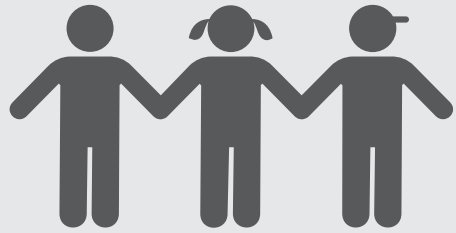




# Local Control and Accountability Plan

## Plan Summary, 2024-25



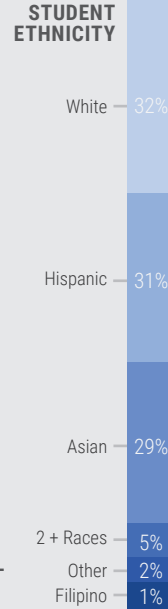
**14,030** 9th-12th grade STUDENTS



High Schools: 6  
Alternative Ed: 1  
Continuation: 1  
Adult School: 1



## DISTRICT STORY



### STUDENT GROUPS



### Our Vision

Empowering minds and building futures through innovative learning.



### Factors for Success



- Student Needs are Always First
- High Performing District with Innovative Approaches to Teaching and Learning
- Community Pride Through Multiple Generations

### Our Mission

We will educate, prepare, and inspire our students to change the world.



## LCAP HIGHLIGHTS

### BROAD GOAL



**Ensure Quality Education for Positive Outcomes**

GOAL #1

#### Highlighted Actions

- 1.3 - Provide standards-aligned materials for all students.
- 1.8 - Ensure equity and access to technology for all students.

### BROAD GOAL



**Increase Academic Achievement and College Readiness**

GOAL #2

#### Highlighted Actions

- 2.1 - Provide programs and services to support college readiness.
- 2.3 - Offer intervention and enrichment extended learning opportunities.

### BROAD GOAL



**Support Student Wellness and Learning Climate**

GOAL #3

#### Highlighted Actions

- 3.1 - Support student wellness with wellness specialists.
- 3.6 - Ensure safe, secure learning and working environments.

### EQUITY MULTIPLIER: FOCUS GOAL



**Improve Graduation Rates and Student Outcomes**

Valley Vista High School

GOAL #4

#### Highlighted Actions

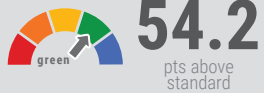
- 4.4 - Implement expanded learning opportunities & interventions.
- 4.5 - Enrich student experiences with supplemental resources.

## REFLECTION: SUCCESSES



### English Language Arts

Indicator:  
2023 CA School Dashboard



### Mathematics

Indicator:  
2023 CA School Dashboard



### English Learner Progress

Indicator:  
2023 CA School Dashboard



#### Planned Actions to Maintain Progress:

- 1.3** - Ensure all students have standards-aligned instruction materials.
- 2.8** - Support English Language Acquisition with ELD instruction & supports.
- 3.5** - Increase student, family, and community awareness through positive school & district programs, services, and resources.
- 4.4** - Implement intervention programs, credit recovery, and summer school for expanded learning opportunities.

## REFLECTION: IDENTIFIED NEEDS



### Graduation Rate

Indicator:  
2023 CA School Dashboard



### Suspension Rate

Indicator:  
2023 CA School Dashboard



#### Planned Actions to Address Needs:

- 1.10** - Ensure alignment of systems necessary for all students' academic, behavioral, and social success at school.
- 2.1** - Provide programs and services that support students' college readiness and exploration of post-secondary options.
- 3.4** - Implement high-quality parent & family engagement opportunities.
- 4.5** - Provide materials for student wellness and transportation needs.

## COMPREHENSIVE SUPPORT & IMPROVEMENT (CSI)

### IDENTIFIED SCHOOL



- Valley Vista High School

### PROVIDE SUPPORT FOR SCHOOL

Huntington Beach UHSD supported the school in developing a CSI plan through:



- School-level needs assessments
- Evidence-based interventions
- Identify resource inequities

### MONITOR & EVALUATE EFFECTIVENESS

Implementation & effectiveness of the CSI plan will be monitored through:



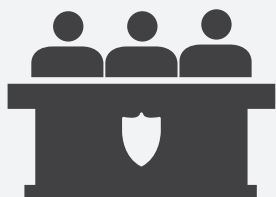
- Identifying metrics to assess effectiveness
- Assigning staff to oversee these metrics
- Having district and site leadership evaluate current implementation and spending

# Engaging Educational Partners



## INPUT AND FEEDBACK

Collected via 3 LCAP Surveys



## ADVISORY MEETINGS

LCAP Committee and DELAC



## GROUPS

Involved

Parents, Students, Teachers, Staff, District Administrators, Trustees, Principals, Assistant Principals, Community Members, LCAP Committee, DELAC, Facilitators, PELL Coordinators, District Cabinet, and Educational Services Division Team.



## Checklist of Items Shared:

- District Profile Data
- LCAP & LCFF Overview
- College & Career Readiness Data
- CA Dashboard Indicators



HBUHSD has informed, consulted, and involved educational partners in the process of creating the LCAP as summarized above. Communications included:

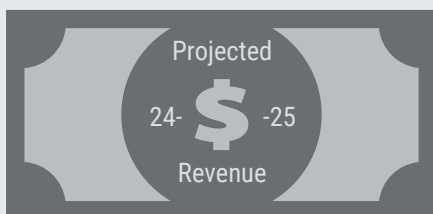


Website, email, phone, word of mouth, virtual and in-person meetings, social media.

# Budget Overview & Service Improvement



California law mandates Local Control Funding Formula consisting of the following tiers...



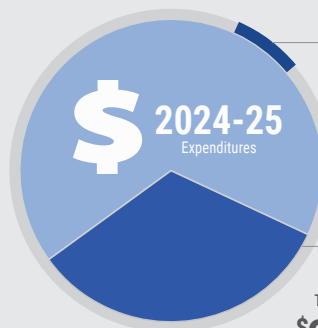
Supplemental Grant	\$18,665,658
Base Grant	\$194,758,854
Other Revenue (state & local)	\$47,820,615
Federal Revenue	\$7,204,906

Total Revenue: **\$249,784,375**

...targeting disadvantaged students...



...to spend on expenditures in the district...



...resulting in increased service of...

**↑10.7%**  
2024-25 Expected Service Improvement Using:  
**\$18,665,658**  
In Total Concentration & Supplemental Grants

LCAP Expenditures for High Needs Students: **\$18,665,658**  
LCAP Expenditures: **\$172,139,089**  
Expenditures not included in the LCAP: **\$86,389,720**

Total General Fund Expenditures: **\$258,528,809**

Expenditures for High Needs Students:

	Budgeted	Actual
2023-24	\$20,600,573	\$23,066,149

BROAD GOAL

## GOAL #1









### Ensure Quality Education for Positive Outcomes

#### STATE PRIORITIES


- 1. Basic Services
- 2. Academic Standards
- 3. Parent Involvement
- 4. Student Achievement
- 5. Student Engagement
- 6. School Climate
- 7. Course Access
- 8. Other Outcomes

#### EXPECTED 2024-25 MEASURABLE OUTCOMES

<p>M1.1</p>  <p>INCREASE 4-YEAR COHORT GRADUATION RATE</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>92.5%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↑94.5%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	92.5%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑94.5%	<p>M1.2</p>  <p>INCREASE % OF STUDENTS MEETING A-G REQUIREMENTS</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>56.1%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↑59.1%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	56.1%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑59.1%	<p>M1.3</p>  <p>DECREASE % OF CREDIT DEFICIENT STUDENTS</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>5.1% <small>Missing 5 credits</small></td> <td>10.6% <small>Missing in 1 subject area</small></td> </tr> <tr> <td>Year 1</td> <td>TBD</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↓&lt;5% <small>Missing 5 credits</small></td> <td>&lt;10% <small>Missing in 1 subject area</small></td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	5.1% <small>Missing 5 credits</small>	10.6% <small>Missing in 1 subject area</small>	Year 1	TBD	TBD	Year 2	TBD	TBD	TARGETED OUTCOME		Year 3	↓<5% <small>Missing 5 credits</small>	<10% <small>Missing in 1 subject area</small>
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<p>M1.4</p>  <p>INCREASE % OF STUDENTS MEETING OR EXCEEDING STANDARD ON SBAC ELA ASSESSMENT</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>71%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↑74%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	71%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑74%	<p>M1.5</p>  <p>INCREASE % OF STUDENTS MEETING OR EXCEEDING STANDARD ON SBAC MATH ASSESSMENT</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>43%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↑46%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	43%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑46%	<p>M1.6</p>  <p>INCREASE % OF STUDENTS MEETING OR EXCEEDING STANDARD ON CAST</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>48%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↑51%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	48%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑51%				
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EXPECTED 2024-25 MEASURABLE **OUTCOMES**


M1.7



OBSERVED OUTCOMES	
Baseline	40%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 43%

INCREASE % OF STUDENTS "COLLEGE READY" ON EAP ELA ASSESSMENT


M1.8



OBSERVED OUTCOMES	
Baseline	31%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 34%

INCREASE % OF STUDENTS "CONDITIONALLY READY" ON EAP ELA ASSESSMENT


M1.9



OBSERVED OUTCOMES	
Baseline	20%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 23%

INCREASE % OF STUDENTS "COLLEGE READY" ON EAP MATHEMATICS ASSESSMENT


M1.10



OBSERVED OUTCOMES	
Baseline	23%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 26%

INCREASE % OF STUDENTS "CONDITIONALLY READY" ON EAP MATHEMATICS ASSESSMENT


M1.11



OBSERVED OUTCOMES	
Baseline	85%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ >90%

INCREASE % OF TEACHERS CLEAR FOR TEACHING


M1.12



OBSERVED OUTCOMES	
Baseline	100%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	= 100%

MAINTAIN ACCESS TO A BROAD COURSE OF STUDY

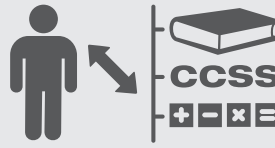
M1.13



OBSERVED OUTCOMES	
Baseline	100%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	= 100%

MAINTAIN IMPLEMENTATION OF STATE STANDARDS

M1.14



OBSERVED OUTCOMES	
Baseline	100%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	= 100%

MAINTAIN ACCESS TO STANDARD ALIGNED INSTRUCTIONAL MATERIALS



PLANNED 2024-25 ACTIONS & EXPENDITURES



Goal # 1

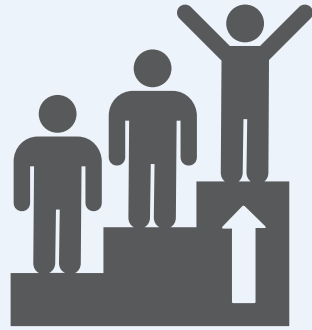


Action / Service

- 1.1 - **Effective Instruction:** Recruit and retain highly qualified staff, ensure effective instruction and support, maintain competitive salaries, and monitor teacher assignments for appropriate placement.
- 1.2 - **Instructional Support Services:** Provide instructional support personnel to address classroom needs, especially for disadvantaged students, and ensure access to college preparatory courses and A-G classes with ongoing teacher support to improve performance and graduation rates.
- 1.3 - **Implementation of State Standards:** Provide all students with appropriate standards-aligned textbooks, instructional materials, and digital resources, and ensure enrollment in all required areas of study.
- 1.4 - **Resources to Support Course Access:** Maintain instructional materials and resources to support classroom needs in all content areas, enhancing program quality, student engagement, and real-world learning opportunities.
- 1.5 - **New Teacher Induction and Support:** The HBUHSD Induction Program provides individualized mentoring and professional learning for first and second-year teachers, guiding them to clear their preliminary credential and meet the needs of all students through innovative learning and differentiated instruction.
- 1.6 - **Professional Development and Support for Certificated and Classified Staff:** Provide foundational professional development for certificated and classified staff, focusing on state academic standards, instructional practices, leadership, and collaboration, coordinated with federal Title II programs and the Educator Effectiveness Block Grant.
- 1.7 - **Information and Technology Services:** Provide innovative and accessible technology services in computing, media, and telephone support to empower students, parents, faculty, and staff, ensuring effective collaboration and success within the HBUHSD community.
- 1.8 - **Instructional Technology Tools and Library/Media Resources to Enhance Teaching and Learning:** Ensure equity and access to technology and learning supports for all students by providing digital devices, personalized instruction, AI policies, digital citizenship programs, and extended library/media services.
- 1.9 - **Data and Assessment:** Provide evaluation services to collect data and complete reports for schools and the district, using metrics to measure progress, inform instruction, and identify students' needs, with a focus on supporting English learners, low-income students, and foster youth.
- 1.10 - **Multi-Tiered System of Support (MTSS):** Coordinate MTSS lead teachers to align systems for student success, focusing on professional development, progress monitoring, evidence-based interventions, and social-emotional support for English learners, low-income students, and foster youth.

BROAD GOAL

## GOAL #2



# Increase Academic Achievement and College Readiness

### STATE PRIORITIES

- 1. Basic Services
- 2. Academic Standards
- 3. Parent Involvement
- 4. Student Achievement
- 5. Student Engagement
- 6. School Climate
- 7. Course Access
- 8. Other Outcomes

### EXPECTED 2024-25 MEASURABLE OUTCOMES

**M2.1**

INCREASE % OF STUDENTS MEETING A-G REQUIREMENTS

OBSERVED OUTCOMES	
Baseline	56.1%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 59.1%

**M2.2**

DECREASE GRADUATES MISSING CREDITS IN A-G SUBJECTS

OBSERVED OUTCOMES	
Baseline	5.1% <small>Missing 5 or more credits</small> 10.6% <small>Missing in 1 subject area</small>
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↓ <5% <small>Missing 5 or more credits</small> <10% <small>Missing in 1 subject area</small>

**M2.3**

IMPROVE CTE PATHWAY COMPLETER AND PARTICIPANT RATES

OBSERVED OUTCOMES	
Baseline	11% Completer    >14% Participant
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 29% Completer    >32% Participant

**M2.4**

IMPROVE COMBINED A-G AND CTE COMPLETION RATES

OBSERVED OUTCOMES	
Baseline	11.4%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ >12.4%

**M2.5**

INCREASE COLLEGE ENROLLMENT IMMEDIATELY AFTER HIGH SCHOOL

OBSERVED OUTCOMES	
Baseline	79.2%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 82.2%


**M2.6**

MAINTAIN OR IMPROVE SAT/ACT SCORES

OBSERVED OUTCOMES	
Baseline	26 ACT    633 SAT English    644 SAT Math
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 26 ACT    480 SAT English    530 SAT Math

EXPECTED 2024-25 MEASURABLE **OUTCOMES**


M2.7



INCREASE COLLEGE/CAREER PREPAREDNESS RATES

OBSERVED OUTCOMES	
Baseline	55.9%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ >58.9%


M2.8



INCREASE AP PASS RATES

OBSERVED OUTCOMES	
Baseline	74.7%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ >75%

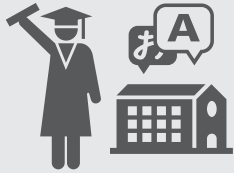
M2.9a



INCREASE % OF ENGLISH LEARNERS AT "WELL-DEVELOPED" LEVEL  
(Measured by ELPAC)

OBSERVED OUTCOMES	
Baseline	18.2% <sup>9th</sup> 25.1% <sup>10th</sup> 18.8% <sup>11th</sup> 20.5% <sup>12th</sup>
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 21.2% <sup>9th</sup> 28.1% <sup>10th</sup> 23.8% <sup>11th</sup> 23.5% <sup>12th</sup>

M2.9b



INCREASE % OF STUDENTS MAKING PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

OBSERVED OUTCOMES	
Baseline	49.8%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ >60%


M2.10



INCREASE RECLASSIFICATION RATE

OBSERVED OUTCOMES	
Baseline	17.7%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 19.7%

M2.11



DECREASE % OF LONG-TERM ENGLISH LEARNERS

OBSERVED OUTCOMES	
Baseline	7.8%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ <5%


M2.12



MAINTAIN PROGRAMS FOR EL STUDENTS TO ACCESS CCSS AND ELD STANDARDS

OBSERVED OUTCOMES	
Baseline	100%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	= 100%

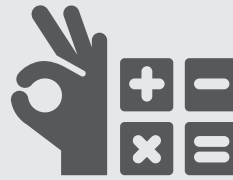
M2.13



INCREASE % OF EL STUDENTS MEETING OR EXCEEDING STANDARD ON SBAC ELA ASSESSMENT

OBSERVED OUTCOMES	
Baseline	12%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 15%

M2.14





INCREASE % OF EL STUDENTS MEETING OR EXCEEDING STANDARD ON SBAC MATH ASSESSMENT

OBSERVED OUTCOMES	
Baseline	3%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 6%





## EXPECTED 2024-25 MEASURABLE OUTCOMES

 <p>M2.15</p> <p>INCREASE % OF SWD STUDENTS MEETING OR EXCEEDING STANDARD ON SBAC ELA ASSESSMENT</p>	OBSERVED OUTCOMES		 <p>M2.16</p> <p>INCREASE % OF SWD STUDENTS MEETING OR EXCEEDING STANDARD ON SBAC MATH ASSESSMENT</p>	OBSERVED OUTCOMES	
	Baseline	21%		Baseline	8%
	Year 1	TBD		Year 1	TBD
	Year 2	TBD		Year 2	TBD
	TARGETED OUTCOME			TARGETED OUTCOME	
Year 3	↑ 24%	Year 3	↑ 11%		



## PLANNED 2024-25 ACTIONS & EXPENDITURES

 Goal # 2	 Action / Service
2.1 - <b>College Readiness:</b>	Provide programs and services that support college readiness, including dual enrollment, college credit courses, and guidance services to address A-G completion gaps and support equity.
2.2 - <b>Career Readiness:</b>	Expand career readiness through sequenced pathways aligned to high-wage, in-demand careers, integrating work-based learning, CTSOs, and marketing initiatives to address equity and A-G completion gaps.
2.3 - <b>Extended Learning Opportunities – Interventions and Enrichment:</b>	Provide extended learning opportunities, including study skills, remediation, tutoring, and credit recovery, with targeted support for credit-deficient and below-grade-level students to address performance gaps.
2.4 - <b>Advancement Via Individual Determination (AVID):</b>	Continue offering the AVID program at all high schools to close opportunity gaps, focusing on teacher capacity, academic success skills, high expectations, tutorials, strong student-teacher relationships, college and career readiness, and supporting college visits and professional development.
2.5 - <b>AP/IB Support:</b>	Supplement funding for low-income students taking Advanced Placement (AP) and International Baccalaureate (IB) exams.
2.6 - <b>STEAM:</b>	Implement STEAM initiatives to promote interest in STEAM careers, support participation in related activities, and acquire materials for Next Generation Science Standards.
2.7 - <b>English Learner Supports:</b>	Ensure English learners meet annual English language development objectives, with access to State Academic Standards and ELD standards, through designated and integrated support and professional development for teachers.

## PLANNED 2024-25 ACTIONS & EXPENDITURES

🎯 Goal # 2

🔨 Action / Service

- 2.8 - **Long Term English Learner Supports:** Reclassify English Learners as RFEP when they achieve necessary English skills, and support Long Term English Learners (LTEL) with school engagement, literacy development, academic support, and teacher training.
- 2.9 - **Homeless and Foster Youth Supports:** Provide supplementary services for foster and homeless youth, maintain liaisons, collaborate with agencies, identify and support students by allocating funds for academic support, offer professional development, and update resource guides.
- 2.10 - **Special Education Supports:** Increase collaboration between special education and general education teachers, implement MTSS monitoring, provide targeted support and intervention classes, promote state test participation, use interim assessments and math diagnostics, and review pathways for proper placement of students with disabilities.



BROAD GOAL

## GOAL #3



## Support Student Wellness and Learning Climate

### STATE PRIORITIES

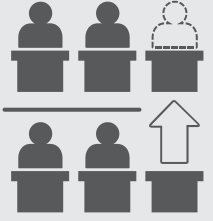
- 1. Basic Services
- 2. Academic Standards
- 3. Parent Involvement
- 4. Student Achievement
- 5. Student Engagement
- 6. School Climate
- 7. Course Access
- 8. Other Outcomes

### EXPECTED 2024-25 MEASURABLE OUTCOMES

Metric	OBSERVED OUTCOMES	TARGETED OUTCOME
<b>M3.1</b>  MAINTAIN % OF FAVORABLE RESPONSES ON LOCAL CLIMATE SURVEY ON SCHOOL SAFETY	Baseline: 84% Students, 92% Parents, 90% Staff Year 1: TBD Year 2: TBD	Year 3: = 84% Students, 92% Parents, 90% Staff
<b>M3.2</b>  INCREASE % OF FAVORABLE STUDENT RESPONSES ON LOCAL CLIMATE SURVEY ON CONNECTEDNESS	Baseline: 84% Positive learning environment, 88% Opportunities to participate Year 1: TBD Year 2: TBD	Year 3: ↑ >89%
<b>M3.3</b>  INCREASE % OF FAVORABLE PARENT RESPONSES ON LOCAL CLIMATE SURVEY ON CONNECTEDNESS	Baseline: 90% Engaging experiences, 97% Opportunities to participate Year 1: TBD Year 2: TBD	Year 3: ↑ >90% Engaging experiences, >97% Opportunities to participate
<b>M3.4</b>  MAINTAIN OR IMPROVE FACILITY RATING ON SARC	Baseline: Exemplary: CHS, HBHS, EHS, FVHS, VVHS; Good: MHS, OVHS, WHS Year 1: TBD Year 2: TBD	Year 3: ↑ Exemplary
<b>M3.5</b>  REDUCE SUSPENSION RATES FOR ALL STUDENT GROUPS	Baseline: 2.1% Year 1: TBD Year 2: TBD	Year 3: ↓ 1.6%
<b>M3.6</b>  REDUCE EXPULSION RATES	Baseline: 0.22% Year 1: TBD Year 2: TBD	Year 3: ↓ <0.15%

EXPECTED 2024-25 MEASURABLE **OUTCOMES**

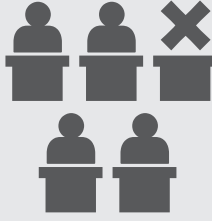
M3.7



OBSERVED OUTCOMES	
Baseline	93%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 93.2%

INCREASE ATTENDANCE RATES


M3.8



OBSERVED OUTCOMES	
Baseline	18.7%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↓ <15%

REDUCE RATE OF CHRONIC ABSENTEEISM


M3.9



OBSERVED OUTCOMES	
Baseline	4%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↓ 3.5%

REDUCE DROPOUT RATES


M3.10



OBSERVED OUTCOMES	
Baseline	82%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ >85%

INCREASE % OF FAVORABLE RESPONSES ON PARENT & FAMILY ENGAGEMENT: DECISION MAKING

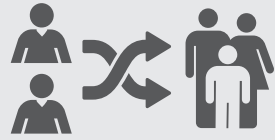
M3.11



OBSERVED OUTCOMES		
Baseline	93% Kept Informed	87% Welcoming Culture
Year 1	TBD	TBD
Year 2	TBD	TBD
TARGETED OUTCOME		
Year 3	↑ >93% Kept Informed	87% Welcoming Culture

INCREASE % OF FAVORABLE RESPONSES ON PARENTAL PARTICIPATION FOR UNDUPLICATED PUPILS


M3.12



OBSERVED OUTCOMES	
Baseline	CAC Outreach
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	= CAC Outreach

MAINTAIN PARENTAL PARTICIPATION FOR INDIVIDUALS WITH EXCEPTIONAL NEEDS


M3.13



OBSERVED OUTCOMES	
Baseline	93%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ >93%

INCREASE AVAILABILITY OF NECESSARY RESOURCES TO SUPPORT EDUCATIONAL GOALS

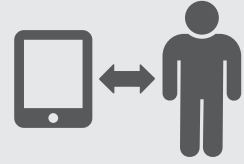
M3.14



OBSERVED OUTCOMES	
Baseline	92%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ >92%

INCREASE % OF FAVORABLE STUDENT SURVEY RESPONSES: OPPORTUNITY TO RECEIVE TUTORING OR INTERVENTION SERVICES

M3.15



OBSERVED OUTCOMES	
Baseline	92%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ >92%

INCREASE % OF FAVORABLE STUDENT RESPONSES: USE OF INSTRUCTIONAL TECHNOLOGY RESOURCES

## PLANNED 2024-25 ACTIONS & EXPENDITURES



Goal #3



Action / Service

- 3.1 - **Wellness:** Provide comprehensive wellness supports for students and staff, including mental, behavioral, nutritional, and physical wellness to improve engagement metrics.
- 3.2 - **Safe and Supportive Learning Environments:** Ensure safe, supportive school environments through inclusive, restorative, and trauma-informed practices, digital literacy education, and open communication on safety concerns to improve engagement metrics.
- 3.3 - **School Connectedness and Student Voice:** Enhance school connectedness and student engagement through various activities, organizations, resources, and student voice initiatives.
- 3.4 - **Parent & Family Engagement:** Plan high-quality parent and family engagement opportunities, addressing barriers and providing resources on post-secondary options, educational tools, and relevant workshops.
- 3.5 - **Communication & Outreach:** Promote school and district programs to increase awareness and participation through technology, media, and effective communication.
- 3.6 - **Well-Maintained School Facilities:** Ensure a safe learning environment with adequate operational resources and provide efficient transportation for eligible students.



FOCUS GOAL

## GOAL #4



# Improve Graduation Rates and Student Outcomes

Valley Vista High School

### STATE PRIORITIES

- 1. Basic Services
- 2. Academic Standards
- 3. Parent Involvement
- 4. Student Achievement
- 5. Student Engagement
- 6. School Climate
- 7. Course Access
- 8. Other Outcomes

### EXPECTED 2024-25 MEASURABLE OUTCOMES

OBSERVED OUTCOMES	
Baseline	54%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 68%

INCREASE GRADUATION RATE

OBSERVED OUTCOMES	
Baseline	54.9%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 68%

INCREASE % OF COMBINED 4 AND 5-YEAR GRADUATION RATE

OBSERVED OUTCOMES	
Baseline	99%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	= 99%

MAINTAIN % OF FAVORABLE RESPONSES ON LCAP STUDENT SURVEY: ACADEMIC SUCCESS

OBSERVED OUTCOMES	
Baseline	93%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ >95%

INCREASE ATTENDANCE RATE




OBSERVED OUTCOMES	
Baseline	821.5 Summer 1924.5 After School
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 850 Summer 2000 After School

INCREASE SUMMER AND AFTER SCHOOL CREDIT ACQUISITION

OBSERVED OUTCOMES	
Baseline	93%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 95%

INCREASE % OF FAVORABLE RESPONSES ON LCAP STUDENT SURVEY: TUTORING AND/OR INTERVENTION OPPORTUNITIES

## EXPECTED 2024-25 MEASURABLE OUTCOMES

Outcome ID	Icon	Description	Observed Outcomes	Targeted Outcome										
M4.7		INCREASE % OF STUDENTS MEETING OR EXCEEDING STANDARD ON SBAC ELA ASSESSMENT	<table border="1"> <tr><th>Observed Outcomes</th></tr> <tr><td>Baseline</td><td>19%</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> </table>	Observed Outcomes	Baseline	19%	Year 1	TBD	Year 2	TBD	<table border="1"> <tr><th>Targeted Outcome</th></tr> <tr><td>Year 3</td><td>↑ 25%</td></tr> </table>	Targeted Outcome	Year 3	↑ 25%
Observed Outcomes														
Baseline	19%													
Year 1	TBD													
Year 2	TBD													
Targeted Outcome														
Year 3	↑ 25%													
M4.8		MAINTAIN % OF STUDENTS MEETING OR EXCEEDING STANDARD ON SBAC MATH ASSESSMENT	<table border="1"> <tr><th>Observed Outcomes</th></tr> <tr><td>Baseline</td><td>3%</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> </table>	Observed Outcomes	Baseline	3%	Year 1	TBD	Year 2	TBD	<table border="1"> <tr><th>Targeted Outcome</th></tr> <tr><td>Year 3</td><td>↑ 6%</td></tr> </table>	Targeted Outcome	Year 3	↑ 6%
Observed Outcomes														
Baseline	3%													
Year 1	TBD													
Year 2	TBD													
Targeted Outcome														
Year 3	↑ 6%													
M4.9		INCREASE % OF STUDENTS "PREPARED" ON COLLEGE/CAREER READINESS INDICATOR	<table border="1"> <tr><th>Observed Outcomes</th></tr> <tr><td>Baseline</td><td>1%</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> </table>	Observed Outcomes	Baseline	1%	Year 1	TBD	Year 2	TBD	<table border="1"> <tr><th>Targeted Outcome</th></tr> <tr><td>Year 3</td><td>↑ 3%</td></tr> </table>	Targeted Outcome	Year 3	↑ 3%
Observed Outcomes														
Baseline	1%													
Year 1	TBD													
Year 2	TBD													
Targeted Outcome														
Year 3	↑ 3%													

## PLANNED 2024-25 ACTIONS & EXPENDITURES

Goal # 4	Action / Service
4.1 - <b>Student Support Systems:</b>	Enhance student progress monitoring and support through the Student Support Facilitator (data analysis, intervention development, credit recovery, student and parent engagement, resourcing classrooms), and providing teacher coaching and professional development.
4.2 - <b>Progress Monitoring:</b>	Implement a robust assessment and data collection system to measure student growth and inform instructional practices.
4.3 - <b>Social-emotional Well-being:</b>	Provide comprehensive support for wellness through full-time case managers from Project Hope Alliance and Stand Up For Kids, offering academic plans, mentoring, progress monitoring, external resources, parent involvement, college and career support, and 24/7 access.
4.4 - <b>Expanded Day Opportunities:</b>	Implement expanded learning opportunities with intervention programs, additional credit recovery options, and summer school.
4.5 - <b>Supplemental Resources:</b>	Enrich student experiences with supplemental curriculum resources, upgraded technology, necessary materials, and support for wellness, transportation, and mitigating barriers to success.

**Abbreviations:** *A-G* (A-G Subject Requirements), *AP* (Advanced Placement), *AVID* (Advancement Via Individual Determination), *CAC* (Community Advisory Committee), *CAASPP* (California Assessment of Performance and Progress), *CAST* (California Science Test), *CCSS* (Common Core State Standards), *CSI* (Comprehensive Support and Improvement), *CTE* (Career and Technical Education), *CTSO* (Career Technical Student Organization), *DELAC* (District English Learner Advisory Committee), *EAP* (Early Assessment Program), *ELA* (English-Language Arts), *EL* (English Learner), *ELD* (English Language Development), *ELPAC* (English Language Proficiency Assessments for California), *HBUHSD* (Huntington Beach Union High School District), *IB* (International Baccalaureate), *LCAP* (Local Control Accountability Plan), *LCFF* (Local Control Funding Formula), *LTEL* (Long Term English Learner), *MTSS* (Multi-Tiered System of Support), *RFEP* (Reclassified Fluent English Proficient), *SAT* (Scholastic Assessment Test), *SBAC* (Smarter Balanced Assessment Consortium), *STEAM* (Science, Technology, Engineering, Arts, and Mathematics), *SWD* (Students with Disabilities).

Legend	
↑ - Increase	= - Maintain
↓ - Decrease	=/↑ - Maintain/Increase
+ - Increase BY	↘ - Baseline
- - Decrease BY	✓ - Completed
	🕒 - In progress



### For More Details

This infographic provides a high-level summary only and is based on the full

 **157**  
page text LCAP

For additional LCAP resources scan or click the QR code or go to [www.goboinfo.com](http://www.goboinfo.com) & search for your district.



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