

Hacienda La Puente Unified School District

Local Control and Accountability Plan LCAP *Draft in Progress*

Special Board Meeting

April 25, 2024

Presented by:

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Executive Director, Multilingual Programs and Assessment
Education Services



Our Mission Statement

The Hacienda La Puente Unified School District is dedicated to maximizing the talents, interests, and abilities of all its students, enabling them to meet the challenges and opportunities of a changing world. The district curriculum is based on the California State Frameworks. Classroom instruction is integrated, thematically applied, technologically integrated, and sensitive to the individual learning styles of students and the needs of the multicultural community we serve.



Guiding Principles

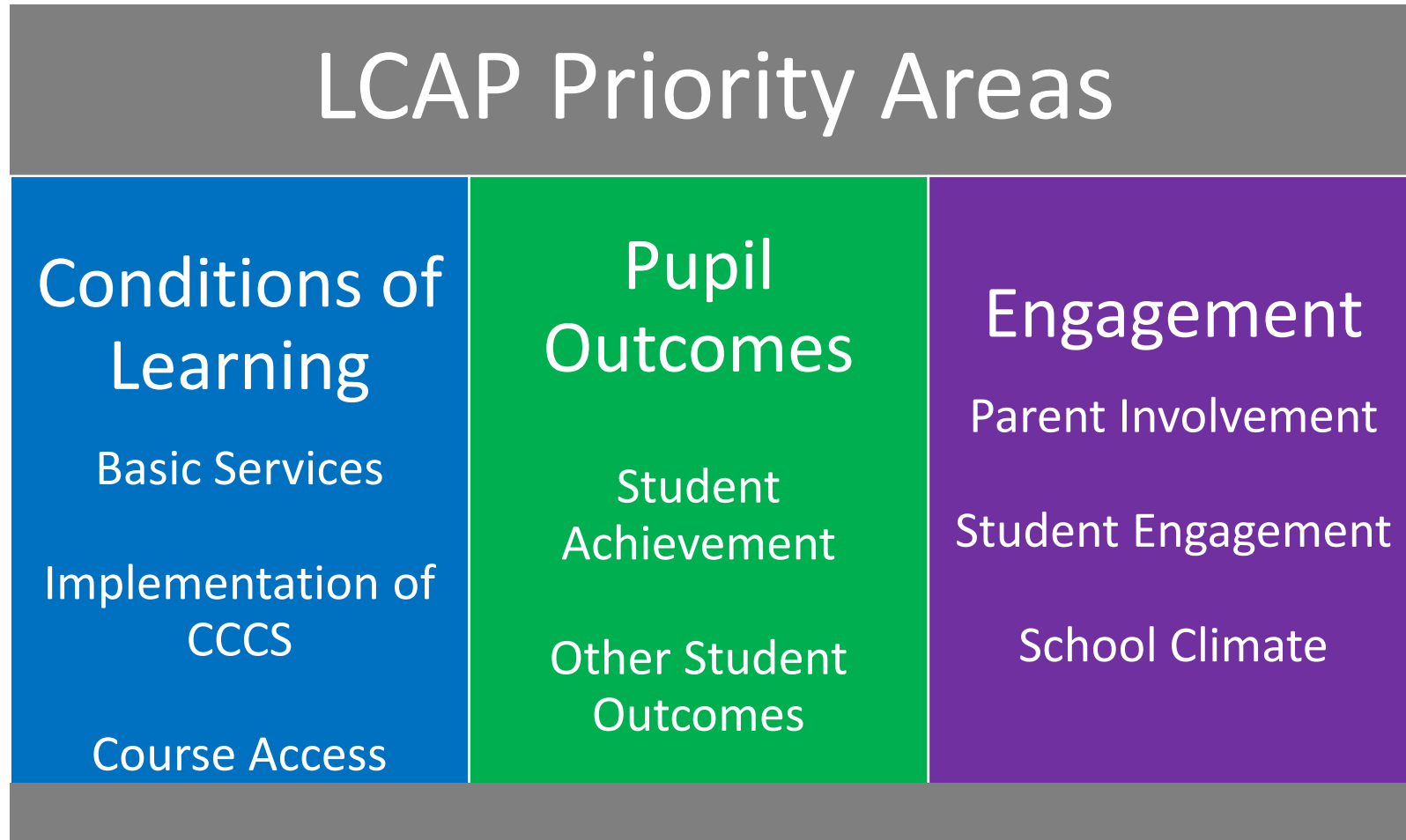
- We believe students, parents, staff and community have a shared responsibility for the establishment of a professional culture built upon dedication, honesty, integrity, pride, perseverance, collaboration, teamwork, and mutual trust and respect.
- We believe students, parents, staff and community have a shared responsibility for recognizing the diverse learning styles and individual needs of our students and ensuring all students meet high learning standards.
- We believe students, parents, staff and community have a shared responsibility to create a learning environment reflecting our community's diversity that is safe, clean, supportive and responsive.
- We believe students, parents, staff and community have a shared responsibility to protect and preserve the short-and long-term financial well-being of the District.

LCAP Annual Timeline

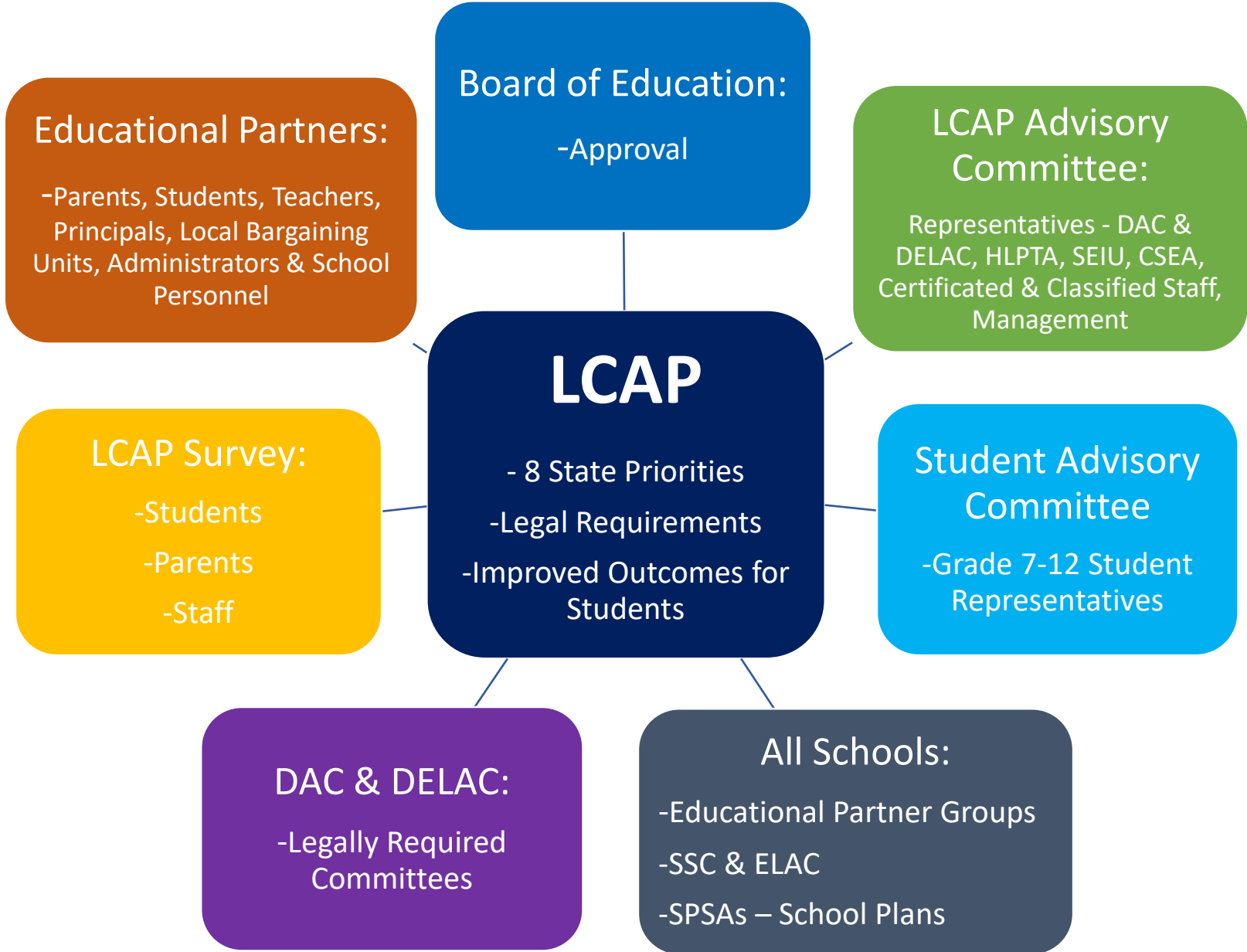
Timeline	Educational Partner Engagement & LCAP Development Process
October	<ul style="list-style-type: none"> Evaluate LCAP Year 3 progress & begin needs assessment based on LCAP metrics & goals Identify continuing and new LCAP Advisory Committee Members
November - December	<ul style="list-style-type: none"> Focus on and seek input based on needs assessment data to determine modifications or propose new goals, actions & services Convene LCAP Advisory Committee
January	<ul style="list-style-type: none"> LCAP Survey for educational partner input Continue educational partner input process & align continuing & emerging priorities with Governor's Budget
February - March	<ul style="list-style-type: none"> LCAP and LCFF Budget Overview Midyear Report to the Board Continue seeking LCAP priorities based on consultation with educational partners & community, and continue budget alignment process Continue Year 3 implementation and reflect on progress toward goals
April	<ul style="list-style-type: none"> LCAP Advisory Committee drafts proposals for LCAP 2024-27 Year 1 continuing/expanding priorities Present draft LCAP to DAC & DELAC for review & comment LCAP Special Board Meeting Presentation
May	<ul style="list-style-type: none"> Superintendent responds to DAC and DELAC comments in writing Incorporate feedback from educational partners into draft LCAP and refine LCAP goals, actions and strategies Revise & finalize draft LCAP & annual update Align SPSAs to LCAP goals, priorities, actions
June	<ul style="list-style-type: none"> Provide public notice: Opportunity to comment on draft LCAP Finalize draft LCAP following Governor's May budget revision Public Hearing (LCAP and budget) CA School Dashboard Local Indicators presentation to the Board in conjunction with the LCAP LCAP & budget provided for Board approval by June 30



Annually, each CA school district will, with meaningful educational partner engagement, develop their LCAP to address the 8 State Priority areas:



HLPUSD LCAP Educational Partners Engagement Process





LCAP

DISTRICT HOME

SCHOOLS ▾

LCAP

Peachjar

Quick Links ▾

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2024-25 LCAP Components:

- Budget Overview for Parents
- Plan Summary
 - General Information
 - Reflections: Annual Performance
 - Reflections: Technical Assistance
- Comprehensive Support and Improvement
- Educational Partners Engagement Process & Impact on LCAP
- Goals, Actions, & Services
 - Expected Outcomes
 - Planned Actions, Services and Expenditures
 - Goal Analysis for 2023-24
- Demonstration of Increased or Improved Services for Low-Income Students, English Learners, and Foster Youth
- Expenditure Summary

Proposed 2024-27 LCAP Goals

<p>1. Conditions of Learning</p> <ul style="list-style-type: none">• Basic Services• Implementation of CCCS• Course Access	<p>All students, TK through 12, including low income, English learners, and foster youth, will have access to effective and equitable conditions of learning and safe learning environments that ensure their preparedness for college and career upon graduation.</p>
<p>2. Student Outcomes</p> <ul style="list-style-type: none">• Student Achievement• Other Student Outcomes	<p>All students, TK through 12, including low income, English learners, and foster youth, will meet or exceed expected academic performance outcomes to ensure their preparedness for college and career upon graduation.</p>
<p>3. Engagement</p> <ul style="list-style-type: none">• Parent Engagement• Student Engagement• School Climate	<p>All students and parents, including low income, English learners, and foster youth, will be actively and purposefully engaged in school and learning, provided within positive learning environments that promote emotional safety and school connectedness to ensure all students' preparedness for college and career upon graduation.</p>
<p>4. Equity Multiplier Goal</p> <ul style="list-style-type: none">• Valley Alternative HS• Valley Community Day• Puente Hills High School	<p>Valley Alternative High, Valley Community Day, and Puente Hills High School will provide additional evidence-based services and supports to address the specific needs of students at school sites with prior year nonstability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent.</p>

Proposed 2024-27 Goal 1 Conditions of Learning:

Basic Services, Implementation of CA Standards, Course Access

- Fully credentialed & appropriately assigned teachers
- Expansion Universal TK
- CA Standards aligned textbooks and instructional materials
- Modern Language and TK Textbook Adoption
- Improve, maintain & repair school facilities
- Transportation Services
- Food Services
- Technology Services and Devices
 - Refresh 1:1 student technology every 3 years
- Differentiated Professional Development Plan
 - TK-12 Teachers
 - Instructional Aides
 - Classified Support Staff
- College & Career Readiness Courses
- Career Technical Education (CTE) Pathways
- High school summer school programs
- Language Acquisition Programs for EL's
- Increased Access to courses for English learners, foster youth and low- income students
 - Graduation Requirements & Reclassification
 - Schools' SPSA Actions/Service
- State Seal of Biliteracy
- State Seal of Civic Engagement



Proposed 2024-27 Goal 2 Student Outcomes:

Student Achievement, Other Student Outcomes

- Highly Qualified Teachers and Substitutes
- Classroom Instructional Aides
- Reduce class size grades TK-3
- Supplemental District TOSAs, Literacy Coaches, support staff, program support and training to increase student achievement
- Data, Research, and Innovation Department
- Expand Academic Multi-Tiered System of Supports (MTSS)
- Academic Support Services (Lexia, DreamBox, OverDrive)
- Math Enrichment Summer Program & HS Summer School
- Centralized Tutoring Support Services for Schools
- Title I - Title IV programs supplemental services
- Differentiated Professional Development Plan
 - Address Academic Needs of Targeted Student Groups
- English Learner supports and services
- Strengthen Dual Language Immersion Program
- Expand UC Davis C-STEM Program & New Pedagogies for Deep Learning (NPDL)
- Actions/Services to increase student achievement and equitable access to:
 - Electives
 - AP/IB
 - AVID
 - Signature Programs
 - CTE/ Technology
 - VAPA
 - Science Olympiad
 - Speech and Debate
 - Youth Cinema Project
 - Aviation Program



Proposed 2024-27 Goal 3 Engagement:

Parent Involvement, Student Engagement, School Climate

- Districtwide & School supports for Parent Involvement
- Parent Education Workshops
- TK-12 Counseling staff and services
- Psychologists, nurses, mental health providers
- After School Programs, Credit Recovery Programs
- Electives Programs to increase engagement
- Expand Behavior and Social Emotional Learning Multi-Tiered System of Supports (MTSS)
- Differentiated Professional Development Plan
 - Address Behavioral Needs of Targeted Student Groups
 - Address SEL Needs of Targeted Student Groups
- Conga Kids
- VAPA (Mariachi)
- Fieldtrips to Colleges and Universities
- Mental Health Supports for Students
- Police & Safety Department and School Safety Plans
- Student & Family Services behavior and attendance supports (Restorative Justice)
- Teen Workshop Series- focus on life skills, social-emotional & mental health
- Equity & Access coordination of services for Foster Youth and Homeless Youth
- Schools' SPSA Actions/Services supports for low income, English Learners, foster youth
- Professional development for certificated and classified staff in the areas of SEL and MTSS



Next Steps in LCAP Timeline

Date	HLPUSD LCAP Development Timeline
April	<ul style="list-style-type: none">• Incorporate feedback from educational partner groups into draft• Begin finalizing LCAP based on educational partner input and available data from state priority metrics and/or local metrics• Present draft LCAP to DAC and DELAC for comment• LCAP Special Board Meeting• Refine LCAP goals, actions and strategies
May	<ul style="list-style-type: none">• Superintendent - Respond to DAC & DELAC comments in writing• Review 2024-25 LCAP in light of Governor's May Budget Revision and make any changes as needed• Finalize LCAP and Budget
June	<ul style="list-style-type: none">• Notify public of the opportunity to comment on the final proposed LCAP and Budget• Hold Public Hearing - LCAP & Budget• Submit LCAP & Budget to Board of Education for approval

2024-25: Year 1 of the three-year plan



✓ Focus on:

- Continuing in the ***same direction*** and making ***modifications as needed***
- **Effectiveness** of actions in the prior year's LCAP
- ***Continuous growth*** – all students and student groups
- ***Strategic planning*** to make the most of available resources

✓ Keep in mind:

- Trend of declining student enrollment continues and impacts district funding
- Federal and State Emergency Funds (COVID-related) set to expire September 2024
- FY 2025 Estimated COLA (at Governor's Budget) 0.76%
- Budgeting process - necessities first, then ***prioritize*** how existing funds can best be utilized to ***reach goals for all students***
- What are our primary educational and fiscal priorities?

Questions

Comments

Feedback

