Local Control Accountability Plan

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

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Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Huntington Beach Union High School District (HBUHSD), is located in Orange County, California, and has an enrollment of 15,534 students in grades 9-12. HBUHSD serves students in the communities of Huntington Beach, Fountain Valley, and Westminster with six comprehensive high schools, two alternative education campuses, and the Huntington Beach Adult School. The student demographics are as follows: 34.9% White, 28.9% Hispanic, 28% Asian, 0.3% American Indian, 1.3% Filipino, 0.9% African American, and 4.5% Two or More Races. Thirty-seven percent of our students are Socioeconomically Disadvantaged, 10% are English learners, 2.3% are Homeless, and 0.3% are Foster Youth.

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. 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 Individualized 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 American (FFA).

The HBUHSD has gained notoriety 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, 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.

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.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Due to the COVID-19 pandemic and closure of schools in March 2020, a full California School Dashboard was not published in fall 2020. The successes and progress described in this section are based on HBUHSD's 2019 Dashboard results and more recent data (state and local) from 2019-20 and 2020-21.

HBUHSD's 2019 Dashboard results included several areas of progress that the district would like to build upon in the coming year and over the three-year LCAP timeline. One such area is graduation rates, which increased by 2.7% for all students. From 2018 to 2019, HBUHSD's graduation rates for all students was 91.3% and it jumped to 94% during the 2019-2020 school year. Moreover, subgroups such as Students with Disabilities, English learners, Homeless Youths, and Low-Income students all saw an increase in graduation rates. The only subgroup that decreased was our Foster Youths. It went from 69.2% in 2018-19 to 58.3% in 2019-2020. Our A-G completion rate also showed some progress. During the 2018-19 school year, 50% of all students completed the A-G requirements while 51.9% of all students completed the A-G requirements in 2019-2020. The most notable growth came from our Students with Disabilities (4.3% increase), our English learners (4% increase), and Foster Youths (4.7% increase).

Other notable successes and progress based on a review of the California School Dashboard and local data showed a significant decrease in cohort dropout rates. The cohort dropout rate for all students decreased from 2.77% in 2018-19 to 2.05% in 2019-2020 and further progress was evident for focus student groups. The rate for Students with Disabilities decreased from 6.72% to 3.82%, the rate for English learners decreased from 9.21% to 6.54%, low-income students from 4.99% to 3.34%, and Homeless students from 8.33% to 5.09%. The only subgroup that increased was our Foster Youths that went from 3.8% to 20.83%.

It is important to note the districtwide success of our Multi-Tiered Systems of Support (MTSS). The urgent need and success of providing social-emotional wellness to students and staff were especially apparent during the pandemic. The dedicated team of MTSS teachers, staff members, guidance staff, and administrators and the relevant professional development training they have provided to the school sites, have been acknowledged by a range of stakeholders. HBUHSD is committed to supporting effective MTSS implementation and sustainability for the long term. This is a critical step for the district to not only improve outcomes for all students but also to more effectively serve our most vulnerable students with the highest needs.

The new Diversity, Equity, and Inclusion (DEI) group of committed teachers, staff members, and administrators have worked tirelessly throughout the 2020-21 school year to review, discuss, and implement diversity, equity, and inclusion curriculum and resources throughout the district. The important work of all of these groups has supported a more effective implementation of distance and hybrid learning instruction as well as social-emotional learning while also enhancing the foundation of training to build upon in future years.

Additionally, HBUHSD is proud of the following progress:

1. Understanding the 'Name, Face, and Story' for each of our students.
2. The shift in our schools' culture due to the implementation of a system of support and being identified by the California Department of Education as an Exemplary District in Culture and School Climate.
3. Our Average Daily Attendance rate for all students remains above 95%.
4. The growth and strength of the AVID program.
5. The increase in the number of co-teaching classes.
6. The increase in the number of English learner parents participating in DELAC.
7. The increase in Career Technical Education (CTE) awareness and alignment of CTE courses with the A-G requirements.
8. Our partnership with Golden West College and the continued increase in the number of College Credit Courses offered to students.
9. The continued provision of one-to-one Chromebook devices for students.
10. The offering of hotspots for students with limited or no internet connectivity.

HBUHSD will build upon this success by:

1. Continuing to provide and expand College Credit course opportunities (Goal 1, Action 1.1).
2. Continuing to increase availability, awareness, and access to family education programs to support EL student achievement (Goal 1, Action 1.4).
3. Expanding CTE awareness and student participation in sequenced pathways aligned to careers (Goal 1, Action 1.13).
4. Continuing to support AVID (Goal 2, Action 2.1).
5. Continuing to administer student interventions that include expanded credit attainment options, identifying struggling students specifically in grades 9 and 10, exploring methodologies to support the social-emotional needs of all students, and using Multi-Tiered Systems of Support (MTSS) and funding for release periods for MTSS teachers(Goal 2, Action 2.3).
6. Continuing to develop and implement Restorative Practices (Goal 3, Action 3.12).
7. Expanding training and resources for staff and students related to diversity, inclusion, and equity (Goal 2, Action 2.8).
8. Using technology to increase the potential for parent participation in meetings related to curricular and co-curricular programs (Goal 1, Action 1.20).
9. Providing all students with a Chromebook and pursuing access to give hotspots for those who need it (Goal 1, Action 1.5).

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to the COVID-19 pandemic and closure of schools in March 2020, a full California School Dashboard was not published in 2020. HBUHSD's performance on the 2019 Dashboard as well as the district's outcomes demonstrates a need to improve in areas and for many of our student groups, such as Students with Disabilities, English learners, Hispanic Students, African Americans, Homeless Youths, Low Income Students, and Filipino Students. More recent outcomes from 2019-20 and to date in 2020-21 reaffirm the need for continued growth.

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.

The areas of need described in this section are based on HBUHSD's 2019 Dashboard results:

Red Performance Level:
1. Graduation Rate - Students with Disabilities
2. College & Career Indicator – Students with Disabilities
3. Mathematics - Students with Disabilities

Orange Performance Level:
1. Graduation Rate - English learners and Filipino
2. College & Career Indicator - English learners, Homeless, Low Income, African American, Filipino, and Hispanic Students
3. English Language Arts - Students with Disabilities
4. Mathematics - English learners, Homeless, and Hispanic Students

Planned Actions/Services to address these Greatest Needs:
1. Continue to provide and expand College Credit course opportunities (Goal 1, Action 1.1).
2. EL, SWD, HY, FY, and LI Parent Education: Increase availability, awareness, and access to family education programs to support EL student achievement (Goal 1, Action 1.4).
3. Use formative and summative assessments to measure student learning to inform instruction (Goal 1, Action 1.18).
4. Homeless and Foster Youth Graduation Exemption: Continue to identify the Homeless and Foster 11th and 12th graders and meet with each student to educate them regarding this exemption (Goal 1, Action 1.19).
5. Professional Development: Continue to support co-teaching classes and increase the number of co-teaching sections (Goal 2, Action 2.2).
6. Identify and provide study skills, remediation, credit recovery opportunities during the school year to support students who are credit and skill deficient (Goal 1, Action 1.22).
7. Continue to develop and implement Restorative Practices (Goal 3, Action 3.13).
8. Expand tutoring and support for all students (Goal 1, Action 1.23).
9. Continue to ensure that English learners, Students with Disabilities, Foster Youth, and Low-Income students have access to the full range of college preparatory courses, increasing student access to A-G courses, and explore making special education classes A-G eligible (Goal 1, Action 1.3)
10. Continue to provide professional development in working with the unique needs of EL, LI, and SWD students in the core content classroom that is subject-specific (Goal 1, Action 1.8).

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

A key feature of the new 2021-22 LCAP is its grounding in the HBUHSD's Mission: "We will educate, prepare, and inspire our students to change the world." An area of this year's LCAP to highlight the need to focus even deeper into our three goals is the robust conversations we have held in articulating the expectation and need to help all students be successful academically, behaviorally, and social emotionally. The impact of stakeholder engagement and conversations on the 2021-22 LCAP has been substantial, with input playing a major role in driving goal development and reframing multiple metrics. Some of the new actions and services embedded in the three LCAP goals include expanding credit attainment options for all students, expanding tutoring and support for all students, providing professional development for teachers to work effectively with homeless and foster youths, expanding training and resources for staff and students related to diversity, inclusion, and equity, and creating a resource guide for Foster Youths and McKinney Vento students and focusing on Trauma-Informed Practices for students, staff, and families.

Here is a summary of the new actions and services for the 2021-22 LCAP that have been added based on the recommendations from the diverse stakeholder groups:

Goal 1: The District will provide a quality educational system to increase the academic achievement and career readiness of all students:
Action 1.20: Use technology to increase the potential for parent participation in meetings related to curricular and co-curricular programs.
Action 1.21: Provide a summer school program that addresses the needs of students for remediation, acceleration, and credit recovery.
Action 1.22: Identify and provide study skills, remediation, credit recovery opportunities during the school year to support students who are credit and skill deficient.
Action 1.23: Expand tutoring and support for all students.

Goal 2: The District will provide a quality educational system for all students focusing on academic rigor with interventions to support and narrow the achievement gap for English learners, Low Income, Foster Youth, and Students with Disabilities subgroups.
Action 2.7: Provide professional development for site teachers to work effectively with homeless and foster youths.
Action 2.8: Expand training and resources for staff and students related to diversity, inclusion, and equity.

Goal 3: All schools are clean, safe, and have a positive climate that supports the academic, emotional, and physical needs of all students.
Action 3.14: Create a resource guide for FY and/or Mckinney Vento students and staff.
Action 3.15: Focus of Trauma-Informed practices for students, staff, and families

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.

The schools in HBUHSD that were identified for Comprehensive Support and Improvement (CSI) based upon their performance on the 2019 Dashboard are listed below. Due to the COVID-19 pandemic and lack of performance results on the 2020 Dashboard, schools maintained their eligibility as determined by the 2019 Dashboard.

Graduation Rate average is less than 68% over two years:
1) Coast High School
2) Valley Vista High School

Low-Performing Criteria (based on the 2019 California School Dashboard):
1) Coast High School: Graduation rate was 60.7% (red) and College/Career indicator was at 17.9% prepared (orange).
2) Valley Vista High School: Graduation rate was 56.5% (red), Smarter Balanced Assessment in English Language Arts was 112.4 points below standard (orange), Smarter Balanced Assessment in Math was 189.1 points below standard (red), and College/Career indicator was at 0.5% prepared (red).

Support for Identified Schools

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

Members of the Educational Services Division collaborated with the principals at Coast High School (CHS) and Valley Vista High School (VvHS) to provide information on CSI and data such as CHS and VvHS graduation rates for the Class of 2019 and 2020. The CHS staff collaborated on September 22, 2020 and January 26, 2021 to complete the "Expert Convening Protocol" to develop strategies and best practices to increase their graduation rates. VvHS staff collaborated on September 16, 2020, October 21, 2020, and May 5, 2021, to complete their "Expert Conveningn Protocol to develop strategies and best practices to increase their graduation rates. The staff at the two sites met virtually to identify CHS, VvHS, and HBUHSD strengths, weaknesses, and opportunities. Recognizing that VvHS receives credit deficient students from the six comprehensive high schools, we discussed CSI and credit recovery opportunities and summer school options. Our 2021-22 LCAP, Goal 2, Action 2.3 specifically addresses early identification of students who are credit deficient and expanding credit recovery options. Educational Services team members and the site principals identified the next steps and will continue to develop actions and services to include in the 2021-22 Single Plan for Student Achievement (SPSA). After reviewing the District, CHS, and VvHS budgets, no resource inequities have been identified.

Monitoring and Evaluating Effectiveness

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

The District Educational Services Team and site teams from Coast High School and Valley Vista High School will continue to monitor and evaluate data regarding graduation rates, A-G completion, the number of students credit deficient by grade level, and attendance rates via the California Dashboard, Dataquest, and internal reporting tools. The teams at both sites engaged in a needs assessment process called "Expert Convening Protocol" where the teams learned from teachers and staff who have relevant expertise - and who provide multiple perspectives - on the issue of a graduation rate below 67%. A deeper understanding of the factors contributing to the issue and clear next steps for moving the work forward have been discussed and created.

To provide additional and more individualized support, district staff hosted meetings in October and November to support the CSI and aligned School Plan for Student Achievement (SPSA) process. Moreover, we will continue to provide intentional professional development opportunities to help teachers and staff learn strategies to engage all students.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Introduction: The HBUHSD continues to be committed to using the LCAP to guide a cycle of continuous improvement. The engagement of parents, students, teachers, staff, administrators, and other community members continues to play a critical role in supporting the implementation, evaluation, and future adjustments to the Plan. The following groups were actively involved in the LCAP development process described below:

HBUHSD Cabinet (Superintendent, Assistant Superintendents, and Directors): During our LCAP Planning Committee meetings, the group reviewed the 2019-2020 HBUHSD College & Career Readiness data to identify areas of growth and areas of need.

LCAP Planning Committee: This Committee is comprised of parents, students, teachers, assistant principals, principals, classified staff, school psychologists, EL teachers, a homeless/foster youth representative, guidance specialists, union representatives from DEA, CSEA, HBSPA, and HBUHSD administrators. Due to the COVID-19 pandemic, all three of the LCAP Planning Committee meetings were held remotely via Zoom. At the first LCAP Planning Meeting on February 11, 2021, the Committee collaborated in small breakout groups to review and discuss the Data Gallery Walk activity and the successes and challenges of in-person and distance learning instruction. During the Data Gallery Walk activity, the Committee members analyzed the 2019-2020 HBUHSD College & Career Readiness data packet and identified areas of growth and areas of need. At the second LCAP Planning Meeting on March 11th, the Committee reviewed 2019, 2020, and 2021 California School Dashboard data and identified actions and services related to the three LCAP goals. Additionally, the Committee reviewed areas of greatest progress, needs, and performance haps for all student subgroups. At the third and last LCAP Planning Meeting on March 30th, the Committee met to review the LCAP parent and student survey results, metrics, and student outcomes for 2023-24, a draft of the 2021-22 LCAP, and make additional recommendations.

Parents and Students: In addition to parent and student involvement on the LCAP Planning Committee, the District conducted an online parent survey from February 8th through February 22nd and an online student survey (grades 9-12) from February 8th through February 22nd. Both surveys were available in English, Spanish, and Vietnamese.

DELAC: HBUHSD's DELAC includes parents, administrators, teachers, classified staff members, and Program for English language learners (PELL) Coordinators. The committee reviewed the 2021-22 LCAP Goals, actions and services related to the three LCAP goals at the April 1, 2021 DELAC meeting.

Program for English language learners (PELL) Coordinators: Met with the PELL Coordinators on March 25, 2021, to discuss the English learners' results on the 2019 Dashboard English Language Arts and Math Indicators. The English learner student group was in the Orange Performance Level for Graduation Rates, College and Career Readiness, and Mathematics indicators during the 2018-19 school year. Due to the suspension of the 2020 Dashboard, we discussed the next steps and recommendations for the 2021 Dashboard.

Facilitators: At the March 2021 Facilitators meeting, we reviewed the Local Indicators assessment for the LCAP.

Educational Services Division Team (Assistant Superintendent, Executive Director of Curriculum and Instruction, Executive Director of Special Education, Director of Information Systems, Director of Student Services, and Special Programs Administrator): The Team met on March 15th to review progress towards the 2021-22 goals, and actions/services related to the three LCAP goals. On March 22nd, the Team reviewed the recommendations from the LCAP Planning Committee and revised actions and services for the 2021-22 LCAP and reviewed the LCAP parent and student survey results. On March 29th, the Team also reviewed the metrics, baseline, and desired outcomes for 2023-24. On May 3rd, the Team reviewed a draft of the 2021-22 LCAP.

Principals: In September 2020, principals reviewed their site 2019-20 College & Career Readiness data. At the March 17, 2021 Principal meeting, we shared information about the Local Indicator #2 questionnaire and each site reviewed their Local Indicator at their administrative meeting. In October and November, we collaborated with the principals to revise their site Single Plan for Student Achievement (SPSA) to bring to the Board for approval in December 2020. In November and December, we collaborated with the principals to revise their site School Accountability Report Card (SARC) and upload them to our district website prior to the February 1, 2021 deadline.

Assistant Principals: In September 2020, assistant principals reviewed their site 2019-20 College & Career Readiness data. Site administrators discussed and reviewed the Local Indicator #2 questionnaire at their administrative meeting. In October and November, we collaborated with the principals and assistant principals to revise their site Single Plan for Student Achievement (SPSA) to the Board for approval in December 2020. In November and December, we collaborated with the principals and assistant principals to revise their site School Accountability Report Card (SARC) and upload them to our district website prior to the February 1, 2021 deadline.

Comprehensive Support and Improvement (CSI) meetings: Educational Services administrators collaborated with the Coast High School and Valley Vista High School principals and staff on the CSI. Coast High School and Valley Vista High School participated in a needs assessment, addressed guiding questions, and developed the next steps.

*2019-20 HBUHSD College & Career Readiness data included: A-G Completion Rates, 4-Year Cohort Graduation Rates, Number of Non-Grads due to Credits Deficient (as of June grad date), AP Exams, English learner Reclassification Rates, SAT and ACT, Percent Average Daily Attendance, 4-Year Cohort Dropout Rate, Number/percentage of LTELs, and Suspension and Expulsion Rates. (Data disaggregated by All Students, SWD, EL, RFEP, LI, HS and FY)

A summary of the feedback provided by specific stakeholder groups.

Based on the feedback from stakeholder groups such as parents, students, teachers, staff, and administrators, a few trends emerged. The overall responses gathered from the parent and student surveys stated that the majority of families feel safe and connected to their schools. However, the survey responses also indicated the need for additional social-emotional wellness and support, extra tutoring services, as well as hot spots for students with limited or no connectivity.

Learning loss due to the pandemic has affected many of our students academically, behaviorally, and social emotionally. Stakeholder groups which included a special education representative and a Foster Youth/McKinney Vento representative, school site administrators, DELAC members, and LCAP Planning Committee members all recommended additional academic and social-emotional support services for

all students. HBUHSD purchased "Paper", an online personalized tutoring service that is available 24 hours a day, 7 days a week in all academic subjects to help students with their academic needs. Since implementing Paper in October 2020, approximately 4,200 students have utilized the personalized tutoring service. The stakeholder groups also recommended additional social-emotional support services such as Intellispark for students. Intellispark is a product that all schools will use to personalize support for students so they can achieve their full potential with innovative technology for holistic student support.

Finally, data and reflection on responses from all stakeholders suggest that efforts need to continue to be made to provide students with access to technology and curriculum, professional development for teachers to maintain high-quality delivery of curriculum, and access to educational and social-emotional supports.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

LCAP Planning Committee: The LCAP committee members reviewed comprehensive data and adjusted the metrics and desired outcomes, and actions, and services needed to reach our target goals. For example, the Committee collectively added additional actions and services to the 2021-22 LCAP to enhance student supports for all students, especially our most vulnerable youths.

Parents and Students: The survey results indicated the need for additional social-emotional supports. Due to this request, the district has purchased a universal screener called Intellispark at all nine school sites for all certificated and classified staff to work collaboratively to identify and help students with their social-emotional wellbeing. Additionally, the survey results requested tutoring services which led to the District renewing the contact with Paper online tutoring service for another school year.

DELAC: Members of the DELAC committee voiced the importance of Parent University workshops and parent education training opportunities so the District will continue to provide relevant and meaningful workshops for all families.

Educational Services Division Team: The Educational Services Division Team reviewed the inputs from the different stakeholder groups from the comprehensive data and revised the metrics and desired outcomes, and actions, and services needed to reach our target goals. The team members gave valuable input on the Local Indicators, metrics, desired outcomes, actions, and services that have influenced the LCAP.

Facilitators: They reviewed and provided input on the Local Indicators assessment for the LCAP. One aspect of the LCAP that was influenced by teachers and facilitators is applying to the California Teaching Commission (CTC) to run and maintain our own HBUHSD teacher induction program.

Principals and Assistant Principals: They reviewed the data, metrics, goals, desired outcomes, local indicators, and provided input and recommendations, especially with the Local Indicators for the LCAP.

Goals and Actions

Goal

Goal #	Description
1	The District will provide a quality educational system to increase the academic achievement and career readiness of all students.

An explanation of why the LEA has developed this goal.

Pupil Engagement
1. Graduation: We believe all students can learn; therefore, over the next three years we will work to increase the number of students who graduate. Our Class of 2020 graduation rate for All Student was 94% which was an increase of 2.7% from the Class of 2019. The specific focus will be on improving the graduation rate for our Students with Disabilities, English learners, Low Income, Homeless Students, and Foster Youths.

2. Attendance Rates: Our students' attendance rates have remained consistent over the last five years ranging from 95.8% in 2015-16 to 95.9% in 2019-20. 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 trusting 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.

School Climate
1. Suspension and Expulsion Rates: While our "All Student" suspension rate decreased from 1.9% in 2018-19 to 1.7% in 2019-20, we will continue to provide services and programs to further reduce this rate. Our Foster Youth and Students with Disabilities rates were 5.5% and 3.8% respectively. Our total number of Foster Youth in 2019-20 was 55, with only three students suspended. Students who are suspended and expelled lose valuable instructional time and are more likely to fall behind in school or drop out.

2. School Safety: 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 2020-21 student survey indicate that 83% of our grades 9-12 students strongly agree/agree that they feel safe at their school.

Parent Involvement
Ongoing research shows that 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A-G data	2019-2020: All: 51.9% SWD: 11.9% EL: 22.8% LI: 45% FY: 21.4% RFEP: 48.1%				Increase 5% for all subgroups (All Students, SWD, EL, LI, FY, RFEP).
College enrollment immediately after high school (2yr +4yr) National Student Clearing House	Class of 2020: 71.92%				Increase 2% annually the graduates who enroll in school (2 yr + 4 yr) the fall immediately after high school
Grads missing one A-G subject area	Class of 2020: 35.5%				Decrease by 3% of grads who miss completing the A-G requirement in only one subject area.
Graduation Rates (Cohort)	2019-2020: All: 94% SWD: 78.9% EL: 86.2% LI: 91.3% FY: 58.3% Homeless: 88%				Increase cohort graduation rates 1% annually for all student subgroups (All Students, SWD, EL, LI, FY, HY)
Credit deficient seniors in June	Class of 2020: 195 Seniors				Continue to decrease the number of seniors who are credit deficient as of the June graduation date.
CTE pathway course completers	2019-2020:				Increase 2% annually the number of CTE

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	723 Grade 12 Students				pathway course completers.
SBAC ELA & Math Achievement (% of students scoring at achievement levels Standard Met & Exceeded)	2019-2020: SBAC assessments were suspended due to the COVID-19 pandemic 2018-2019: All: 75% SWD: 25% EL: 13% RFEP: 82% LI: 65%				Increase 1% annually for ELA and Math for all student subgroups (All Students, SWD, EL, RFEP, LI)
Students prepared for college by Early Assessment Program (EAP) (SBAC ELA & Math Achievement Level 4 - Standard Exceeded)	2019-2020: SBAC and EAP assessments were suspended due to the COVID-19 pandemic 2018-2019: All: 75% SWD: 25% EL: 13% RFEP: 82% LI: 65%				Increase 1% annually for ELA and Math for all student subgroups (All Students, SWD, EL, RFEP, LI)
AP and IB exams passing rate	2019-2020: 75.4%				Increase AP and IB exam passing rates annually by 1% for all students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
AP course enrollment for 11th and 12th graders	2019-2020: 41.46%				Increase 1% annually the 11th and 12th grade students enrolled in at least one Advanced Placement and at least one International Baccalaureate course.
ELPAC scores	2019-2020: Summative ELPAC assessments were suspended in March 2020 due to the COVID-19 pandemic 2018-2019: 9th grade - 29.65% Level 4 (Well Developed); 10th grade - 33.33% Level 4; 11th grade - 19.15% Level 4; 12th grade - 19.26% Level 4				Overall Score: 1) Grades 9 & 10 - for each grade level increase the percent of students scoring at Level 4 by 1% 2) Grades 11 & 12 - for each grade level, increase the percent of students scoring at Level 4 by 2%.
EL Reclassification rates	2019-2020: 9% as of March 2020. Schools closed due to the COVID-19 pandemic				Increase reclassification rate annually by 2%.
SAT & ACT participation	2019-2020: SAT - 41.72% tested ACT - 11.8% tested				SAT and ACT - Maintain annually the number of students participating.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College/Career Readiness Indicator California School Dashboard	2019-2020: No available data due to the CA Dashboard suspended for the 2019-2020 school year 2018-2019: 55.3% prepared (yellow)				Increase 2% annually for all student subgroups.
Implementation of the Academic Content and Performance Standards Adopted by the State Board	2020-21: 100% Data Source: CALPADS				100%
A Broad Course of Study that Includes all of the Subject Areas Described in Section 51210 and Section 51220(a) to (i), as applicable.	2020-21: 100% Data Source: CALPADS				100%
How the Programs and Services will Enable English learners to Access the CCSS and the ELD Standards for Purposes of Gaining Academic Content Knowledge and English Language Proficiency.	2020-21: 100% Data Source: School Site Master Schedules that Shows Additional Support Courses for English learners				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Programs and Services Developed and Provided to Unduplicated Pupils.	2020-21: 100% Data Source: CALPADS				100%
Programs and Services Developed and Provided to Individuals with Exceptional Needs	2020-21: 100% Data Source: CALPADS				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 College Credit Course Opportunities	Continue to provide and expand College Credit course opportunities for all students during the summer, fall and spring semesters so they can get an early start on college. The District will help pay for textbooks, materials, and fees for all students.	$10,000.00	No
2	1.2 Parent Education	Parent Education: 1) Provide information on post-secondary options and educational resources unique to each grade level. 2) Expand the use of college readiness tools to inform parents and align students' strengths and interests to post-secondary goals. 3) Continue to offer Parent University workshop on relevant topics for families.	$6,100.00	Yes
3	1.3 Expand A-G and College Preparatory Classes for EL, LI, FY, and SWD students	Continue to ensure that English learners, Students with Disabilities, Foster Youth, Low Income Students, and unduplicated count students have access to the full range of college preparatory courses. Increase student access to A-G courses. Explore making special education classes A-G eligible. The total fund is $0 because it is included in the teacher and administrator salaries.	$1,126,920.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	1.4 EL, SWD, and LI Parent Education	EL, SWD, and LI Parent Education: 1) Continue to provide training on how to navigate the parent/student portal (My.hbuhsd.edu) for families, including unduplicated count students, Students with Disabilities, Low-Income students, and English learners. 2) Increase availability, awareness, and access to family education programs (i.e. PLI, Grupo Crecer, etc.) to support EL student achievement.	$20,000.00	Yes
5	1.5 Technology Tools to Enhance Teaching and Learning	Technology Tools to Enhance Teaching and Learning: 1) All teachers will use available online resources (i.e. Aeries and/or Canvas) to communicate with students and parents (i.e. grades, assignments, attendance). 2) Continue to embed technology tools in all curricular areas (i.e. Desmos, Pear Deck, Canvas, Edulastic, Turn it in, etc.) that support student engagement, real-time formative feedback, and assessment. 3) All students will continue to be provided a Chromebook. 4) Pursue access to give all hotspots for those needed.	$401,630.00	No
6	1.6 Parent Education for Parents of Students with Disabilities	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.	$1,000.00	Yes
7	1.7 Continue to provide extended time to utilize district/site resources for all students	Continue to provide extended time to utilize district/site resources for all students such as extended library hours. This goal is for all students; however, it is principally directed for our foster youths, students experiencing homelessness, Low-Income students, English learners, and Students with Disabilities.	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	1.8 Provide professional development in working with the unique needs of EL, LI and SWD students in the core content classroom	Continue to provide professional development in working with the unique needs of EL, LI and SWD students in the core content classroom that is subject specific.	$32,000.00	Yes
9	1.9 Continue to implement STEAM education initiatives	Continue to implement STEAM education initiatives. This initiative is for all students; however, it is principally directed for our foster youths, students experiencing homelessness, Low-Income students, English learners, and Students with Disabilities.	$20,000.00	Yes
10	1.10 Provide professional development to support the implementation of the State Academic Standards	Continue to provide professional development to teachers to support the implementation of the State Academic Standards, including English Language Development and Next Generation Science Standards for our English learners.	$80,000.00	Yes
11	1.11 EL students will have full access to the State Academic Standards and the English Language Development standards	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.	$1,953,321.00	Yes
12	1.12 The English Language Development program will continue to ensure sufficient rigor for EL students so that students can meet the annual English language	The English Language Development program will continue to ensure sufficient rigor for EL students so that students can meet the annual English language development objectives.	$300,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	development objectives			
13	1.13 Expand Career Technical Education (CTE) awareness and student participation in sequenced pathways aligned to careers	Expand Career Technical Education (CTE) awareness and student participation in sequenced pathways aligned to careers.	$5,000.00	No
14	1.14 Explore administering and utilizing career interest surveys with students	Explore administering and utilizing career interest surveys with students.	$28,000.00	No
15	1.15 Implement the recommendations of the Future Ready Committee	Implement the recommendations of the Future Ready Committee.	$4,500.00	No
16	1.16 Collaborate with instructional staff to evaluate and modify current instructional practices	Collaborate with instructional staff to evaluate and modify current instructional practices.	$0.00	No
17	1.17 Provide professional development for Special Education Case Managers regarding graduation requirements and college requirements	Provide professional development for Special Education Case Managers regarding graduation requirements and college requirements.	$15,000.00	Yes
18	1.18 Use formative assessments to measure student learning to inform instruction	Use formative assessments to measure student learning to inform instruction.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
19	1.19 Homeless and Foster Youth Graduation Exemption	Homeless and Foster Youth Graduation Exemption: Continue to identify the Homeless and Foster 11th and 12th graders and meet with each student to educate them regarding this exemption. The total fund is $0 because it is included in the Director of Student Services' salary.	$0.00	Yes
20	1.20 Use technology to increase the potential for parent participation in meetings	Use technology to increase the potential for parent participation in meetings related to curricular and co-curricular programs. The total fund is $0 because it's part of the Zoom and Google contracts.	$0.00	No
21	1.21 Provide a summer school program that addresses the needs of students for remediation, acceleration, and credit recovery.	Provide a summer school program that addresses the needs of students for remediation, acceleration, and credit recovery.	$0.00	No
22	1.22 Identify and provide study skills, remediation, credit recovery opportunities during the school year to support students who are credit and skill deficient.	Identify and provide study skills, remediation, credit recovery opportunities during the school year to support students who are credit and skill deficient.	$0.00	No
23	1.23 Expand tutoring and support for all students.	Expand tutoring and support for all students.	$0.00	No

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	HBUHSD will increase student achievement and college and career readiness for all students.

An explanation of why the LEA has developed this goal.

Pupil Achievement and Other Pupil Outcomes

All HBUHSD students will graduate from high school ready for college and careers and prepared to pursue the future of their choosing. Our college and career-ready graduates will have:

1. Mastery of rigorous knowledge and skills in core academic disciplines.
2. The skills necessary to be successful in charting their postsecondary path.
3. 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.
4. Met the UC/CSU entrance requirements.

Pupil Engagement

HBUHSD believes ensuring equity in education is a necessary component in narrowing the achievement gap. We will provide evidence-based systems of support for all students to continue decreasing the number of students transferred to programs outside of our District and to narrow the achievement gaps. Interventions will be provided to support all students from dropping out of school (cohort dropout rates). We will continue to focus on strategies to decrease the number of LTELs (percent identified on CBEDS compared to last day of school).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates Report	2019-2020: No data due to mandatory school closures due to COVID-19 pandemic 2018-2019:				Increase attendance rates annually by 0.2% for all student subgroups (All Students, SWD, EL, LI, and RFEP)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All: 95.4% SWD: 91.2% EL: 93.4% LI: 94.2% RFEP: 96.8%				
Chronic absenteeism Report	2019-2020: No data due to mandatory school closures due to COVID-19 pandemic 2018-2019: 10.7%				Decrease a minimum of 0.5% annually.
Dropout Rates (cohort)	2019-2020: All: 2.05% SWD: 3.82% EL: 6.54% LI: 3.34% FY: 20.83% Homeless: 5.09%				Decrease the cohort dropout rates 0.5% annually for all student subgroups (All Students, SWD, EL, LI, FY, and HY)
Number of students transferred to ACCESS	2019-2020: 120 Students				Continue to decrease the number of students transferred to ACCESS from prior year.
Number/Percent of LTELs	2019-2020: 1,085 Students				Decrease by 3% annually the number of LTELs identified on CBEDS date through last day of school.

Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 Continue to support AVID.	Continue to support AVID.	$21,675.00	No
2	2.2 Professional Development for Classified and Certificated Staff	Professional Development: 1) Develop and provide a cohesive district-wide program to identify and support student success. 2) Provide professional development on Implementation of System of Support through MTSS (Multi-Tiered System of Supports) best practices and implement interventions for struggling students. 3) Continue to support co-teaching classes and increase the number of co-teaching sections and match the demand from students in order to support the least restrictive environment. 4) Continue and expand professional development opportunities for classified staff.	$15,000.00	Yes
3	2.3 Student Supports	Student Supports: 1) Expand credit attainment options. 2) Identify struggling students specifically in grades 9 and 10 and continue to utilize research-based math and reading programs to close the achievement gaps. 3) Continue to utilize release periods for MTSS teachers at the six comprehensive school sites. 4) Explore methodologies to support the social-emotional needs of all students.	$242,754.00	Yes
4	2.4 Parent Education	Parent Education: 1) Provide drug and alcohol awareness and student wellness education. 2) Provide educational opportunities through Parent University, site communications, parent groups, and classes.	$1,700.00	No

Action #	Title	Description	Total Funds	Contributing
5	2.5 EL Program Support	English leaner Program Support: 1) Provide training opportunities for DELAC members to assist them in accessing the systems of support to better engage in their student's learning. 2) Continue to fund the PELL Coordinators. 3) Increase availability of interpretation and translation services at school functions. 4) Focus professional development on instructional strategies used to support students in sheltered settings.	$169,854.00	Yes
6	2.6 Continue ongoing review of best practices for supporting the needs of Foster Youth.	Continue ongoing review of best practices for supporting the needs of Foster Youth. The total fund is $0 because it is included in the Director of Student Services' salary.	$0.00	Yes
7	2.7 Provide professional development for site teachers to work effectively with homeless and foster youths.	Provide professional development for site teachers to work effectively with homeless and foster youths.	$5,000.00	Yes
8	2.8 Expand training and resources for staff and students related to diversity, inclusion, and equity.	Expand training and resources for staff and students related to diversity, inclusion, and equity.	$20,000.00	No

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	All schools are clean and safe and have a positive climate that supports the academic, emotional and physical needs of all students.

An explanation of why the LEA has developed this goal.

Basic (Condition of Learning)
1. HBUHSD is committed to providing 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 students can learn and thrive.
2.100% of our students will have access to standards-aligned instructional materials to be successful.

School Climate
1. HBUHSD will continue to provide a well-maintained learning environment where all students feel physically and emotionally safe and at school.
2. We are committed to providing support services for all students to reduce the suspension and expulsion rates for all student groups.
3. We will continue to develop and implement Restorative Practices.

Course Access
1. HBUHSD is committed to ensuring all students have access to the full range of college preparatory courses.
2. All students have access to A-G courses.
3. Explore making more special education classes A-G eligible.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student survey or Student Focus Groups (school connectedness & school safety)	2020-21: 88% of students feel their school has a positive learning climate/environment; 83% feel safe at their school; 90% believe				Gather information from students on a variety of topics including school safety and school connectedness.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	teachers care about their learning; and 88% feel the support staff treat students with respect.				
Facility rating on SARCs (School Accountability Report Card) SARC	S2019-2020: All schools received an overall facility rating of 'Exemplary' on their SARCs with the exception of Valley Vista with an overall facility rating of 'Good/Exemplary'				All schools will receive an overall facility rate of 'Exemplary' on their SARCs.
Suspension Rates	2019-2020: All Students - 1.7%; EL - 3.8%; SWD - 4.5%; LI - 2.5%; HY - 4.5%; FY - 5.5%; African American - 4.5%; Hispanic Students - 2.6%				Decrease by 0.5% annually for all student subgroups (All Students, EL, SWD, LI, HY, FY, African American Students, and Hispanic Students)
Expulsion Rates	2019-2020: 5 students or 0.03%				Continue to decrease or maintain an expulsion rate of 0.01% for all students.
Parent Survey or Forums	2020-21: 84% feel their student is safe at their school; 85% feel their school communicates in a timely manner; 57% feel their school establishes strong relationships with				Gather information from parents on a variety of topics including school safety and school connectedness.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	families; and 52% believes their school seeks parent input when making decisions.				
Student Access to Standards-Aligned Textbooks/ Instructional Materials	2020-21: 100% of HBUHSD students have access to standards aligned textbooks/instructional materials.				100% of HBUHSD students will have access to standards aligned textbooks/instructional materials.
Teacher Misassignment Rate	2020-21: 48 Teachers				Decrease the total number of teachers misassigned as reported at December Board meeting.
Teachers Appropriately Assigned and Fully Credentialed in the Subject Area, and, for the pupils, they are teaching	2020-21: 100% of teachers in the district are credentialed				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1 District Wellness Specialists will continue to provide counseling services for students.	District Wellness Specialists will continue to provide counseling services for students.	$278,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	3.2 Continue to provide financial, educational, and wellness resources for all staff.	Continue to provide financial, educational, and wellness resources for certificated, classified and administrative staff. In addition, continue to provide financial resources for operational/facility needs to ensure a safe, secure learning and working environment.	$6,127,541.00	Yes
3	3.3 Provide resources related to digital literacy, social media and cyber citizenship	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.	$151,746.00	Yes
4	3.4 Continue to inform parents and students about programs	Continue to inform parents and students about programs that allow for open flow communication with respect to safety concerns on campus.	$324,330.00	Yes
5	3.5 All students will have appropriate standards-aligned textbooks/instructional materials	All students will have appropriate standards-aligned textbooks/instructional materials, including digital instructional materials, and will be enrolled in all required areas of study.	$220,000.00	Yes
6	3.6 Continue updating technology infrastructure	Continue updating technology infrastructure on an ongoing basis including hardware, software and internet systems (i.e. access points and firewall).	$0.00	No
7	3.7 Continue to monitor teacher assignments	Continue to monitor teacher assignments to ensure appropriate placement based on credentials.	$0.00	No
8	3.8 Continue to increase teacher recruitment and retention	Continue to increase teacher recruitment and retention through competitive salary schedule.	$1,140,000.00	No
9	3.9 Continue to supplement funding for Low Income	Continue to supplement funding for Low Income students who take AP and IB exams.	$56,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	students who take AP and IB exams.			
10	3.10 Apply to the California Teaching Commission (CTC) to run and maintain our own teacher induction program.	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. Our program is designed to support candidates in meeting each standard of the California Standards for the Teaching Profession.	$240,826.00	No
11	3.11 Increase outreach efforts to encourage parental participation	Increase outreach efforts to encourage parental participation in site and district decision making, including parents of unduplicated pupils and students with disabilities.	$0.00	No
12	3.12 Continue to train staff to implement Restorative Practices.	Continue to train staff to implement Restorative Practices.	$0.00	No
13	3.13 Continue to offer Parent University to present information on Alternatives to Suspension.	Continue to offer Parent University to present information on Alternatives to Suspension.	$1,000.00	No
14	3.14 Create a resource guide for Foster Youth and/or Mckinney Vento students and staff.	Create a resource guide for Foster and Homeless students and staff. The total fund is $0 because it is included in the Director of Student Services' salary.	$0.00	Yes
15	3.15 Focus of Trauma Informed	Focus of Trauma Informed practices for students, staff, and families	$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
	practices for students, staff, and families			

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.54%	11,633,171

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Supplemental funds are used to support services that are principally directed toward and are effective in meeting the needs of unduplicated pupils in the state and local priority areas. Increasing academic achievement and career readiness for our English learners, Foster Youth, and Low-Income students is a primary focus for the Huntington Beach Union High School District.

There are several actions that are being implemented across the district that are increasing or improving services for unduplicated students. Most of these are continued from the 2017-2019 LCAP and the explanation below includes discussion of outcome data and implementation results.

GOAL 1

Action 1.3: Continue to ensure that English learners, Foster Youths, Students with Disabilities, and Low-Income Students have access to the full range of college preparatory courses. Increase student access to A-G courses. Explore making special education classes A-G eligible. This action is based on our need to improve our A-G completion rates for all of our students, specifically our English Learners, Low-Income students, and Foster Youths. The district determined this action is effective because even though we saw an overall increase in A-G completion rates for all subgroups, our A-G completion rate is only at 51.9%. We firmly believe that this rate could be higher if we continue to provide students with a full range of college preparatory classes and increase student access to even more A-G classes. The district is committed to providing all students with the full range of college preparatory classes so they have the opportunity to attend whichever post-secondary options best meet their academic, behavioral, and social-emotional needs.

Action 1.4: EL, FY, HY, and LI Parent Education: 1) Continue to provide training on how to navigate the parent/student portal (My.hbuhsd.edu). 2) Increase availability, awareness, and access to family education programs (i.e. PLI, Grupo Crecer, etc.) to support EL student achievement. Grupo Crecer, an Educational Consultant, provides information to parents of EL students to help them understand the HBUHSD graduation requirements and courses needed to meet the A-G requirements. The 2019-2020 cohort dropout rate for Foster Youth during the 2019-2020 school year increased by 17.03% from 2018-2019. The district determined this action is effective because we firmly believe in providing relevant and meaningful educational workshops and community resources for parents to become partners within the school community. Increasing the involvement of parents in the school community empowers them to be more engaged with their student's education. This action focuses more on English learners, Low Income Students, Foster Youth, and Homeless Youth since parents for students in these groups require additional support and resources due to their unique needs. Moreover, this action is designed to decrease barriers inhibiting parents of unduplicated count students from being fully engaged in their students' learning.

Action 1.7: Continue to provide extended time to utilize district/site resources for all students (i.e. LI, FY, SWD, EL). 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. Additionally, low-income students are more likely to lack access to technology supports and funds to purchase books. Having a safe place to study and getting important guidance from the district library staff will be an important resource. The school sites will continue to advertise library hours and the resources they offer so students and families are aware of the opportunities present. As schools fully reopen for 100% in-person instruction post-COVID, providing extended time to utilize district and site resources like the libraries will play a critical role.

Action 1.8 Continue to provide professional development in working with the unique needs of EL, LI, and SWD students in the core content classroom that is subject-specific. Funding provided for two release periods for our Program for English language learners Facilitator who provides professional development for our teachers researches supplemental instructional materials and provides support to all school sites' English learners coordinators. The District believes this action increases the number of adults trained to help students in their core academic subject to provide even more relevant and meaningful academic support for our English learners, Low-Income Students, and Students with Disabilities.

Action 1.9 Continue to implement STEAM education initiatives. STEAM education provides an interdisciplinary learning model where students can apply content knowledge as well as key skills. High-quality STEAM education initiatives prepare students to face real-life problems with more creativity, critical thinking, and effectiveness. Although our A-G completion rate went up by 1.9% from 2018-2019 to 2019-2020, we believe that we can increase the A-G completion rates even more by preparing our students with the appropriate guidance and support needed to be college and career ready.

Action 1.10 Provide professional development to support the implementation of the State Academic Standards. District facilitators collaborate with teachers to provide a range of professional development, including coaching, to help chart and align the instructional courses in the district. State Academic Standards are imperative because the standards were created to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career, and life.

Action 1.11 EL students will have full access to the State Academic Standards and the English Language Development standards to gain academic knowledge and English language proficiency. HBUHSD will continue to provide roughly 70 sections of LEP and EL courses to

support our English learners in their academic classes. The district continues to provide learning experiences for teachers and classroom materials to align with the state's adopted standards and the English Language Development standards, especially in the core subject areas of ELA, Math, Science, English Language Development, and Social Science classes. The standards help students develop critical thinking skills and prepare our unduplicated students to be civically engaged and college and career ready.

Action 1.12 The English Language Development program will continue to ensure sufficient rigor for EL students so that students can meet the annual English language development objectives. As stated in the ELA/ELD Framework (pp. 6-10 and pp. 5-16), the goals of the HBUHSD ELD program are for each student to acquire the skills for living and learning in the 21st century. Every year students who are English learners will take the ELPAC summative to measure their progress in learning English.

Action 1.19 Homeless and Foster Youth Graduation Exemption: Continue to identify the Homeless and Foster 11th and 12th graders and meet with each student to educate them regarding this exemption. Students who qualify for Homeless and Foster students only need 130 credits for graduation instead of 220. This action is designed to allow more Foster and Homeless students to earn their high school diplomas and have greater post-secondary options.

GOAL 2

Action 2.5: EL Program Support: 1) Provide training opportunities for DELAC members to assist them in accessing the systems of support to better engage in their student's learning. 2) Continue to fund the PELL Coordinators. 3) Increase availability of interpretation and translation services at school functions. 4) Focus professional development on instructional strategies used to support students in sheltered settings. We will continue to provide PELL coordinators at each of our school sites who will monitor the academic progress of English learners and prepare recommendations for the RFEP process. During th2 2019-2020 school year, 15 fewer EL students were reclassified due to mandatory school closures on March 13, 2020. Moving forward, we need to continue our focus on reclassifying our students as soon as they have met the criteria because reclassification is an important step as it has the potential to put students on an educational track that has access to resources that better prepare them for postsecondary education. The district continues to provide learning experiences for teachers and classroom materials to align with the state's adopted standards and the English Language Development standards, especially in the core subject areas of ELA, Math, Science, English Language Development, and Social Science classes. The standards help students develop critical thinking skills and prepare our unduplicated students to be civically engaged and college and career ready.

Action 2.6: Continue ongoing review of best practices for supporting the needs of Foster Youth. Use of instructional aides, bilingual aides, and support staff to provide targeted, tiered, and differentiated intervention strategies for Foster Youth. Foster Youth is one of the major subgroups that our district is going to dig deeper to analyze and provide targeted interventions and support services to help them be successful. During the 2019-2020 school year, our graduation rates increased for all subgroups except for our Foster Youths. The graduation rate for Foster Youth dropped from 69.2% in 2018-2019 to 58.2% in 2019-2020. As HBUHSD continues to review best practices, a targeted effort will be implemented to focus even further on the disproportionately affected students with high needs to ensure that Foster Youth increase their graduation rate and become college and career-ready.

Action 2.7: Provide professional development for site teachers to work effectively with homeless and foster youths. The District will continue to provide relevant and meaningful professional development for site teachers to work effectively with homeless and foster youths so they can thrive academically, behaviorally, and social-emotionally. During the 2019-2020 school year, our graduation rates increased for all subgroups except for our Foster Youths. The graduation rate for Foster Youth dropped from 69.2% in 2018-2019 to 58.2% in 2019-2020. As HBUHSD continues to review best practices, a targeted effort will be implemented to focus even further on the disproportionately affected students with high needs to ensure that Foster Youth increase their graduation rate and become college and career-ready. This effort includes professional development and collaboration with our Homeless and Foster Youth Services staff liaison to provide targeted support and prioritized these student groups for credit recovery.

GOAL 3

Action 3.9: 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. AP and IB courses provide students the opportunity to participate in rigorous, engaging, and college preparatory programs that aligned with college and international standards. These programs are intended to serve all students, including our unduplicated student population. Ocean View and Westminster High Schools are Title 1 schools that serve a high percentage of low-income students. The district is committed to funding for Low-Income students to take the AP and IB exams because these exams help students focus on critical thinking skills, nurture curiosity, and help develop the ability to solve complex problems. The overall AP exam pass rate increased 2.4% from 73% in 2018-2019 to 75.4% in 2019-2020. AP exam pass rate for EL students increased 5.8% and Low-Income students increased 4.6% from 2018-2019 to 2019-2020. These results are promising and tell the story that providing a valuable opportunity to unduplicated students is improving outcomes.

Action 3.14: Create a resource guide for Foster Youth and/or McKinney Vento students and staff. 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. Creating a resource guide that outlines processes and protocols would be extremely beneficial to their success. Some of the resources in the guide would include immediate enrollment, timely transfer of records, graduation exemption, and more. As HBUHSD works towards creating a resource guide for our foster and homeless youth, a targeted effort will be implemented to focus even further on the disproportionately affected students with high needs to ensure that Foster Youth and McKinney Vento students increase their graduation rate and become college and career-ready.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Overall, services for Foster Youth, English learners, and low-income students are being increased or improved through a range of actions that include actions focusing only on one or more unduplicated student groups, actions that are funded by multiple resources with one or more components focused on the needs of unduplicated students, and actions that are funded only/primarily by LCFF Supplemental funds and implemented broadly, with the expectation that implementation is principally benefitting unduplicated students.

The actions and services described in this plan that are being provided as an increase or improvement to unduplicated students include:

1. EL and LI Parent Education: Expand the use of college readiness tools to inform parents and align students' strengths and interests to post-secondary goals. Continue to provide training on how to navigate the parent/student portal. Increase availability, awareness, and access to family education programs to support EL student achievement and high school graduation. Improved communication between teachers and parents increases student engagement as measured by homework completion rates, on-task behavior, and class participation ('The Power of Parents, Research Underscores the Impact of Parent Involvement in School' February 2014).

2. Credit recovery opportunities during the school day and summer school.

3. Continue to provide extended time to utilize district/site resources for all students. 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.

4. Continue to provide professional development in working with the unique needs of EL and LI students in the core content classroom that is subject-specific. Professional development provides opportunities for teachers to learn how to adapt instruction for the needs of EL and LI students and how to work with parents to build strong school programs.

5. Continue to implement CTE/STEAM education initiatives including sequenced pathways aligned to careers. STEAM education is a key pathway to success in 21st-century careers and college. Students learn to think critically and flexibly, preparing them for fulfilling 21st-century careers.

6. The English Language Development program will continue to ensure sufficient rigor for EL students so that students can meet the annual English language development objectives. As stated in the ELA/ELD Framework (pp. 6-10 and pp. 5-16), the goals of the HBUHSD ELD program are for each student to acquire the skills for living and learning in the 21st century.

7. Student Interventions: Continue to utilize research-based math and reading programs to close the achievement gaps. Khan Academy, Read 180 Next Generation, Edge Curriculum, and System 44 are programs used to close the achievement gap and support language acquisition and literacy skills.

8. EL Program Support: Continue to fund the PELL Coordinators. The PELL Coordinators will monitor EL and redesignated students to help ensure success in the EL program or in the transition to mainstream instruction.

9. Continue to provide financial, educational, and wellness resources for certificated, classified, and administrative staff. In addition, continue to provide financial resources for operational/facility needs to ensure a safe, secure learning and working environment. HBUHSD believes in the following statements as reflected in the LCAP 1). Providing a safe working and learning environment, 2). Being responsible for the well-being of students, staff, and the institution/facilities/environment to promote success, 3). Fostering a culture of visionary leadership, and 4). Encouraging a mindset of growth and innovation.

10. All students, especially our English learners, low-income students, and Foster Youth will have appropriate standards-aligned textbooks/instructional materials, including digital instructional materials, and will be enrolled in all required areas of study. All students have access to standards-aligned instructional materials. Before textbooks are purchased they are thoroughly evaluated by teachers, administrators, curriculum facilitators, and made available for review by the community and the Board of Trustees.

11. Continue to increase teacher growth and retention through a competitive salary schedule. We firmly believe education is a people-centered enterprise that derives its strength from the quality of its employees. HBUHSD will sustain common and consistent practices for recruiting, hiring, and retaining staff.

12. Supplement finding 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.

13. Translation and Interpretation services directed specifically towards English learners and families who require translation and interpretation.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$13,022,397.00				$13,022,397.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$10,179,292.00	$2,843,105.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	1.1 College Credit Course Opportunities	$10,000.00				$10,000.00
1	2	Foster Youth	1.2 Parent Education	$6,100.00				$6,100.00
1	3	English Learners Foster Youth Low Income	1.3 Expand A-G and College Preparatory Classes for EL, LI, FY, and SWD students	$1,126,920.00				$1,126,920.00
1	4	English Learners Low Income	1.4 EL, SWD, and LI Parent Education	$20,000.00				$20,000.00
1	5	All	1.5 Technology Tools to Enhance Teaching and Learning	$401,630.00				$401,630.00
1	6	Foster Youth Low Income	1.6 Parent Education for Parents of Students with Disabilities	$1,000.00				$1,000.00
1	7	English Learners Foster Youth Low Income	1.7 Continue to provide extended time to utilize district/site resources for all students	$1,000.00				$1,000.00
1	8	English Learners Foster Youth Low Income	1.8 Provide professional development in working with the unique needs of EL, LI and SWD students in the core content classroom	$32,000.00				$32,000.00
1	9	English Learners Foster Youth Low Income	1.9 Continue to implement STEAM education initiatives	$20,000.00				$20,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	English Learners	1.10 Provide professional development to support the implementation of the State Academic Standards	$80,000.00				$80,000.00
1	11	English Learners	1.11 EL students will have full access to the State Academic Standards and the English Language Development standards	$1,953,321.00				$1,953,321.00
1	12	English Learners	1.12 The English Language Development program will continue to ensure sufficient rigor for EL students so that students can meet the annual English language development objectives	$300,000.00				$300,000.00
1	13	All	1.13 Expand Career Technical Education (CTE) awareness and student participation in sequenced pathways aligned to careers	$5,000.00				$5,000.00
1	14	All	1.14 Explore administering and utilizing career interest surveys with students	$28,000.00				$28,000.00
1	15	All	1.15 Implement the recommendations of the Future Ready Committee	$4,500.00				$4,500.00
1	16	All	1.16 Collaborate with instructional staff to evaluate and modify current instructional practices					$0.00
1	17	Foster Youth Low Income	1.17 Provide professional development for Special Education Case Managers regarding graduation requirements and college requirements	$15,000.00				$15,000.00
1	18	All	1.18 Use formative assessments to measure student learning to inform instruction					$0.00
1	19	Foster Youth	1.19 Homeless and Foster Youth Graduation Exemption					$0.00
1	20	All	1.20 Use technology to increase the potential for parent participation in meetings					$0.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	21	All	1.21 Provide a summer school program that addresses the needs of students for remediation, acceleration, and credit recovery.					$0.00
1	22	All	1.22 Identify and provide study skills, remediation, credit recovery opportunities during the school year to support students who are credit and skill deficient.					$0.00
1	23	All	1.23 Expand tutoring and support for all students.					$0.00
2	1	All	2.1 Continue to support AVID.	$21,675.00				$21,675.00
2	2	English Learners Foster Youth Low Income	2.2 Professional Development for Classified and Certificated Staff	$15,000.00				$15,000.00
2	3	English Learners Foster Youth Low Income	2.3 Student Supports	$242,754.00				$242,754.00
2	4	All	2.4 Parent Education	$1,700.00				$1,700.00
2	5	English Learners Low Income	2.5 EL Program Support	$169,854.00				$169,854.00
2	6	Foster Youth	2.6 Continue ongoing review of best practices for supporting the needs of Foster Youth.					$0.00
2	7	Foster Youth	2.7 Provide professional development for site teachers to work effectively with homeless and foster youths.	$5,000.00				$5,000.00
2	8	All	2.8 Expand training and resources for staff and students related to diversity, inclusion, and equity.	$20,000.00				$20,000.00
3	1	English Learners Foster Youth Low Income	3.1 District Wellness Specialists will continue to provide counseling services for students.	$278,500.00				$278,500.00
3	2	English Learners Foster Youth Low Income	3.2 Continue to provide financial, educational, and wellness resources for all staff.	$6,127,541.00				$6,127,541.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	English Learners Foster Youth Low Income	3.3 Provide resources related to digital literacy, social media and cyber citizenship	$151,746.00				$151,746.00
3	4	English Learners Foster Youth Low Income	3.4 Continue to inform parents and students about programs	$324,330.00				$324,330.00
3	5	English Learners Foster Youth Low Income	3.5 All students will have appropriate standards-aligned textbooks/instructional materials	$220,000.00				$220,000.00
3	6	All	3.6 Continue updating technology infrastructure					$0.00
3	7	All	3.7 Continue to monitor teacher assignments					$0.00
3	8	All	3.8 Continue to increase teacher recruitment and retention	$1,140,000.00				$1,140,000.00
3	9	Low Income	3.9 Continue to supplement funding for Low Income students who take AP and IB exams.	$56,000.00				$56,000.00
3	10	All	3.10 Apply to the California Teaching Commission (CTC) to run and maintain our own teacher induction program.	$240,826.00				$240,826.00
3	11	All	3.11 Increase outreach efforts to encourage parental participation					$0.00
3	12	All	3.12 Continue to train staff to implement Restorative Practices.					$0.00
3	13	All	3.13 Continue to offer Parent University to present information on Alternatives to Suspension.	$1,000.00				$1,000.00
3	14	Foster Youth	3.14 Create a resource guide for Foster Youth and/or Mckinney Vento students and staff.					$0.00
3	15	All	3.15 Focus of Trauma Informed practices for students, staff, and families	$2,000.00				$2,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$11,146,066.00	$11,146,066.00
LEA-wide Total:	$11,146,066.00	$11,146,066.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**2**	1.2 Parent Education	LEA-wide	Foster Youth	All Schools	$6,100.00	$6,100.00
1	**3**	1.3 Expand A-G and College Preparatory Classes for EL, LI, FY, and SWD students	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,126,920.00	$1,126,920.00
1	**4**	1.4 EL, SWD, and LI Parent Education	LEA-wide	English Learners Low Income	All Schools	$20,000.00	$20,000.00
1	**6**	1.6 Parent Education for Parents of Students with Disabilities	LEA-wide	Foster Youth Low Income	All Schools	$1,000.00	$1,000.00
1	**7**	1.7 Continue to provide extended time to utilize district/site resources for all students	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	$1,000.00
1	**8**	1.8 Provide professional development in working with the unique needs of EL, LI and SWD students in the core content classroom	LEA-wide	English Learners Foster Youth Low Income	All Schools	$32,000.00	$32,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	9	1.9 Continue to implement STEAM education initiatives	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	$20,000.00
1	10	1.10 Provide professional development to support the implementation of the State Academic Standards	LEA-wide	English Learners	All Schools	$80,000.00	$80,000.00
1	11	1.11 EL students will have full access to the State Academic Standards and the English Language Development standards	LEA-wide	English Learners	All Schools	$1,953,321.00	$1,953,321.00
1	12	1.12 The English Language Development program will continue to ensure sufficient rigor for EL students so that students can meet the annual English language development objectives	LEA-wide	English Learners	All Schools	$300,000.00	$300,000.00
1	17	1.17 Provide professional development for Special Education Case Managers regarding graduation requirements and college requirements	LEA-wide	Foster Youth Low Income	All Schools	$15,000.00	$15,000.00
1	19	1.19 Homeless and Foster Youth Graduation Exemption	LEA-wide	Foster Youth	All Schools		$0.00
2	2	2.2 Professional Development for	LEA-wide	English Learners Foster Youth	All Schools	$15,000.00	$15,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		Classified and Certificated Staff		Low Income			
2	3	2.3 Student Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	$242,754.00	$242,754.00
2	5	2.5 EL Program Support	LEA-wide	English Learners Low Income	All Schools	$169,854.00	$169,854.00
2	6	2.6 Continue ongoing review of best practices for supporting the needs of Foster Youth.	LEA-wide	Foster Youth	All Schools		$0.00
2	7	2.7 Provide professional development for site teachers to work effectively with homeless and foster youths.	LEA-wide	Foster Youth	All Schools	$5,000.00	$5,000.00
3	1	3.1 District Wellness Specialists will continue to provide counseling services for students.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$278,500.00	$278,500.00
3	2	3.2 Continue to provide financial, educational, and wellness resources for all staff.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,127,541.00	$6,127,541.00
3	3	3.3 Provide resources related to digital literacy, social media and cyber citizenship	LEA-wide	English Learners Foster Youth Low Income	All Schools	$151,746.00	$151,746.00
3	4	3.4 Continue to inform parents and students about programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$324,330.00	$324,330.00
3	5	3.5 All students will have appropriate standards-aligned	LEA-wide	English Learners Foster Youth	All Schools	$220,000.00	$220,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		textbooks/instructional materials		Low Income			
3	9	3.9 Continue to supplement funding for Low Income students who take AP and IB exams.	LEA-wide	Low Income	All Schools	$56,000.00	$56,000.00
3	14	3.14 Create a resource guide for Foster Youth and/or Mckinney Vento students and staff.	LEA-wide	Foster Youth	All Schools		$0.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

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

o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Support for Identified Schools**: 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**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.

- 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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal 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.

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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
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.

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
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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *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.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

 In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.

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

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

- o **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.

  - o **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.

  - o **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 K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

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

- **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.