LCFF Budget Overview for Parents

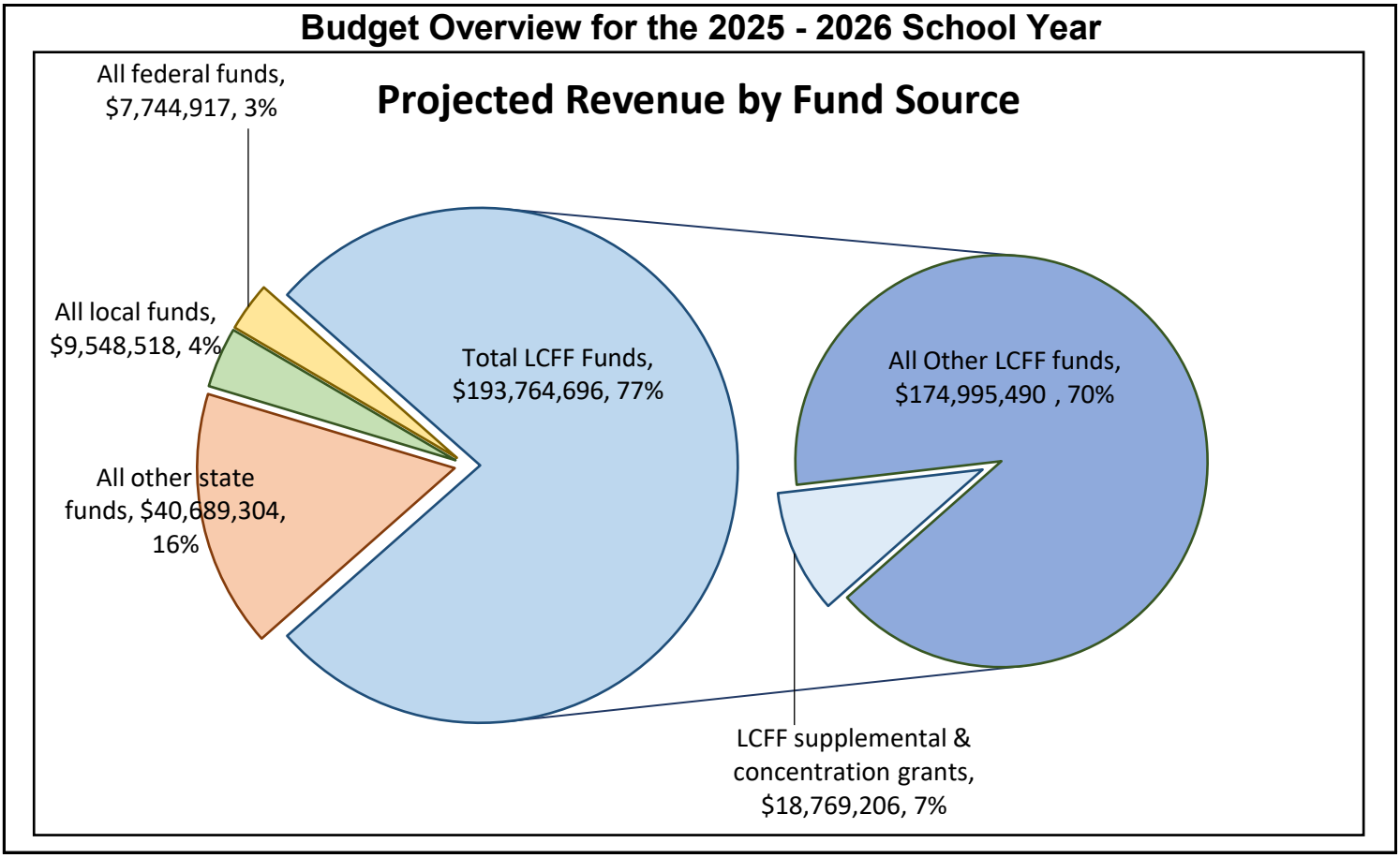
LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Huntington Beach Union High School District CDS Code: 30 66548 0000000

School Year: 2025 - 2026

LEA contact information: Eimi Tomimatsu, Ed.D., etomimatsu@hbuhsd.edu, (714) 903-7000

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

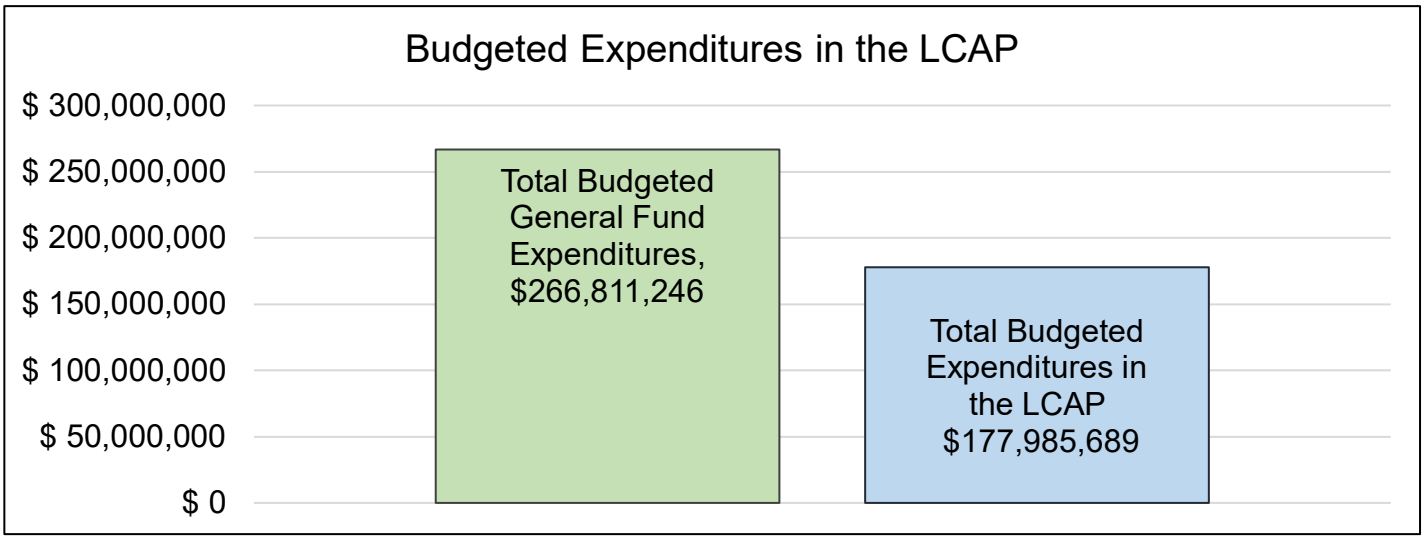


This chart shows the total general purpose revenue Huntington Beach Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Huntington Beach Union High School District is $251,747,435.00, of which $193,764,696.00 is Local Control Funding Formula (LCFF), $40,689,304.00 is other state funds, $9,548,518.00 is local funds, and $7,744,917.00 is federal funds. Of the $193,764,696.00 in LCFF Funds, $18,769,206.00 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 Huntington Beach Union High School District plans to spend for 2025 - 2026. 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: Huntington Beach Union High School District plans to spend $266,811,246.00 for the 2025 - 2026 school year. Of that amount, $177,985,689.00 is tied to actions/services in the LCAP and $88,825,557.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

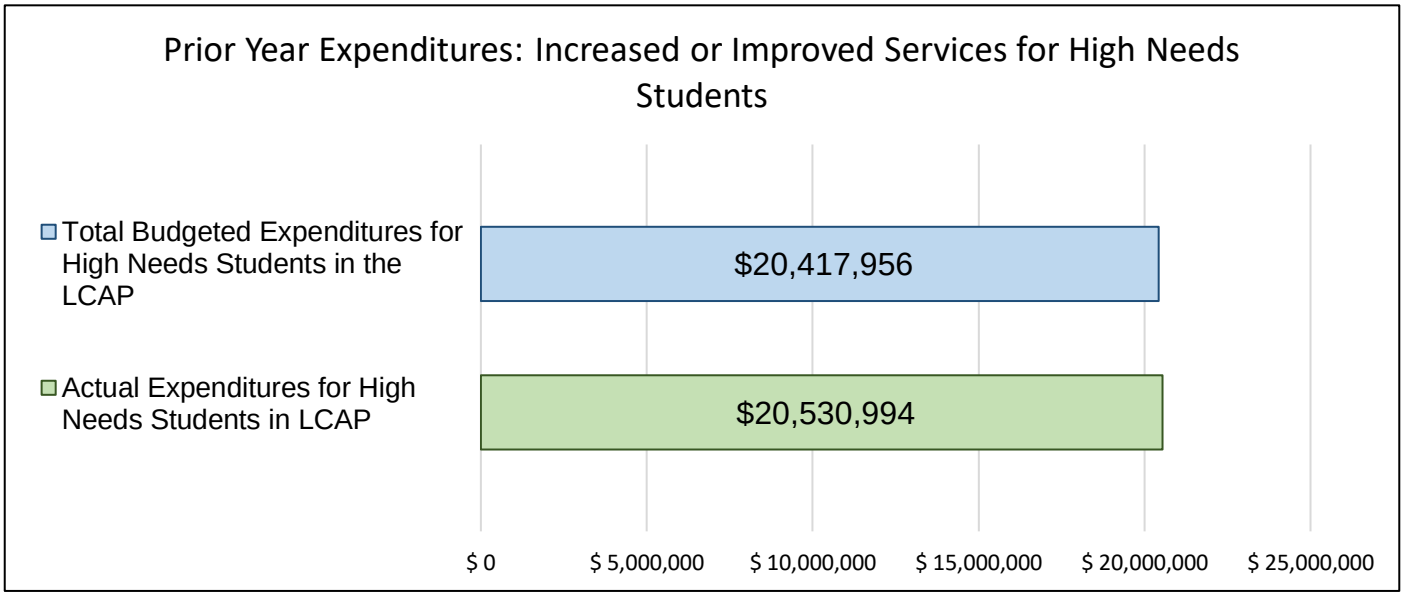
Core activities of the district were not included in the Local Control and Accountability Plan (LCAP). These expenditures include administrative services for district operations such as human resources, accounting, purchasing, risk management, payroll and centralized information services. Other general fund expenditures also include educational costs for students educated at county programs.

Increased or Improved Services for High Needs Students in the LCAP for the 2025 - 2026 School Year

In 2025 - 2026, Huntington Beach Union High School District is projecting it will receive $18,769,206.00 based on the enrollment of foster youth, English learner, and low-income students. Huntington Beach Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Huntington Beach Union High School District plans to spend $21,655,979.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024 - 2025



This chart compares what Huntington Beach Union High 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 Huntington Beach Union High 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 - 2025, Huntington Beach Union High School District's LCAP budgeted $20,417,956.00 for planned actions to increase or improve services for high needs students. Huntington Beach Union High School District actually spent $20,530,994.00 for actions 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
Huntington Beach Union High School District	Eimi Tomimatsu, Ed.D. Director, Data Research and Categoricals	etomimatsu@hbuhsd.edu (714) 903-7000

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.

Our Mission: We will educate, prepare, and inspire our students to change the world.
Our Instructional Focus: All students will have the authority, capacity, and responsibility to own their learning each and every day to be college and career-ready.

The Huntington Beach Union High School District (HBUHSD) is in Orange County, California and serves students in the communities of Huntington Beach, Fountain Valley, and Westminster. During the 2024-25 school year, the district had an enrollment of 13,982 students in grades 9-12.

Schools in HBUHSD:

Edison High School:	21400 Magnolia Street, Huntington Beach, CA 92646	www.edisonchargers.com/
Fountain Valley High School:	17816 Bushard Street, Fountain Valley, CA 92708	www.fvhs.com/
Huntington Beach High School:	1905 Main Street, Huntington Beach, CA 92648	www.hboilers.com/
Marina High School:	15871 Springdale Street, Huntington Beach, CA 92649	www.marinavikings.org/
Ocean View High School:	17071 Gothard Street, Huntington Beach, CA 92647	www.ovhs.info/
Westminster High School:	14325 Goldenwest Street, Westminster, CA 92683	www.whslions.net/
Coast High School (Alternative):	17231 Gothard Street, Huntington Beach, CA 92647	www.coashhighschool.com
Valley Vista High School (Continuation):	9600 Dolphin Avenue, Fountain Valley, CA 92708	www.vvhs.info
Huntington Beach Adult School:	17231 Gothard Street, Huntington Beach, CA 92647	www.hbas.edu

District Highlights:
The Huntington Beach Union High School District is proud to be recognized as a California Exemplary School District, a reflection of our unwavering commitment to academic excellence, student success, and community engagement. Our schools offer a wide range of opportunities for student involvement, including clubs, athletics, performing arts, and other enriching extracurricular activities that foster engagement and belonging. Academically, students are challenged through rigorous coursework such as Advanced Placement (AP), International Baccalaureate (IB) programs, Dual Language Immersion (DLI), and other special programs. Through a diverse range of

Career Technical Education (CTE) programs, we provide students with valuable real-world skills and experiences that prepare them for college, careers, and beyond. We also provide students with the opportunity to earn free college credits through dual and concurrent enrollment, helping to prepare them for postsecondary success.

All of our schools have earned awards through the *California School Recognition Program* throughout the years. All six comprehensive high schools have been past honorees of the *California Distinguished School* award – Westminster High School was a recipient of the *California Gold Ribbon* award in 2017, and Marina High School was a recipient of the *California Exemplary Career Technical Education Program* award in 2019. In 2022, three schools were awarded the *California Pivotal Practice* award: Huntington Beach High School, Ocean View High School, and Westminster High School. In 2022 and again in 2024, Valley Vista High School was recognized as a *Model Continuation High School*, honoring the broad scope of services provided to at-promise youth. In 2023, Valley Vista received the *Exemplary Dual Enrollment Program* recognition. Additionally, Westminster High School is an *AVID (Advancement Via Individual Determination) National Demonstration School*, a designation given to fewer than 200 schools across the nation and a select few in Orange County.

In addition to the wide array of academic offerings at all comprehensive campuses, designated schools have established a variety of specialized programs to enhance student success. Some of these programs include Model United Nations (MUN); Academy for the Performing Arts (APA); International Baccalaureate (IB); Math Educational Resources Integrated with Technology and Science (MERITS); Advancement Via Individual Determination (AVID); Center for International Business and Communication Studies (CIBACS); and an 8-acre farm that has an award-winning chapter of the Future Farmers of America (FFA). Each of our high schools has been recognized for outstanding athletics programs and championship teams, including league champions, CIF-SS champions, and state champions in a variety of sports. These include team, individual, and coach recognitions. Schools offer a variety of opportunities for students to compete locally and nationally in various sports, academics, and co-curricular programs.

The HBUHSD has gained recognition for providing a full spectrum of special programs and alternative settings for students with Individualized Education Plans (IEPs). With programs like the Special Abilities Cluster (SAC); Vocational Opportunities with Instruction and Community Experiences for Students (VOICES); Pathways; Independence, Diversity, Educating All Students (IDEAS); and Endeavors; students with special needs have the opportunity to receive instruction in accordance with their individual needs and to participate in activities a comprehensive school site has to offer.

Westminster High School, Edison High School, and Ocean View High School have each been recognized by the Special Olympics of Southern California as National Unified Champion Schools for their Unified Sports, Unified Sound, Unified Cheer, and Unified Performing Arts programs. This is a rare honor, so to have three schools in our District recognized shows the great work our staff is engaged in on behalf of our students. HBUHSD continues to develop programs that provide opportunities for our students with disabilities to participate with non-disabled peers. Programs such as these promote a positive, inclusive school culture.

The Mission of the district is "We will educate, prepare, and inspire our students to change the world." We believe that all students can learn, and the success of all students is our highest priority. The LCAP has led to goals and objectives for the district that advance educational excellence and increase opportunities for all students. Our successes, including high test scores, interscholastic championships, and acclaimed performing arts, are a direct result of a strong teaching faculty, a dedicated classified staff, and a strong leadership team of administrators that receive support from a well-respected and knowledgeable Board of Trustees. This, coupled with

strong parent and community advocates, enables our district to align with its vision to empower minds and build futures through innovative learning.

Our LCAP Committee, a representative group of educational partners, described the factors they believe contribute to the overall success of the Huntington Beach Union High School District:

Student Needs are Always First: We prioritize student support systems and school safety.
- Social-emotional learning and mental health supports.
- Excellent, passionate administration, teachers, coaches, and staff.
- Credit recovery options, summer school, and free tutoring help to ensure student success.

High Performing District with Innovative Approaches to Teaching and Learning: We offer a variety of diverse learning opportunities, strategies, and pathways.
- Options for online learning.
- Career Technical Education (CTE) and industry partnerships.
- Dual enrollment and college partnerships.
- Student clubs and organizations and specialized programs such as AVID, Puente, APA, FFA, MERITS, and CIBACS.
- High caliber athletics.
- Advanced placement (AP) and International Baccalaureate (IB) programs.
- Adult school offerings.

Community Pride Through Multiple Generations
- Unique climate and culture at each site, offering students and families options for a best fit.
- Welcoming and inclusive community.
- Generations of district alumni.
- District alumni return to work in the district, reflecting a sense of community (legacy staff).

Appreciating diversity as an asset, in 2024-25, student demographics were reported as follows: 31.1% White, 32.1% Hispanic, 28.1% Asian, 0.3% American Indian, 1.2% Filipino, 0.7% African American, and 4.8% Two or More Races. Our student enrollment information reports the following student groups: 53.3% socioeconomically disadvantaged, 9.8% English learners, 3.5% students experiencing homelessness, and 0.3% foster youth.

For the 2025-26 school year, Valley Vista High School has been identified as a recipient of the Local Control Funding Formula (LCFF) Equity Multiplier (Equity Multiplier) funding. The Equity Multiplier provides additional funding to local educational agencies (LEAs) for allocation to school sites with prior year non-stability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. Equity Multiplier funding is required to be used to provide evidence-based services and supports for students at these school sites. LEAs are also required to document the efforts to improve outcomes for students at these school sites in the Local Control and Accountability Plan (LCAP).

Reflections: Annual Performance

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

The successes and progress described in this section are based on HBUHSD's 2024 California Dashboard results and other local data. HBUHSD's 2023 California Dashboard results are also included as a requirement of LCAP development and supports a reflection on progress toward goals.

The California Dashboard (caschooldashboard.org) is an online tool that displays the performance of local educational agencies (LEAs), schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The 2024 Dashboard serves as California's accountability system with the reporting of Status (current year data), Change (the difference from prior year data), and Performance Levels (colors) for our state indicators. Performance Level is based on two factors: 1) the current year data for that measure, and 2) the difference between current year and prior year data. The district and schools receive one of five Performance Levels on each of the state measures. Performance calculations, based on comparable statewide data, are done for each state measure and intersect on a five-by-five table. The table layout and color placement vary for each measure. In the five-by-five table, current year data levels are displayed in the left column, while the levels for the difference between current year and prior year data are displayed in the top row. The performance level, or color, is determined by the point at which these two levels intersect. Colors range from red, which represents the lowest performance level, to blue, which represents the highest performance level.

Example of a "Five-by-Five Table"

Level	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Very High	Green	Green	Blue	Blue	Blue
High	Green	Green	Green	Green	Blue
Medium	Yellow	Yellow	Yellow	Green	Green
Low	Orange	Orange	Orange	Yellow	Yellow
Vey Low	Red	Red	Red	Orange	Orange

Performance Level Colors

2024 Dashboard Data – HBUHSD: Overall District

- Graduation Rate: 95.1% graduated (Yellow Performance Level)
- English Language Arts: 45.7 points above standard (Green Performance Level)
- Mathematics: 36.2 points below standard (Yellow Performance Level)
- English Learner Progress: 39.6% making progress toward English language proficiency (Red Performance Level)

- Suspension Rate: 2.3% suspended at least one day (Green Performance Level)
- College/Career: 54.4% Prepared (Yellow Performance Level)

The state measure for Chronic Absenteeism is only applied to districts with K-8 schools. Therefore, this measure is not reported on the HBUHSD Dashboard report.

HBUHSD's performance on the 2024 Dashboard and other locally collected data were reviewed to identify areas of need for continued growth, both for overall performance and performance gaps among student groups. These data were included as part of the LCAP development process and included as part of the District's LCAP Committee discussions.

During the LCAP development process during the 2024-25 school year, educational partners identified the following successes and challenges in the review of student outcomes and progress towards goals in the LCAP:

Successes:

Academic Indicator
- HBUHSD continues to perform better than the state and county in ELA, math, and science, with notable success in ELA SBAC scores.
- RFEP (Reclassified Fluent English Proficient) students continue to perform well.

English Learner Indicator and EL Data
- HBUHSD ELs are performing better than the state and county on SBAC.

Graduation Rate
- The district is consistently outperforming the state, with graduation rates consistently above 90% for students.
- A major success is the significant reduction in credit deficiency compared to past years, leading to fewer students not graduating due to credit issues.
- The number of non-grads due to credit deficiency is significantly lower than it was pre-COVID.

College/Career Indicator
- There is a wide variety of CTE pathways with strong participation from students.
- AP pass rates have increased by almost 5% since 2021.
- The district is performing better than California and is just short of the green indicator. College and Career Readiness has shown improvement in several categories, and A-G course completion has grown. AP data is strong and improving in some areas.
- More dual enrollment courses are being offered to help students become CCI (College and Career Indicator) eligible.
- Students expressed positive feedback about dual enrollment courses, appreciating that they offer college credit without the need to take the AP exam. Some students prefer dual enrollment over AP exams because of its flexibility and manageability.
- Students also highlighted the manageability of taking dual enrollment courses, noting it is feasible to handle multiple classes and appreciating the wide range of available options.

Suspension and Other Climate Indicators
- Expulsion rates decreased by half in 2024.
- Every site has a wellness space with staffing to support students and staff.
- Suspensions remain lower than county and state averages, with only a slight increase.
- Overall positive feedback on the school district's actions, especially regarding suspensions.

- Most survey responses regarding school climate have become more positive.

Program Highlights

- Understanding the '*Name, Face, and Story*' for each of our students and a focus on well-being.
- Recognition of positive school culture and the implementation of our Multi-Tiered Systems of Support (MTSS).
- The system of professional development for new and veteran teachers, and the commitment to the implementation of integrated English language development strategies (Constructing Meaning).
- The strength of the Advancement Via Individual Determination (AVID) program.
- The engagement of educational partners participating in the DELAC and the LCAP Committee.
- The increase in Career Technical Education (CTE) awareness and alignment of CTE courses with the A-G requirements.
- Our partnerships with Golden West College, Orange Coast College, and Coastline College, and the continued increase in the number of college credit courses offered to students.
- The continued provision of one-to-one Chromebook devices for students.
- Athletic success and various student and team recognitions in co-curricular activities.

Challenges:

- Scores on state assessments in the area of mathematics are a focus for improvement.
- Lower performance is observed for specific student groups, such as English learners, students with disabilities, foster youth, low-income students, students experiencing homelessness, and Hispanic/Latino students.
- English learner progress continues to be an area of identified need. There is work to be done on building awareness around profiles of English learners and their differing needs (i.e., newcomers versus long-term English learners).
- Attendance rates have an impact on academic outcomes and student engagement. Additional focus and attention on improving attendance is needed. Average Daily Attendance (ADA) has an impact on district funding, staffing, and program availability and will be further monitored to maximize resources.
- Student test taking attitudes are suspected to have an impact on overall outcomes. Schools have begun to improve awareness around the importance of testing.
- Students request additional college/career guidance from counseling staff to support four-year planning based on student goals.
- Continued need to focus on improving the A-G completion rate, including the need to address subject area deficiencies, either for credit recovery and/or A-G eligibility with a grade of C or higher.

As part of the reflection on Annual Performance in HBUHSD, the state requires districts to identify the following areas of lowest performance on state indicators, as indicated by the Red Performance Level, for (1) a school within the district, (2) a student group within the district, and/or (3) a student group within any school within the district.

1) Schools that received the lowest performance level on one or more state indicators on the 2024 Dashboard

- Graduation Rate: Valley Vista
- English Language Arts: Coast
- Mathematics: Valley Vista, Coast, Ocean View
- English Learner Progress: Valley Vista, Ocean View, Westminster

- Suspension Rate: None
- College/Career: Valley Vista

2) Any student group within the district received the lowest performance level on one or more state indicators on the 2024 Dashboard
- Graduation Rate: Foster Youth
- English Language Arts: English Learners, Long-Term English Learners
- Mathematics: Homeless, Long-Term English Learners
- English Learner Progress: English Learners
- Suspension Rate: Foster Youth, African American
- College/Career: Foster Youth, Students with Disabilities

3) Any student group within a school within the district that received the lowest performance level on one or more state indicators on the 2024 Dashboard
- Graduation Rate: Students with Disabilities (Edison, Ocean View); English Learners, Long-Term English Learners, Hispanic, Socioeconomically Disadvantaged, Homeless, White (Valley Vista)
- English Language Arts: English Learners (Ocean View); Long-Term English Learners (Westminster, Ocean View); Students with Disabilities (Edison, Marina, Huntington Beach); Homeless (Ocean View)
- Mathematics: English Learners (Westminster, Ocean View); Long-Term English Learner (Westminster, Ocean View); Students with Disabilities (Huntington Beach); Homeless (Westminster, Ocean View); Socioeconomically Disadvantaged (Ocean View, Valley Vista); Hispanic (Ocean View)
- English Learner Progress: English Learners (Westminster, Ocean View, Valley Vista); Long-Term English Learners (Valley Vista)
- Suspension Rate: English Learners, Long-Term English Learners, Students with Disabilities (Fountain Valley)
- College/Career: English Learners (Ocean View, Huntington Beach, Valley Vista); Long-Term English Learners (Ocean View, Valley Vista); Students with Disabilities (Edison, Ocean View, Huntington Beach); Socio-economically Disadvantaged (Valley Vista); Homeless (Valley Vista); Hispanic (Valley Vista)

The identification of lowest performance to be addressed in the LCAP will remain unchanged during the three-year LCAP cycle and will be addressed within one or more specific actions in the 2024-25 through 2026-27 LCAP cycle. The areas addressed in this LCAP were based on the 2023 Dashboard as follows:

1) Schools that received the lowest performance level on one or more state indicators on the 2023 Dashboard
- Graduation Rate: Valley Vista
- English Language Arts: Valley Vista
- Mathematics: Valley Vista, Coast
- English Learner Progress: None
- Suspension Rate: None
- College/Career: Valley Vista

2) Any student group within the district received the lowest performance level on one or more state indicators on the 2023 Dashboard
- Graduation Rate: None
- English Language Arts: English Learners
- Mathematics: Students with Disabilities
- English Learner Progress: None
- Suspension Rate: None
- College/Career: None

3) Any student group within a school within the district that received the lowest performance level on one or more state indicators on the 2023 Dashboard
- Graduation Rate: English Learners, Socio-economically Disadvantaged, Homeless, White, Hispanic (Valley Vista)
- English Language Arts: English Learners (Marina, Ocean View); Students with Disabilities (Fountain Valley, Huntington Beach, Ocean View); Socio-economically Disadvantaged (Valley Vista); Hispanic (Valley Vista)
- Mathematics: English Learners (Huntington Beach, Ocean View); Students with Disabilities (Fountain Valley, Huntington Beach, Ocean View); Socio-economically Disadvantaged (Ocean View, Valley Vista); Hispanic (Valley Vista); White (Coast)
- English Learner Progress: None
- Suspension Rate: English Learners (Ocean View); Homeless (Fountain Valley, Marina)
- College/Career: English Learners (Ocean View, Valley Vista); Students with Disabilities (Marina, Ocean View, Westminster); Socio-economically Disadvantaged (Valley Vista); Homeless (Valley Vista); White (Valley Vista); Hispanic (Valley Vista)

The following areas of the Dashboard were improved (no longer at lowest performance level) from 2023 to 2024:

- English Language Arts: English Learners at Marina; and Students with Disabilities at Fountain Valley and Ocean View
- Mathematics: English Learners at Huntington Beach; Students with Disabilities at Fountain Valley and Ocean View; Hispanic at Valley Vista; and White at Coast
- Suspension Rate: English Learners at Ocean View; and Homeless at Fountain Valley and Marina
- College/Career: Students with Disabilities at Marina and Westminster; and White at Valley Vista

When discussing student group data, it is important to acknowledge the high degree of intersectionality that exists between groups. A student can be both an English learner and have an identified disability. A student can be homeless and socioeconomically disadvantaged. Most students are included in multiple groups and focused efforts to support one identified student group can often serve to support others.

Planned Actions/Services to address the identified needs of specific schools:
Valley Vista High School (VvHS) is a continuation school within the Huntington Beach Union High School District. VvHS is a specific school where needs have been identified through the review of the Dashboard state indicators. Additionally, VvHS has been identified for Comprehensive Support and Improvement (CSI) and identified as an Equity Multiplier (EM) school site. These programs also have specific requirements related to planning, implementation, monitoring and evaluation. A specific focus goal (Goal 4) with associated actions is included in the HBUHSD LCAP for the purpose of supporting VvHS, which is also a requirement of EM schools. Including Goal

4 in the HBUHSD LCAP will provide additional resources to support VvHS in ways that supplement efforts to improve outcomes for the school, including a description of planned expenditures for funds generated by the CSI and EM grant programs.

Dashboard Performance Level
Valley Vista High School (Continuation) Overall

State Indicator	2023	2024
Graduation Rate	Red	Red
English Language Arts	Red	Orange
Mathematics	Red	Red
English Learner Progress	Orange	Red
Suspension Rate	Orange	Green
College/Career	Very Low/Red	Red

The review of 2023 Dashboard student group data differences for state indicators with a Red Performance Level at VvHS are as follows:
- Graduation Rate: White 48.9%, English Learners 56.1%, Hispanic 55.3%, Socioeconomically Disadvantaged 54.4%, Homeless 57.4%
- English Language Arts: Hispanic 146.7 points below standard, Socioeconomically Disadvantaged 118.4 points below standard
- Mathematics: Hispanic 210.1 points below standard, Socioeconomically Disadvantaged 193 points below standard
- College/Career: Socioeconomically Disadvantaged 0.6% Prepared, all other student groups 0% Prepared

The review of 2024 Dashboard student group data differences for state indicators with a Red Performance Level at VvHS are as follows:
- Graduation Rate: White 51.2%, English Learners 43.4%, Long-Term English Learners 40.0%, Hispanic 51.7%, Socioeconomically Disadvantaged 54.2%, Homeless 58.6%
- Mathematics: Hispanic 195.8 points below standard, Socioeconomically Disadvantaged 192 points below standard
- English Learner Progress: English Learners 20% making progress, Long-Term English Learners 19.6% making progress
- College/Career: English Learners 0% prepared, Long-Term English Learners 0% prepared, Hispanic 0% prepared, Homeless 0% prepared, Socioeconomically Disadvantaged 0% prepared, White 2.5% prepared

The student group data suggests that actions/services planned to support whole school improvement strategies will support the needs of the entire student population. Additionally, school improvement metrics may differ from traditional, comprehensive high schools. In developing Goal 4 and associated actions for VvHS, alternate metrics for LCAP Goal 4 were developed using input from educational partners associated directly with VvHS.

Students may enroll at VvHS for various reasons, although the primary reason is the opportunity to address credit deficiencies and earn a high school diploma in a school with smaller classroom settings. Additional opportunities to provide credit recovery are an important part of the VvHS strategy for student support (credit recovery, summer school). Parents, students, and staff agree that student engagement and school connectedness are strong predictors of student success at VvHS. Student opportunities to engage in meaningful learning support to increase student motivation and attendance, which in turn are highly correlated with positive academic outcomes. The school is also in need of structured and consistent progress monitoring and implementation of intervention support for academic success

[assessment contract, Student Support Facilitator], as well as intensive support in the area of social-emotional well-being [contract programs: Tilly's Life Center (TLC) and Project Hope Alliance (PHA)]. Goal 4 actions will address these areas within a Multi-Tiered System of Support (MTSS) framework.

Highlights of planned actions/services to address identified needs of student groups (district and site areas of lowest performance):

The actions highlighted below address identified needs of student groups and/or provide for targeted supports in the areas of lowest performance as determined by one or more state indicators on the 2023 and 2024 Dashboard. Additional actions will also be embedded with the actions table of this plan.

- Multi-Tiered System of Support (MTSS) (Goal 1, Action 10): Promote MTSS as the overarching framework for the coordination of student support systems necessary to improve student outcomes. Provide integrated and comprehensive student supports that focus on state standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. Use MTSS site teams to provide intervention and wellness support. Expand partnerships to provide additional support and resources for homeless youth.
- Special Education Supports (Goal 2, Action 10): Ensure access to the full range of college preparatory and other courses necessary for students to meet high school graduation requirements. Increase opportunities for students with disabilities (SWD) to enroll in A-G eligible courses. Offer co-taught general education courses to provide necessary scaffolding and support for SWD while providing access to A-G eligible coursework. Support opportunities for special education teachers to participate in professional development and collaborate with subject area specific general education teachers and site administrators.
- English Learner Supports (Goal 2, Action 7) and Long-Term English Learner Supports (Goal 2, Action 8): Ensure all English learners receive both designated and integrated English Language Development support and access to the standard instructional program with instruction designed for English learners to develop proficiency in English as rapidly and effectively as possible. Coordinate districtwide professional development initiatives around integrated and designated ELD. Provide professional learning opportunities for both certificated and classified staff in supporting the unique needs of English learners. Offer Designated ELD programming specific to the needs of Long-Term English Learners. Where feasible, offer Emerging Pathway course options for newcomers who have been in US schools for less than two years.
- Parent and Family Engagement (Goal 3, Action 4): Provide multiple opportunities for parents and families to become engaged through parent education programs, parent presentations, resources and services, volunteer opportunities, input and decision-making through school governance, etc. Consider addressing barriers to parent/family participation in the school community, including communication/outreach, interpretation needs, childcare needs, transportation, meeting times, type of meeting (i.e., in-person, virtual, or hybrid), recruitment, retention, and acknowledgement for participation. This action is principally directed toward low-income families who may benefit from low-cost or no-cost resources and services to address various family needs. Families of students experiencing homelessness will also benefit from this action. Provide translation and interpretation services as needed for parents whose primary language is not English, which is principally directed to benefit families of our English learners, a large proportion of which are from Hispanic/Latino backgrounds, a student group our data identifies as needing additional support. Survey parents regarding preferred topics for future meetings.
- Communication & Outreach (Goal 3, Action 5): Promote positive school and district programs, services, and resources to increase students, family, and community awareness. This action is also principally directed to benefit the needs of low-income families and

families of our English learners. Partner with the Huntington Beach Adult School to support communication and recruitment of parents as partners in students' education.

- Extended Learning Opportunities (Goal 2, Action 3) Identify needs and provide study skills, remediation, and credit recovery opportunities during the school year to support students who are credit and skill deficient. Maintain programs that offer tutoring and support for students. Support schools in planning in-person tutoring opportunities for students. Provide students with credit recovery and summer options to meet graduation requirements.
- Professional Development (Goal 1, Action 6): Provide professional learning opportunities for both certificated and classified staff. Implement strategies from school refusal training to increase student attendance and engagement. Continue to build the capacity of administrators serving as instructional leaders to target identified needs at the site level.
- Homeless and Foster Youth Supports (Goal 2, Action 9): Provide staff with information on available resources to support homeless youth, foster youth, and other students in need of supplemental support.
- College Readiness (Goal 2, Action 1): Maintain a partnership with California College Guidance Initiative (CCGI). Provide guidance services, dual enrollment and other college credit course opportunities.
- Career Readiness (Goal 2, Action 2:) Continue to increase opportunities for students to enroll in CTE pathways and college credit courses. Promote CTE courses, college credit, and dual enrollment courses as A-G eligible.

Huntington Beach Union High School District does not have unexpended LREBG funds for the applicable LCAP year.

Reflections: Technical Assistance

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

The Huntington Beach Union High School District (HBUHSD) is currently receiving technical assistance as a result of being identified for Differentiated Assistance under California Education Code sections 52071 and 52071.5. This identification is based on the performance of our foster youth student group, which was rated in the red performance level on three state indicators on the California School Dashboard: graduation rate, suspension rate, and college/career readiness. As part of this identification, HBUHSD is engaged in technical assistance coordinated by the Orange County Department of Education (OCDE). The goal of this collaboration is to identify systemic root causes contributing to the performance disparities experienced by our foster youth and to implement strategic, equity-focused improvement efforts.

Work underway as part of this technical assistance includes:

- **Root Cause Analysis**: District and school site teams, in collaboration with OCDE, have engaged in a structured process to examine data trends, policies, practices, and stakeholder input to determine the underlying causes of performance challenges for foster youth.
- **Continuous Improvement Planning**: HBUHSD is developing a targeted action plan that incorporates evidence-based practices aimed at improving outcomes in graduation, behavior supports, and post-secondary readiness for foster youth. This includes refining support systems, enhancing data monitoring tools, and increasing cross-agency collaboration.
- **Progress Monitoring and Continuous Improvement**: The district is building capacity around using the continuously monitoring key performance indicators and making iterative adjustments to the support strategies.

This work aligns with our broader Local Control and Accountability Plan (LCAP) goals around equity, student well-being, and college and career readiness. Through these efforts, HBUHSD remains committed to improving educational outcomes for foster youth and ensuring all students are supported to succeed.

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.

Valley Vista High School (VvHS)

Support for Identified Schools

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

HBUHSD notified VvHS of CSI status, eligibility criteria, requirements, and preliminary funding. The Educational Services division worked with VvHS administration to explain CSI requirements, including the review of a school-level needs assessment, the selection of evidence-based interventions, and identification of any resource inequities to be addressed through the implementation of the CSI plan. The school was also identified as an Equity Multiplier school and was required to address areas of lowest performance on the CA School Dashboard. Coordination of these efforts was supported by the Educational Services division.

VvHS administration scheduled opportunities for educational partners (administrator, classified/certificated staff, parents, students, and community partners, as applicable) to provide input into the strengths, needs, and priorities for the school. The district provided data for discussion and review to support the needs assessment process. The development of the school's School Plan for Student Achievement (SPSA) typically engages various partners through the School Site Council (SSC), including the principal, teachers, other staff, parents, and students. The development and approval of the plan was the responsibility of the SSC, guided by the input of the school staff and English Learner Advisory Committee (ELAC). The school principal, along with the SSC and input from other educational partners, discussed a range of evidence-based interventions to address school needs, which could be supported with Title I funds, LCFF Supplemental Grant funds, Prop 28 funds, CSI funds, Equity Multiplier funds, and other school allocations of one-time grants such as the Educator Effectiveness Block Grant (EEBG) and the A-G Completion/Improvement grant. The strategic budgeting for actions based on specific grant requirements, as well as consideration of any resource inequities, was supported by both the Educational Services division and the Business Office. Resource inequities considered were in the areas of instructional time, whole child approach, and school funding. Due to the enrollment size of students at VvHS, the school does not generate enough funding to support the level of afterschool programming necessary to provide the opportunities to earn credits needed to meet graduation requirements, which is a key objective. Another area of high need is to be able to offer targeted social and emotional services, programs, and resources, including partnerships with agencies. Once again, school programs at VvHS compete for limited resources, and therefore, funding is not always adequate to meet all needs. The school has an interest in adopting a community schools model. Nutrition resources, such as a food pantry, were

discussed as an area of need that goes beyond the school day. The district will consider categorical funding sources, such as the prioritization clause of Title IV and other district-funded support, to help leverage its existing funding sources to support school goals.

The CSI process was aligned to the school's SPSA development process, with additional district level support to provide guidance and support around the context and requirements related to CSI status, discussions about allowable uses and sustainability of desired actions/strategies, and feasibility of implementing the plan.

Monitoring and Evaluating Effectiveness

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

VvHS identified metrics specific to the purpose of monitoring effectiveness of the strategies included within the CSI Plan/SPSA. Since VvHS is a continuation school, the school selected alternate metrics during a previous CSI identification. These metrics were reviewed for continuing relevance and were included in the CSI Plan/SPSA for the school site. Metrics were also included in this LCAP for purposes of monitoring progress towards Goal 4 of the LCAP, which was included as a result of the school's identification as an Equity Multiplier site. The discussions around the identification of appropriate metrics were supported by the district's Educational Services division.

The district's Educational Services division is also responsible for providing the school with essential data reports that also serve as tools for monitoring effectiveness. Examples of reports include results of state assessments, reports related to state indicators, college readiness metrics, D/F grades, tutoring usage reports, individual student progress monitoring, and reports for English learner reclassification. At the site level, the principal of the school, along with designated staff, support the process of monitoring progress on site-established metrics (e.g., credits recovered through supplemental opportunities) and data is reported to the Educational Services division. This data is recorded and included within the LCAP. The district's Educational Services division and Business Office work collaboratively to provide a summary of expenses three times per year. The Budget Planning Tool is a district-created resource that allows for district and site leadership to monitor and evaluate current implementation based on year-to-date expenditures against the planned/expected budget.

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
Staff: teachers, principals, administrators, other school personnel, local bargaining units	The engagement of educational partners continues to play a critical role in supporting the district planning process. The Huntington Beach Union High School District (HBUHSD) is committed to using the LCAP to guide a cycle of continuous improvement. The engagement of parents, students, teachers, other staff, principals, administrators, and other community members continues to play a critical role in supporting the implementation, evaluation, and future adjustments to the plan. Teachers, assistant principals, principals, other school personnel, teachers of English learners, a homeless/foster youth representative, Special Education Local Plan Area (SELPA) administrator representative, representatives from local bargaining units (DEA, CSEA, HBSPA) and HBUHSD administrators are part of our HBUHSD LCAP Committee. During the 2024-25 school year, the district scheduled four meetings with the LCAP Committee: October 10, 2024, January 23, 2025, March 20, 2025, and May 1, 2025. The LCAP Committee reviewed district data in January to identify strengths and areas for improvement, contributing factors, and priorities. Data relevant to the development of the other planning documents were reviewed, and key findings were taken into consideration during the development of this plan. Additional LCAP Committee meetings in March and May provided an opportunity to receive input and feedback on the LCAP. After an initial whole group presentation, participants were organized into breakout sessions facilitated by administrators and/or teacher leaders. Our committee members reviewed the LCAP goals, actions, and metrics and noted strengths and additional areas for consideration. The Educational Services division met with administrative teams at each school site for discussions related to areas of lowest performance on the 2023 Dashboard to ensure all areas of need are being addressed and for alignment of planned actions/services to be described within the HBUHSD LCAP.

Educational Partner(s)	Process for Engagement
Parents EC 52063(a)(1), Parent Advisory Committee	School site administrators were asked to recruit parents for the LCAP development process, including parents of low-income students, English learners, foster youth, and students with disabilities (EC 42238.01). During the 2024-25 school year, the district scheduled four meetings with the LCAP Committee: October 10, 2024, January 23, 2025, March 20, 2025, and May 1, 2025. The presentation content and structure were the same as described above. At the start of a committee meeting, presentation slides would address any questions or comments in writing from the prior meeting (EC 52062). When applicable, committee members were also provided a copy via email in follow up to questions/comments from meetings. Although not required, opportunities for feedback and discussion were provided to the District English Learner Advisory Committee (DELAC) during the LCAP development process. (HBUHSD enrollment of English learners was 9.8% during the 2023-24 school year, and therefore the requirement of EC 52063(b)(1) is not applicable to HBUHSD.) The DELAC met on October 10, 2024, December 5, 2024, March 6, 2025, and May 8, 2025.
Students EC 52063(b)(1), Student Advisory Committee	School site administrators were asked to recruit students for the LCAP development process, serving as the Student Advisory Committee, including low-income students, English learners, and foster youth. During the 2024-25 school year, the district scheduled four meetings with the LCAP Committee: October 10, 2024, January 23, 2025, March 20, 2025, and May 1, 2025. The presentation content and structure were the same as described above.
LCAP survey of parents, students, and staff	In addition to the involvement of educational partners on the LCAP Committee, the District conducted an online survey from February 5 to March 14, 2025, to gather feedback from parents, staff, and students. The parent and student surveys were available in English, Spanish, and Vietnamese. The survey provided educational partners with an opportunity to rate their level of agreement on various statements that represent our district goals. In addition, the survey included open response items that provided an opportunity for respondents to share their perceptions on the District's areas of strength and areas for improvement. Survey feedback was reviewed district and site leadership.
Public Hearing: June 10, 2025 Board Adoption: June 24, 2025	The public was notified of the opportunity to review and comment on the 2025-26 LCAP, with a notice included as part of the public hearing agenda. The 2025-26 LCAP was made available for inspection between June 3 through June 10 by Educational Services. The Board of Trustees reviewed data to be publicly reported for the local indicators as part of the process for the approval of the LCAP and budget.

Educational Partner(s)	Process for Engagement
Equity Multiplier: VvHS staff, parents, and students	For the process of developing the LCAP, educational partners at VvHS were consulted and asked to provide input into the development of the school specific goals, metrics, actions, and expenditures of Equity Multiplier funding. In a meeting of educational partners, for the purpose of discussing school needs and priorities related to the requirements of EC 52064 (SB 98), VvHS developed a focus goal that addressed identified needs. The Educational Services division notified the principal of eligibility as an Equity Multiplier site, as well as identification for Comprehensive Support and Improvement (CSI). The 2023 Dashboard results also identified areas of lowest performance that would need to be addressed in the district's LCAP for the three-year cycle. Although the actions in the LCAP continue to address the areas identified in the 2023 Dashboard, the 2024 Dashboard results were also reviewed. The principal met with educational partners, including the School Site Council. The principal also invited staff to contribute additional feedback or input via email.

Insert or delete rows, as necessary.

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

Each meeting of our educational partners gathers important insights from varied perspectives, to support the development of our district's LCAP. The first LCAP Committee meeting of the 2024-25 school year was convened on October 10, 2024. This meeting provided an overview of the purpose of the LCAP Committee and reviewed the current status and implementation of the LCAP. The committee was also provided an opportunity to provide feedback on aspects of the LCAP Federal Addendum and the district's parent and family engagement policy. Topics discussed included: student and staff wellness, safe and supportive learning environments, career readiness, artificial intelligence (AI) and digital citizenship, and parent and family engagement.

The second LCAP Committee meeting of the 2024-25 school year was convened on January 23, 2025. The annual data review with the LCAP Committee is part of our process for developing our Local Control and Accountability Plan (LCAP). Our intent was to review each data set to discover our strengths, identify areas where we have made good growth, uncover areas of need for improvement, and to generate further questions, as we seek to better understand the various perspectives from our educational partners. The better we understand our identified needs, the better we can seek to implement strategies known to address those needs. Educational partners identified areas in the data that need to be addressed by actions of the LCAP and/or site-based actions. Examples of these include: differences in achievement between specific student groups, English learner and long-term English learner progress, support for students with disabilities, attitudes toward state testing, math improvement, specific subject credit deficiencies, A-G completion rates, CTE pathway completion rates, dual enrollment course availability, and the need for more college/career advising.

The third LCAP Committee meeting of the 2024-25 school year was convened on March 6, 2025. During this meeting, the committee considered the strengths and needs identified at the January meeting, and provided input into services and strategies needed to address those needs. Services and strategies were discussed both in the context of district- or school-wide support, and those that would provide targeted support for specific student groups, including English learners, long-term English learners, low-income youth, foster, and

homeless youth. The LCAP Committee also considered the existing actions of the 2024-25 LCAP to propose revisions to descriptions, or the inclusion or elimination of actions. This third meeting focused on Goal 1 actions.

The fourth LCAP Committee meeting was convened on May 1, 2025. During this phase of the LCAP development process, committee members had an opportunity to review and provide input into the draft actions for the 2025-26 LCAP, focusing on Goal 2 and Goal 3 actions. At both the March and May meetings, our committee members reviewed the draft actions, including the proposed revisions based on committee feedback. Committee members each had an opportunity to share priority areas and noted additional areas for consideration.

Based on feedback from our educational partners, a few trends emerged. The committee provided feedback to district leadership in areas related to the following actions of the LCAP: effective instruction, instructional support services, integration of instructional technology and library resources, data and assessment, MTSS, college readiness, career readiness, extended learning, self-regulatory programs, targeted strategies for special populations/student groups, staff and student wellness, school safety, student voice, parent and family engagement, communication, and facilities upkeep.

Feedback provided by our educational partners during the 2024-25 school year will be reflected in the following actions:

- Effective Instruction (Action 1.1): Develop a common vision with buy in from educational partners. Effective instruction should be a priority, with a clear district focus and vision. Our framework for elevating student achievement will include the components of curriculum, instruction, assessment, and climate. These areas will be highlighted in existing actions as elements of the student ownership learning model, tied to our HBUHSD Instructional Focus.
- Instructional Technology (Action 1.8): Additional training for staff on technology tools, especially around artificial intelligence (AI) and how it can support teaching and learning. Bring greater awareness to staff around the availability of AI resources.
- College/Career Readiness (Action 2.1 and Action 2.2): Increase access to school counselors, earlier and more frequent advisement, expansion of career technical education opportunities and dual enrollment. Improve tools/resources for postsecondary planning.
- Extended Learning Opportunities (Action 2.3): Ensure clear communication about the opportunities for academic support, including the availability of online tutoring and in-person tutoring opportunities.
- English Learners (Action 2.7 and Action 2.8) and Students with Disabilities (Action 2.10): Additional professional development for teachers in strategies to support student needs. Additional support for Unified Programs and other initiatives that promote inclusivity for students with disabilities.
- Attendance: Our current action, “Safe and Supportive Learning Environments (Action 3.2),” includes programs and strategies that support positive school climate, and includes attendance as a metric. Efforts to improve attendance should be included as an area of focus. Attendance will also be included as an area of focus within the MTSS action.
- Student Engagement: Our current action, “Student Connectedness and Student Voice (Action 3.3),” focuses on many of the extra-curricular and co-curricular opportunities offered at the schools. Maintain as many school programs as possible in an era of declining enrollment. This action could also promote student engagement through the lens of academic climate within the student ownership framework.
- Facilities (Action 3.6): Continue to maintain facilities to ensure a clean and safe environment for students. Educational partners also support the use of funds to foster learning environments aligned with 21st century skills and teaching methods.

- Academic Climate (Action 3.7): A new action has been added for the 2025-26 LCAP. Goal 3 aims to provide a climate conducive to learning. The existing actions that connect to student climate include wellness, safety, engagement (particularly though extra- and co-curricular activities, and student voice. While climate is embedded within many of these areas, the new Action 2.7 will provide an action that focuses on the conditions that foster a positive academic climate within the classroom and throughout the school. As the district builds a common vision around the framework, future revisions of the LCAP and this action are likely to evolve. This action has been added to help capture this work.

Additional feedback received from our educational partners has been compiled and shared with district and site leadership for consideration in planning site-level action plans, including strategies for family and parent engagement, progress monitoring, and tutoring/extended day.

As we prepare for the 2025-26 school year, a group of district and site administrators and teacher leaders (MTSS leads and facilitators) have spent time learning and discussing the evidence-based practices associated with promoting student ownership as a key lever for elevating student achievement. Existing actions of the LCAP were found to align with the framework for elevating student achievement through student ownership: Curriculum (aligned to Action 1.3), Instruction (aligned to Action 1.1), Assessment (aligned to Action 1.9), and Climate (aligned to Action 3.2). Therefore, we have added language to these actions to connect to the work of developing student ownership that will be a focus in 2025-26 and into the next LCAP cycle.

Equity Multiplier Site: Valley Vista High School (VvHS):

The educational partners of VvHS engaged in the development of the Equity Multiplier goal. Through discussions with the principal, staff, parents, and students, educational partners acknowledged the importance of maintaining a positive school climate that contributes to motivation and engagement. Staff recognized that school connectedness is correlated to school attendance, and school attendance is critical for success with credit recovery. When a positive learning environment is a focus, students are more likely to attend school, recover credits, and meet the primary goal of graduating with a high school diploma. This approach to the education of students at VvHS is the foundation for the focus goal, which is to increase graduation rates. The 2024 graduation rate contributed to eligibility for Comprehensive Support and Improvement (CSI). Equity Multiplier funds will support additional credit recovery efforts, including summer programs. To support the social-emotional needs of students, educational partners identified the need for mental health support and other wellness related resources. The school is interested in developing a wellness center, but there is a lack of available space on the campus. This is an ongoing discussion, and is worth noting the identified need. The school had attempted to apply for a community schools grant, but was not awarded in the latest round. Equity Multiplier funds will support contracts with agencies to support wellness initiatives. Educational partners recognized that the student population, consisting of juniors and seniors, may have significant gaps in their academic preparation prior to transferring to VvHS. The use of traditional metrics do not always accurately represent the progress of students while at VvHS. Therefore, educational partners have been interested in receiving assistance in the area of data and assessment, specifically around valid and reliable measures of progress in the continuation high school setting. In addition to the possibility of contracting with an external agency or expert, the ongoing implementation of a progress monitoring system and multi-tiered system of support has been supported by a teacher leader to support student success. The facilitator has coordinated and supported the increase in targeted interventions. This will be a continuing action in the 2025-26 LCAP.

The actions to support VvHS are included in the 2025-26 HBUHSD LCAP, Goal 4.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	**HBUHSD will provide a quality educational system to ensure positive student outcomes.**	**Broad Goal**

State Priorities addressed by this goal.

1 Basic Conditions (Teachers, Materials)
2 Implementation of State Standards
7 Course Access

An explanation of why the LEA has developed this goal.

The educational system in HBUHSD consists of our six comprehensive high schools, one continuation high school, one alternative high school, and an adult school. The central office supports district operations related to educational services, business services, and personnel services. Coordination of all aspects of the educational system are required to ensure positive student outcomes. HBUHSD has developed this goal to focus attention on the coordinated aspects of centralized services that impact student learning.

In reviewing the outcomes for the metrics tied to this goal, the district recognizes the need to maintain high levels of achievement overall on state assessments, but also the need to review any disparities between student groups. Particularly with our English learners, students with disabilities, foster youth, low-income students, and students experiencing homelessness, we see areas for improvement. The disparities are identified in the Measuring and Reporting Results section of the plan below.

Through a coordination of centralized services, the HBUHSD educational system can focus on increasing the number of students who graduate prepared for the future. Our Class of 2024 graduation rate for all students was 91.5%. Our A-G completion rate was 58.2%. Actions in this LCAP will help address the observed disparities among student groups and aim to increase our overall rates. HBUHSD is committed to providing a strong foundation of relevant and meaningful professional development for teachers and staff because we believe that well-prepared teachers and leaders are essential for providing effective, high-quality instruction so that all students can learn and thrive (in Goal 1). Additional professional development focused on strategies that will address the identified needs of foster youth, English learners, students with disabilities, and low-income or students experiencing homelessness will be embedded within actions specific to supporting these student groups (in Goal 2).

Note: All actions marked as “Contributing” with a “Y” to indicate “yes” are actions that are principally directed to address the identified needs of English learners, foster youth, and/or low-income students, collectively referred to as unduplicated students. For each action being provided on an LEA-wide basis, an explanation of how the action is intended to improve outcomes for unduplicated students and how these actions are effective in meeting the goals for these students, are contained in the plan section titled, *“Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for LCAP Year 2025-26.”*

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.1	Cohort graduation rates (DataQuest) four-year adjusted cohort graduation rate	2022-2023: All: 92.5% SWD: 78.5% EL: 82.0% LI: 90.8% FY: 65.0% Homeless: 87.7% (Non-Alt rate: 94.2%)	2023-2024: All: 91.5% SWD: 74.9% EL: 78.5% LI: 89.9% FY: 43.5% Homeless: 86.7% (Non-Alt rate: 93.5%)	*Leave blank until 2026*	All: 94.5% SWD: 80.5% EL: 84.0% LI: 92.8% FY: 67.0% Homeless: 89.7% (Non-Alt rate: 96.7%)	All: -1.0% SWD: -3.6% EL: -3.5% LI: -0.9% FY: -21.5% Homeless: -1.0% (Non-Alt rate: -0.7%)
M1.2	UC/CSU 'A-G' subject requirements (% of graduates meeting requirements) *(RFEP from CCI File. All other student group data from DataQuest.)*	2022-2023: All: 56.1% SWD: 12.7% EL: 16.4% LI: 47.3% FY: 15.4% RFEP: 63.4%	2023-2024: All: 58.2% SWD: 12.8% EL: 19.6% LI: 49.8% FY: 0.0% RFEP: 64.8%	*Leave blank until 2026*	All: 59.1% SWD: 15.7% EL: 19.4% LI: 50.3% FY: 18.4% RFEP: 66.4%	All: +2.1% SWD: +0.1% EL: +3.2% LI: +2.5% FY: -15.4% RFEP: +1.8%
M1.3	A-G deficiency Grads missing one A-G subject area	2022-2023: Missing 5 credits or less: 5.1% (181/3548) Missing any number of credits in just one subject area: 10.6% (376/3548)	2023-24 Missing 5 credits or less: 4.7% (160/3371) Missing any number of credits in just one subject area: 9.8% (329/3371)	*Leave blank until 2026*	Missing 5 credits or less: <5% Missing any number of credits in just one subject area: <10%	Missing 5 credits or less: 0.4% improvement Missing any number of credits in just one subject area: 0.8% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.4	Smarter Balanced (SBAC) English Language Arts (% of students scoring at achievement levels Standard Met & Exceeded) Dashboard [Distance from Standard: DFS reported as + (points above) or – (points below)]	2022-2023: All: 72% SWD: 22% EL: 12% RFEP: 82% LI: 65% All: +54.2 DFS SWD: –110.6 DFS EL: –63.4 DFS HOM: –25 DFS LI: +32.8 DFS	2023-2024: All: 69% SWD: 22% EL: 11% RFEP: 79% LI: 61% All: +45.7 DFS SWD: -102.5 DFS EL: -64.8 DFS HOM: -44.5 DFS LI: +25.5 DFS	*Leave blank until 2026*	All: 74% SWD: 24% EL: 15% RFEP: 85% LI: 68% All: +63.2 DFS SWD: –101.6 DFS EL: –54.4 DFS HOM: –16 DFS LI: +41.8 DFS	All: -3% SWD: 0% EL: -1% RFEP: -3% LI: -4% All: -8.5 DFS SWD: +8.1 DFS EL: -1.4 DFS HOM: -19.5 DFS LI: -7.3 DFS
M1.5	Smarter Balanced (SBAC) Mathematics (% of students scoring at achievement levels Standard Met & Exceeded) Dashboard [Distance from Standard: DFS reported as + (points above) or – (points below)]	2022-2023: All: 43% SWD: 8% EL: 3% RFEP: 49% LI: 34% All: –38.1 DFS SWD: –196 DFS EL: –145 DFS HOM: –132.5 DFS LI: –68.4 DFS	2023-2024: All: 44% SWD: 8% EL: 8% RFEP: 49% LI: 34% All: -36.2 DFS SWD: -179.6 DFS EL: -138.6 DFS HOM: -154.2 DFS LI: -63.1 DFS	*Leave blank until 2026*	All: 46% SWD: 11% EL: 6% RFEP: 53% LI: 37% All: –29.1 DFS SWD: –187 DFS EL: –136 DFS HOM: –123.5 DFS LI: –59.4 DFS	All: +1% SWD: 0% EL: +5% RFEP: 0% LI: 0% All: +1.9 DFS SWD: +16.4 DFS EL:+6.4 DFS HOM: –21.7 DFS LI: +5.3 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.6	California Science Test (CAST) (% of students scoring at achievement levels Standard Met & Exceeded)	2022-2023: All: 48% SWD: 11% EL: 3% RFEP: 52% LI: 38%	2023-2024: All: 46% SWD: 15% EL: 2% RFEP: 49% LI: 36%	*Leave blank until 2026*	All: 51% SWD: 14% EL: 6% RFEP: 55% LI: 40%	All: -2% SWD: +4% EL: -1% RFEP: -3% LI: -2%
M1.7	Early Assessment Program (EAP) English Language Arts Prepared for college: "College-ready" (SBAC ELA Achievement Level 4 - Standard Exceeded)	2022-2023: All: 40% SWD: 5% EL: 0% RFEP: 46% LI: 33%	2023-2024: All: 37% SWD: 7% EL: 0.4% RFEP: 43% LI: 29%	*Leave blank until 2026*	All: 43% SWD: 8% EL: 3% RFEP: 49% LI: 36%	All: -3% SWD: +2% EL: +0.4% RFEP: -3% LI: -4%
M1.8	Early Assessment Program (EAP) English Language Arts Prepared for college: "Conditionally-ready" (SBAC ELA Achievement Level 3 – Standard Met)	2022-2023: All: 31% SWD: 16% EL:12 % RFEP: 36% LI: 32%	2023-2024: All: 32% SWD: 15% EL: 10% RFEP: 36% LI: 32%	*Leave blank until 2026*	All: 34% SWD: 19% EL: 15% RFEP: 39% LI: 35%	All: +1% SWD: -1% EL: -2% RFEP: 0% LI: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.9	Early Assessment Program (EAP) Mathematics Prepared for college: "College-ready" (SBAC Math Achievement Level 4 - Standard Exceeded)	2022-2023: All: 20% SWD: 3% EL: 0% RFEP: 24% LI: 15%	2023-2024: All: 21% SWD: 4% EL: 1% RFEP: 26% LI: 16%	*Leave blank until 2026*	All: 23% SWD: 6% EL: 3% RFEP: 27% LI: 18%	All: +1% SWD: +1% EL: +1% RFEP: +2% LI: +1%
M1.10	Early Assessment Program (EAP) Mathematics Prepared for college: "Conditionally-ready" (SBAC Math Achievement Level 3 – Standard Met)	2022-2023: All: 23% SWD: 5% EL: 3% RFEP: 26% LI: 19%	2023-2024: All: 23% SWD: 4% EL: 6% RFEP: 23% LI: 18%	*Leave blank until 2026*	All: 26% SWD: 8% EL: 6% RFEP: 29% LI:22%	All: 0% SWD: -1% EL: +3% RFEP: -3% LI: -1%
M1.11	Teacher misassignments, assignments, and credentialing (Local Indicator)	2023: Local Indicator MET on CA Dashboard. 85% of Teachers clear for teaching Based on Local Indicator on CA Dashboard	2024: Local Indicator MET on CA Dashboard. 84.9% of Teachers clear for teaching Based on Local Indicator on CA Dashboard	*Leave blank until 2026*	Local Indicator MET on CA Dashboard. >90% of Teachers clear for teaching Based on Local Indicator on CA Dashboard	Local Indicator remains at MET on CA Dashboard. -0.1 Based on Local Indicator on CA Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.12	Access to a broad course of study (Local Indicator)	2022-2023: 100% of HBUHSD students have access to a broad course of study 2023: Local Indicator MET on CA Dashboard.	2023-2024: 100% of HBUHSD students have access to a broad course of study 2024: Local Indicator MET on CA Dashboard.	*Leave blank until 2026*	100% of HBUHSD students have access to a broad course of study Local Indicator MET on CA Dashboard.	Metric remains at 100% Local Indicator remains at MET on CA Dashboard.
M1.13	Implementation of State Standards (Local Indicator: State's reflection tool)	2022-2023: 100% 2023: Local Indicator MET on CA Dashboard.	2023-2024: 100% 2024: Local Indicator MET on CA Dashboard.	*Leave blank until 2026*	100% Local Indicator MET on CA Dashboard.	Metric remains at 100% Local Indicator remains at MET on CA Dashboard.
M1.14	Textbooks (access to standards-aligned instructional materials)	2022-2023: 100% of HBUHSD students have access to standards-aligned textbooks/ instructional materials.	2023-2024: 100% of HBUHSD students have access to standards-aligned textbooks/ instructional materials.	*Leave blank until 2026*	100% of HBUHSD students have access to standards-aligned textbooks/ instructional materials.	Metric remains at 100%

Goal Analysis for 2025-26

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.

The 2024-25 LCAP Goal 1 had 10 actions. In Goal 1, Actions 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9 and 1.10 were implemented as planned.

Implementation of Action 1.4 (Resources to Support Access) was estimated based on prior site plans and anticipated spending on necessary "instructional materials, supplies, and/or other resources to support classroom needs in all content areas." This action is based on site-based plans developed in the prior spring season, and therefore, schools have an option to update their plans, which could include

some personnel related costs to support school strategies for student success. One consideration for the differences between planned and actual implementation for Action 1.4 would be the availability of multiple funding one-time sources. Schools are strategic with school spending based on the rules for allowable expenditures for various funding sources. Adjustments in school level plans impact the overall actual expenditures seen in Local Control Funding Formula.

The implementation of professional development in HBUHSD continues to be a success. The LCAP Staff Survey contains multiple items measuring the percent of favorable responses related to professional development. The survey disaggregated data between school site staff and non-site staff. The district maintained the rate of staff responding favorably. As one example: “The district provides useful professional development opportunities for all employees” – All Staff: 80% favorable responses on the 2024 Survey, and 81% favorable responses on the 2025 Survey.

A challenge continues to be the coordination of ongoing and one-time funding sources with overlap in allowable uses. This requires ongoing conversations with site administrators, staff, and educational partners, and can be difficult to strategize. This sometimes results in misalignment between planning and execution of plans, resulting in readjustment of plans.

Another challenge related to Goal 1 is related to the needs around technology (Actions 1.7 and 1.8). Keeping up with technology refresh needs is an ongoing challenge, as devices and systems require regular updates or replacements to stay current and effective for teaching and learning. In 2024-25, the district purchased additional software and technology. As we plan for next year, we’ll need to carefully assess and prioritize these needs to ensure our students and staff have reliable access to the tools they depend on.

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.

In Goal 1, the estimated actual expenditures for four actions were higher than the budgeted expenditures and six were lower than budgeted expenditures, although not all would be considered material differences. For those which are material differences, Actions 1.2, 1.6, 1.7 and 1.8 are explained by the increase in personnel costs, due to the negotiated raise for the 2024-25 school year as well as additional time worked outside the contracted day for supplemental activities in service of school plans.

For Action 1.1 (Effective Instruction), the district’s estimated actual expenditures were lower than budgeted due to the implementation of funding strategy to maximize resources, which shifted some positions to other resources outside of LCFF. In addition, continuing vacancies/leaves and staffing challenges contribute to a proportion of the decrease in expenditures within Action 1.1. There was also a reduction in planned substitutes.

In Action 1.3 (Implementation of State Standards), after the increase in funding used to purchase additional Chromebooks and instructional supplies last year, needs in 2024-25 in this area were less than budgeted. This was a non-contributing action.

As stated above, Action 1.4 (Resources to Support Course Access) was estimated based on prior site plans and anticipated spending on necessary “instructional materials, supplies, and/or other resources to support classrooms needs in all content areas.” The decreased spending between planned and actual implementation for Action 1.4 was largely due to the availability of multiple funding one-time sources. Schools are strategic with school spending based on the rules for allowable expenditures for various funding sources. Adjustments in school level plans impact the overall actual expenditures seen in Local Control Funding Formula.

A proportion of the increased expenditures in Action 1.8 (Instructional Technology and Library Resources) is to the additional software and educational technology purchases during the year.

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

The 2024-25 LCAP Goal 1 actions supported the district in maintaining progress toward the goal.

Results from state assessments of academic achievement have been relatively stable. The percentage of students scoring at achievement levels *Standard Met* and *Standard Exceeded* in English Language Arts was 72% in 2023 and 69% in 2024. In mathematics, the percentage of students meeting and exceeding standards was 43% in 2023 and 44% in 2024. Despite the slight decrease in ELA scores, HBUHSD outperforms 11th graders in the state (2024: ELA 56%, math 28%) and Orange County (2024: ELA 64%, math 39%).

The district has maintained stability in key Goal 1 metrics, including graduation rates and A-G completion rates. These data indicate that the actions implemented in Goal 1 were effective in supporting progress.

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.

The 2024-25 LCAP Goal 1 Action Titles were maintained for the 2024-25 LCAP. HBUHSD and the LCAP Committee believe the existing action titles reflect all the necessary components of the district system that contribute to student success. The changes to the actions are seen within the action descriptions. A revision in Action 1.8 (Instructional Technology Tools and Library/Media Resources to Enhance Teaching and Learning), added specific mention of professional development in the area of artificial intelligence.

A reflection on prior practice, feedback from the LCAP Committee, staff surveys, and discussions with site and district leadership brought forth a need to strengthen the district's common vision for teaching and learning for improvement in student achievement. Descriptions were enhanced in Actions 1.1, 1.3, and 1.9 to align with the Student Ownership Framework. Action 1.1 will represent "Instruction," Action 1.3 will represent "Curriculum," and Action 1.9 will represent "Assessment."

In Goal 1, several revisions were made to metric descriptions and baseline data. To bring consistency across the plan document, a school year is now identified with a full four-digit year (i.e., 2022-2023). There were also minor changes to baseline data due to updates that were made after the board approval of the 2024-25 LCAP. These changes to rounding resulted in a reported baseline percentage +/- 1%. These include baseline data from M1.1, M1.4, M1.5, M1.6, M1.12, M1.13. Changes in the metric descriptions were made for improved clarity in M1.2 and M1.3. M1.2 RFEP data is pulled from a different source, and this has been clarified and the Year 1 RFEP baseline and target were corrected. Metric numbering was corrected for metrics following M1.12 since M.13 was missing. The 2025-26 LCAP also deletes former M1.11 that appeared on page 23, since it was a duplicate of the metric on page 22. M1.11 also adds reference to the Dashboard indicator being "Met." M1.12 Baseline description was also corrected to match the metric, which is for "broad course of study."

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	Effective Instruction	(Student Ownership Framework: Instruction) All learning is driven by highly engaging, effective, and efficient instruction. Support student learning by recruiting and retaining highly qualified teachers, administrators, and classified support staff. ● Fully credentialed and appropriately assigned teachers will implement effective instruction to support all students toward meeting academic goals. Teachers will implement a Learning Model that incorporates the elements of best, first instruction. ● Site administrators will manage school operations and serve as instructional leaders. ● Classified support staff will provide efficient and reliable support to school operations and contribute to a welcoming environment for students and parents. ● Other district personnel will support schools in providing quality programs and ensure all county, state, and federal regulations are met. ● Maintain a competitive salary schedule to recruit highly qualified staff who will work to achieve positive student outcomes. ● Continue to monitor teacher assignments to ensure appropriate placement based on credentials.	$111,339,577	N
1.2	Instructional Support Services	Provides instructional support personnel to support student needs in the classroom. • Provides instructional support personnel to support the needs of English learners, particularly newcomers at the Emerging level of language proficiency, where feasible. • Ensure that English learners, low-income students, and foster youth have access to the full range of college preparatory courses.	$355,030	Y

Action	Title	Description	Total Funds	Contributing
1.2	Instructional Support Services (continued)	• Increase access to A-G courses and provide support for student success in A-G courses. • Provide teacher professional development support through teacher facilitators. LEA-wide instructional support staff services are principally directed to support identified needs of English learners, low-income students, and foster youth, and contribute to increased/improved services. Services will benefit educationally disadvantaged youth in need of additional intervention support, smaller instructional grouping strategies, and differentiated instruction. This contributing action will address the gaps in performance on the academic indicator and graduation rate for EL, FY, LI students.		
1.3	Implementation of State Standards	(Student Ownership Framework: Curriculum) All student learning is driven by a standards-based curriculum with measurable and achievable outcomes. All students will have appropriate standards-aligned textbooks and instructional materials, including digital instructional materials, and will be enrolled in all required areas of study. Core competencies will be aligned through the development of a standards-based scope and sequence for each course.	$2,454,570	N
1.4	Resources to Support Course Access	Maintain instructional materials, supplies, and/or other resources to support classroom needs in all content areas. LEA-wide resources to support course access are principally directed to support identified needs of English learners, low-income students, and foster youth, and contribute to increased/improved services. This action supports students by increasing and improving the opportunities for hands-on learning and real-world application of concepts taught in content areas. Expenditures in this action are intended to: ● Improve program quality, student engagement, and student access to programs.	$993,930	Y

Action	Title	Description	Total Funds	Contributing
1.4	Resources to Support Course Access (continued)	• Support program needs in all content areas to provide a well-rounded education, including, but not limited to: English language arts, academic language/writing skills, English language development, mathematics, science, history/social studies, world language programs, physical education, visual and performing arts, and Career Technical Education (CTE) programs. • Supplement support for students with specific needs (including specialized program curriculum and support), including academic, behavioral, social-emotional, and other wellness needs. • For school level plans, please visit school websites, listed on page one of this plan. This contributing action will improve equity and access to educational resources for EL, FY, LI students.		
1.5	New Teacher Induction and Support	The HBUHSD Induction Program provides our candidates with an individualized, job-embedded system of mentoring, support, and professional learning for every teacher in their first two years in the profession. Beginning in their first year of teaching, our program guides candidates towards clearing their preliminary teaching credential as we prepare and inspire our candidates to meet the needs of all students through innovative learning. Candidates focus on strategies for working with different student populations and on instructional practices for differentiating instruction. The program is designed to support candidates in meeting each standard of the California Standards for the Teaching Profession.	$372,175	N
1.6	Professional Development and Support for Certificated and Classified Staff	HBUHSD will continue to provide foundational professional development for certificated and classified staff. HBUHSD will develop and provide a cohesive program of district- and site-based professional learning to support student success. Areas of focus for professional development include: • State academic standards and content specific professional learning for effective instructional practices.	$923,090	N

Action	Title	Description	Total Funds	Contributing
1.6	Professional Development and Support for Certificated and Classified Staff (continued)	● Teacher capacity and instructional leadership for specific district/school priority initiatives and programs. ● Professional development services for administrators. ● Collaboration with instructional staff to evaluate and modify instructional practices. ● Opportunities for classified staff based on interests and district/school needs.		
1.7	Information and Technology Services	The mission of the Information and Technology Services (ITS) Department is to provide innovative, contemporary, and accessible technology in computing, media, and telephone services to enable the student, parents, faculty, and staff to effectively meet their goals as a learning community. To accomplish this mission, ITS works collaboratively with the HBUHSD community to provide technological leadership that emphasizes empowerment of the individual through the use of technology. ITS is responsible for all of the technology in the District. ITS caters to the diverse technology needs of students, parents, and employees. ITS provides technical support, training, resources, and services to help everyone at HBUHSD to work smarter, faster, and safer. As technology impacts virtually everyone in the District and at home, ITS provides vision and delivery of technology services essential to the operation and success of the District.	$6,966,543	N
1.8	Instructional Technology Tools and Library/Media Resources to Enhance Teaching and Learning	Continue to ensure equity and access to technology tools and learning supports for all students. Instructional technology and library/media services are principally directed to support the identified needs of English learners, low-income students, and foster youth, and contribute to increased/improved services. Instructional Technology: ● Continue to provide all students with a digital device, such as a tablet/laptop. ● Strategically utilize digital tools and platforms across all subject areas to enable personalized instruction, provide data-informed	$1,312,428	Y

Action	Title	Description	Total Funds	Contributing
1.8	Instructional Technology Tools and Library/Media Resources to Enhance Teaching and Learning (continued)	interventions, promote student creativity and collaboration, and cultivate the technological fluencies necessary for navigating our digital age. ● Develop policies, professional development, and support focused on the effective, safe, and fair use of AI-enabled technology. ● Conduct a comprehensive audit and analysis of all current technology programs to assess usage, effectiveness, potential redundancies, and safety/privacy considerations. ● Develop and implement systematic policies for sunsetting outdated, underutilized or insecure tools, while establishing clear criteria and procedures for adopting, implementing, and renewing high-impact digital resources aligned with curricular needs and robust safety/privacy protocols. ● Implement an integrated instructional program focusing on digital citizenship to empower students with the knowledge and mindsets to navigate the online world safely, think critically about technology's impacts, and leverage digital tools in a responsible and productive manner throughout their academic and professional careers. Library/Media Services ● Continue to provide extended time to utilize district and site resources for students such as extended library hours and access to printing. ● Include digital literacy/responsibility, social media competency, responsible digital citizenship and search protocols, and considerations around artificial intelligence (AI). ● Provide materials from a variety of reading levels and in a variety of formats. Create special collections to support school programs and student interests.		

Action	Title	Description	Total Funds	Contributing
1.8	Instructional Technology Tools and Library/Media Resources to Enhance Teaching and Learning (continued)	• Continue to provide digital library access through effective asset management systems, digital books and audiobooks, digital databases, and more. Increase usage of state-released databases. This contributing action will improve equity and access to instructional technology and library/media resources for EL, FY, LI students.		
1.9	Data and Assessment	(Student Ownership Framework: Assessment) All student learning is driven by regular assessment that guides instructional decision-making. Analyze formative and summative assessment results to inform instruction and to identify students with targeted instructional needs. Support the use of formative assessments and planned data checks of specific learning and implement a data-analysis protocol to measure student learning and inform instruction. Provide evaluation services for the collection of data and the completion of evaluation reports for local schools, the district, and state. Use multiple state and local metrics to measure achievement and progress. Data and assessment services are principally directed to support identified needs of English learners, low-income students, and foster youth, and contribute to increased/improved services. Data is used to identify needs, inform instructional practices, and to evaluate effectiveness of programs, particularly to address the disparities in data as identified with at-promise students, including English learners, low-income students, and foster youth. This contributing action will address the gaps in performance on the academic indicator and graduation rate for EL, FY, LI students.	$379,820	Y
1.10	Multi-Tiered System of Support (MTSS)	MTSS lead teachers at each comprehensive school site serve as instructional coaches and will coordinate processes to ensure the alignment of systems necessary for all students' academic,	$210,000	Y

Action	Title	Description	Total Funds	Contributing
1.10	Multi-Tiered System of Support (MTSS) (continued)	behavioral, and social success at their school site. MTSS-related support, strategies, and programs are principally directed to support identified needs of English learners, low-income students, and foster youth, and contribute to increased/improved services. This contributing action will address the gaps in performance on the academic indicator and graduation rate for EL, FY, LI students. ● Promote opportunities for teachers and administrators to receive professional development supporting the implementation of the MTSS Framework. ● Provide professional development to MTSS lead teachers on instructional coaching to support the implementation of Tier I instructional strategies. ● Ensure progress monitoring for all students, with a focus on early intervention. ● Continue to implement evidence-based programs, strategies, and student interventions. ● Expand credit attainment options and continue to utilize research-based math and reading programs to close achievement gaps. ● Implement programs and practices to support the social-emotional, wellness, and mental health needs of students. ● Coordinate available programs offered by the district, school, and community-based organizations to support the social-emotional needs of students. Specific actions to address areas of lowest performance: Dashboard Focus (and associated metric) *Huntington Beach HS/English Learners/Math (M1.5, M1.9, M1.10, M2.14)* ● *Implement effective MTSS monitoring and tracking to quickly identify students in need of additional supports, with an emphasis on English learners.* ● *Use MTSS Mentors to provide instructional support for students in classes and implement student conferencing to review progress, assign targeted interventions, and/or help students stay on track or get back on track.*		

Goal

Goal #	Description	Type of Goal
2	**HBUHSD will provide quality educational programs and services to increase academic achievement and college/career readiness for all students.**	**Broad Goal**

State Priorities addressed by this goal.

4 Pupil Achievement
8 Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

HBUHSD developed Goal 2 to focus our efforts toward assuring that students graduate from high school, ready for college and careers, and prepared to pursue the future of their choosing. The actions in Goal 2 focus on improving our desired outcomes for post-secondary readiness.

Our college and career-ready graduates will have:

- Met the UC/CSU entrance requirements.
- Mastery of rigorous knowledge and skills in core academic disciplines.
- The skills necessary to be successful in charting their postsecondary path.
- Successfully participated in postsecondary opportunities through advanced coursework (i.e., College Credit Courses, Advanced Placement, International Baccalaureate) as well as Career Technical Education (CTE) Pathways.

Each of our schools must continue to offer quality educational programs and services to ensure progress in this goal. Specific programs and services are determined based on the strengths and needs of each community served. This LCAP goal contains actions implemented at school sites, most of which benefit all students, but are particularly supportive of the needs of English learners, low-income students, and foster youth, and other at-promise students.

This goal also includes “limited” actions, which are those that are specifically targeted to a specific student group and their unique needs. These actions are intended to support student groups with observed achievement and/or opportunity gaps and increase/improve services. These include AP/IB Support (Goal 2, Action 5), English Learner Support (Goal 2, Action 7), Long Term English Learner Support (Goal 2, Action 8), Homeless and Foster Youth Supports (Goal 2, Action 9), and Special Education Supports (Goal 2, Action 10).

Note: All actions marked as “Contributing” with a “Y” to indicate “yes” are actions that are principally directed to address the identified needs of English learners, foster youth, and/or low-income students, collectively referred to as unduplicated students. For each action being provided on an LEA-wide basis, an explanation of how the action is intended to improve outcomes for unduplicated students and how these actions are effective in meeting the goals for these students, are contained in the plan section titled, *“Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for LCAP Year 2025-26.”*

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.1	UC/CSU 'A-G' subject requirements (% of graduates meeting requirements) *(RFEP from CCI File. All other student group data from DataQuest.)*	2022-2023: All: 56.1% SWD: 12.7% EL: 16.4% LI: 47.3% FY: 15.4% RFEP: 63.4%	2023-2024: All: 58.2% SWD: 12.8% EL: 19.6% LI: 49.8% FY: 0.0% RFEP: 64.8%	*Leave blank until 2026*	All: 59.1% SWD: 15.7% EL: 19.4% LI: 50.3% FY: 18.4% RFEP: 66.4%	All: +2.1% SWD: +0.1% EL: +3.2% LI: +2.5% FY: -15.4% RFEP: +1.8%
M2.2	A-G deficiency Grads missing one A-G subject area	2022-2023: Missing 5 credits or less: 5.1% (181/3548) Missing any number of credits in just one subject area: 10.6% (376/3548)	2023-24 Missing 5 credits or less: 4.7% (160/3371) Missing any number of credits in just one subject area: 9.8% (329/3371)	*Leave blank until 2026*	Missing 5 credits or less: <5% Missing any number of credits in just one subject area: <10%	Missing 5 credits or less: 0.4% improvement Missing any number of credits in just one subject area: 0.8% improvement
M2.3	CTE Pathway completer rates of Cohort	*Revised Baseline* 2022-2023: 674 Completers (17.5%) (Cohort 3849) 1,191 Grade 12 Participants (29.2%)	2023-2024: 610 Completers (16.7%) (Cohort 3662) 963 Grade 12 Participants (27.5%) Postsecondary Enrollment Rate CTE Students: 80% CTE Pathway Completers: 84%	*Leave blank until 2026*	Completers >14% Grade 12 Participants >32.2% Postsecondary Enrollment Rate CTE Students: >80% CTE Pathway Completers: >85%	Completers -0.8% (Maintained above target) Grade 12 Participants -1.7% Postsecondary Enrollment Rate CTE Students: 80% CTE Pathway Completers: 84%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.4	Combined A-G and CTE rate of Cohort	2022-2023: 439 students 11.4% *(Senior Eval Export)* *3548*	2023-2024: 418 students 11.4% *(no change in % rate)* *3662*	*Leave blank until 2026*	>12.4% students	0% *(no change in % rate)*
M2.5	College enrollment data College enrollment immediately after high school (2yr+4yr) National Student Clearinghouse	Class of 2023: 79.2%	Class of 2024: 77.0%	*Leave blank until 2026*	>82.2%	-2.2%
M2.6	SAT/ACT	2022-2023: Average SAT score: Overall 1278 English 633 Math 644 *Revised Baseline* Fall 2023 (Gr 11) Average SAT: Overall 1297 English 637 Math 660 *(SAT Suite K-12 Reporting Portal)* Average Composite ACT score: 26	Fall 2024 (Gr 11) Average SAT: Overall 1288 English 643 Math 645 *(SAT Suite K-12 Reporting Portal)* Average Composite ACT score: 27.1	*Leave blank until 2026*	Maintain scores above *College and Career Readiness Benchmarks* English 480 Math 530 Average Composite ACT Score: >26	Fall (Gr 11) Average SAT: Overall -9 English +5 Math -15 *(SAT Suite K-12 Reporting Portal)* Average Composite ACT score: +1.1
M2.7	College/Career Indicator (Dashboard)	2022-2023: Status: High 55.9% prepared	2024: Status: Medium 54.4% prepared	*Leave blank until 2026*	Status: High >58.9% prepared	Change: Maintained -1.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.8	AP pass rates	2022-2023: 74.7%	2023-2024: 79.1%	*Leave blank until 2026*	>75%	+4.4%
M2.9	English Language Proficiency Assessments for California (ELPAC) progress English Learner Progress Indicator on CA Dashboard	2022-2023: Percent of Students at Level 4 (Well Developed) 9th Grade: 18.2% 10th Grade: 25.1% 11th Grade: 18.8% 12th Grade: 20.5% 2023 Dashboard: Green 49.8% making progress towards English language proficiency	2023-2024: Percent of Students at Level 4 (Well Developed) 9th Grade: 10.9% 10th Grade: 18.2% 11th Grade: 16.0% 12th Grade: 16.7% 2024 Dashboard: Red 39.6% making progress towards English language proficiency	*Leave blank until 2026*	Percent of Students at Level 4 (Well Developed) 9th Grade: 21.2% 10th Grade: 28.1% 11th Grade: 23.8% 12th Grade: 23.5% Dashboard: Green >60% making progress towards English language proficiency	Percent of Students at Level 4 (Well Developed) 9th Grade: -7.3% 10th Grade: -6.9% 11th Grade: -2.8% 12th Grade: -3.8% Dashboard: -10.2% (Change)
M2.10	Reclassification rate	2022-2023: 17.7%	2023-2024:19.3%	*Leave blank until 2026*	19.7%	+1.6%
M2.11	Long-term English learner rates Number/Percent of LTELs	2022-2023: 1,135 students of all students (21.7% of all “Ever-EL” or 7.8% of all students)	2023-24: 1,030 students of all students (20.4% of all “Ever-EL” or 7.3% of all students)	*Leave blank until 2026*	<5% of all students reduce the percent of students remaining in LTEL status	-0.5% of all students the percent of students remaining in LTEL status

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.12	Programs and services enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency *(Semester data review of EL course enrollment in EL programs or opt out on file)*	2023-2024: 100%	2024-2025: 100%	*Leave blank until 2026*	100%	No change
M2.13	Smarter Balanced (SBAC) English Language Arts (% of English learners students scoring at achievement levels Standard Met & Exceeded) Dashboard [Distance from Standard: DFS reported as + (points above) or – (points below)]	2022-2023: HBUHSD All: 71% EL: 12% All: +54.2 DFS EL: –63.4 DFS	2023-2024: HBUHSD All: 69% EL: 11% All: +45.7 DFS EL: -64.8 DFS	*Leave blank until 2026*	HBUHSD All: 74% EL: 15% All: +63.2 DFS EL: –54.4 DFS	HBUHSD All: -3% EL: -1% All: -8.5 DFS EL: -1.4 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.14	Smarter Balanced (SBAC) Mathematics (% of English learners scoring at achievement levels Standard Met & Exceeded) Dashboard [Distance from Standard: DFS reported as + (points above) or – (points below)]	2022-2023: HBUHSD All: 43% EL: 3% All: –38.1 DFS EL: –145 DFS	2023-2024: HBUHSD All: 44% EL: 8% All: -36.2 DFS EL: -138.6 DFS	*Leave blank until 2026*	HBUHSD All: 46% EL: 6% All: –29.1 DFS EL: –136 DFS	HBUHSD All: 1% EL: 5% All: +1.9 DFS EL: +6.4 DFS
M2.15	Smarter Balanced (SBAC) English Language Arts (% of students with disabilities scoring at achievement levels Standard Met & Exceeded) Dashboard [Distance from Standard: DFS reported as + (points above) or – (points below)]	2022-2023: HBUHSD All: 72% SWD: 22% All: +54.2 DFS SWD: –110.6 DFS	2023-2024: HBUHSD All: 69% SWD: 22% All: +45.7 DFS SWD: -102.5 DFS	*Leave blank until 2026*	HBUHSD All: 74% SWD: 24% All: +63.2 DFS SWD: –101.6 DFS	HBUHSD All: -3% SWD: 0% All: -8.5 DFS SWD: +8.1 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.16	Smarter Balanced (SBAC) Mathematics (% of students with disabilities scoring at achievement levels Standard Met & Exceeded) Dashboard [Distance from Standard: DFS reported as + (points above) or – (points below)]	2022-2023: HBUHSD All: 43% SWD: 8% All: –38.1 DFS SWD: –196 DFS	2023-2024: HBUHSD All: 44% SWD: 8% All: -36.2 DFS SWD: -179.6 DFS	*Leave blank until 2026*	HBUHSD All: 46% SWD: 11% All: –29.1 DFS SWD: –187 DFS	HBUHSD All: 1% SWD: 0% All: +1.9 DFS SWD: +16.4 DFS

Goal Analysis for 2025-26

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.

The 2024-25 LCAP Goal 2 had 10 actions. In Goal 2, all actions were implemented as planned to achieve the articulated goal, with the exception of minor adjustments in Actions 2.7 and 2.10.

In Action 2.7, schools were provided with a pseudo budget code to specifically track expenditures supporting English learner program actions. This has allowed the district to capture English learner program expenditures more readily. Schools provided additional opportunities for professional development or collaboration days to support English learner program initiatives.

In Action 2.10, a position remained vacant, although the roles and responsibilities were distributed to other administrators, allowing for implementation of programs for students with special needs as planned.

A continuing area of success has been the professional development and support for English learner programs. The district's partnership with E.L. Achieve and efforts to expand the Constructing Meaning (CM) approach for integrated ELD has been well received. CM professional development opportunities are being offered at both the district and site level. The continues to implement progress

monitoring for English learners and its associated processes, protocols, and tools to support schools in identifying students in need of additional support.

One of the challenges has been the ongoing performance gaps identified for specific student groups. In Goal 2, we include actions to support English learners, homeless and foster youth, and special education students. Our educational partners have expressed a need for increased communication and training around available resources, supports, and strategies for ensuring our students all have opportunities to improve their outcomes. Some opportunities for expanded learning have not demonstrated effectiveness, and schools are focused on strategies to access to content and support for initial instruction.

Another challenge is the reduction in one-time funding sources which had allowed the district and schools to offer expansive summer programs. Without these funding sources, schools are unable to maintain large-scale summer programs offerings.

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.

In Goal 2, the estimated actual expenditures for seven actions were higher than the budgeted expenditures and four were lower than budgeted expenditures, although not all would be considered material differences. Those with material differences, Actions 2.2, 2.3, 2.7, and 2.10.

The increase in Action 2.2 was a result of the increase in Career Technical Education (CTE) course offerings. The increase in 2.3 (Extended Learning) reflects the additional costs associated with offering tutoring/intervention, enrichment programs, credit recovery, and/or summer programs. With the end of the Expanded Learning Opportunities Grant (ELOG), schools increased spending for these programs in LCFF.

For Action 2.7, the district offered an additional five-day training series of Constructing Meaning, which was not originally planned, including contract costs and substitute costs. In addition, the costs associated with the negotiated salary increase also impacts Action 2.7. For Action 2.10, the material difference is due to the position that remained vacant.

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

For English learner programs, reflections on prior year outcomes for English learners continue to show a need for improvement. Schools have made strides in ensuring high participation rates for the Summative English Language Proficiency Assessments for California (ELPAC). Course placement and professional development for teachers to implement strategies to support English learners, and progress monitoring are key elements of Action 2.7. English Learner Progress Indicator (ELPI) data on the 2024 Dashboard was Red. The district will continue to implement training for teachers and administrators, combined with reflective learning walks, ongoing coaching, progress monitoring, and accountability initiatives.

The Distance From Standard (DFS) for English learners decreased 1.4 points for ELA, but increased 6.4 points for math. For students with disabilities, the DFS increased for both ELA at 8.1 points and math at 16.4 points. For 2024 testing, the DFS gain of the English learner and students with disabilities student groups outpaced that of the overall student population.

A review of the metrics included in Goal 2 of the 2023-24 LCAP indicates that the district is maintaining progress toward the goal. This goal contains metrics aligned to post-secondary success, such as A-G completion rates, A-G deficiency, college enrollment rates, AP pass rates, and data related to English learner metrics. HBUHSD A-G completion rates increased from 56.1% in 2023 to 58.2% in 2024. The Advanced Placement (AP) pass rate has again risen above the district's 70% goal, with a 2024 pass rate of 79.1%. These data appear to indicate that the actions implemented in Goal 2 were effective in supporting progress or maintaining progress.

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.

The 2024-25 LCAP Goal 2 Action Titles were maintained for the 2025-26 LCAP. The HBUHSD LCAP Committee provided input around actions that already exist in the LCAP: Action 2.1 (College Readiness), Action 2.3 (Expanded Learning), Action 2.7 (English Learners), Action 2.8 (Long Term English Learners), and Action 2.10 (Special Education). Corrections to titles in the Action Tables were made to match the Actions in the plan. Identification of Action 2.2 to serve as a contributing action was able corrected in the Action Table. Rationale for this was already included in the action description and Increased and Improved Services sections, but incorrectly identified.

College readiness highlights the importance of early advisement and dual enrollment opportunities. Career readiness highlights value of CTE programs and additional marketing for students and families to be aware of the various opportunities and benefits. Connected to our need to improve student outcomes for Long Term English Learners and Students with Disabilities, Action 2.8 includes new descriptions that are a result of a committee of administrators and teacher leaders who met to discuss future considerations for supporting LTELs.

In Goal 2, several revisions were made to metric descriptions and baseline data. To bring consistency across the plan document, a school year is now identified with a full four-digit year (i.e., 2022-2023). There were also minor changes to baseline data due to updates that were made after the board approval of the 2024-25 LCAP. These changes to rounding resulted in a reported baseline percentage +/- 1%. These include baseline data from M2.13 and M2.15. Changes in the metric descriptions were made for improved clarity in M2.1, M2.2, M2.3, and M2.4. M2.1 RFEP data is pulled from a different source, and this has been clarified and the Year 1 RFEP baseline and target were corrected. In M2.3, it has been recognized that students may complete a CTE pathway anytime during their four years in high school, and therefore, a count of completers during their 12th grade year underrepresents the actual number of completers. The Baseline has been revised to count the number of graduating seniors who had completed a pathway during high school. Using feedback from the CTE team, we have also added a Postsecondary Enrollment Rate metric, which looks at the percent of CTE students and CTE pathway completers who enrolled in a 2- or 4-year college, similar to metric M2.5, which reports the rate for all students districtwide.

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	College Readiness	HBUHSD schools will provide programs and services that support students' college readiness and exploration of post-secondary options. Programs and services include dual enrollment and other college credit course opportunities, the California College Guidance Initiative, and guidance services. ● Expand the use of college readiness tools to inform and align students' strengths and interests to post-secondary goals. ● Support costs associated with textbooks, materials, and fees for dual enrollment and college credit course opportunities for students during the summer, fall, and spring semesters. ● Support professional development and collaboration opportunities related to the implementation of the district's AP/IB program. ● Support student access to counselors for early and more frequent college advisement. LEA-wide college readiness initiatives are principally directed to support identified needs of English learners, low-income students, and foster youth, and contribute to increased/improved services. This contributing action will address the gaps in A-G completion and support equity and college access for EL, FY, LI students. (Note: Planned expenditures are coordinated with the Career Access Pathways Grant (CCAP) and A-G Completion Improvement Block Grant funds)	$2,219,764	Y
2.2	Career Readiness	Expand career readiness through awareness and student participation in sequenced pathways aligned to careers. Career Technical Education (CTE) pathway courses help prepare students for post-secondary career paths in a range of high-wage and in-demand careers, engaging students in high-interest	$816,059	Y

Action #	Title	Description	Total Funds	Contributing
2.2	Career Readiness (continued)	courses, providing choices to explore potential future job options, and preparing students with a strong foundation toward entry in a technical school or college/university upon graduation. Provide students with access to programs of study that align with state board-approved career technical education standards. CTE classes and the relevant experiences embedded in these classes help educate and expose students to the reality that engaging in the workforce and preparing for college need not be mutually exclusive as evidenced by students' participation in work-based learning opportunities through the district's 47 CTE pathways. ● Expand CTE Community College Pathway Days. ● Integrate CTSOs (Career Technical Student Organization) into CTE pathways. The mission of a CTSO is to enhance student learning through contextual instruction, leadership and personal development, applied learning and real-world application. ● Create marketing videos and materials to promote programs and educate students, families, and the communities about the various programs available. ● Support the organization of high-quality experiences that help students to identify and explore their career interests and prepare for career options through practical experience (work-based learning continuum). ● Expand the number of industry partners and internship opportunities available to students, with a focus on offering a broader range of career sectors and ensuring equitable access across all schools LEA-wide career readiness initiatives are principally directed to support identified needs of English learners, low-income students, and foster youth, and contribute to increased/improved services. This contributing action will address the gaps in A-G completion for EL, FY, LI students, address equity and access, and provide additional opportunities for career exploration and preparation. [Note: Planned expenditures are coordinated with CTEIG, Perkins, K12 SWP, K-16 Collaborative, GSPP, and AIG.]		

Action #	Title	Description	Total Funds	Contributing
2.3	Extended Learning Opportunities – Interventions and Enrichment	Provide extended learning opportunities for intervention and enrichment. Programs will include study skills, remediation/ intervention, tutoring, and credit recovery targeted to support students who are credit deficient, skill deficient, and/or performing below grade-level standards. ● Maintain programs that offer tutoring and support for students. ● Provide students with a variety of credit recovery and remediation options, both during the school year and summer, to meet graduation requirements. ● Provide a summer program that addresses the needs of students for credit recovery, remediation, and acceleration/enrichment. ● Continue to offer a 24/7 online tutoring program for all students in the district. This contributing action will address the gaps in performance on the academic indicator and graduation rate for EL, FY, LI students. Specific actions to address areas of lowest performance: Dashboard Focus (and associated metric) *Huntington Beach HS/Students with Disabilities/Math (M2.16)* ● *Provide small group settings for targeted support, including before and after school support and lunchtime support opportunities.* ● *Plan a Summer Bridge intervention class for incoming 9th graders to improve the transition to high school math coursework.* (Note: Planned expenditures are coordinated with federal Title I funds where applicable)	$1,146,253	Y

Action #	Title	Description	Total Funds	Contributing
2.4	Advancement Via Individual Determination (AVID)	Continue to offer the Advancement Via Individual Determination (AVID) program. Support AVID implementation to close opportunity gaps by focusing on key foundational elements of AVID: ● Building teacher capacity for embedding AVID strategies in instructional practice. ● Explicit teaching of skills and techniques for academic success. ● Creating an environment of high expectations. ● Providing one-to-one and/or small group tutorials. ● Maintaining strong student-teacher relationships. ● Building a culture of college and career readiness. ● Enhancing the AVID experience by supporting college visits/tours and other activities that promote the college-going culture. ● Supporting professional development and collaboration opportunities related to the implementation of the district's AVID program. LEA-wide AVID implementation is principally directed to support identified needs of English learners, low-income students, and foster youth, and contribute to increased/improved services. This contributing action will address the gaps in A-G completion and post-secondary enrollment rates for EL, FY, LI students.	$1,148,385	Y
2.5	AP/IB Support	Supplement funding for low-income students who take Advanced Placement (AP) and International Baccalaureate (IB) exams. This is a 'limited' contributing action supporting low-income students.	$97,000	Y

Action #	Title	Description	Total Funds	Contributing
2.6	STEAM	Implement STEAM (Science, Technology, Engineering, Arts, Mathematics) education initiatives. Increase opportunities to promote student interest in STEAM careers and engagement in STEAM related courses, programs, and activities. Support student participation in STEAM related courses, clubs/organizations, and competitions. To maintain a relevant and high-quality program, assess needs to acquire STEAM-related materials, supplies, and equipment to support Next Generation Science Standards. LEA-wide STEAM initiatives are principally directed to support identified needs of English learners, low-income students, and foster youth, and contribute to increased/improved services. This contributing action will address the gaps in pupil engagement metrics for EL, FY, LI students, including chronic absenteeism, suspension rates, and dropout rates. (Note: Expenditures in this action are embedded in Goal 1, Action 4, and supported based on site-level needs and student interests.)	$5,000	Y
2.7	English Learner Supports	The English Learner (EL) program will continue to ensure that English learners can meet the annual English language development objectives. English learners will have full access to the State Academic Standards and the English Language Development (ELD) standards to gain academic knowledge and English language proficiency. All English learners receive both designated and integrated ELD support and access to the standard instructional program with instruction designed for English learners to develop proficiency in English as rapidly and effectively as possible. Where feasible, a school may establish Emerging Pathway course options for newcomers who have been in US schools for less than two years. The HBUHSD *Master Plan for English Learners* provides the structure for program implementation and evaluation for all students with varied language backgrounds who are served in these programs. (Required program costs are embedded in Goal 1, Action 1.) Contributing actions include: ● Support for English learners to achieve annual progress	$1,728,166	Y

Action #	Title	Description	Total Funds	Contributing
2.7	English Learner Supports (continued)	includes use of bilingual instructional support personnel, implementation of supplemental curriculum, and additional materials and supplies. ● The district ELD Facilitator and site-level PELL Coordinators will coordinate and provide EL support services, including professional development, coaching and support for teachers, progress monitoring of ELs and assignment of interventions as needed, parent engagement opportunities, and/or other supports as determined by site needs. Specific actions to address areas of lowest performance: Dashboard Focus (and associated metric) *HBUHSD (District)/English Learners/ELA* *(M2.9, M2.10, M2.11, M2.13)* ● *Continue to implement the district's multi-year professional development plan specific to the implementation of programs and services for English learners (E.L. Achieve).* ● *Build internal capacity for ongoing coaching and support for teachers in supporting Constructing Meaning.* ● *Incorporate a specific instructional focus for Reflective Learning Walks that embeds integrated ELD strategies, including support for teacher leaders and administrative teams leading the work.* ● *Facilitate English Learner progress monitoring systems implemented districtwide.* ● *Support the implementation of EL instructional coaches focused on providing coaching and professional development, and direct student support for ELs.*		

Action #	Title	Description	Total Funds	Contributing
2.7	English Learner Supports (continued)	*Marina HS/English Learners/ELA* *Ocean View HS/English Learners/ELA* *Huntington Beach HS/English Learners/Math* *Ocean View HS/English Learners/Math* *(M2.9, M2.10, M2.11, M2.13)* *Valley Vista HS/English Learners/College and Career, Graduation* *(M1.1, M2.2, M2.7)* ● *Use Reflective Learning Walks and other site-based professional development and collaboration opportunities [i.e., Marina Learning Series (MHS) and professional learning communities (OVHS)] to build capacity, shared vision, and commitment to improved outcomes for English learners.* ● *Build upon the use of IXL math as a diagnostic tool. IXL provides powerful insights that help teachers make more effective instructional decisions every day. With data from IXL's curriculum and the Real-Time Diagnostic, IXL Analytics makes it easy to amplify the impact on student growth.* ● *Continue to implement EL Cluster Class structures for master scheduling to ensure targeted integrated ELD supports are provided by trained teachers (HBHS).* ● *Convene an EL Improvement Team responsible for improvement efforts focused on outcomes for English learners (OVHS).* ● *Utilize instructional coaches to provide ongoing coaching and support for teachers in the area of English learner support strategies (OVHS).* ● *Improve systems for student progress monitoring and support by implementing Goal 4, Action 1: Student Support Facilitator and site-based coordinator of the English learner (PEL) program (VvHS).* This is a 'limited' contributing action supporting English learners. (Note: Planned expenditures for certificated staffing are embedded in Goal 1, Action 1, and supplemental program support is coordinated with Title III, Part A funds)		

Action #	Title	Description	Total Funds	Contributing
2.8	Long Term English Learner Supports	English Learners shall be designated as Reclassified Fluent English Proficient (RFEP) when they have acquired the English language skills necessary to receive instruction and achieve academic progress, at a level equivalent to students of the same age or grade whose primary language is English. Until reclassified, all English learners receive ELD instruction, unless the parent exercises their right to decline participation. Long Term English Learners (LTEL) are those English learners who have been enrolled in a U.S. school for six or more years and have not yet met criteria for reclassification. The district convened a team of administrators and teacher leaders to discuss the unique needs of LTEL students and implications for programs. The following areas will support LTEL student progress: ● Assist LTEL students with their academic and non-academic needs and connect them to other school resources, including tutoring and instructional support, instructional resources, and wellness support and resources. ● Support teachers and administration in meeting the needs of their LTEL students and contributing to a more inclusive community, including the implementation of assessment and progress monitoring, full access to A-G and CTE, district and site PEL Coordinator support, and parent and family engagement opportunities. ● Provide quality programs specialized in strategies for supporting English language acquisition. Whenever feasible, create LTEL specific sections for designated ELD. Programs for designated ELD may be embedded within intentionally designed elective-driven content. Designated ELD will also be piloted as a component of Study Skills X, to support dually identified students. ● Provide teachers opportunities for professional development focused on the advancement of specialized instruction. ● Empower LTEL students to become full participants in their school community through opportunities to build school connectedness, student engagement, connection, belonging, cultural awareness, significance, friendship, and community.	$478,943	Y

Action #	Title	Description	Total Funds	Contributing
2.8	Long Term English Learner Supports (continued)	Provide ongoing literacy and academic language development through integrated ELD in all classes. This is a 'limited' contributing action supporting English learners. (Note: Planned expenditures for certificated staffing are embedded in Goal 1, Action 1, and supplemental program support is coordinated with Title III, Part A funds)		
2.9	Homeless and Foster Youth Supports	Provide supplementary services for foster and homeless youth. Maintain a district-level homeless youth liaison and a liaison at each school site. Maintain ongoing collaboration with key staff in county child welfare agency, mental health agencies, county office of education foster youth services program, foster family agencies and other placement providers, and other entities providing care and services to foster youth within the district. ● Continue ongoing review of best practices for supporting the needs of foster youth. ● Support school administrators in developing a cohesive and comprehensive plan on how to onboard and continually support foster youth students. ● Continue to identify the homeless and foster 11th and 12th graders and meet with each student to educate them regarding the graduation credits exemption. ● Allocate funds for academic supports and remediation; transportation; and costs and fees for sports and extracurricular programs. ● Provide professional development for site teachers to work effectively with homeless and foster youth. ● Annually update a resource guide for homeless and foster youth for use by staff and families. ● Partner with agencies to provide services to targeted sites to provide resources, counseling, etc. for students experiencing homelessness. ● Contract with agencies providing specific case management services, as appropriate.	$5,000	Y

Action #	Title	Description	Total Funds	Contributing
2.9	Homeless and Foster Youth Supports (continued)	Specific actions to address areas of lowest performance: Dashboard Focus (and associated metric) *Fountain Valley HS/Homeless/Suspension (M3.5)* *Marina HS/Homeless/Suspension (M3.5)* ● *Refine standardized processes for handling cases that may result in suspension. District and site liaisons will be included in suspension meetings. Review protocols with administrative teams.* ● *Consider alternatives to suspension, depending on type of infraction, including the implementation of restorative practices, conflict mediation, and diversion programs. Provide opportunities for staff to be trained in programs.* *Valley Vista HS/Homeless/College and Career, Graduation (M1.1, M2.2, M2.7)* ● *Improve systems for student progress monitoring and support by implementing Goal 4, Action 1: Student Support Facilitator.* ● *Full-time social workers from Project Hope Alliance and Stand Up For Kids work one-on-one with students to develop plans designed to address barriers to academic progress and high school graduation, including academic support, mentoring, coordination with teachers for progress monitoring, connections to external resources (such as housing and healthcare), parent involvement, college and career support, and 24/7 access to case managers.* This is a 'limited' contributing action supporting foster youth and low-income/homeless students. (Note: Planned expenditures for items of cost are embedded in Goal 1, Action 4)		

Action #	Title	Description	Total Funds	Contributing
2.10	Special Education Supports	The HBUHSD has gained recognition for providing a full spectrum of special programs and alternative settings for students with Individualized Education Plans (IEPs). With programs like the Special Abilities Cluster (SAC); Vocational Opportunities with Instruction and Community Experiences for Students (VOICES); Pathways; Independence, Diversity, Educating All Students (IDEAS); and Endeavors; students with special needs have the opportunity to receive instruction in accordance with their individual needs and to participate in activities a comprehensive school site has to offer. ● Maintain and provide co-teaching classes and the number of co-teaching sections based on student needs in order to support the least restrictive environment. Co-teaching strategies to meet student needs supporting the least restrictive environment. ● Provide professional development for special education case managers regarding graduation requirements and college requirements. ● Continue to provide professional development around data-informed IEP development, with connections between abilities and goals, and documents to support for students upon exiting high school. ● Increase opportunities for students with disabilities to enroll in A-G eligible courses. ● Assess needs for tools (such as assistive technology and supportive software) to support students with disabilities. ● Continue to implement Unified Programs (e.g., Unified Sports, United Sound, Unified Cheer, and Unified Arts) to promote social inclusion through shared training and shared experiences. ● Parents of students with disabilities will continue to have the opportunity to participate in their child's education through events like the Community Advisory Committee and the District College Night.	$711,730	N

Action #	Title	Description	Total Funds	Contributing
2.10	Special Education Supports (continued)	Specific actions to address areas of lowest performance: Dashboard Focus (and associated metric) *HBUHSD (District)/Students with Disabilities/Math (M2.16)* *Fountain Valley HS/Students with Disabilities/ELA & Math (M2.15, M2.16)* *Huntington Beach HS/Students with Disabilities/ELA & Math (M2.15, M2.16)* *Ocean View HS/Students with Disabilities/ELA & Math (M2.15, M2.16)* *Westminster HS/Students with Disabilities/College and Career (M2.7)* *Marina HS/Students with Disabilities/College and Career* *Ocean View HS/Students with Disabilities/College and Career* ● *Increase opportunities for special education teachers to collaborate with subject area specific general education teachers and site administrators.* ● *Include special education teachers in the Constructing Meaning (CM) cohort or provide other opportunities for special education teachers to collaborate around the application of CM strategies for students with disabilities.* ● *Implement effective MTSS monitoring and tracking to quickly identify students in need of additional supports, with an emphasis on students with disabilities.* ● *Provide small group settings for targeted support, including before and after school support and lunchtime support opportunities (HBHS).* ● *Plan a Summer Bridge intervention class for incoming 9th graders to improve the transition to high school math coursework (HBHS, OVHS, WHS)* ● *Build a common understanding around the importance and benefits of state testing with all educational partners, to support high test participation rates, avoiding test participation rate penalties.*		

Action #	Title	Description	Total Funds	Contributing
2.10	Special Education Supports (continued)	• *Support the implementation of interim assessments for ELA, math, and science. Prepare students to gain familiarity with the testing interface and tools.* • *Practice the application of designated supports and accommodations.* • *Schedule time for the analysis and interpretation of data related to student test results. Schedule time for teams to review curriculum, pacing, and standards for alignment with state assessments.* • *Build upon the use of IXL math as a diagnostic tool. IXL provides powerful insights that help teachers make more effective instructional decisions every day. With data from IXL's curriculum and the Real-Time Diagnostic, IXL Analytics makes it easy to amplify the impact on student growth.* • *Review impact of math pathways for students with disabilities to ensure proper placement and course offerings. (i.e., WHS Geometry X, Algebra 1X, Consumer Math X).* (Note: Planned expenditures are coordinated with state and federal funds for special education.)		

Goal

Goal #	Description	Type of Goal
3	**HBUHSD will provide supports for student wellness and a climate conducive to learning.**	**Broad Goal**

State Priorities addressed by this goal.

1 Basic Services (facilities)
3 Parental Involvement
5 Pupil Engagement
6 School Climate

An explanation of why the LEA has developed this goal.

HBUHSD believes ensuring equity in education is a necessary component in narrowing the achievement/opportunity gap. We provide evidence-based systems of support for all students to improve student outcomes. In addition to academic support, the district recognizes the need to coordinate systems for student wellness and to maintain a climate conducive to learning. The MTSS framework guides the coordination of these systems of support. This goal was developed to focus on strategies that would positively impact student outcomes for pupil engagement and school climate, as well as parent and family engagement.

Our students' attendance rates have remained consistent over the last five years with the most recent data showing a 93.3% attendance rate. While the CA School Dashboard does not include the Chronic Absenteeism Indicator as a metric for high school districts, the HBUHSD chronic absenteeism rate for the 2023-24 school year was 17.5% (in comparison to K-12 rates for OC = 15.2% and CA = 20.4%). We will continue to provide support to prevent absences from accumulating and students falling behind academically. We believe that student attendance is enhanced by caring individuals and trusted relationships. Our Multi-Tiered System of Support (MTSS) will continue to provide services to identify and meet the academic, behavioral, and social-emotional needs of all students with teachers knowing the name, face, and story of students they serve.

HBUHSD is committed to providing a safe and supportive learning environment. Students who feel safe and supported at school tend to have better school attendance and academic achievement. Results from the 2025 student survey indicate that 89% of our grades 9-12 students strongly agree/agree that they feel safe at their school.

Ongoing research shows that parent and family engagement in schools positively impacts student achievement, absenteeism, and graduation. HBUHSD will continue to partner with families and the community to support student progress towards graduating from high school. The district will also work to keep our schools a welcoming culture that encourages parent participation. Results from the 2025 parent survey indicate that 88% of our parents believe that their student’s school has a welcoming culture, and 93% of parents believe that they are greeted with courtesy and respect.

Note: All actions marked as “Contributing” with a “Y” to indicate “yes” are actions that are principally directed to address the identified needs of English learners, foster youth, and/or low-income students, collectively referred to as unduplicated students. For each action being provided on an LEA-wide basis, an explanation of how the action is intended to improve outcomes for unduplicated students and

how these actions are effective in meeting the goals for these students, are contained in the plan section titled, *"Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for LCAP Year 2025-26."*

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.1	LCAP Survey: Local climate survey on school safety (Local Indicator) Students Parents Staff	2024 Survey: % of favorable responses Students: 84% Parents: 92% Staff: 90%	2025 Survey: % of favorable responses Students: 89% Parents: 92% Staff: 89%	*Leave blank until 2026*	% of favorable responses Students: 84% Parents: 92% Staff: 90%	% change of favorable responses Students: +5% Parents: 0% Staff: -1%
M3.2	LCAP Student Survey: Local climate survey on connectedness Students (Local Indicator)	2024 Survey: % of favorable responses Students: 84% of students feel their school has a positive learning environment. 88% of students believe they have sufficient opportunities to participate in clubs, sports, programs, electives, or activities at this school they enjoy.	2025 Survey: % of favorable responses Students: 88% of students feel their school has a positive learning environment. 92% of students believe they have sufficient opportunities to participate in clubs, sports, programs, electives, or activities at this school they enjoy.	*Leave blank until 2026*	% of favorable responses Students: >89% of students feel their school has a positive learning environment. >89% of students believe they have sufficient opportunities to participate in clubs, sports, programs, electives, or activities at this school they enjoy.	% change of favorable responses Students: +4% +4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.3	LCAP Survey: Local climate survey on connectedness Parents Staff (Local Indicator)	2023-24: % of favorable responses Parents: 90% of parents agree that the school provides a wide array of academic, cultural, and personal experiences to engage students. Staff: 97% of staff believe that students have opportunities to engage in school programs or activities that they enjoy.	2025 Survey: % of favorable responses Parents: 88% of parents agree that the school provides a wide array of academic, cultural, and personal experiences to engage students. Staff: 97% of staff believe that students have opportunities to engage in school programs or activities that they enjoy.	*Leave blank until 2026*	% of favorable responses Parents: >90% of parents agree that the school provides a wide array of academic, cultural, and personal experiences to engage students. Staff: >97% of staff believe that students have opportunities to engage in school programs or activities that they enjoy.	% change of favorable responses Parents: -2% Staff: 0%
M3.4	Facilities ratings (Local Indicator) Facility rating on SARCs (School Accountability Report Card) SARC	2022-2023: Overall facility rate of 'Exemplary': CHS, HBHS, EHS, FVHS, VvHS, Overall facility rate of 'Good': MHS, OVHS, WHS	2023-2024: Overall facility rate of 'Exemplary': CHS Overall facility rate of 'Good': EHS, FVHS, HBHS, MHS, OVHS, VvHS, WHS	*Leave blank until 2026*	Overall facility rate of 'Exemplary': CHS, HBHS, EHS, FVHS, MHS, OVHS, WHS	CHS: Maintained Exemplary MHS, OVHS, WHS: Maintained Good EHS, FVHS, HBHS, VvHS: Change from Exemplary to Good

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.5	Suspension rates (Dashboard)	2023 Dashboard All: Green EL: Orange SWD: Green LI: Green HOM: Orange FY: Orange 2022-2023: All: 2.3% EL: 5.2% SWD: 5.0% LI: 3.2% Homeless: 5.3% FY: 9.7%	2024 Dashboard All: Green EL: Yellow SWD: Orange LI: Green HOM: Green FY: Red 2023-2024: All: 2.3% EL: 5.3% SWD: 5.8% LI: 3.1% Homeless: 4.7% FY: 22.4%	*Leave blank until 2026*	Dashboard All: Green EL: Green SWD: Green LI: Green HOM: Green FY: Green All: 1.6% EL: 3.9% SWD: 5.6% LI: 2.5% Homeless: 3.9% FY: 18.4%	Dashboard All: Maintained EL: Improved SWD: Declined LI: Maintained HOM: Improved FY: Declined All: 0.0% EL: +0.1% SWD: +0.8% LI: -0.1% Homeless: -0.6% FY: +12.7%
M3.6	Expulsion rates (Includes the count of all expulsions, even when the term of the expulsion has been shortened or the enforcement of the expulsion was suspended.)	2022-2023: 32 students or 0.22%	2023-2024: 16 students or 0.11%	*Leave blank until 2026*	<0.15%	-16 students -0.11%
M3.7	Attendance rates (Calculated as ADA days attended/ days enrolled)	2022-2023: All: 93.0% SWD: 88.4% EL: 90.7% LI: 88.4% RFEP: 94.8%	2023-2024: All: 93.3% SWD: 88.9% EL: 91.1% LI: 92.5% RFEP: 94.8%	*Leave blank until 2026*	All: 96.0% SWD: 92% EL: 92% LI: 92% RFEP: 96%	All: +0.3% SWD: +0.5% EL: +0.4% LI: +4.1% RFEP: 0.0%
M3.8	Chronic absenteeism (Defined as students who were absent for 10 percent or more of the instructional days they were enrolled to attend)	2022-2023: 18.7%	2023-2024: 17.5%	*Leave blank until 2026*	<15%	-1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.9	Dropout rates	2022-2023: All: 4.0% SWD: 9.0% EL: 10.2% LI: 5.1% FY: 20.0% Homeless: 8.7%	2023-2024: All: 6.4% SWD: 15.8% EL: 16.3% LI: 7.8% FY: 47.8% Homeless: 12.8%	*Leave blank until 2026*	All: 3.5% SWD: 8.5% EL: 9.7% LI: 4.6% FY: 19.5% Homeless: 8.2%	All: +2.4% SWD: +6.8% EL: +6.1% LI: +2.7% FY: +27.8% Homeless: +4.1%
M3.10	LCAP Survey: Parent and family engagement: Decision Making (Local Indicator: State's reflection tool) Results of parent survey are also disaggregated by school site and provided to administration (c.1)	2023: Local Indicator MET on CA Dashboard. 2024 Survey: % of favorable responses 82% believes their school seeks parent input when making decisions	2024: Local Indicator MET on CA Dashboard. 2025 Survey: *% of favorable responses* 82% believes their school seeks parent input when making decisions	*Leave blank until 2026*	Local Indicator MET on CA Dashboard. % of favorable responses >85% believes their school seeks parent input when making decisions	Local Indicator remains at MET on CA Dashboard. % change of favorable responses 0% Change
M3.11	LCAP Survey: Parent and family engagement: Parental participation for unduplicated pupils (c.2)	2024 Survey: % of favorable responses Parents: 93% feel they are kept informed about district and/or school events. 87% feel the school has a welcoming culture that encourages parent participation.	2025 Survey: % of favorable responses Parents: 94% feel they are kept informed about district and/or school events. 88% feel the school has a welcoming culture that encourages parent participation.	*Leave blank until 2026*	% of favorable responses Parents: >93% feel they are kept informed about district and/or school events. >88% feel the school has a welcoming culture that encourages parent participation.	% change of favorable responses Parents: +1% +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.12	Parent and family engagement: Parental participation for individuals with exceptional needs (c.3)	Voting members of the Community Advisory Committee (CAC) and outreach to families through public postings and mailings	Voting members of the Community Advisory Committee (CAC) and outreach to families through public postings and mailings	*Leave blank until 2026*	Voting members of the Community Advisory Committee (CAC) and outreach to families through public postings and mailing	Unchanged
M3.13	LCAP Student Survey: Availability of resources necessary to support educational goals	2024 Survey: % of favorable responses 93%	2025 Survey: % of favorable responses 93%	*Leave blank until 2026*	% of favorable responses >93%	% change of favorable responses 0% Change
M3.14	LCAP Student Survey: Opportunity to receive tutoring or intervention services	2024 Survey: % of favorable responses 92%	2025 Survey: % of favorable responses 92%	*Leave blank until 2026*	% of favorable responses >92%	% change of favorable responses 0% Change
M3.15	LCAP Student Survey: Use of instructional technology resources.	2024 Survey: % of favorable responses 92%	2025 Survey: % of favorable responses 91%	*Leave blank until 2026*	% of favorable responses >92%	% change of favorable responses -1%

Goal Analysis for 2025-26

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.

The 2024-25 LCAP Goal 3 had 6 actions. In Goal 3, all actions were implemented as planned to achieve the articulated goal.

Action 3.1 is one of the district's greatest strengths and an area of much attention. Services and support provided by wellness specialists, student support school psychologists, other wellness resources, and partnering agencies provide much needed support to students, families, and staff. Our schools continue to build upon their efforts to ensure students are aware of the various resources available to them in the area of student wellness.

One of the challenges related to Goal 3, Action 3.4 (Parent and Family Engagement), continues to be the need to address barriers to participation. School sites have expressed the difficulty in recruitment and retention of parent involvement. School staff continue to experience low participation rates for certain types of parent and family engagement activities. The LCAP Committee supported continuing discussions around accessibility and communication with parents and families, as well as the types of opportunities that are meaningful, and how to gather feedback. Several suggestions were implemented for the retention of the District English Learner Advisory Committee, and the outcomes have been promising.

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.

In Goal 3, the estimated actual expenditures for Actions 3.2, 3.3, and 3.6 were higher than the budgeted expenditures. Estimated actuals for Actions 3.1, 3.4, and 3.5 were lower than the budgeted expenditures. Actions 3.1, 3.4, and 3.5 were underbudget due to position vacancies. For Action 3.2, increased costs were related to additional hours of staffing associated with the need to maintain safety and programs/services for promoting positive school climate. For Action 3.3, we supported an increase in planned activities to support school connectedness, including expenditures related to extra-curricular and co-curricular activities. For Action 3.6, which is a non-contributing action, the district was able to complete more facilities projects during the 2024-25 school year than originally planned, including roofing projects, parking lot repairs, and tennis court repairs.

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

A review of the metrics included in Goal 3 of the 2024-25 LCAP provides mixed results. Survey results on safety and climate and school connectedness are being maintained, and in some cases experiencing small improvements in favorable responses. With a large increase in student survey participation rates, the percentage of favorable responses for safety and school connectedness increased (5% safety, 4% school connectedness).

Attendance and chronic absenteeism metrics are also showing some small improvements (93.0% to 93.3% overall attendance, 18.7% to 17.5% chronic absenteeism rate). Suspension rates are stable, with one student group (Foster Youth) showing an increase, which is in part due to the small group size. Despite the size of the Foster Youth student group, the district has been engaged in work around the

Differentiated Assistance process to review systems and processes for ensuring Foster Youth receive services based on their unique needs.

Facilities ratings dropped from Exemplary to Good at four schools, and although Good is still considered an adequate score, the district recognizes the feedback from educational partners that highlights the need to maintain clean and well-maintained schools. Lastly, dropout rates are showing a small increase (4.0% to 6.4% overall). Upon further review of this data, it is suspected to be at least in part to students moving out of California public schools to other systems. A process update for data entry upon school records access requests is anticipated to resolve some of these dropout cases.

Overall, the district believes that the actions implemented in Goal 3 are effective in supporting progress or maintaining progress. In addition, the district will provide more guidance and support for school initiatives related to attendance recovery and attendance improvement, as well as continuing efforts toward supporting other areas represented by our actions in Goal 3.

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.

The 2024-25 LCAP Goal 3 Action Titles were maintained for the 2025-26 LCAP. Some changes were made to the description of actions in Goal 3, where the input and feedback of our educational partners served to guide and focus our implementation of these actions. An explicit focus on attendance recovery and attendance improvement was added to Action 3.2.

A new action has been added for the 2025-26 LCAP. Goal 3 aims to provide a climate conducive to learning. The existing actions that connect to student climate include wellness, safety, engagement (particularly though extra- and co-curricular activities), and student voice. While climate is embedded within many of these areas, the new Action 3.7 will provide an action that focuses on the conditions that foster a positive academic climate within the classroom and throughout the school. As the district builds a common vision around the framework, future revisions of the LCAP and this action are likely to evolve. This action has been added to help capture this work.

Within Action 3.1, educational partners continue to highlight importance of wellness. Through the committee discussions and the survey comments. Educational partners emphasized the need to maintain clean and well-maintained schools and the need to consider environments that facilitate 21st century teaching and learning. This language has been added to Action 3.6.

In Goal 3, several revisions were made to metric descriptions and baseline data. There was a change to Baseline data in M3.5 (Suspension rates in DataQuest) due to updates that were made after the board approval of the 2024-25 LCAP. In the Metric column, some of the metrics referencing the LCAP Survey will specify the group. For example, if the results come from the Parent Survey, such as in M3.2, M3.10, and M3.11, the Metric will identify it as the LCAP Parent Survey. In the Baseline column, reporting of survey results will reference the year of the survey. For example, the survey from February 2024, during the 2023-24 school year, will now be referenced as the 2024 Survey. The survey administered in February of 2025, during the 2024-25 school year, will be referenced as the 2025 Survey. These changes were made to provide greater clarity. Lastly, the Target for M3.7 (Attendance Rates) has been adjusted higher, due to feedback from educational partners and the planned attendance recovery efforts for 2025-26.

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	Wellness	Provide appropriate student supports for social-emotional, mental, behavioral, nutritional, and physical wellness. Student supports are provided by staff, including wellness specialists, school psychologists, student support school psychologists, college and career specialists, school counselors, nurses, speech and language pathologists, vision and audiological services, and food services staff. (Personnel costs are non-contributing for school psychologists, nurses, speech and language pathologists, vision and audiological services, and food services staff.) ● Implement wellness centers and/or promote other wellness initiatives and activities to support students' socio-emotional, mental, behavioral, nutritional, and physical wellness. ● Embrace the community schools model for increasing equitable student learning outcomes and supporting student needs by strengthening family and community foundations with approaches that sustain mental and behavioral health through alignment of resources. Schools will review site-based needs and promote resources to support student wellness. LEA-wide wellness initiatives are principally directed to support identified needs of English learners, low-income students, and foster youth, and contribute to increased/improved services. This contributing action will address the gaps in pupil engagement metrics for EL, FY, LI students, including chronic absenteeism, suspension rates, and dropout rates. This action also supports staff wellness initiatives (without expenditures of the supplemental budget reserved for student wellness). Schools will promote and implement initiatives with the understanding of how staff wellness contributes to overall school climate and positive student outcomes.	$3,600,549	Y

Action #	Title	Description	Total Funds	Contributing
3.2	Safe and Supportive Learning Environments	Ensure that school campuses are safe and supportive environments by implementing programs and practices that yield positive student outcomes. • Continue to develop and implement programs and strategies that support positive school climate, including inclusive practices, restorative practices, trauma-informed practices, and related training for staff and students. Continue to promote “Name, Face, Story” as an important component of building inclusive communities and a positive climate on campuses. • Develop systems and processes that facilitate and promote attendance recovery and attendance improvement. • Provide resources related to digital literacy, social media and cyber citizenship and respond effectively to safety and security issues as they relate to technology usage. • Continue to inform parents and students about programs that allow for open flow communication with respect to safety concerns on campus, including anonymous reporting. LEA-wide safe and supportive school initiatives are principally directed to support identified needs of English learners, low-income students, and foster youth, and contribute to increased/improved services. This contributing action will address the gaps in pupil engagement metrics for EL, FY, LI students, including chronic absenteeism, suspension rates, and dropout rates.	$2,128,902	Y

Action #	Title	Description	Total Funds	Contributing
3.3	School Connectedness and Student Voice	Provide opportunities and increased access for students to be involved and engaged in school (clubs/organizations, athletics, special programs, school activities, assemblies, educational trips, etc.). • Provide schools with guidance, support, and resources to increase students' sense of belonging and school connectedness. • Promote student voice as a strategy for contributing to student engagement, trust, and equity. LEA-wide school connectedness initiatives are principally directed to support identified needs of English learners, low-income students, and foster youth, and contribute to increased/improved services. This contributing action will address the gaps in pupil engagement metrics for EL, FY, LI students, including chronic absenteeism, suspension rates, and dropout rates.	$3,708,632	Y
3.4	Parent & Family Engagement	Plan high-quality parent and family engagement opportunities. Consider barriers to participation, including communication/ outreach, interpretation needs, childcare needs, transportation, meeting times, type of meeting (i.e., in-person, virtual, or hybrid), recruitment, retention, and acknowledgement for participation. ● Provide information on post-secondary options and educational resources unique to each grade level. ● Expand the use of college readiness tools to inform parents and align students' strengths and interests to post-secondary goals. ● Survey families to determine topics of interest and offer Parent University workshops on relevant topics. ● Provide educational opportunities through Parent University, site communications, parent groups, and classes. ● Continue to provide training on how to navigate the parent/student portal for families. ● Increase availability, awareness, and access to family education programs to support EL achievement.	$1,036,976	Y

Action #	Title	Description	Total Funds	Contributing
		• Provide drug and alcohol awareness and student wellness education. • Increase outreach efforts to encourage parental participation in site and district decision making. LEA-wide parent and family engagement initiatives are principally directed to support identified needs of English learners and low-income students and contribute to increased/improved services. This contributing action will improve parent and family engagement perceptions included in our annual LCAP survey for EL and LI students.		
3.5	Communication & Outreach	Promote positive school and district programs, services, and resources to increase student, family, and community awareness. In addition to other methods of communication, use technology and media to increase the potential for parent/student participation related to curricular and co-curricular programs. Evaluate barriers to participation and provide communication and outreach services to inform parents/families about school and district programs, events/activities, resources, and other involvement opportunities. Provide translation and interpretation services as requested and/or as necessary. LEA-wide communication and outreach initiatives are principally directed to support identified needs of English learners and low-income students and contribute to increased/improved services. This contributing action will improve parent and family engagement perceptions included in our annual LCAP survey for EL and LI students.	$285,142	Y

Action #	Title	Description	Total Funds	Contributing
3.6	Well-Maintained School Facilities	Provide resources for operational/facility needs to ensure a safe, secure, clean, and functional learning and working environment. This includes staffing for plant/maintenance/custodial services, maintenance/custodial supplies and equipment, and utilities costs. • Continue to maintain facilities to ensure a clean and safe environment for students. • Foster learning environments aligned with 21st century skills and teaching methods. • Provide safe, efficient transportation services to eligible students for home-to school transportation services and other co-curricular activities. • Continue the annual review of school safety plans and facilities inspections. • Improve tracking and reliable service of Maintenance and Operations work orders through the implementation of a central hub using the Facilitron system.	$32,534,254	N
3.7	Academic Climate	(Student Ownership Framework: Climate) All student learning is driven by a positive academic climate. • Maintain respectful, cooperative, and collaborative academic environments that provide a high level of engagement with student ownership as the driver.	$5,000	N

Goal

Goal #	Description	Type of Goal
4	**Valley Vista High School (VvHS) will increase graduation rates by 3% annually or maintain a rate of 68% or higher by the 2025-26 school year. VvHS will make progress in other student outcomes by providing a positive environment conducive to learning and creating authentic and meaningful learning experiences that will ensure high levels of student motivation, student engagement, and school connectedness.**	**Equity Multiplier Focus Goal**

State Priorities addressed by this goal.

4 Student Achievement
5 Student Engagement
6 School Climate

An explanation of why the LEA has developed this goal.

The educational partners of Valley Vista High School (VvHS) engaged in the development of the Equity Multiplier goal. Through discussions with the principal, staff, parents, and students, educational partners acknowledged the importance of maintaining a positive school climate that contributes to motivation and engagement. Staff recognized that school connectedness is correlated to school attendance, and school attendance is critical for success with credit recovery. When a positive learning environment is a focus, students are more likely to attend school, recover credits, and meet the primary goal of graduating with a high school diploma. This approach to the education of students at VvHS is the foundation for the focus goal, which is to increase graduation rates. The 2024 graduation rate contributed to eligibility for Comprehensive Support and Improvement (CSI).

To support the social-emotional needs of students, educational partners identified the need for mental health support and other wellness related resources. The student population, consisting of juniors and seniors, have significant gaps in their academic preparation prior to transferring to VvHS. The use of traditional metrics do not always accurately represent the progress of students while at VvHS. Therefore, educational partners consider multiple measures when evaluating program effectiveness and student progress in the continuation high school setting. Ongoing implementation of a progress monitoring system and multi-tiered system of support is supported by a facilitator who serves in the role of a teacher leader to support student success.

As an Equity Multiplier school, the school's focus goal must address all student groups that have the lowest performance level on state indicators on the Dashboard and any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable. All areas of lowest performance are addressed in the actions of Goal 4. While VvHS does not have issues with the retention of the school's educators, there is a higher than average percent of out-of-field teaching assignments due to the small number of teaching staff, this is not uncommon amongst continuation high schools. This is due to the efforts by the school to offer a broad range of courses for the students. Any issues in credentialing and subject matter preparation are addressed through ongoing coaching and support, including Goal 1, Action 6 and Goal 4, Action 1.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M4.1	Four-Year Adjusted Cohort Graduation Rate DataQuest	2022-2023 VvHS: All: 54.0% EL: 55.4% HOM: 56.7% LI: 53.7% HI: 54.5% WH: 46.7%	2023-2024 VvHS: All: 54.3% EL: 42.3% Homeless: 57.1% LI: 53.2% Hispanic: 50.4% White: 50.0%	*Leave blank until 2026*	All: 68.0% EL: 58.4% HOM: 59.7% LI: 56.7% HI: 57.5% WH: 49.7%	All: +0.3% EL: -13.1% Homeless: +0.4% LI: -0.5% Hispanic: -4.1% White: +3.3%
M4.2	Graduation Rate Status (Dashboard) (% combined four- and five-year graduation rate)	2023 Dashboard All: 54.9% EL: 56.1% HOM: 57.4% LI: 54.4% HI:55.3% WH: 48.9%	2024 Dashboard All: 55.2% EL: 43.4% Homeless: 58.6% LI: 54.2% Hispanic: 51.7% White: 51.2%	*Leave blank until 2026*	All: 68.0%% EL: 59.1% HOM: 60.4% LI: 57.4% HI:58.3% WH: 51.9%	All: +0.3% EL: -12.7% Homeless: +1.2% LI: -0.2% Hispanic: -3.6% White: 2.3%
M4.3	LCAP Student Survey: Academic Success	2024 Survey: % of favorable responses 99%	2025 Survey: % of favorable responses 99%	*Leave blank until 2026*	% of favorable responses 99%	% change of favorable responses 0% Change
M4.4	Attendance Rate	2022-2023: 93% HBUHSD 80.6% VvHS	2023-2024: 93.3% HBUHSD 78.7% VvHS	*Leave blank until 2026*	>95%	+0.3% HBUHSD -1.9% VvHS
M4.5	After School and Summer School Credit Acquisition	Summer 2022-2023: 821.5 credits earned After School 2022-2023: 1924.5 credits earned	Summer 2023-2024: 679 credits earned After School 2023-2024: 2315.5 credits earned	*Leave blank until 2026*	Summer 850 credits earned After School 2000 credits earned	Summer -142.5 credits earned After School +391 credits earned

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M4.6	LCAP Student Survey: Tutoring and/or Intervention Opportunities	2024 Survey: % of favorable responses 93%	2025 Survey: % of favorable responses 95%	*Leave blank until 2026*	% of favorable responses 95%	VvHS % change of favorable responses +2%
M4.7	Smarter Balanced (SBAC) English Language Arts (Dashboard) (% of students scoring at achievement levels Standard Met & Exceeded) [Distance from Standard: DFS reported as + (points above) or – (points below)]	2022-2023: VvHS All: 19.08% SWD: 6.25% EL: 0.00% RFEP: 15.15% LI: 14.87% HI: 9.64% All: –110.8 DFS HI: –146.7 DFS LI: –118.4 DFS	2023-2024: VvHS All: 18.65% SWD: n/a EL: 0.00% RFEP: 33.33% LI: 17.90% HI: 13.93% All: -102.5 DFS HI: -131.4 DFS LI: -102.7 DFS	*Leave blank until 2026*	VvHS All: 25.08% SWD: 12.25% EL: 6.00% RFEP: 21.15% LI: 20.87% HI: 15.65% All: –101.8 DFS HI: –137.7 DFS LI: –109.4 DFS	VvHS All: -0.43% SWD: n/a EL: 0.00% RFEP: +18.18% LI: +3.03% HI: +4.29% All: +8.3 DFS HI: +15.3 DFS LI: +15.7 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M4.8	Smarter Balanced (SBAC) Mathematics (Dashboard) (% of students scoring at achievement levels Standard Met & Exceeded) [Distance from Standard: DFS reported as + (points above) or – (points below)]	2022-2023: VvHS All: 2.91% SWD: 0.00% EL: 0.00% RFEP: 2.22% LI: 2.16% HI: 0.00% All: –191.3 DFS HI: –210.1 DFS LI: –193 DFS	2023-2024: VvHS All: 4.65% SWD: n/a EL: 0.00% RFEP: 11.12% LI: 4.81% HI: 1.19% All: -189.2 DFS HI: -195.8 DFS LI: -192 DFS	*Leave blank until 2026*	VvHS All: 8.91% SWD: 6.00% EL: 6.00% RFEP: 8.22% LI: 8.16% HI: 6.00% All: -182.3 DFS HI: -201.1 DFS LI: -184 DFS	VvHS All: 1.74% SWD: n/a EL: 0% RFEP: 8.90% LI: 2.65% Hispanic: 1.19% All: +2.1 DFS HI: +14.3 DFS LI: +1 DFS
M4.9	College and Career Readiness Indicator (Dashboard) Status	2023 Dashboard % Prepared All: 1% EL: 0% HI: 0% HOM: 0% LI: 0.6% WH: 0%	2024 Dashboard % Prepared All: 2% EL: 0% H: 0% HOM: 0% LI: 2.3% WH: 2.5%	*Leave blank until 2026*	% Prepared All: 3% EL: 3% HI: 3% HOM: 3% LI: 3% WH: 3%	% Prepared All: 1% EL: 0% HI: 0% HOM: 0% LI: 1.7% WH: 2.5%
M4.10	Chronic Absenteeism	2022-2023 61.5%	2023-2024 68.5%	*Leave blank until 2026*	<65%	+7%
M4.11	Teaching Assignment Monitoring Outcomes (TAMO)	2021-2022 Clear 81.9% Out-of-Field 15.4%	2022-2023 Clear 77.1% Out-of-Field 22.9%	*Leave blank until 2026*	Clear >80% Out-of-Field <20%	Clear +4.8% Out-of-Field +7.5%

Goal Analysis for 2025-26

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.

The 2024-25 Goal 4 had 6 actions. This goal represents actions funded through Equity Multiplier (EM) and Comprehensive Support and Improvement (CSI). In Goal 4, Actions 4.1, 4.3, 4.4, and 4.5 were implemented as planned. The intent behind Action 4.2 was to receive support in developing appropriate metrics to measure student progress in the continuation school setting. While the newly hired Student Support TOSA was able to assist in this objective, the budgeted funds were originally set aside to hire a technical assistance provider.

Adding the Student Support TOSA has been a school success. This position added a continuity of leadership and a new layer of much needed support for students, staff, and parents. His presence has been crucial in maintaining a safe and supportive environment for both students and staff. He played a key role with student supervision and discipline and has built strong relationships that help foster a sense of trust and support among students. He has worked closely with students to arrange both short-term and long-term Independent Study programs, ensuring compliance with district and state requirements. He also collaborates with counseling and wellness teams, helping the school truly live their commitment to knowing every student's name, face, and story.

A few of the greatest challenges at Valley Vista High School (VvHS) are the multiple barriers to student success. Addressing the needs of students with concerns around social-emotional well-being, student attendance, student engagement, and credit deficiency are challenges at any comprehensive high school. At the continuation school, every student has a combination of needs, with every student being credit deficient. There are situations in which students enroll at VvHS and do not have enough time to recover all the credits needed to earn a high school diploma. Therefore, the graduation rate at VvHS has historically been much lower than that of the comprehensive high schools in the district. Each individual student earning the high school diploma is a success.

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.

In Goal 4, the estimated actual expenditures for Actions 4.1 and 4.3 were higher than the budgeted expenditures, although not considered material differences. Action 4.2 had zero dollars in expenditures because the school did not choose to hire technical assistance for the development of metrics. Estimated actuals for Actions 4.4 and 4.5 were underbudget, and are material differences. With both EM and CSI funds, the school had a large budget to plan expanded day opportunities and to provide supplemental resources. Since the EM funding will carry over there was no requirement to expend all EM funds. Funding will be available to support the needs of VvHS in 2025-26.

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

A review of the metrics included in Goal 4 of the 2024-25 LCAP indicates that the district is maintaining progress toward the goal in most areas, but also illustrates the difficulty with traditional metrics such as graduation rate and state test scores. The graduation rate has increased minimally, from 54.0% to 54.3%. The students' belief that staff at VvHS focuses on "academic success for all students" is the

highest rate across the district, at 99%. This is evidence of how the school clearly communicates the goal for students. The number of credits recovered in the after school setting increased by 391 credits this past year, which is another focus for the school. Overall, the Dashboard's Academic Indicator and the Dashboard's College Career Indicator do not indicate targeted areas of need, and provide notice of overall low performance both at the school level and student group level. VvHS is seeking additional metrics that would provide measures of progress toward school goals.

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.

The 2024-25 LCAP Goal 4 Action Titles were maintained for the 2025-26 LCAP. No changes have been made to the planned goal or action.

In Goal 4, several revisions were made to metric descriptions and baseline data. To bring consistency across the plan document, a school year is now identified with a full four-digit year (i.e., 2022-2023). There were also minor changes to baseline data due to updates that were made after the board approval of the 2024-25 LCAP. These changes to rounding resulted in a reported baseline percentage +/- 1%. These include baseline data from M4.7 and M4.8. The Distance From Standard (DFS) populated in the 2024-25 LCAP in M4.8 had an error and has been corrected. Changes in the Baseline format for M4.9 were made to reduce redundancy, removing the multiple references to "Prepared." In the Baseline column for M4.3 and M4.6, reporting of survey results will reference the year of the survey. For example, the survey from February 2024, during the 2023-24 school year, will now be referenced as the 2024 Survey. The survey administered in February of 2025, during the 2024-25 school year, will be referenced as the 2025 Survey. M4.8 target was adjusted due to error in previous year's LCAP. M4.10 Chronic Absenteeism was added due to the focus and attention on attendance efforts. M4.11 was added to meet the requirement to measure progress related to credentialing, subject matter preparation, or educator retention (for the EM school).

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	Student Support Systems	Specific actions to address areas of lowest performance based on the 2023 Dashboard base year: Dashboard Focus (and associated metric) Valley Vista HS/All Students, Socio-Economically Disadvantaged, Hispanic/ELA and Math (M4.7/M4.8) Valley Vista HS/All Students, English Learners, Homeless, Socio-economically Disadvantaged, Hispanic, White/Graduation (M4.2) Valley Vista HS/All Students, English Learners, Homeless, Socio-economically Disadvantaged, Hispanic, White, Students with Disabilities/College and Career (M4.9) Improve systems for student progress monitoring and support through the roles and responsibilities of the Student Support Facilitator. The Student Support Facilitator will work collaboratively with the School Principal and school staff to: ● Analyze student data and work to address areas of low performance principally directed to support the needs of specified student groups.. ● Monitor student progress and develop interventions. ● Create systems and procedures for increased credit recovery opportunities. ● Work closely with individual students and parents in creating plans for academic success and increasing engagement opportunities. ● Ensure the school and classrooms are properly resourced to facilitate meaningful learning. Provide teacher coaching, support, and professional development, including any need to address support needed from teachers of out-of-field misassignments (i.e., subject matter preparation or credentialing needs).	$204,062 Equity Multiplier (EM)	N

Action #	Title	Description	Total Funds	Contributing
4.2	Progress Monitoring	Specific actions to address areas of lowest performance: Dashboard Focus (and associated metric) Valley Vista HS/All Students, Socio-Economically Disadvantaged, Hispanic/ELA and Math (M4.7/M4.8) Valley Vista HS/All Students, English Learners, Homeless, Socio-economically Disadvantaged, Hispanic, White/Graduation (M4.2) Valley Vista HS/All Students, English Learners, Homeless, Socio-economically Disadvantaged, Hispanic, White, Students with Disabilities/College and Career Implement an internal and meaningful assessment and data collection system to measure student growth and drive instructional practices.	$5,356 EM	N
4.3	Social-emotional Well-being	Specific actions to address areas of lowest performance: Dashboard Focus (and associated metric) Valley Vista HS/All Students, Socio-Economically Disadvantaged, Hispanic/ELA and Math (M4.7/M4.8) Valley Vista HS/All Students, English Learners, Homeless, Socio-economically Disadvantaged, Hispanic, White/Graduation (M4.2) Valley Vista HS/All Students, English Learners, Homeless, Socio-economically Disadvantaged, Hispanic, White, Students with Disabilities/College and Career (M4.9) ● Provide appropriate student support for social-emotional, mental, behavioral, nutritional, and physical wellness. Full-time case managers from Project Hope Alliance and Stand Up For Kids work one-on-one with students to develop plans designed to address barriers to academic progress and high school graduation, including academic support, mentoring, coordination with teachers for progress monitoring, connections to external resources (such as housing and healthcare), parent involvement, college and career support, and 24/7 access to case managers. Agencies specialize in supporting students experiencing homelessness or other challenges experienced by socio-economically disadvantaged students.	$98,555 CSI	N

Action #	Title	Description	Total Funds	Contributing
4.4	Expanded Day Opportunities	Specific actions to address areas of lowest performance: Dashboard Focus (and associated metric) *Valley Vista HS/All Students, Socio-Economically Disadvantaged, Hispanic/ELA and Math (M4.7/M4.8)* *Valley Vista HS/All Students, English Learners, Homeless, Socio-economically Disadvantaged, Hispanic, White/Graduation (M4.2)* *Valley Vista HS/All Students, English Learners, Homeless, Socio-economically Disadvantaged, Hispanic, White, Students with Disabilities/College and Career (M4.9)* Implement expanded learning opportunities, including intervention programs in a variety of content areas, additional credit recovery opportunities, and summer school.	$322,636 EM $26,033 CSI	N
4.5	Supplemental Resources	Enrich student experiences in the classroom through the use of supplemental curriculum resources for academic core and elective courses, including supplemental classroom instructional materials, equipment, and upgraded technology. Provide other necessary materials/supplies to support student wellness, support student transportation needs, and to mitigate other barriers to student success.	$366,129 EM	N

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$ 18,769,206	$ 0

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
10.81%	0%	$0	10.81%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1: Actions # 2, 9, 10 & Goal 2: Action #3	**Supplemental Learning Opportunities** Low income, English Learners, and foster youth are more likely to underperform in key subject areas and are less likely than their peers to graduate high school and be college and career ready. In reviewing the spring 2024 state testing results, English learners and low-income students scored lower than the average for all students. In English language arts, students who 'Met Standard' or 'Exceeded Standard' was 69% for all students, 61% for low income and 11% for English Learners. In mathematics, students who 'Met Standard' or 'Exceeded Standard' was 44% for all students, 34% for low income and 8% for English Learners. In science, students who 'Met Standard' or 'Exceeded Standard' was 46% for all students, 36% for low income and 2% for English Learners. A review of graduation rates show that English learners and low-income students have lower rates than the average for all students. The four-year adjusted cohort graduation rate for 2024 was 91.5% for all students, 89.9% for low income and 78.5% for English learners.	To address this need, the district will continue to focus on academic support services for students to address gaps in achievement and ensure their progress in meeting/exceeding academic standards and/or graduation requirements, in response to the identified need. ● Extended Learning Opportunities – Interventions and Enrichment (Goal 2, Action 3) ● Data and Assessment (Goal 1, Action 9) ● Instructional Support Services (Goal 1, Action 2) ● Multi-Tiered System of Support (MTSS) (Goal 1, Action 10) Effectiveness of Extended Learning Opportunities was determined by the positive feedback of our educational partners, maintaining over 92% favorable responses on the 2025 LCAP Student Survey for programs that help students succeed. These actions are some of the most effective uses of LCFF-supplemental funding, as supported by educational research and experience. In the NEA policy brief, 'Closing the Gap through Extended Learning Opportunities,' expanding access to extended learning programs which engage and enrich students will provide many more students with a firm foundation for success.	We expect that the combination of these actions will positively impact state testing outcomes and graduation rates (M1.1, M1.3, 1.4, M1.5). In addition, our Annual LCAP Survey collects perception data related to the availability of resources necessary to support educational goals (M3.13), the opportunity to receive tutoring or intervention services (M3.14), and the monitoring of progress and performance to intervene when needed.

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Data and evaluation services will support the ongoing need to help schools identify areas of strengths and areas for improvement, and for English learners, low-income students, and foster youth, data can help to focus strategies and resources towards targeted instructional and programmatic needs. Schools will also continue to provide extended time to utilize district/site resources for students. While the programs will be implemented districtwide, they will be principally directed based on the needs of English learners, low-income students, and foster youth. The programs will be planned based on data that demonstrate a need to provide additional opportunities for instructional support, additional time, instructional support personnel, and afterschool and summer programs. The resources and programming made available to students will be coordinated to ensure the alignment of systems necessary for all students' academic, behavioral, and social success at their school site. MTSS is an evidence-based, integrated comprehensive framework that focuses on core instruction, differentiated learning, and the alignment of systems necessary for students' academic, behavioral, and social-emotional successes, especially for our English learners, low-income students, and foster youth.	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Actions # 4, 8	**Instructional Technology and Other Resources** Our English learners, low-income students, and foster youth can often experience limited resources, challenges, or face barriers toward becoming fully prepared for college and career. Low-income students are more likely to lack access to technology supports and funds to purchase materials and supplies that facilitate learning. Having a safe place to study and getting important guidance from the district library staff is also an important resource. Each year, the Annual LCAP Survey of parents, students, and staff provides the district with data on perceptions around technology. The 2025 survey found that 92% of students and 94% of parents believe that schools integrate appropriate technology for engaging students in learning. Results from the 2025 staff survey found that 17% of staff would like additional opportunities for training and support to improve technological proficiency.	Families who have limited digital resources and connectivity, sometimes referred to as the "digital divide," may more heavily rely on schools to provide access to the needed resources. Research confirms that schools can help bridge the digital divide and overall improve the learning experiences of students. The school sites will continue to advertise library hours and the resources they offer so students and families are aware of the opportunities present. Providing extended time to utilize district and site resources, like the libraries, will play a critical role. ● Integration of Instructional Technology and Library Resources (Goal 1, Action 8) ● Resources to Support Course Access (Goal 1, Action 4) While these actions will be implemented districtwide, they are principally directed to the need to increase equity and access for English learners, low-income students, and foster youth. Effectiveness of actions was determined by the positive feedback of our educational partners, and an increase in favorable responses on the LCAP Survey. These actions are some of the most effective uses of LCFF-supplemental funding, as supported by educational research and experience.	We expect that these actions will positively impact perception data related to the availability of resources necessary to support educational goals (M3.13) and the use of instructional technology resources (M3.15).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 2: Actions # 1, 2, 4	**College and Career Support** HBUHSD reviewed data around rates of college enrollment in a 2-year or 4-year post-secondary institution immediately after high school. From 2018-19 to 2021-22, the rates dropped from 82.7% to 77.5%. The most recent data we have in college enrollment rates through April 2025, shows 79.4% of students from the Class of 2024 enrolling in college. This rate may increase through the remainder of the 2024-25 school year. The data for college enrollment of our low-income students and English learners demonstrates that college and career readiness is an even greater need. For the Class of 2024, 71.5% of low-income students enrolled in college, whereas 82.7% of students who were not economically disadvantaged enrolled in college. For English learners, the gap is even greater, with 43.3% enrolling in college, as compared to 79.5% of students who are not English learners. Low-income students and English learners are also less likely than their peers to persist in college and less likely to complete a degree within six years. English learners, low-income students, and foster youth have lower rates for meeting the A-G subject requirements. In 2024, HBUHSD had an overall A-G completion rate of 58.2%, 19.6% for English learners, 49.8% for low-income students, and 0% for foster youth. A-G subject area completion rates are important because the courses are necessary to meet eligibility for entrance to a four-year public university in California (UC/CSU).	As a high school district, we have dedicated several contributing actions to address these areas of need. The following contributing actions are implemented districtwide but are principally directed to serve the identified needs of our low-income students, English learners, and foster youth as described above. ● College Readiness (Goal 2, Action 1) ● Career Readiness (Goal 2, Action 2) ● Advancement Via Individual Determination (AVID) (Goal 2, Action 4) These actions are some of the most effective uses of LCFF-supplemental funding, as supported by educational research and experience around the importance of “college knowledge” and the impact on underserved students. The AVID program has been confirmed as a Tier 2 evidence-based strategy of effectiveness by the *What Works Clearinghouse* demonstrating that students in the AVID program graduate high school and enroll in college at significantly higher rates.	We expect that the combination of these actions will positively impact college enrollment rates (M2.5), A-G completion rates (M2.1, M2.2), the Dashboard College Career Indicator (M2.7), and district LCAP Survey ratings related to perceptions of college and career support. The district anticipated that these actions will continue to contribute to increased rates of college enrollment, and an increase in the percent of students responding that they have had opportunities to discuss college/career goals with an adult at school.

Goal 2, Action # 6, Goal 3, Actions # 1, 2, 3	**Pupil Engagement and Motivation for Learning** English learners, low-income students, and foster youth may experience a greater number of challenges and barriers that may disconnect them from school and limit their academic progress. These students would benefit from a safe, healthy, secure, and positive school learning environment, including targeted supports and/or intervention services that specifically address high-need students' mental health and well-being. The 2024 data indicate that English learners, low-income students, students experiencing homelessness, and foster youth have higher rates of chronic absenteeism, suspensions, and dropouts. ● Chronic Absenteeism: All Students (17.5%), English learners (25.0%), low-income (22.1%), homeless (31.6%), foster youth (50.0%) ● Suspension Rate: All Students (2.3%), English learners (5.3%), low-income (3.1%), homeless (4.7%), foster youth (22.4%) ● Dropouts: All Students (6.4%), English learners (16.3%), low-income (7.8%), homeless (12.8%), foster youth (47.8%)	Students need social-emotional support, especially our English learners, low-income students, and foster youth who are more likely to lack resources for seeking support outside of the school system. These supports include social-emotional learning, building relationships, community-building activities, and increased access to mental health/wellness services. The district will also provide supports and services to increase student safety, social-emotional and mental health, and connectedness to school. The 2025-26 LCAP will additionally place emphasis on the importance of school attendance outcomes as part of Goal 3, Action 2, and all the factors that support student engagement in school. STEAM (Science, Technology, Engineering, Arts, Mathematics) is another high-interest area recognized for its potential to enrich student experience and school connectedness while also incorporating content knowledge and key skills. High-quality STEAM education initiatives prepare students to face real-life problems with more creativity, critical thinking, and effectiveness. While these actions will be implemented districtwide, the district will develop and utilize practices and supports that are principally directed to increase low income, English learner and foster youth students' equitable access to programs, services, and resources. ● Wellness (Goal 3, Action 1) ● Safe and Supportive Learning Environment (Goal 3, Action 2) ● School Connectedness (Goal 3, Action 3) ● STEAM (Goal 2, Action 6) In addition to the support personnel who help to ensure student wellness, the district will continue to monitor students' social-emotional	We expect that the combination of these actions will positively impact attendance (M3.7), suspension (M3.5) and expulsion (M3.6) rates, as well as perceptions of student wellness, school safety (M3.1), and school connectedness (M3.2, M3.3) on the Annual LCAP Survey of parents, students, and staff.

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		health. School staff monitor students' progress and help develop a personalized path to success for all students, especially for our English learners, foster youth, and low-income students. Teachers, administrators, and staff are encouraged to put every student's name, face, and story front and center. Research shows that keeping schools safe allows students to look forward to being in an encouraging environment that promotes social and creative learning. When students do not feel safe, they are at risk of not feeling comfortable at school and may stop showing up, or they may remain on edge throughout the day. This is especially relevant for our most vulnerable students.	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 3, Actions # 4, 5	**Parent and Family Engagement & Outreach** The Annual LCAP Parent Survey includes items related to perceptions of parent and family engagement and home-school communication. In reviewing this data from the survey administered in the 2024-25 school year, 14% of parents are unaware of the available wellness supports and 19% of parents are unsure who to contact to get help. About 25% of parents are seeking more timely communication around student grades, assignments, and academic performance. About 88% feel their school has a welcoming culture that encourages parent participation. About 94% of parents feel they are kept informed of district and/or school events. While the data represents the perceptions of parents who completed the survey, we are provided with valuable information to guide our improvement efforts. In addition, the district will continue to improve outreach efforts in order to increase participation in the survey in the coming years. The data on survey participation indicated a need to reach additional families whose correspondence language is a language other than English. The survey was made available in Spanish and Vietnamese, and 4% of parent surveys were completed in a language other than English. Of the parents completing the survey, 6% reported having a student participating in the English learner program, 14% participating in the free and reduced meal program, and <1% were guardians to foster youth.	The following contributing actions are implemented districtwide but are principally directed to serve the identified needs of our low-income students and English learners. ● Parent & Family Engagement (Goal 3, Action 4) ● Communication & Outreach (Goal 3, Action 5) HBUHSD developed our plans for parent and family engagement with a focus on college and career readiness, as well as social-emotional wellness. We firmly believe that educating our families on relevant college and career topics will help them understand the many post-secondary options their students could choose after high school. Additionally, parent workshops on mental health issues will continue to be an important area of focus. These services and resources are principally directed to serve the needs of the families of low-income students and English learners. The district has received positive feedback on site and district level parent and family engagement initiatives from educational partners. There continues to be an ongoing expectation for implementing programs and services that recognize parents as partners in the education of students. Family engagement is an essential strategy for building the pathway to college and career readiness for all students, as well as an essential component of a systems approach to school turnaround (Weiss, Lopez, Rosenberg, 2010; Center on School Turnaround, 2017).	We expect that the combination of these actions will positively impact family engagement, contributing to improved student outcomes, such as the graduation rate (M1.1, M1.3) and to closing persistent achievement gaps among students (M1.4, M1.5)., including those of our English learners, low-income students, and foster youth.

Insert or delete rows, as necessary.

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
Goal 2, Actions # 7, 8	A review of English learners' ELPAC scores, graduation rate, reclassification rates, and state assessment (SBAC) scores indicates a need to ensure sufficient rigor for our English learners. Every year students who are English learners will take the ELPAC summative to measure their progress in learning English. HBUHSD's 2024 graduation rate was 91.5%, while the rate for English learners was 78.5%. The percent of HBUHSD students who met or exceeded standards on the 2024 SBAC ELA was 69%, while the rate for English learners was 11%. The percent of HBUHSD students who met or exceeded standards on the 2024 SBAC math was 44%, while the rate for English learners was 8%. HBUHSD understands the need to provide proper scaffolding and support to our English learners to provide access to the standard instructional program, while simultaneously building English language skills.	English Learners will have full access to the State Academic Standards and the English Language Development standards to gain academic knowledge and English language proficiency. The limited contributing actions that support English Learners include: ● Supplemental support for implementation of a comprehensive English Language Development (ELD) program that addresses language acquisition and academic needs of all English learners; ● Instructional aides serving English learners in integrated ELD settings; ● Personnel administering the ELPAC assessment for initial identification of English learners and annual summative assessments; ● Supplemental professional development focused on English Learner programs, including the newcomer programs; and ● Teachers serving as Program for English Learners (PEL) coordinators at each site. PEL Coordinators provide professional development for teachers and provide support to teachers serving English learners. personnel supporting the regular progress monitoring of English learners to determine reclassification;	Metrics used to monitor effectiveness of these actions include progress on the ELPAC (M2.9), EL graduation rates (M1.1), the reclassification rate (M2.10), long-term English learner rate (M2.11), and results of the Smarter Balanced ELA and math (M2.13, M2.14).

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		In addition, services addressing EL needs include: personnel providing interpretation and translation services; sections of designated ELD and newcomer programs; designated and integrated ELD aligned to ELD standards; and training opportunities for District English Learner Advisory Committee (DELAC) members. The English Language Development program will continue to ensure sufficient rigor for English learners so that students can meet the annual English language development objectives. The goals of the HBUHSD ELD program are for each student to acquire the skills for living and learning in the 21st century.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 2, Action 5	Advanced Placement (AP)/International Baccalaureate (IB) courses provide students the opportunity to participate in rigorous, engaging, and college preparatory programs that are aligned with college and international standards. Each exam requires a registration fee. A number of students will take multiple AP and/or IB exams during their years in high school. The fees could potentially limit low-income students from full participation. In 2023, 52.2% of students were identified as socioeconomically disadvantaged. In that same school year, a fee reduction was granted on 7.9% of all AP exams administered in 2023. These data would suggest that there is a disproportionately low percentage of low-income students who are accessing the opportunity to take the AP exams. Of those low-income students who did participate in AP, the pass rates were similar to those who were not identified as low-income. Access to AP exams would support low-income students to receive the opportunity and benefits offered by the AP program. On the 2024 Dashboard College/Career Indicator, the percent of students who met criteria for 'Prepared' was 54.4% overall, and 47% for low-income students.	The Advanced Placement (AP)/International Baccalaureate (IB) action will continue to supplement funding for low-income students who take AP and IB exams. AP and IB exams provide opportunities for motivated and prepared students to experience college-level courses while in high school, thereby fostering critical thinking and college persistence and success. To facilitate equity and access, the district is committed to subsidizing exam fees for low-income students to take the AP and IB exams. These exams help students focus on critical thinking skills, nurture curiosity, and help develop the ability to solve complex problems, which supports the preparation for post-secondary success. In addition, students receiving a passing score on these exams have the potential to earn college credit and/or make a student eligible to bypass certain introductory-level college courses.	Metrics used to monitor effectiveness of these actions include the Advanced Placement (AP) pass rate (M2.8) and the Dashboard College/Career Indicator (M2.7), with a review of the percent and number of students who met the 'Prepared' level through a score of 3 or higher on two AP exams or a score of 4 or high on two IB exams. A student may also use a passing score from AP/IB exams to meet additional criteria in combination with other measures.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 2, Action 9	HBUHSD recognizes that foster and homeless youth are our most vulnerable students, and as such, they may require additional interventions and supports to ensure success. On the 2024 Dashboard, the graduation rate was 91.5% overall, and 87% for students experiencing homelessness. On the College/Career Indicator, the percent of students who met criteria for 'Prepared' was 54.4% overall, and 0% for foster youth and 28% for students experiencing homelessness.	School staff will continue to identify our homeless and foster 11th and 12th-grade students and meet with each student to educate them regarding the graduation exemption. This action is critical for our homeless and foster students because they need additional resources to ensure their academic barriers to success are resolved. In addition, resources for foster and homeless youth will be coordinated in partnership with the district, the county, and community-based organizations. The district will share a resource guide for foster youth and/or McKinney-Vento (homeless) students. District personnel provide guidance and support for administrators, teachers, and other staff around protocols for immediate enrollment, timely transfer of records, graduation exemptions, etc.	Metrics used to monitor effectiveness of these actions include the graduation rate (M1.1, M1.3) and the Dashboard College/Career Indicator for foster youth and homeless youth student groups (M2.7). A targeted effort is necessary to focus on the disproportionately affected students with high needs to increase the graduation rate and ensure college and career readiness for foster and homeless youth.

Insert or delete rows, as necessary.

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

Not Applicable.

Additional Concentration Grant Funding

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

Not applicable. The unduplicated pupil count in HBUHSD is less than 55 percent and therefore, the district did not receive concentration grant add-on funding.

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	Not applicable	Not applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable	Not applicable

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	$ 173,596,059	$ 18,769,206	10.812%	0.000%	10.812%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 177,985,689	$ -	$ -	$ -	$ 177,985,689.00	$ 154,708,454	$ 23,277,235

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	Effective Instruction	All	No	LEA-wide	N/A	All schools	ongoing	$ 110,353,916	$ 985,661	$ 111,339,577	$ -	$ -	$ -	$ 111,339,577	0.000%
1	2	Instructional Support Services	English Learners Low-Income Foster Youth	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	ongoing	$ 350,319	$ 4,711	$ 355,030	$ -	$ -	$ -	$ 355,030	0.000%
1	3	Implementation of State Standards	All	No	LEA-wide	N/A	All schools	ongoing	$ 1,193,375	$ 1,261,195	$ 2,454,570	$ -	$ -	$ -	$ 2,454,570	0.000%
1	4	Resources to Support Course Access	English Learners Low-Income Foster Youth	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	ongoing	$ 102,530	$ 891,400	$ 993,930	$ -	$ -	$ -	$ 993,930	0.000%
1	5	New Teacher Induction and Support	All	No	LEA-wide	N/A	All schools	ongoing	$ 371,793	$ 382	$ 372,175	$ -	$ -	$ -	$ 372,175	0.000%
1	6	Professional Development and Support for Certificated and Classified Staff	All	No	LEA-wide	N/A	All schools	ongoing	$ 913,590	$ 9,500	$ 923,090	$ -	$ -	$ -	$ 923,090	0.000%
1	7	Information and Technology Services	All	No	LEA-wide	N/A	All schools	ongoing	$ 3,940,433	$ 3,026,110	$ 6,966,543	$ -	$ -	$ -	$ 6,966,543	0.000%
1	8	Instructional Technology Tools and Library/Media Resources to Enhance Teaching and Learning	English Learners Low-Income Foster Youth	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	ongoing	$ 1,175,620	$ 136,808	$ 1,312,428	$ -	$ -	$ -	$ 1,312,428	0.000%
1	9	Data and Assessment	English Learners Low-Income Foster Youth	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	ongoing	$ 379,820	$ -	$ 379,820	$ -	$ -	$ -	$ 379,820	0.000%
1	10	Multi-Tiered System of Support (MTSS)	English Learners Low-Income Foster Youth	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	ongoing	$ 210,000	$ -	$ 210,000	$ -	$ -	$ -	$ 210,000	0.000%
2	1	College Readiness	English Learners Low-Income Foster Youth	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	ongoing	$ 2,219,764	$ -	$ 2,219,764	$ -	$ -	$ -	$ 2,219,764	0.000%
2	2	Career Readiness	English Learners Low-Income Foster Youth	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	ongoing	$ 811,059	$ 5,000	$ 816,059	$ -	$ -	$ -	$ 816,059	0.000%
2	3	Extended Learning Opportunities – Interventions and Enrichment	English Learners Low-Income Foster Youth	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	ongoing	$ 918,441	$ 227,812	$ 1,146,253	$ -	$ -	$ -	$ 1,146,253	0.000%
2	4	AVID	English Learners Low-Income Foster Youth	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	ongoing	$ 1,117,966	$ 30,419	$ 1,148,385	$ -	$ -	$ -	$ 1,148,385	0.000%
2	5	AP/IB Support	Low-Income	Yes	Limited	Low-Income	All schools	ongoing	$ -	$ 97,000	$ 97,000	$ -	$ -	$ -	$ 97,000	0.000%
2	6	STEAM	English Learners Low-Income Foster Youth	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	ongoing	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
2	7	English Learner Supports	English Learners	Yes	Limited	English Learners	All schools	ongoing	$ 852,398	$ 875,768	$ 1,728,166	$ -	$ -	$ -	$ 1,728,166	0.000%
2	8	Long-Term English Learner Supports	English Learners	Yes	Limited	English Learners	All schools	ongoing	$ -	$ 478,943	$ 478,943	$ -	$ -	$ -	$ 478,943	0.000%
2	9	Homeless and Foster Youth Supports	Foster Youth and Low-Income/ Homeless	Yes	Limited	Foster Youth and Low-Income	All schools	ongoing	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
2	10	Special Education Supports	Students with Disabilities	No	Limited	N/A	All schools	ongoing	$ 497,622	$ 214,108	$ 711,730	$ -	$ -	$ -	$ 711,730	0.000%
3	1	Wellness	English Learners Low-Income Foster Youth	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	ongoing	$ 3,590,078	$ 10,471	$ 3,600,549	$ -	$ -	$ -	$ 3,600,549	0.000%
3	2	Safe and Supportive Learning Environments	English Learners Low-Income Foster Youth	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	ongoing	$ 2,088,922	$ 39,980	$ 2,128,902	$ -	$ -	$ -	$ 2,128,902	0.000%
3	3	School Connectedness and Student Voice	English Learners Low-Income Foster Youth	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	ongoing	$ 3,507,676	$ 200,956	$ 3,708,632	$ -	$ -	$ -	$ 3,708,632	0.000%
3	4	Parent & Family Engagement	English Learners Low-Income	Yes	LEA-wide	English Learners Low-Income	All schools	ongoing	$ 1,022,976	$ 14,000	$ 1,036,976	$ -	$ -	$ -	$ 1,036,976	0.000%
3	5	Communication & Outreach	English Learners Low-Income	Yes	LEA-wide	English Learners Low-Income	All schools	ongoing	$ -	$ 285,142	$ 285,142	$ -	$ -	$ -	$ 285,142	0.000%
3	6	Well-Maintained School Facilities	All	No	LEA-wide	N/A	All schools	ongoing	$ 18,812,326	$ 13,721,928	$ 32,534,254	$ -	$ -	$ -	$ 32,534,254	0.000%
3	7	Academic Climate	All	No	Schoolwide	N/A	Valley Vista High	ongoing	$ 5,000	$ -	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
4	1	Student Support Systems	All	No	Schoolwide	N/A	Valley Vista High	ongoing	$ 190,516	$ 13,546	$ 204,062	$ -	$ -	$ -	$ 204,062	0.000%
4	2	Progress Monitoring	All	No	Schoolwide	N/A	Valley Vista High	ongoing	$ -	$ 5,356	$ 5,356	$ -	$ -	$ -	$ 5,356	0.000%
4	3	Social-emotional Well-being	All	No	Schoolwide	N/A	Valley Vista High	ongoing	$ -	$ 98,555	$ 98,555	$ -	$ -	$ -	$ 98,555	0.000%
4	4	Expanded Day Opportunities	All	No	Schoolwide	N/A	Valley Vista High	ongoing	$ 82,314	$ 266,355	$ 348,669	$ -	$ -	$ -	$ 348,669	0.000%
4	5	Supplemental Resources	All	No	Schoolwide	N/A	Valley Vista High	ongoing	$ -	$ 366,129	$ 366,129	$ -	$ -	$ -	$ 366,129	0.000%

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
$ 173,596,059	$ 18,769,206	10.812%	0.000%	10.812%	$ 21,655,979	0.000%	12.475%	**Total:**	$ 21,655,979
								LEA-wide Total:	$ 19,346,870
								Limited Total:	$ 2,309,109
								Schoolwide Total:	$ -

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	2	Instructional Support Services	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	$ 355,030	0.000%
1	4	Resources to Support Course Access	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	$ 993,930	0.000%
1	8	Instructional Technology Tools and Library/Media Resources to Enhance Teaching and Learning	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	$ 1,312,428	0.000%
1	9	Data and Assessment	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	$ 379,820	0.000%
1	10	Multi-Tiered System of Support (MTSS)	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	$ 210,000	0.000%
2	1	College Readiness	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	$ 2,219,764	0.000%
2	2	Career Readiness	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	$ 816,059	0.000%
2	3	Extended Learning Opportunities – Interventions and Enrichment	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	$ 1,146,253	0.000%
2	4	AVID	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	$ 1,148,385	0.000%
2	5	AP/IB Support	Yes	Limited	Low-Income	All schools	$ 97,000	0.000%
2	6	STEAM	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	$ 5,000	0.000%
2	7	English Learner Supports	Yes	Limited	English Learners	All schools	$ 1,728,166	0.000%
2	8	Long-Term English Learner Supports	Yes	Limited	English Learners	All schools	$ 478,943	0.000%
2	9	Homeless and Foster Youth Supports	Yes	Limited	Foster Youth and Low-Income	All schools	$ 5,000	0.000%
3	1	Wellness	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	$ 3,600,549	0.000%
3	2	Safe and Supportive Learning Environments	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	$ 2,128,902	0.000%
3	3	School Connectedness and Student Voice	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	$ 3,708,632	0.000%
3	4	Parent & Family Engagement	Yes	LEA-wide	English Learners Low-Income	All schools	$ 1,036,976	0.000%
3	5	Communication & Outreach	Yes	LEA-wide	English Learners Low-Income	All schools	$ 285,142	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 172,612,089.00	$ 174,049,800.00

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	Effective Instruction	No	$ 109,280,841	$ 106,439,887
1	2	Instructional Support Services	Yes	$ 321,574	$ 400,307
1	3	Implementation of State Standards	No	$ 2,309,432	$ 1,941,109
1	4	Resources to Support Course Access	Yes	$ 1,734,544	$ 653,842
1	5	New Teacher Induction and Support	No	$ 417,769	$ 331,178
1	6	Professional Development and Support for Certificated and Classified Staff	No	$ 1,182,318	$ 1,285,123
1	7	Information and Technology Services	No	$ 6,256,508	$ 6,496,312
1	8	Instructional Technology Tools and Library/Media Resources to Enhance Teaching and Learning	Yes	$ 1,158,681	$ 1,670,293
1	9	Data and Assessment	Yes	$ 376,291	$ 359,123
1	10	Multi-Tiered System of Support (MTSS)	Yes	$ 210,000	$ 209,418
2	1	College Readiness	Yes	$ 2,184,536	$ 2,197,342
2	2	Career Readiness	No	$ 533,273	$ 682,337
2	3	Extended Learning Opportunities – Interventions and Enrichment	Yes	$ 947,209	$ 1,186,096
2	4	AVID	Yes	$ 1,093,785	$ 1,120,625
2	5	AP/IB Support	Yes	$ 97,000	$ 81,028
2	6	STEAM	Yes	$ 5,000	$ 6,434
2	7	English Learner Supports	Yes	$ 1,701,970	$ 1,847,942
2	8	Long-Term English Learner Supports	Yes	$ 471,683	$ 512,137
2	9	Homeless and Foster Youth Supports	Yes	$ 5,000	$ -
2	10	Special Education Supports	No	$ 704,876	$ 544,323
3	1	Student Wellness	Yes	$ 3,468,251	$ 3,449,707
3	2	Safe and Supportive Learning Environments	Yes	$ 2,132,629	$ 2,304,682
3	3	School Connectedness	Yes	$ 3,177,509	$ 3,371,675
3	4	Parent & Family Engagement	Yes	$ 1,047,152	$ 990,572
3	5	Communication & Outreach	Yes	$ 285,142	$ 169,771
3	6	Well-Maintained School Facilities	No	$ 31,036,116	$ 35,372,910
4	1	Student Support Systems	No	$ 185,000	$ 185,245
4	2	Progress Monitoring	No	$ 5,000	$ -
4	3	Social-emotional Well-being	No	$ -	$ 122,760
4	4	Expanded Day Opportunities	No	$ 115,000	$ 54,998
4	5	Supplemental Resources	No	$ 168,000	$ 62,624

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 18,786,175	$ 20,417,956	$ 20,530,994	$ (113,038)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Instructional Support Services	Yes	$ 321,574	$ 400,307.00	0.000%	0.000%
1	4	Resources to Support Course Access	Yes	$ 1,734,544	$ 653,842.00	0.000%	0.000%
1	8	Instructional Technology Tools and Library/Media Resources to Enhance Teaching and Learning	Yes	$ 1,158,681	$ 1,670,293.00	0.000%	0.000%
1	9	Data and Assessment	Yes	$ 376,291	$ 359,123.00	0.000%	0.000%
1	10	Multi-Tiered System of Support (MTSS)	Yes	$ 210,000	$ 209,418.00	0.000%	0.000%
2	1	College Readiness	Yes	$ 2,184,536	$ 2,197,342.00	0.000%	0.000%
2	3	Extended Learning Opportunities – Interventions and Enrichment	Yes	$ 947,209	$ 1,186,096.00	0.000%	0.000%
2	4	AVID	Yes	$ 1,093,785	$ 1,120,625.00	0.000%	0.000%
2	5	AP/IB Support	Yes	$ 97,000	$ 81,028.00	0.000%	0.000%
2	6	STEAM	Yes	$ 5,000	$ 6,434.00	0.000%	0.000%
2	7	English Learner Supports	Yes	$ 1,701,970	$ 1,847,942.00	0.000%	0.000%
2	8	Long-Term English Learner Supports	Yes	$ 471,683	$ 512,137.00	0.000%	0.000%
2	9	Homeless and Foster Youth Supports	Yes	$ 5,000	$ -	0.000%	
3	1	Wellness	Yes	$ 3,468,251	$ 3,449,707.00	0.000%	0.000%
3	2	Safe and Supportive Learning Environments	Yes	$ 2,132,629	$ 2,304,682.00	0.000%	0.000%
3	3	School Connectedness and Student Voice	Yes	$ 3,177,509	$ 3,371,675.00	0.000%	0.000%
3	4	Parent & Family Engagement	Yes	$ 1,047,152	$ 990,572.00	0.000%	0.000%
3	5	Communication & Outreach	Yes	$ 285,142	$ 169,771.00	0.000%	0.000%

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)
$ 175,244,168	$ 18,786,175	0.000%	10.720%	$ 20,530,994	0.000%	11.716%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes

between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

- Include a discussion of relevant challenges and successes experienced with the implementation process.
- This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

- The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
- The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal** #: Enter the LCAP Goal number for the action.

- **Action** #: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

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

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

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

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

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

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

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

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

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

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

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

    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

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

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

- This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

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

- **5. Total Planned Percentage of Improved Services (%)**

  - This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - This amount is the total of the Estimated Actual Percentage of Improved Services column.

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

LCFF Carryover Table

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

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

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