



2024-27 LCAP YEAR 3

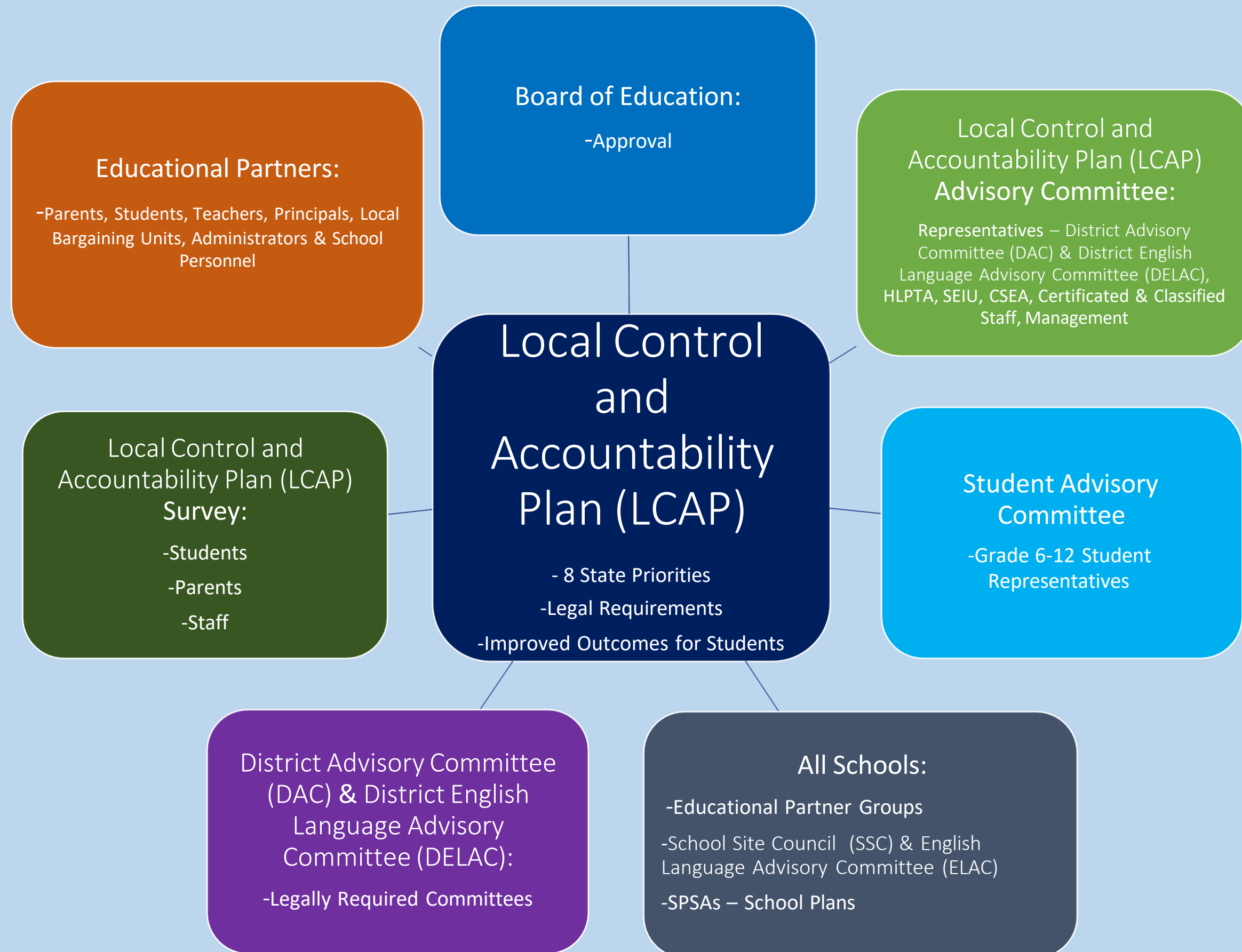


LCAP SUMMARY AND 2026-27 PROPOSED BUDGET

Learn, Lead, Thrive, Building a Future Together

Report to the Board of Education
June 11, 2026

LCAP Educational Partners' Engagement Process



LCAP Annual Timeline

Timeline	Educational Partner Engagement & LCAP Development Process
October	- Evaluate LCAP Year 2 progress and begin needs assessment based on LCAP metrics & goals - Identify continuing and new LCAP Advisory Committee Members
November - December	- Focus on and seek input based on needs assessment data to determine modifications or propose new goals, actions, and services - Convene LCAP Advisory Committee
January	- LCAP Survey for educational partner input - Continue educational partner input process and align continuing and emerging priorities with Governor's Budget
February -March	- LCAP and LCFF Budget Overview Midyear Report to the Board - Continue seeking LCAP priorities based on consultation with educational partners and community including Community Advisory Committee (CAC), and continue budget alignment process - Continue Year 2 implementation and reflect on progress toward goals
April	- LCAP Advisory Committee drafts proposals for LCAP 2024-27 Year 3 continuing/expanding priorities - Present draft LCAP to DAC and DELAC for review and comment. Present to SAC for review
May	- 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 and finalize draft LCAP and annual update - Align SPSAs to LCAP goals, priorities, and actions
June	- 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 - LCAP and budget provided for Board approval by June 30



Annually Develop & Refine LCAP
Meaningful educational partners' engagement
Address 8 State Priorities

LCAP Priority Areas

Conditions of Learning

Basic Services

Implementation of CCCS

Course Access

Pupil Outcomes

Student Achievement

Other Student Outcomes

Engagement

Parent Involvement

Student Engagement

School Climate

2024-27 LCAP Goals

1. Conditions of Learning • Basic Services • Implementation of CCCS • Course Access	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.
2. Student Outcomes • Student Achievement • Other Student Outcomes	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.
3. Engagement • Parent Engagement • Student Engagement • School Climate	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.
4. Equity Multiplier Goal • Valley Alternative HS • Valley Community Day • Puente Hills High School	Valley Alternative High, Valley Community Day, and Puente Hills High School will increase student achievement by providing comprehensive, evidence-based services and supports to address the needs of identified students.

2026-27 Goal 1 Conditions of Learning:

Basic Services, Implementation of CA Standards, Course Access

Planned Expenditures Total: \$43,941,619

- Fully credentialed and appropriately assigned teachers
- CA Standards aligned textbooks and instructional materials
- Improve, maintain and repair school facilities
- Network and Technology Services
 - Reallocation of 1:1 student technology
- Differentiated Professional Development Plan
 - TK-12 Teachers
 - Classified Support Staff
- High school summer school programs
- Dual Enrollment and WECAN Program
- College & Career Readiness Courses
- Career Technical Education (CTE) Pathways
- Language Acquisition Programs for EL's
- Increased Access to courses for English learners, foster youth and low- income students
 - Graduation Requirements and Reclassification
 - Schools' SPSA Actions/Service
- State Seal of Biliteracy: 161 Students
- State Seal of Civic Engagement: 297 Students



2026-27 Highlights

Goal 1 Conditions of Learning:

Basic Services, Implementation of CA Standards,
Course Access

- Continued Universal TK
- TK-12 Ethnic Studies and Civic Learning Focus
- Workforce Development (Business Partnerships)
- Risk of Reading Screener (DIBELS)
- Continued Partnership with University of Florida Literacy Institute - (UFLI)
- IT Technology - Reassign a managed instructional device
- HS Math Scope and Sequencing
- Sobrato Early Academic Language (SEAL): Expansion to K-2 and Support ELA / ELD for Grade 3-5

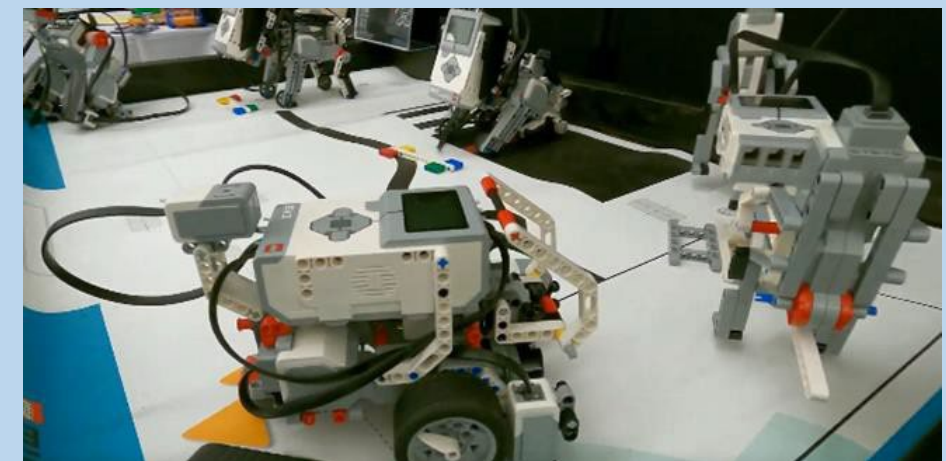


2026-27 Goal 2 Student Outcomes:

Student Achievement, Other Student Outcomes

Planned Expenditures Total: \$184,788,819

- Highly Qualified Teachers and Substitutes
- Classroom Instructional Aides
- Reduce class size grades TK-3
- Academic Support Services (Lexia and DreamBox)
- Math Enrichment Summer Program & HS Summer School
- Title I - Title IV programs supplemental services
- Migrant Education Program
- English Learner supports and services
- Strengthen Dual Language Immersion Program
- UC Davis C-STEM Program
- Actions/Services to increase student achievement and equitable access to:
 - AP/IB (Middle Years Programme, Diploma Programme, Career Related Programme)
 - AVID
 - Signature Programs
 - Career Technical Education (CTE)

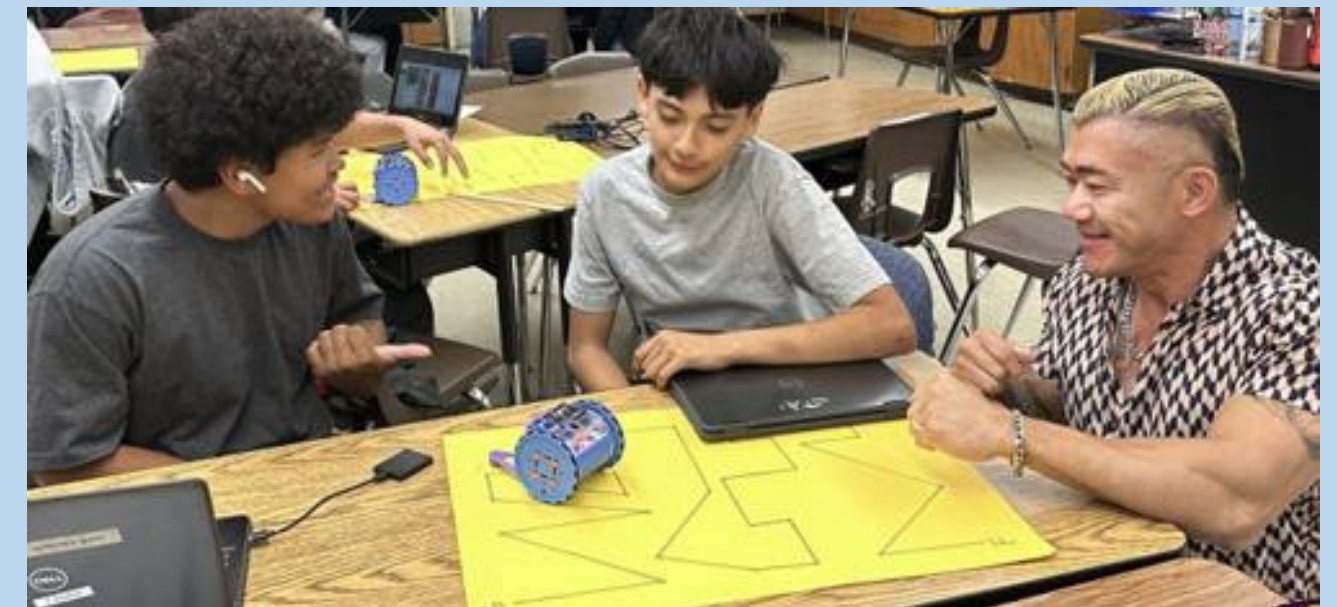


2026-27 Highlights

Goal 2 Student Outcomes:

Student Achievement, Other Student Outcomes

- CA Colleges (College & Career Planning Platform)
- Academic Literacy for All
- Differentiated Professional Development Plan
 - Address Academic Needs of Targeted Student Groups
- Centralized Tutoring Support Services for Schools
 - Tutoring for grades K-12 (Before and After-school)
- Increased Services for English learners
 - Sobrato Early Academic Learning (SEAL) Training
 - Designated and Integrated PD for 6-12- ELA, Math, Science, and Social Science Teachers



2026-27 Goal 3 Engagement:

Parent Involvement, Student Engagement, School Climate

Planned Expenditures Total: \$33,710,035

- Districtwide & School supports for Parent Involvement
- Strategic Communication Initiatives
- Parent Education Workshops
- TK-12 Counseling staff and services
- Psychologists, nurses, mental health providers
- After School Programs, Credit Recovery Programs
- Differentiated Professional Development Plan
 - *Address Behavioral Needs of Identified Student Groups*
 - *Address SEL Needs of Identified Student Groups*
- Mental Health Supports for Students
- Police & Safety Department and School Safety Plans
- Behavior and Attendance supports
- 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
- Site Supervision Aides for schools
- Field trips to Colleges and Universities



2025-26 Highlights

Goal 3 Engagement:

Parent Involvement, Student Engagement,
School Climate

- Continue Golden Bell Award Winning Youth and Teen Court Programs
- Speech and Debate – Afterschool Program
- Community Schools – Collaboration with Departments to strengthen supports to improve attendance
- Professional development for certificated and classified staff in the areas of Social Emotional Learning (SEL) and Multi-Tiered Systems of Support (MTSS)
- Prop 28 Arts Continued Implementation



Goal 4 Equity Multiplier Goal:

Valley Alternative HS, Valley Community Day School, Puente Hills HS

Planned Expenditures Total: \$564,745

➤ Academic Support Services

- Full-time counselor to provide consistent academic intervention
- Implement and utilize intervention program (Reading Eggs) to close the ELA achievement gap
- Implementation of structured multi-course pathway that will lead into potential work-based learning/internships. Business and Finance Pathways

➤ Academic/ Behavioral Monitoring

- Individual Learning Plans (ILP) for all students
- Review of transcripts, credit acquisition, and academic counseling for all students CTE Expansion (Business)

➤ Professional Development

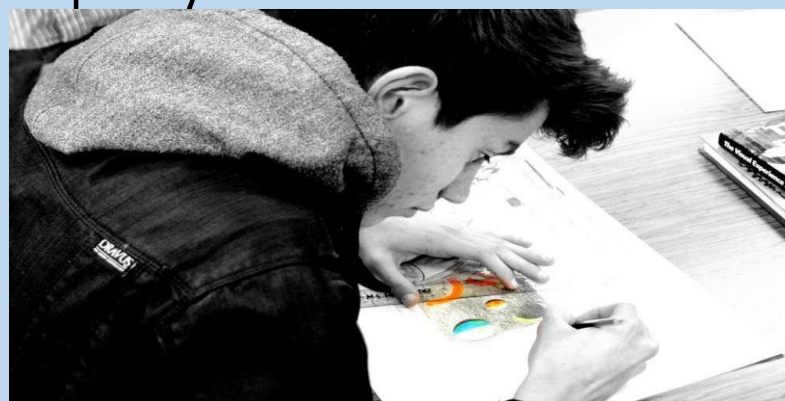
- Ongoing PD for teachers/counselors/admin to increase student engagement and achievement
- Collaborate with Elevated Achievement Group to build PLC capacity

➤ Counseling/ Transition Support Services

- Full-time counselor to provide SEL strategies, monitor chronic absenteeism and coordinate outside referral counseling services
- Counselor to provide workshops for students, parents, and teachers for college and career planning

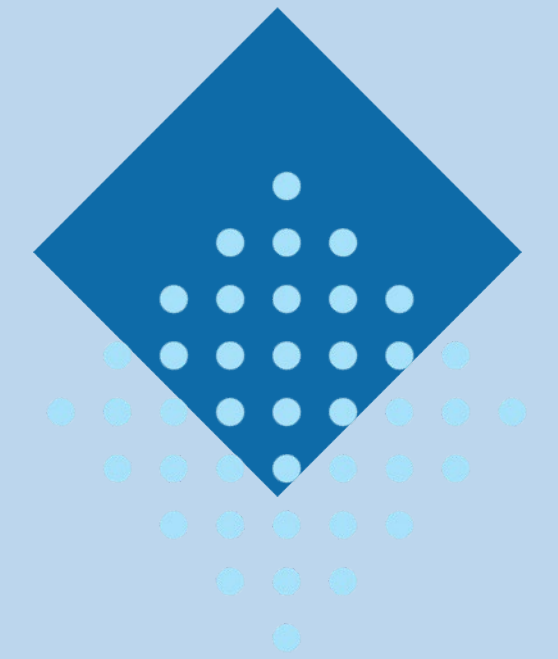
➤ Schoolwide Recognition/Positive Reinforcement

- Incorporate SEL curriculum and aggression replacement training for students and restorative circle training/professional development
- Provide extended learning opportunities for students that reinforce both literacy and English language development standards



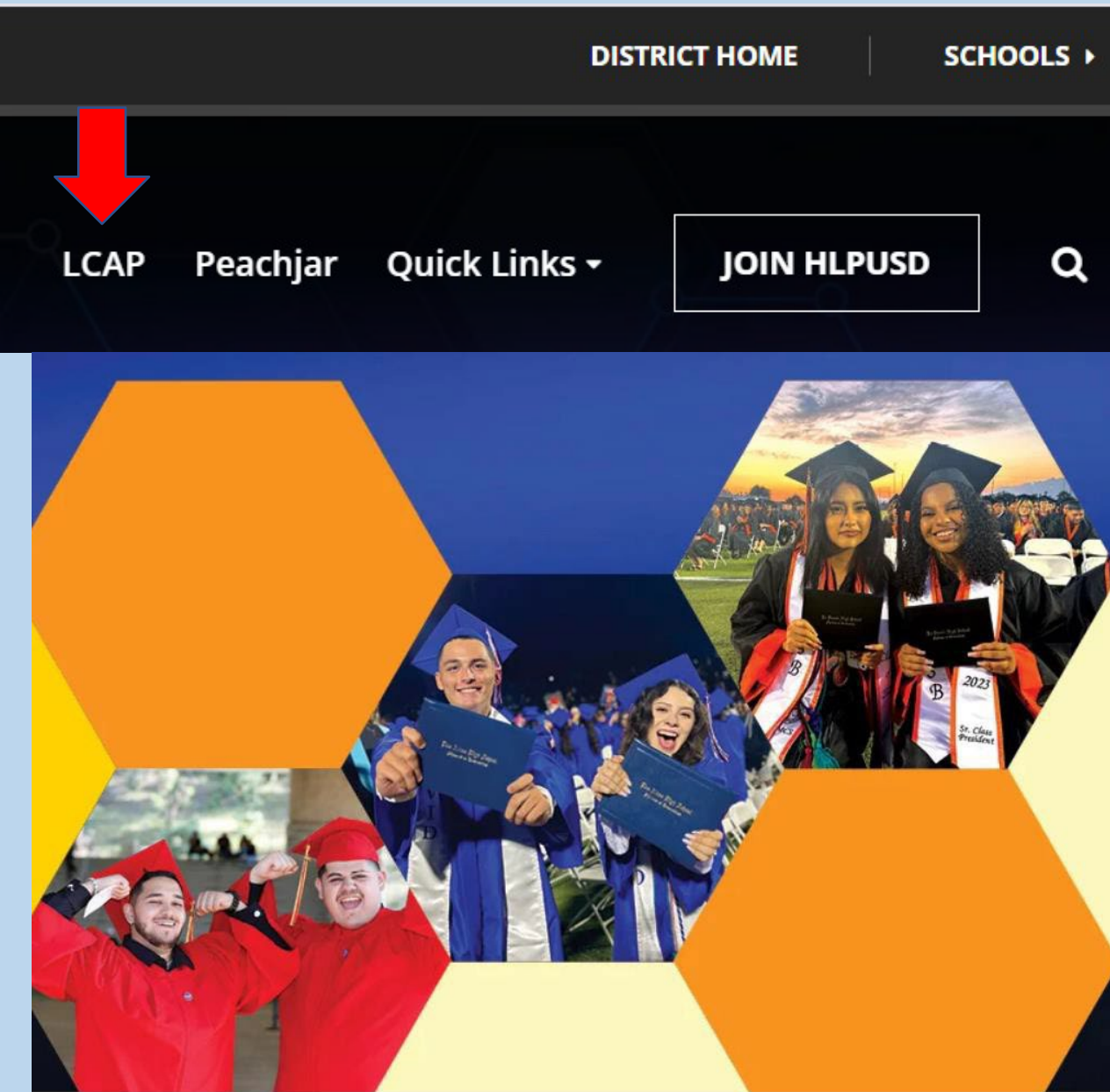


LCAP



2026-27 LCAP Components:

- Budget Overview for Parents
- Plan Summary
 - General Information
 - Reflections: Annual Performance
 - Reflections: Technical Assistance
- Educational Partners Engagement Process & Impact on LCAP
- Goals, Actions, & Services
 - Expected Outcomes
 - Planned Actions, Services and Expenditures
 - Goal Analysis for 2025-26
- Demonstration of Increased or improved Services for Low-Income Students, English Learners, and Foster Youth
- Expenditure Summary



2026-27 LCAP Draft can be viewed in its entirety at:
<https://www.hlp schools.org/district/education-services-division>