uses of LREBG funds by focusing on targeted interventions and support services for Long-Term English Learners (LTELs), addressing critical academic and language proficiency gaps. Metrics 2.2, 2.6, 2.7, 2.9 LREBG Funds $81,805		
2.5	College & Career Readiness	LREBG Action: Identify and respond to the interests, needs, and barriers of underperforming student groups by collecting disaggregated student voice data to inform the development, expansion, and review elective courses that directly contribute to College/Career Indicator (CCI) pathways, such as A-G completion, CTE pathways, dual enrollment, and work-based learning opportunities This action is directly informed by our needs assessment based on the CA Dashboard. The CCI Indicator shows that although college and career readiness increased by 13.5% over the past year, only 41% of students are	$192,058.00	Yes

Action #	Title	Description	Total Funds	Contributing
		currently prepared. Notably, Long-Term English Learners (LTELs) improved from 0% to 7.1%, Hispanic students increased by 13.7% to 31.1%, socioeconomically disadvantaged (SED) students increased by 21.7% to 41.7%, and White students rose by 12% to 50.4%. These improvements, while encouraging, highlight persistent gaps in access and opportunity that disproportionately affect underperforming student groups. Action 2.5 expands student access to CCI-aligned pathways such as A–G coursework, Career Technical Education (CTE), dual enrollment, and work-based learning opportunities. These evidence-based strategies are designed to accelerate both academic and English language proficiency and ensure students are engaged in relevant, future-focused coursework that supports long-term success. By targeting the specific needs identified through our CCI data, this action helps mitigate learning loss and provides equitable, high-impact supports for students most affected by the pandemic and systemic inequities. Research strongly supports the strategies outlined as effective for addressing learning loss and promoting college and career readiness, particularly for underperforming student groups. Participation in CTE and dual enrollment has been shown to improve high school graduation rates, college enrollment, and persistence, especially among low-income and underserved students. Providing relevant, interest-based coursework increases student engagement and motivation, which are critical for academic recovery. This action aligns directly with accelerated learning strategies by expanding access to rigorous, relevant coursework aligned with the College/Career Indicator (CCI), such as A–G completion, Career Technical Education (CTE), dual enrollment, and work-based learning opportunities. Metric 2.8 LREBG Funds $19,448		
2.6	Extended Opportunities	LREBG Action: Establish homework assistance programs, credit recovery courses, and summer school sessions to offer additional support for students who are below grade-level proficiency and/or credit deficient for	$298,257.00	Yes

Action #	Title	Description	Total Funds	Contributing
		graduation, guaranteeing access to educational resources beyond typical school hours. The needs assessment of the California School Dashboard revealed that a significant percentage of students are not meeting standards in both Math and ELA, as indicated by the academic performance of all student groups. This persistent underachievement highlights a critical need for targeted academic support and intervention. As a result, HUSD is utilizing Learning Recovery Emergency Block Grant (LREBG) funds to address these gaps by implementing evidence-based strategies and programs aimed at accelerating learning, improving proficiency, and supporting the academic recovery of students most impacted by the pandemic and ongoing learning loss. Extended learning opportunities—such as homework help, credit recovery, and summer school—are proven to improve student outcomes, particularly for those who are below grade level or credit deficient. Research shows these programs boost graduation rates, prevent learning loss, and support academic growth in core subjects like math and reading. They also help students build essential skills for college and career readiness, including time management and perseverance. These supports are especially impactful for underserved and struggling students, providing them with equitable access to success beyond the traditional school day. This aligns with the allowable uses of extended instructional learning time through after-school programs, summer school, and intersession learning. Metrics 2.2, 2.6, 2.9 LREBG Funds $141,257		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Over the next three years, HUSD will collaborate with staff, parents, and students to cultivate a positive school culture that fosters a safe learning environment, provides comprehensive mental health support, and strengthens school connectedness.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal is important because it ensures that HUSD creates an environment where everyone involved—staff, parents, and students—works together to establish a supportive and safe atmosphere for learning. By prioritizing mental health support and fostering a sense of connectedness, the goal promotes student well-being, academic success, and a positive school experience for all.

Chronic absenteeism is an area for improvement districtwide, particularly at HES, and among ELs, Hispanics, Students Economically Disadvantaged, and Students with Disabilities, as indicated by red indicators on the CA Dashboard. Although recent data indicates improvement across all sites and student groups, HUSD has prioritized addressing attendance districtwide by implementing an MTSS approach.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Engagement Survey Scale: 1 -No progress 2 -beginning phase 3 -Some progress 4 Established Rate HUSD's progress with emphasis on	Parent Engagement Survey 2024 1. 3.16 2. 3.25 3. 2.89 4. 3.28 5. 3.08 6. 3.09	Parent Engagement Survey 2025 1. 2.98 2. 3.26 3. 2.73 4. 3.22 5. 2.84		Parent Engagement Survey 1. 3.5 2. 3.5 3. 3.5 4. 3.5 5. 3.5	 1. -0.18 2. +0.01 3. -0.16 4. -0.06 5. -0.24 6. -0.15 7. -0.19 8. -0.14

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	parents of students with disabilities and unduplicated students in the following areas 1. developing the capacity of staff to build trusting and respectful relationships with families. 2. creating welcoming environments for all families in the community. 3. supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. 4. developing multiple opportunities for the district and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. 5. providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. 6. providing families with information and resources to support	7. 3.05 8. 3.05 9. 3.00 10. 2.95 11. 3.00 12. Baseline established in 2025 13. Baseline established in 2025	6. 2.94 7. 2.86 8. 2.91 9. 2.84 10. 2.74 11. 2.78 12. Baseline established in 2026 13. Baseline established in 2026		6. 3.5 7. 3.5 8. 3.5 9. 3.5 10. 3.5 11. 3.5 12. 60% 13. 60%	9. -0.16 10. -0.21 11. -0.22 12. Baseline established in 2026 13. Baseline established in 2026

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	student learning and development in the home. 7. implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. 8. building the capacity of and supporting the principals and staff to effectively engage families in advisory groups and with decision-making. 9. building the capacity of and supporting family members to effectively engage in advisory groups and decision making. 10. providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. 11. providing opportunities to have families, teachers,					

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	principals and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. 12. School Connectedness (strongly agree & agree) 13. School Safety (Very Safe & Safe)					
3.2	Chronic Absenteeism Indicator -CA Dashboard	2023 HUSD All: 22.5% (orange) SWD: 25.6% (yellow) White: 18% (yellow) Hispanic: 25.3% (orange) EL: 26.2% (red) SED: 29.6% (red) HES All: 27.5% (red) Hispanic: 32.3% (red) EL: 31.2% (red) SED: 34.2% (red) FES SWD: 23.5% (red) Hispanic: 23.9% (red) EL: 27% (red) SED: 28.7% (red) 2024: LTEL 20.6% (red)	2024 HUSD All: 18.6% (yellow) SWD: 24.4% (orange) White: 14.2% (yellow) Hispanic: 17.4% (yellow) EL: 19% (yellow) SED: 19.6% (yellow) LTEL 20.6% (red) HES All: 19.1% (yellow) Hispanic: 22.3% (yellow) EL: 21.8% (yellow) SED: 23.9% (yellow) FES SWD: 23.3% (red)		2026 HUSD All: 5% SWD: 5% White: 5% Hispanic: 5% EL: 5% SED: 5% LTEL 10% HES All: 5% Hispanic: 5% EL: 5% SED: 5% FES SWD: 5% Hispanic: 5% EL: 5% SED: 5% RMS: EL 10%	HUSD All: -3.9% (orange to yellow) SWD: -1.2% (yellow to orange) White: -3.8% (no color change) Hispanic: -7.9% (orange to yellow) EL: -7.2% (red to yellow) SED: -10.0% (red to yellow) LTEL: baseline 2024 HES All: -8.4% (red to yellow) Hispanic: -10.0% (red to yellow) EL: -9.4% (red to yellow)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		RMS: EL 22.5% (red) LTEL 20.6% (red) SWD 30.2% (red)	Hispanic: 12.3% (yellow) EL: 11.5% (yellow) SED: 13.2% (yellow) RMS: EL 22.5% (red) LTEL 20.6% (red) SWD 30.2% (red)		LTEL 5% SWD 15%	SED: -10.3% (red to yellow) FES SWD: -0.2% (no color change) Hispanic: -11.6% (red to yellow) EL: -15.5% (red to yellow) SED: -15.5% (red to yellow) RMS EL: baseline 2024 LTEL: baseline 2024 SWD: baseline 2024
3.3	Suspension Rate Indicator -CA Dashboard	2023 HUSD All: 3% (green) SWD: 4.3% (green) White: 2.5% (green) Hispanic: 3.1% (green) EL: 2.9% (green) SED: 3.8% (orange) BJD Hispanic: 11.1% (red) SED: 10.4% (red) 2024: LTEL 4.7% (yellow)	2024 HUSD All: 2.7% (yellow) SWD: 3.2% (green) White: 2.6% (yellow) Hispanic: 2.8% (green) EL: 2.1% (green) SED: 2.7% (green) LTEL 4.7% (yellow) BJD Hispanic: 5% (green)		2027 HUSD All: 2.5% SWD: 2.5% White: 2.5% Hispanic: 2.5% EL: 2.5% SED: 2.5% LTEL: 2.5% BJD Hispanic: 5% SED: 5%	HUSD All: -0.3% (green to yellow) SWD: -1.1% (no color change) White: +0.1% (green to yellow) Hispanic: -0.3% (no color change) EL: -0.8% (no color change) SED: -1.1% (orange to green) LTEL: baseline 2024

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SED: 2.4% (green)			BJD Hispanic: -6.1% (red to green) SED: -8.0% (red to green)
3.4	California Healthy Kids Survey Percentage of students in grades 7, 9, 11 that respond positively in the following areas on the CHKS Survey: -1. School Connectedness (strongly agree & agree) -2. School Safety (Very Safe & Safe) -3. Social Emotional Distress (Not at all true & A little true) -4. Know where to seek help at school (strongly agree & agree) -5. School encourages students to take care of mental health (strongly agree & agree)	2023-2024 Question 1: 5th = 77% 7th = 59% 9th = 57% 11th = 59% Question 2: 5th = 84% 7th = 56% 9th = 68% 11th = 66% Questions 3: 7th = 77% 9th = 72% 11th = 76% Question 4: 7th = 75% 9th = 68% 11th = 78% Question 5: 7th = 88% 9th = 80% 11th = 84%	2024-2025 Question 1: 5th = 72% 7th = 69% 9th = 58% 11th = 75% Question 2: 5th = 76% 7th = 72% 9th = 65% 11th = 67% Questions 3: 7th = 80% 9th = 75% 11th = 77% Question 4: Not Collected Question 5: Not collected		2026-2027 Question 1: 5th = maintain 75% or above 7th = 75% 9th = 75% 11th = 75% Question 2: 5th = maintain 80% or above 7th = 75% 9th = 75% 11th = 75% Questions 3: 7th = maintain 75% or above 9th = 75% 11th = maintain 75% or above Question 4: 7th = maintain 75% or above 9th = 75% 11th = maintain 75% or above Question 5:	Question 1: 5th = -5% 7th = +10% 9th = +1% 11th = +16% Question 2: 5th = -8% 7th = +16% 9th = -3% 11th = +1% Question 3: 7th = +3% 9th = +3% 11th = +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					7th = 90% 9th = 90% 11th = 90%	
3.5	Drop Out Rate - CALPADS Report 1.14 Drop Out Rates State View	2023 High school = 0% Middle school = 0%	2024 High school = 1.1% Middle school = 0%		2026 High School = maintain 2.2% or below Middle School = maintain 0%	High School = +1.1% Middle School = 0%
3.6	School Attendance Rates -STATS Dashboard	2024 HUSD: 94.67% HES: 94.13% FES: 95.17% RMS: 95.05% HHS: 95.23% VCDS: 85.79% BJD: 81.17%	2025 HUSD: 94.67% HES: 94.39% FES: 95.12% RMS: 94.75% HHS: 94.93% VCDS: 84.94% BJD: 88.04%		2027 HUSD: 95% or better HES: 95% or better FES: maintain 95.17% or better RMS: maintain 95.05% or better HHS: maintain 95.23% or better VCDS: 90% or better BJD: 85% or better	HUSD: 0% HES: +0.26% FES: -0.05% RMS: -0.30% HHS: -0.30% VCDS: -0.85% BJD: +6.87%
3.7	Pupil Expulsion Rate - Data Quest Expulsion Rate	2022-2023 HUSD: 0%	2023-2024 HUSD: 0%		2022-2023 HUSD: 0%	0%

Goal Analysis [2024-25]

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.

Successful Implementation:
Action 3.1 Parent Engagement

-Utilized Aeries Communication to consistently share important updates, student progress, and school events in multiple languages. Conduct an annual Parent Engagement Survey to gather feedback, assess communication effectiveness, and identify areas for improvement. Use survey results to inform strategies that strengthen the home-school partnership and ensure all families feel connected and supported. This ongoing dialogue promotes student success and a positive experience for all educational partners.
Action 3.2 Promote Positive Attendance
-Analyzed attendance data regularly to identify trends and target interventions, with a focus on student subgroups and schools rated “very low” on the 2023 CA School Dashboard. Collaborated with staff, families, and community partners to address barriers through tiered supports, ranging from universal strategies to individualized plans. Proactive measures included district-wide attendance incentives at all school sites and ongoing recognition of schools maintaining 95% attendance or higher. Progress and efforts are monitored through the weekly superintendent’s newsletter to staff and celebrated at the State of the District event, reinforcing a culture of shared responsibility and improvement.
Action 3.3 Promote Positive Behavior
-Utilized proactive, evidence-based strategies and consistent data analysis to guide behavior interventions and support students at varying levels of need. All school sites operated positive incentive stores to reward appropriate behaviors, reinforcing school-wide expectations and encouraging student engagement. Several schools in the district earned PBIS award recognition, demonstrating success in implementing effective behavior supports. These practices were regularly monitored and refined to ensure equitable outcomes and sustained positive behavior across the district.
Action 3.4 Mental Health Support
-Provided universal promotion through school-wide wellness initiatives, conducted screenings to identify student needs, and delivered targeted interventions along with access to specialized services. Collaboration with mental health professionals, educators, families, and community partners ensured a cohesive and responsive approach. Mental health spaces were established at most school sites, offering students a place to reset or seek support. Every school had access to counselors, with additional support provided by an in-district clinician. At the secondary level, student-led initiatives such as NAMI and Minds Matter Clubs at HHS and RMS promoted mental health awareness and peer support.

Challenges to Implementation:
Action 3.1 Parent Engagement
-Questions 12 and 13 were mistakenly omitted from the 2025 Parent Engagement Survey, resulting in no data collection for those items. Corrective actions have been taken to ensure their inclusion in the 2026 survey. Compared to 2024, most 2025 survey items showed a decline in parent engagement scores. This may be due to a change in distribution—only parents in Aeries received the survey, unlike in 2024 when it was also shared on social media. The smaller 2025 respondent pool may reflect more authentic feedback. A clearer picture of parent sentiment is expected in 2026, when the survey will be administered consistently.
Metric 3.4 CHKS Survey
-It is standard practice for the district to purchase the Cal-Well supplemental add-on to CHKS, but this year the staff member overseeing CHKS was unaware that continued payment was required for these additional items. This issue has since been identified and resolved to ensure full data collection in future years.

Modified Implementation:
Actions 3.2-3.4 will all be LREBG actions in 2025-2026.

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.

Action 3.3:
The $25,411 discrepancy between the budgeted and actual expenditures for Action 3.3 was due to the use of both EEOG and LREBG funds to support the implementation of the Multi-Tiered System of Supports (MTSS) framework. These funds were utilized to advance proactive, data-driven strategies and collaborative efforts among staff, students, and families to promote positive behavior, particularly at schools and within student subgroups identified as “Very Low” on the 2023 California School Dashboard. Leveraging multiple funding sources allowed HUSD to maintain fidelity to the action’s intent while optimizing resource use.

Action 3.4:
The $50,797 discrepancy between budgeted and actual expenditures for Action 3.4 resulted from the combined use of EEOG and LREBG funds to support the implementation of a Multi-Tiered System of Supports (MTSS) for mental health. Additionally, planned expenditures were reduced as Safe Spaces were successfully completed at all school sites except Fox Road Elementary and Alternative Education. These factors contributed to the variance while still advancing the action’s objectives of mental health screening, universal promotion, targeted intervention, and collaborative implementation.

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

Analysis of both quantitative and qualitative data reveals varying levels of effectiveness in achieving Goal 3 by both quantitative and qualitative indicators.

Action 3.1: Parent Engagement and Communication – Effective
-Parent Engagement and Communication was effective in meeting Goal 3 by strengthening targeted, meaningful communication with families. The 2025 Parent Engagement Survey showed a slight increase in creating welcoming environments (Q2: 3.25 to 3.26) and a minor decrease in two-way communication using accessible language (Q4: 3.28 to 3.22), reflecting continued positive perceptions. A monthly newsletter was sent by the superintendent through Aeries Communication, and principals sent weekly messages home to families, enhancing consistent and accessible communication. Additionally, attendance at DELAC meetings increased by 2%, indicating growing parent engagement. The shift to a more accurate survey sample—focusing on current families—improved data quality, ensuring parent feedback continues to guide efforts in fostering a safe and supportive school culture.

Action 3.2 Attendance Support through MTSS – Effective
-By promoting a more inclusive and supportive school culture through improved student attendance. From 2023 to 2024, chronic absenteeism declined district-wide from 22.5% to 18.6%, with significant improvements among English Learners, Hispanic students, and socioeconomically disadvantaged students. HUSD maintained a strong average attendance rate of 94.67%, with notable site-level progress such as BJD’s increase from 81.17% to 88.04%, and consistent or improved rates at HES and FES. These gains reflect the successful implementation of the MTSS framework for attendance, which helped identify and address attendance barriers.

Action 3.3 -Promote Positive Behavior

-By advancing the Multi-Tiered System of Supports (MTSS) for positive behavior, resulting in safer and more inclusive school environments, especially among historically underserved student groups. From 2023 to 2024, suspension rates declined across nearly all groups, with significant progress at BJD—Hispanic students dropped from 11.1% (red) to 5% (green), and Socioeconomically Disadvantaged (SED) students from 10.4% (red) to 2.4% (green). This positive trend continued from 2024 to 2025, with the districtwide suspension rate improving from 3% (green) to 2.7% (yellow), and SED students showing a notable decrease from 3.8% (orange) to 2.7% (green). Additionally, Students with Disabilities (SWD), English Learners (EL), and Hispanic students either maintained or improved their green performance levels. California Healthy Kids Survey results further supported these outcomes, revealing enhanced student perceptions of safety and support in Grades 5, 7, and 11.

3.4: Mental Health Support through MTSS – Effective
-MTSS for mental health was effective by enhancing mental health awareness, school connectedness, and student well-being through the MTSS framework. Data from the 2024–2025 California Healthy Kids Survey showed strong mental health awareness among students, with 88% of 7th, 80% of 9th, and 84% of 11th graders reporting their schools promote mental health, and high percentages knowing where to seek help (7th: 75%, 9th: 68%, 11th: 78%). Positive gains in school connectedness were seen among 7th graders (59% to 69%) and 11th graders (59% to 75%), and perceptions of school safety improved significantly for 7th graders (56% to 72%). Reductions in emotional distress were also evident, with increases in positive responses among 7th (77% to 80%), 9th (72% to 75%), and 11th (76% to 77%) graders. Although School Connectedness and Safety declined among 5th and 9th graders, and the absence of Cal-Well Add-on data limited full assessment in 2025, the overall results indicate that MTSS-driven supports and interventions are making a meaningful impact on student mental health and school climate. Addressing data collection gaps and increasing survey participation, especially among 5th graders (40% response rate), will be essential for refining and sustaining effective mental health 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.

Goals: no change

Metrics:
3.1 Parent Engagement Survey:
The survey distribution process was refined—this year's survey was sent only to current families listed in the Student Information System, rather than being publicly accessible via social media as in the past. As a result, the sample size was smaller and more targeted, offering a more accurate reflection of current district families. The more focused data collection will allow for stronger year-over-year comparisons moving forward, and ongoing efforts will be guided by this more reliable feedback. Additionally, Questions 13 and 14 were unintentionally omitted from the 2025 Parent Engagement Survey due to a formatting oversight, but the issue has been identified and corrected to ensure both questions will be included in the 2025–2026 survey.

Target Outcomes:
Metric 3.2

-Added LTEL to outcomes for Metric 3.2 because it became a new subgroup on the Dashboard in 2024, and with a baseline now established, outcomes were required. We also added RMS EL, LTEL, and SWD groups because they appeared in red on the 2024 Dashboard and needed to be addressed.
Metric 3.3
-Added LTEL to outcomes for Metric 3.2 because it became a new subgroup on the Dashboard in 2024, and with a baseline now established, outcomes were required.

Actions:
3.2-3.4 will be LREBG actions.

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
3.1	Parent Engagement	Establish regular and meaningful communication with parents to foster a supportive home-school partnership, promoting student success, and ensuring a positive school experience for all of our educational partners.	$98,981.00	Yes
3.2	Promote Positive Attendance	LREGB Action: Implement a Multi-Tiered System of Supports (MTSS) framework for attendance that includes proactive interventions, data analysis, and collaboration among staff, families, and community partners to identify and address attendance barriers at various levels of need with an emphasis on student subgroups and schools scoring in very low on the 2023 CA School Dashboard. The needs assessment for Action 3.2 highlights chronic absenteeism as a critical area requiring intervention to support a positive school culture and student connectedness. In 2023, district-wide chronic absenteeism was 22.5%, with significantly higher rates among English Learners (26.2%) and Socioeconomically Disadvantaged (SED) students (29.6%). One school, BJD, reported particularly low attendance at 81.17%. These high rates contributed to red and orange performance levels on the California Dashboard. While improvements in 2024 show the effectiveness of MTSS strategies, the initial data confirmed a strong need to identify and address	$71,848.00	Yes

Action #	Title	Description	Total Funds	Contributing
		attendance barriers to create more inclusive and supportive learning environments aligned with Goal 3. Research shows that chronic absenteeism is closely linked to lower academic achievement, disengagement, and increased dropout risk. According to the U.S. Department of Education and Attendance Works, implementing a Multi-Tiered System of Supports (MTSS) improves attendance by addressing root causes—such as health, transportation, and family engagement—through data-driven, proactive interventions. This action directly aligns with LREBG allowable uses by addressing learning recovery through tiered reengagement strategies, improving student attendance, and reducing barriers that disproportionately affect underperforming student groups. Metrics 3.2 LREBG Funds $20,000		
3.3	Promote Positive Behavior	LREBG Action: Implement a Multi-Tiered System of Supports (MTSS) framework for positive behavior that includes proactive strategies, data-driven decision-making, and collaboration among staff, students, and families to promote and reinforce positive behaviors at various levels of need with an emphasis on student subgroups and schools scoring in very low on the 2023 CA School Dashboard. The 2023 California Dashboard data reveals a clear need to implement a Multi-Tiered System of Supports (MTSS) for positive behavior, particularly to address disparities among student subgroups and sites with elevated suspension rates. While HUSD overall and many subgroups scored in the green performance level, the SED subgroup was orange, and BJD had significantly higher suspension rates in 2023, with Hispanic students at 11.1% and SED students at 10.4% (both red). Although 2024 data shows improvement across all groups—including BJD's SED rate dropping to 2.4%—these findings underscore the need for sustained, systemic support. Implementing MTSS will ensure consistent, proactive behavior	$70,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
		interventions and collaborative practices that promote equity, reduce disproportionality, and create supportive school environments. Research supports MTSS as an effective framework for improving behavior, reducing suspensions, and fostering inclusive school environments—especially for underserved groups. Studies show that MTSS with PBIS improves outcomes through proactive, data-driven supports. This aligns with LREBG allowable uses by addressing barriers to learning, supporting behavioral and social-emotional needs, and providing targeted supports to improve student engagement and success. Metric 3.3 LREBG Funds $35,000		
3.4	Mental Health Support	LREBG Action: Implement a Multi-Tiered System of Supports (MTSS) for mental health, including screening, universal promotion, targeted interventions, and access to specialized services. Collaborate with professionals, educators, families, and community partners for effective implementation. The needs assessment for Action 3.4 shows mental health supports are reaching students, but continued focus is needed. According to the 2024–2025 California Healthy Kids Survey, 88% of 7th graders, 80% of 9th graders, and 84% of 11th graders reported their schools promote mental health awareness. Additionally, 75% of 7th graders, 68% of 9th graders, and 78% of 11th graders knew where to access support. Reports of low emotional distress improved among 9th graders (72% to 75%) and 11th graders (76% to 77%), indicating positive impact and the need for sustained mental health initiatives. Research supports Action 3.4 by demonstrating that school-based mental health programs improve student well-being, academic outcomes, and school connectedness. Studies from the National Center for School Mental Health and CASEL show that access to mental health education and services reduces emotional distress, enhances self-regulation, and	$166,117.00	Yes

Action #	Title	Description	Total Funds	Contributing
		promotes positive peer relationships—especially critical in post-pandemic recovery. This action aligns with LREBG's allowable use to provide supplemental instructional support and student services, particularly those addressing the social-emotional and mental health needs of students impacted by COVID-19 and related learning disruptions. Metric: 3.4 LREBG Funds $100,949		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By the end of the next three years, HUSD will effectively allocate and utilize the Equity Multiplier funds at Billy Joe Dickens High School to reduce academic disparities among underserved student populations, as evidenced by a measurable increase in graduation rates and proficiency levels in core subjects.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

After consultation with educational partners including staff, students and parents HUSD aims to address the persistent academic disparities among underserved student populations at BJD. By effectively allocating and utilizing the Equity Multiplier funds, the district can implement targeted interventions and support initiatives that specifically target the needs of these students.

Implementing MTSS with trauma-informed practices and PBIS at BJD should help address the suspension indicator in red for Hispanic students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate Indicator -CA Dashboard	2023 91.3%	2024 93.3%		2026 93%	+2%
4.2	Suspension Rate Indicator -CA Dashboard	2023 All: 9.7% Hispanic: 11.1% SED: 10.4% EL: 17.6%	2024 All: 3.6% (green) Hispanic: 5% (green) SED: 2.4% (green)		2026 All: 5% or below Hispanic: 5% or below SED: 5% or below	All: -6.1% Hispanic: -6% SED: -8% EL: -17.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 0% 2024: LTEL 0%	EL: 0% White: 0% LTEL 0%		EL: 5% or below White: 1.5% or below	White: No change LTEL: No change
4.3	Academic Indicator ELA - CA Dashboard	Dashboard 2023 All -333 points below standard	Dashboard 2024 All -107.5 points below standard		Dashboard 2026 All -233 points below standard or less	+225.5
4.4	Academic Indicator Math -CA Dashboard	Dashboard 2023 All -348 points below standard	Dashboard 2024 All -159.9 points below standard		Dashboard 2026 All -233 points below standard or less	+188.1

Goal Analysis [2024-25]

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.

Successful Implementation:
Action 4.1 Targeted Academic Intervention
-Provided targeted small group intervention sessions at Billy Joe Dickens High School, delivering focused instruction tailored to the specific academic needs of underserved students. These sessions were designed to accelerate student progress and improve proficiency in core subjects such as English Language Arts and mathematics. Equity Multiplier funds were strategically allocated to support intervention staffing, instructional materials, and progress monitoring tools.
Action 4.3 Positive Behavior & Attendance
-Staff collaborated with students, families, and community partners to deliver tiered, data-driven interventions that addressed varying levels of need. An incentive program was established to recognize and reward students for demonstrating positive behavior and maintaining regular attendance, reinforcing a supportive and proactive school climate. The district also maintained a food pantry to assist families facing challenges that could hinder student attendance and engagement. These combined efforts contributed to a safer, more inclusive environment aligned with the goals of MTSS and PBIS.

Non-Implemented Actions:
Action 4.2 Trauma Informed Practices

-Due to scheduling constraints, we were unable to offer professional development in trauma-informed practices to staff during the current year, but it will be a priority for implementation in the 2025–2026 school year.

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.

Action 4.2
The $11,455 discrepancy between budgeted and actual expenditures for Action 4.2 was due to the fact that professional development on trauma-informed practices was not implemented at Billy Joe Dickens High School during the reporting period. Additionally, other related expenses were offset using LREBG funds. These factors contributed to the variance while preliminary efforts toward creating a supportive, trauma-informed environment continue to be prioritized.

Action 4.3
The $11,262 discrepancy between budgeted and actual expenditures for Action 4.3 occurred because the full anticipated funding was not required to implement the Multi-Tiered System of Supports (MTSS) framework for positive behavior and attendance. The initiative was carried out effectively using fewer resources than originally projected, while still maintaining fidelity to the planned strategies.

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

Based on our analysis of metrics and outcomes, the implementation of each action contributed to measurable progress toward reducing academic disparities at Billy Joe Dickens High School.
Action 4.1
-targeted small group interventions, proved effective as ELA performance improved significantly—from 333 points below standard in 2023 to 107.5 points below in 2024—and the graduation rate rose from 91.3% to 93.3%. effectively boosted academic performance through targeted small group interventions, as evidenced by a significant improvement in ELA proficiency for all students—from 333 points below standard in 2023 to 107.5 points below in 2024—and a graduation rate increase from 91.3% to 93.3%.
Action 4.2
-while not fully implemented due to scheduling constraints, it laid the groundwork for future staff development in trauma-informed practices, which remains a priority for 2025–2026.
Action 4.3
-the MTSS framework for behavior and attendance, was highly effective, reducing the overall suspension rate from 9.7% to 3.6%, with dramatic improvements for high-need groups such as English Learners, who saw a drop from 17.6% to 0%. successfully reduced suspension rates across all student groups through the implementation of a Multi-Tiered System of Supports (MTSS), promoting positive behavior and attendance. The most notable improvements include the overall suspension rate dropping from 9.7% to 3.6%, with English Learner suspensions decreasing from 17.6% to 0%, indicating a more inclusive and supportive school climate. Attendance improved as well from 81.17% to 88.04%.

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.

Metrics 4.2
-added LTEL student group

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
4.1	Targeted Academic Intervention	Implement targeted intervention small group sessions, consisting of focused instruction and support tailored to the specific academic needs of underserved students, aimed at improving their proficiency in core subjects and accelerating their progress towards academic success.	$37,923.00	No
4.2	Trauma Informed Practices	Implement trauma-informed practices by providing professional development for staff on recognizing and responding to trauma, creating a safe and supportive school environment, offering individualized support and accommodations for students affected by trauma, and collaborating with community partners to ensure comprehensive care and resources for students in need.	$4,498.00	No
4.3	Positive Behavior & Attendance	Implement a Multi-Tiered System of Supports (MTSS) framework for positive behavior and attendance that includes proactive strategies, data-driven decision-making, and collaboration among staff, students, and families to promote and reinforce positive behaviors at various levels of need.	$10,166.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By the end of the next two years, HUSD will effectively allocate and utilize the Equity Multiplier funds at Valley Community Day School to reduce academic disparities among underserved student populations, as evidenced by measurable proficiency levels in core subjects and a decrease in suspension rates.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

After consultation with educational partners including staff, students and parents HUSD aims to address the persistent academic disparities among underserved student populations at Valley Community Day School. By effectively allocating and utilizing the Equity Multiplier funds, the district can implement targeted interventions and support initiatives that specifically target the needs of these students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	iReady Reading Diagnostic	2024-2025 Tier 1: 9% Tier 3: 73%	Not eligible for Equity Multiplier Funds		2026 Tier 1: 15% Tier 3: 67%	Baseline 2024-2025
5.2	iReady Math Diagnostic	2024-2025 Tier 1: 27% Tier 3: 55%	Not eligible for Equity Multiplier Funds		2026 Tier 1: 33% Tier 3: 49%	Baseline 2024-2025
5.3	Suspension Rate Indicator -CA Dashboard	2024 All 24.4% (+8.4%) Hispanic 25% (+8.3%) SED 27.3% (+20.6%)	Not eligible for Equity Multiplier Funds		2026 CA Dashboard 8% or lower for all groups	Baseline 2024 Dashboard

Goal Analysis [2024-25]

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.

VCDS did not qualify for Equity Multiplier Funds in 2024-2025.

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.

N/A

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

N/A

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.

N/A

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
5.1	Targeted Academic Intervention	Implement targeted small group intervention sessions that provide focused instruction tailored to the academic needs of underserved students. Expand academic choices and engagement by offering high-quality online courses for credit recovery, acceleration, and differentiated learning. These strategies aim to improve proficiency in core subjects and accelerate overall academic progress.	$38,679.00	No
5.2	Trauma Informed Practices	Implement trauma-informed practices by providing professional development for staff on recognizing and responding to trauma, creating a safe and supportive school environment, offering individualized support	$4,498.00	No

Action #	Title	Description	Total Funds	Contributing
		and accommodations for students affected by trauma, and collaborating with community partners to ensure comprehensive care and resources for students in need.		
5.3	Positive Behavior and Attendance	Implement a Multi-Tiered System of Supports (MTSS) framework for positive behavior and attendance that includes proactive strategies, data-driven decision-making, and collaboration among staff, students, and families to promote and reinforce positive behaviors at various levels of need.	$7,358.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$4,296,058	$268,827

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
16.924%	0.000%	$0.00	16.924%

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 #	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
1.1	**Action:** High Quality Staff **Need:** Academic Indicators demonstrate the need to ensure staff are supporting students in meeting state standards. In ELA, EL (-62), SED (-39) points below standard. In math the deficit increases to EL (-92) and SED (-79) subgroups being even further below standard. The LCAP was shaped by input from	Retaining strong talent and maintaining additional positions above the base need are essential strategies for ensuring expertise, capacity building, and sustainability, so all schools can effectively increase and improve unduplicated students' outcomes and services across the district. It is provided districtwide to create smaller caseloads, increase collaboration and communication with parents, and serves as an extension of the school's capacity to provide a	1.1 Teachers Assignment Monitoring Outcomes

Goal and Action #	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
	educational partners in several ways. While HUSD does not have enough Foster Youth students to constitute a subgroup on the Dashboard, it's crucial to recognize and address their needs. Having a high-quality staff dedicated to serving the needs of ELs, Foster Youth, and Low-Income students is essential for promoting equity, fostering inclusivity, providing individualized support, and empowering students to thrive academically and beyond. **Scope:** LEA-wide	well-rounded education and create an environment where all students can thrive.	
1.2	**Action:** Technology **Need:** Based on survey results, all students do not have access to a device or the internet at home. **Scope:** LEA-wide	It is important to provide unduplicated students equitable access to technology and the internet, close the digital divide, provide personalized learning, enhance digital literacy skills and prepare them for future-ready careers. Providing this action LEA-wide ensures unduplicated students have equitable access alongside their peers to technology and standards-based instructional resources.	1.2 Percentage of students that have access to a chromebook. 1.3 Percentage of students that indicated they needed access and received a hot spot
2.1	**Action:** Professional Development **Need:** -Academic indicators underscore the importance of ensuring staff assist students in closing academic gaps to attain grade-level	Professional development for all staff will build cultural competence, promote equity and inclusion, acquire language proficiency, support special populations, implement trauma-informed practices, integrate technology, utilize data effectively, and foster collaboration which are critical to meeting	2.1 LCFF Professional Development Survey

Goal and Action #	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
	proficiency. In ELA, EL (-62), socioeconomically disadvantaged (SED) subgroup (-39) points below standard. In math the deficit increases to EL (-92) and SED (-79) subgroups being even further below standard. -We also need to prepare students for college and career readiness. Our CCI indicator shows that only 20% of students in SED subgroup are considered prepared. -Additionally, only 42% of our English Learners (ELs) are demonstrating progress according to the ELPI. -While HUSD does not have enough Foster Youth students to constitute a subgroup on the Dashboard, it's crucial to recognize and address their needs. **Scope:** LEA-wide	the diverse needs of unduplicated students within the district to ensure their academic success. Providing this action LEA-wide ensures all certificated staff have the opportunity to develop their knowledge and skills, a consistent approach to instruction across the LEA, and a shared understanding among educators about how to support students with diverse needs. Additionally, all teachers need to be able to support the needs of unduplicated students regardless of current assignments.	
2.2	**Action:** Embedded Intervention **Need:** -Academic indicators underscore the importance of ensuring staff assist students in closing academic gaps to attain grade-level proficiency. In ELA, EL (-62), socioeconomically disadvantaged (SED) subgroup (-39) points below standard. In math the deficit increases to EL (-92) and SED (-79) subgroups being even further below standard. -Additionally, only 42% of our English Learners (ELs) are demonstrating progress according to the ELPI.	Unduplicated students have diverse needs and need targeted support in areas such as language development, academic achievement, social-emotional well-being, cultural adjustment, basic needs support, and trauma and resilience. These interventions help ensure that all students have equitable access to the support and resources they need to thrive academically and socio-emotionally. Providing this action LEA-wide is to avoid the negative impacts of a "Pullout" program for unduplicated students such as fragmented instruction, lower achievement scores, stigmatization, and inconsistent quality of	2.2 Academic Indicator ELA 2.3 Academic Indicator Math 2.4 Academic Indicator CAST 2.5 SIPPS EOY 3rd grade 2.6 English Learner Progress Indicator 2.9 Graduation Rate Indicator

Goal and Action #	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
	-While HUSD does not have enough Foster Youth students to constitute a subgroup on the Dashboard, it's crucial to recognize and address their needs. Students failing math, reading, or other subjects have various needs, including skill gaps hindering their ability to grasp more advanced concepts, struggle with comprehension, lack engagement due to a lack of interest, relevance, or understanding of how the subject relates to their lives, and/or some students may lack adequate support at home. **Scope:** LEA-wide	instruction. Additionally, there is a need to provide intervention for students, regardless of unduplicated status, due the learning interruption from the pandemic.	
2.5	**Action:** College & Career Readiness **Need:** Our CCI indicator shows that only 20% of students in SED subgroup are considered prepared. While our English Learners are not a large enough subgroup to report a performance level of the 21 students in the class of 2022, 0% were considered prepared. These students face unique challenges such as limited resources, unstable home environments, and language barriers. It's crucial to address these needs by providing tailored support, resources, and opportunities	These courses can offer practical skills, guidance, and exposure to diverse career paths, empowering unduplicated students to overcome barriers and succeed in their academic and professional pursuits despite their circumstances. Providing this action LEA-wide is crucial for unduplicated students due to the limited student group size. Ensuring equitable access to these opportunities allows all students to enhance their college and career prospects.	2.8 College and Career Indicator

Goal and Action #	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
	through elective courses focused on career and college readiness. **Scope:** Schoolwide		
2.6	**Action:** Extended Opportunities **Need:** Academic indicators underscore the importance of ensuring there are multiple opportunities for students to close academic gaps to attain grade-level proficiency, acquiring English language proficiency, and/or meet high school graduation requirements. In ELA, EL (-62), socioeconomically disadvantaged (SED) subgroup (-39) points below standard. In math the deficit increases to EL (-92) and SED (-79) subgroups being even further below standard. -Additionally, only 42% of our English Learners (ELs) are demonstrating progress according to the ELPI. -While HUSD does not have enough Foster Youth students to constitute a subgroup on the Dashboard, it's crucial to recognize and address their needs. These student groups face unique challenges that can impact their academic performance and progress due to language barriers, limited resources, or instability.	By providing these supplemental opportunities outside of the typical school day, it provides educators additional opportunities to support students in overcoming barriers to academic success and ensuring they have the resources they need to succeed. Providing this action LEA-wide is crucial for unduplicated students, alongside their peers, have extension opportunities that support their academic learning, enable them to graduate, and prepare them for college and career.	2.2 Academic Indicator ELA 2.6 English Learner Progress Indicator 2.9 Graduation Rate Indicator

Goal and Action #	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
	Scope: LEA-wide		
3.1	**Action:** Parent Engagement **Need:** Based on parent input from DELAC and the Parent Engagement Survey, areas for improvement include: 1) Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children and 2) Providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. These student groups face unique challenges that can impact their academic performance and progress due to language barriers, limited resources, or instability. **Scope:** LEA-wide	HUSD can create a more inclusive and supportive environment that promotes student success and well-being for our unduplicated students. Regular communication and encouragement for parent engagement play a crucial role in achieving this goal. Providing this action LEA-wide allows for equitable access to consistent communication between the schools and families.	3.1 Parent Engagement Survey
3.2	**Action:** Promote Positive Attendance **Need:** Overall, HUSD needs to improve attendance rates across the district. Based on the Chronic Absenteeism indicator, HUSD's English	An MTSS plan provides targeted interventions and support tailored to the specific needs of each unduplicated student group, aiming to reduce absenteeism, improve academic outcomes, and promote equity in education.	3.2 Chronic Absenteeism Indicator

Goal and Action #	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
	Learners (ELs) subgroup has a rate of 26%, and the SED subgroup has a rate of 30%. At HES, the overall performance level is red at 28%, with ELs at 31% and SED at 34%. At FES, ELs have a rate of 27% and SED has a rate of 29% absenteeism. If students are not in school, they cannot close achievement gaps, acquire language proficiency, or receive services that improve their academic outcomes. While HUSD does not have enough Foster Youth students to constitute a subgroup on the Dashboard, it's crucial to recognize and address their needs. These students face unique challenges such as language barriers, unstable living situations, and limited resources, which is reflected in our Chronic Absenteeism indicator which was red for HUSD, HES and FES (ELs, and Low Income). **Scope:** LEA-wide	Providing this action LEA-wide ensures there is a consistent system of support that will lead to a more equitable, transparent, and effective educational environment for all students and their families.	
3.3	**Action:** Promote Positive Behavior **Need:** -While the Suspension Indicator performance levels for all students and most subgroups are green, Socioeconomically Disadvantaged (SED) students have a performance level of orange, with 3.8% of them being suspended for at least one day. It is crucial for us to	Implementing MTSS for positive behavior can decrease suspension rates by providing targeted interventions, proactive strategies for challenging behaviors, early identification of students at risk, and individualized support, thereby creating a positive and inclusive school environment that promotes positive behavior and reduces the need for punitive measures like suspensions for our unduplicated students.	3.3 Suspension Indicator 3.4 CA Healthy Kids Survey

Goal and Action #	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
	continue improving behavior for all students to ensure they remain in school. -The EL student subgroup performance level is green/blue at most sites, but it is yellow at RMS. It's essential to maintain support for this group of students with our tiered level of supports. These student groups are at a higher risk of suspension due to various factors including language barriers for ELs, limited access to resources and support for students from low-income families, and instability or trauma experienced by foster youth, which can manifest in behavioral challenges. Additionally, systemic biases or misunderstandings of cultural differences may also contribute to disproportionate suspension rates among these groups. This is reflected on the Suspension indicator for BJD is red for low income students. **Scope:** LEA-wide	Providing this action LEA-wide ensures there is a consistent system of support that will lead to a more equitable, transparent, and effective educational environment for all students and their families.	
3.4	**Action:** Mental Health Support **Need:** Our educational partners at Focus Group meetings and DELAC meetings have overwhelmingly emphasized the need for a robust mental health support system for our students. To sustain positive results on the California Healthy Kids Survey, it's imperative	By addressing these specific needs, the district can better support ELs, Foster Youth, and low-income students with mental illness and promote their overall well-being and academic success. Providing this action LEA-wide ensures there is a consistent system of support that will lead to a more equitable, transparent, and effective educational environment for all students and their families.	3.4 CA Healthy Kids Survey

Goal and Action #	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
	that we offer these services to these groups of students who need culturally and linguistically appropriate services, stability and supportive relationships, access to resources and services, trauma-informed practices, collaboration with families and community partners. **Scope:** LEA-wide		

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 #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.3	**Action:** English Language Development **Need:** Only 42% of our English Learners (ELs) are demonstrating progress according to the ELPI. Additionally, 14% of our English Learners are considered Long Term English Learners (LTELs). ELs require additional support in language acquisition, comprehension, and literacy skills compared to English proficient students. They have language barriers, need specialized instruction tailored to their proficiency level, and benefit from strategies	ELs will benefit from embedded language development strategies in their courses because it supports their language acquisition while simultaneously learning academic content, fostering comprehension, engagement, and proficiency across all subjects.	2.2 Academic Indicator ELA 2.6 English Learner Progress Indicator 2.7 EL Reclassification Rate/LTELs 2.9 Graduation Rate Indicator

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	that scaffold language development across all academic subjects. **Scope:** Limited to Unduplicated Student Group(s)		
2.4	**Action:** Long Term English Language Learners **Need:** Only 42% of our English Learners (ELs) are demonstrating progress according to the ELPI. Additionally, 14% of our English Learners are considered Long Term English Learners (LTELs). LTELs have unique needs related to their prolonged English language learning journey, academic gaps, cultural adjustment, self-esteem, socio-emotional well-being, and graduation requirements. **Scope:** Limited to Unduplicated Student Group(s)	Addressing these needs requires targeted interventions, support services, and personalized strategies tailored to the individual needs of LTELs to ensure their success academically, linguistically, and socio-emotionally.	2.2 Academic Indicator ELA 2.6 English Learner Progress Indicator 2.7 EL Reclassification Rate/LTELs 2.9 Graduation Rate Indicator

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.

N/A

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.

The additional concentration grant add-on funding will be used to increase the number of staff providing direct services to students at schools with a high concentration (above 55 percent) of English learners and low-income students. This will involve hiring additional teachers, mental health personnel, and support staff to meet the diverse needs of these students. These staff members will provide targeted interventions, academic support, counseling, and other services to help English learners, foster youth, and low-income students succeed academically and socio-emotionally. Additionally, professional development opportunities will be provided to ensure that staff are equipped with the necessary skills and knowledge to effectively support these students.

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	1:66	1:18
Staff-to-student ratio of certificated staff providing direct services to students	1:19	1:16

2025-26 Total Planned Expenditures Table

LCAP Year	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 %)
Totals	25,383,976	4,296,058	16.924%	0.000%	16.924%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,719,901.00	$1,443,174.00	$1,117,047.00	$499,274.00	$7,779,396.00	$5,765,239.00	$2,014,157.00

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	1.1	High Quality Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$4,088,107.00	$0.00	$3,256,094.00	$405,839.00	$147,166.00	$279,008.00	$4,088,107.00	
1	1.2	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$366,488.00	$366,488.00				$366,488.00	
1	1.3	Instructional Materials	All	No			All Schools	Ongoing	$379,570.00	$0.00	$272,049.00	$107,521.00		$0.00	$379,570.00	
1	1.4	Safe and Well Maintained Facilities	All	No			All Schools	Ongoing	$461,481.00	$508,400.00			$969,881.00		$969,881.00	
2	2.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$45,254.00	$228,813.00	$28,400.00	$173,155.00	$0.00	$72,512.00	$274,067.00	
2	2.2	Embedded Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	1st-12th	Ongoing	$0.00	$105,945.00	$23,323.00	$71,326.00	$0.00	$11,296.00	$105,945.00	
2	2.3	English Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 years	$272,605.00	$28,590.00	$152,341.00	$57,596.00		$91,258.00	$301,195.00	
2	2.4	Long Term English Language Learners	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	5-12	3 years	$81,805.00	$211,255.00	$211,255.00	$81,805.00			$293,060.00	

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
					s)											
2	2.5	College & Career Readiness	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: RMS, HHS, Alt EdRMS, HHS, Alt Ed	3 years	$24,448.00	$167,610.00	$155,000.00	$37,058.00			$192,058.00	
2	2.6	Extended Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$213,652.00	$84,605.00		$253,057.00		$45,200.00	$298,257.00	
3	3.1	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$5,000.00	$93,981.00	$98,981.00				$98,981.00	
3	3.2	Promote Positive Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$5,000.00	$66,848.00	$51,848.00	$20,000.00			$71,848.00	
3	3.3	Promote Positive Behavior	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$0.00	$70,700.00	$35,700.00	$35,000.00			$70,700.00	
3	3.4	Mental Health Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$100,117.00	$66,000.00	$65,168.00	$100,949.00			$166,117.00	
4	4.1	Targeted Academic Intervention	All	No			Specific Schools: BJD	3 years	$37,923.00	$0.00		$37,923.00			$37,923.00	
4	4.2	Trauma Informed Practices	All	No			Specific Schools: BJD	3 years	$2,498.00	$2,000.00	$2,498.00	$2,000.00			$4,498.00	
4	4.3	Positive Behavior & Attendance	All	No			Specific Schools: BJD	3 years	$0.00	$10,166.00		$10,166.00			$10,166.00	
5	5.1	Targeted Academic Intervention	All	No			Specific Schools: VCDS	2 years	$37,923.00	$756.00	$756.00	$37,923.00			$38,679.00	
5	5.2	Trauma Informed Practices	All	No			Specific Schools: VCDS	2 years	$2,498.00	$2,000.00		$4,498.00			$4,498.00	

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
5	**5.3**	Positive Behavior and Attendance	All	No			Specific Schools: VCDS	2 years	$7,358.00	$0.00		$7,358.00			$7,358.00	

2025-26 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
25,383,976	4,296,058	16.924%	0.000%	16.924%	$4,444,598.00	0.000%	17.509 %	**Total:**	$4,444,598.00
								LEA-wide Total:	$3,926,002.00
								Limited Total:	$363,596.00
								Schoolwide Total:	$155,000.00

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	1.1	High Quality Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,256,094.00	
1	1.2	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$366,488.00	
2	2.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,400.00	
2	2.2	Embedded Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	1st-12th	$23,323.00	
2	2.3	English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$152,341.00	
2	2.4	Long Term English Language Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	5-12	$211,255.00	
2	2.5	College & Career Readiness	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: RMS, HHS, Alt Ed	$155,000.00	

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 (%)
					Low Income			
2	**2.6**	Extended Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	**3.1**	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$98,981.00	
3	**3.2**	Promote Positive Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$51,848.00	
3	**3.3**	Promote Positive Behavior	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,700.00	
3	**3.4**	Mental Health Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,168.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,734,078.00	$6,970,206.00

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	**1.1**	High Quality Staff	Yes	$4,286,180.00	$4,169,745
1	**1.2**	Technology	Yes	$391,627.00	$322,049
1	**1.3**	Instructional Materials	No	$673,018.00	$684,321
1	**1.4**	Safe and Well Maintained Facilities	No	$911,657.00	$892,620
2	**2.1**	Professional Development	Yes	$276,963.00	$268,012
2	**2.2**	Embedded Intervention	Yes	$90,085.00	$90,829
2	**2.3**	English Language Development	Yes	$26,160.00	$26,706
2	**2.4**	Long Term English Language Learners	Yes	$231,415.00	$4,000
2	**2.5**	Elective Courses	Yes	$182,610.00	$17,548
2	**2.6**	Extended Opportunities	Yes	$274,901.00	$256,921
3	**3.1**	Parent Engagement	Yes	$98,000.00	$79,635

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)
3	3.2	Promote Positive Attendance	Yes	$105,200.00	$68,781
3	3.3	Promote Positive Behavior	Yes	$52,000.00	$26,589
3	3.4	Mental Health Support	Yes	$69,000.00	$18,203
4	4.1	Targeted Academic Intervention	No	$39,194.00	$40,896
4	4.2	Trauma Informed Practices	No	$14,537.00	$3,082
4	4.3	Positive Behavior & Attendance	No	$11,531.00	$269

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$3,708,198	$4,544,137.00	$3,965,017.00	$579,120.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing 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	1.1	High Quality Staff	Yes	$3,600,872.00	$3,534,985		
1	1.2	Technology	Yes	$171,627.00	$118,637		
2	2.1	Professional Development	Yes	$40,000.00	$18,393		
2	2.2	Embedded Intervention	Yes	$23,863.00	$34,823		
2	2.3	English Language Development	Yes	$26,160.00	$34,141		
2	2.4	Long Term English Language Learners	Yes	$231,415.00	$9,599		
2	2.5	Elective Courses	Yes	$165,000.00	$6,144		
2	2.6	Extended Opportunities	Yes				
3	3.1	Parent Engagement	Yes	$98,000.00	$87,506		
3	3.2	Promote Positive Attendance	Yes	$105,200.00	$86,550		
3	3.3	Promote Positive Behavior	Yes	$17,000.00	$2,000		
3	3.4	Mental Health Support	Yes	$65,000.00	$32,239		

2024-25 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)
24,543,926	$3,708,198	0	15.108%	$3,965,017.00	0.000%	16.155%	$0.00	0.000%

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

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).

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