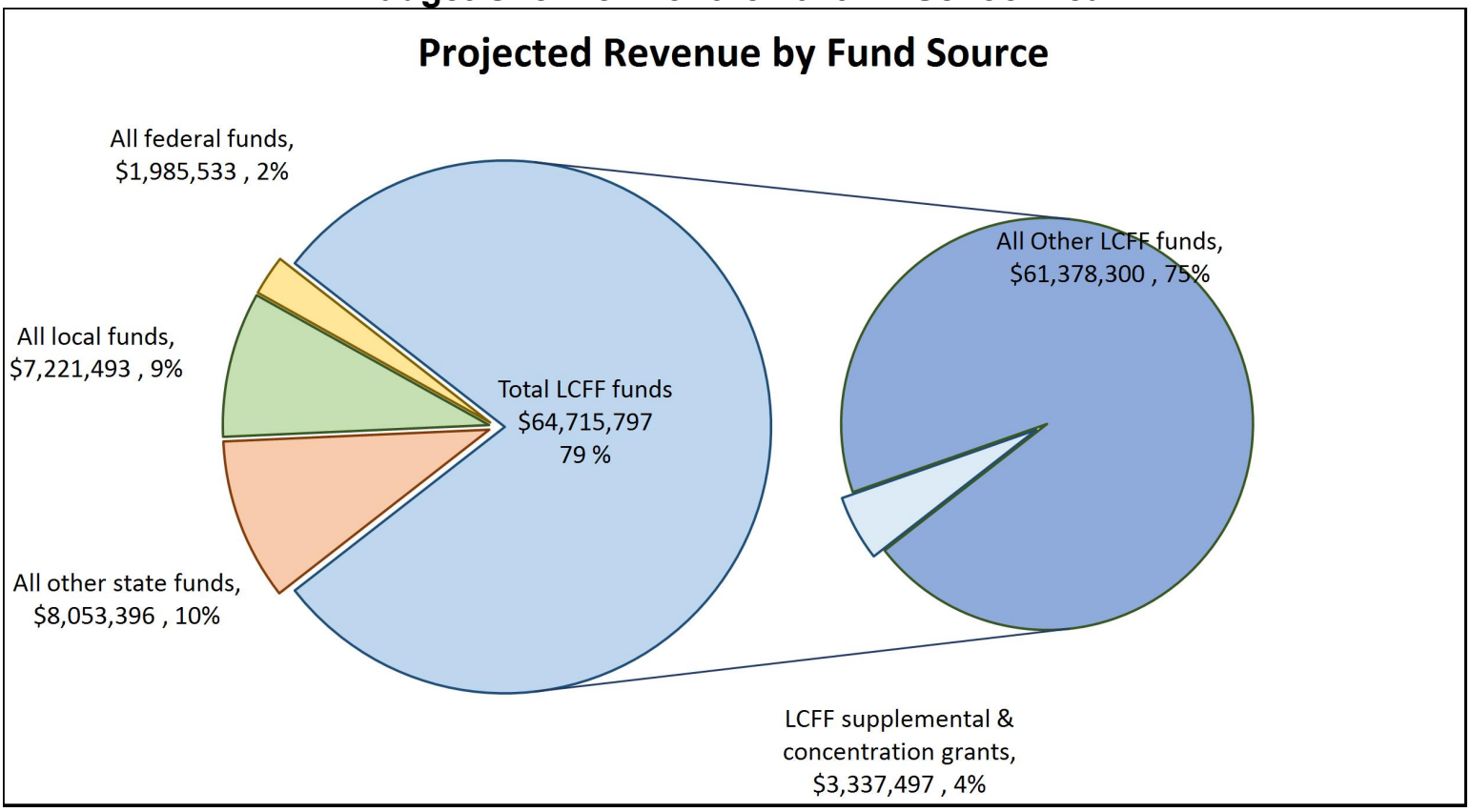
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Huntington Beach City School District
CDS Code: 30 66530 0000000
School Year: 2026-27
LEA contact information:
Leisa Winston, Ed.D.
Superintendent
lwinston@hbcsd.us
714-964-8888

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

Budget Overview for the 2026-27 School Year

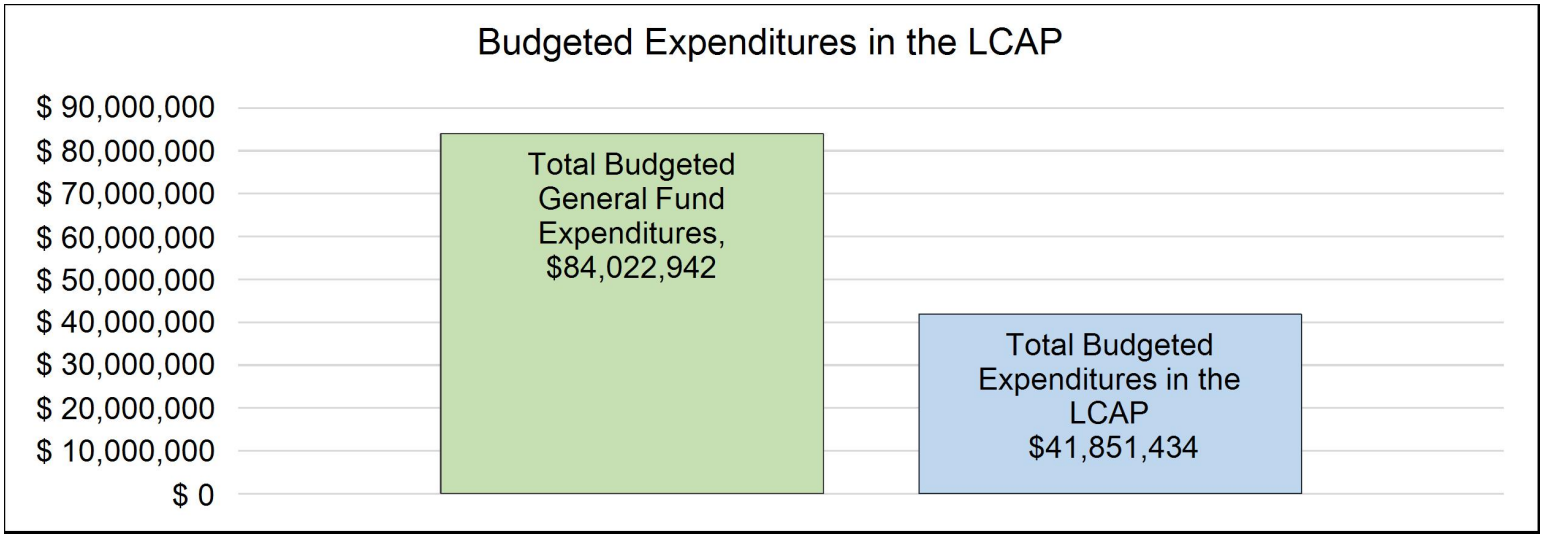


This chart shows the total general purpose revenue Huntington Beach City School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Huntington Beach City School District is $81,976,219, of which $64,715,797 is Local Control Funding Formula (LCFF), $8,053,396 is other state funds, $7,221,493 is local funds, and $1,985,533 is federal funds. Of the $64,715,797 in LCFF Funds, $3,337,497 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Huntington Beach City School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Huntington Beach City School District plans to spend $84,022,942 for the 2026-27 school year. Of that amount, $41,851,434 is tied to actions/services in the LCAP and $42,171,508 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

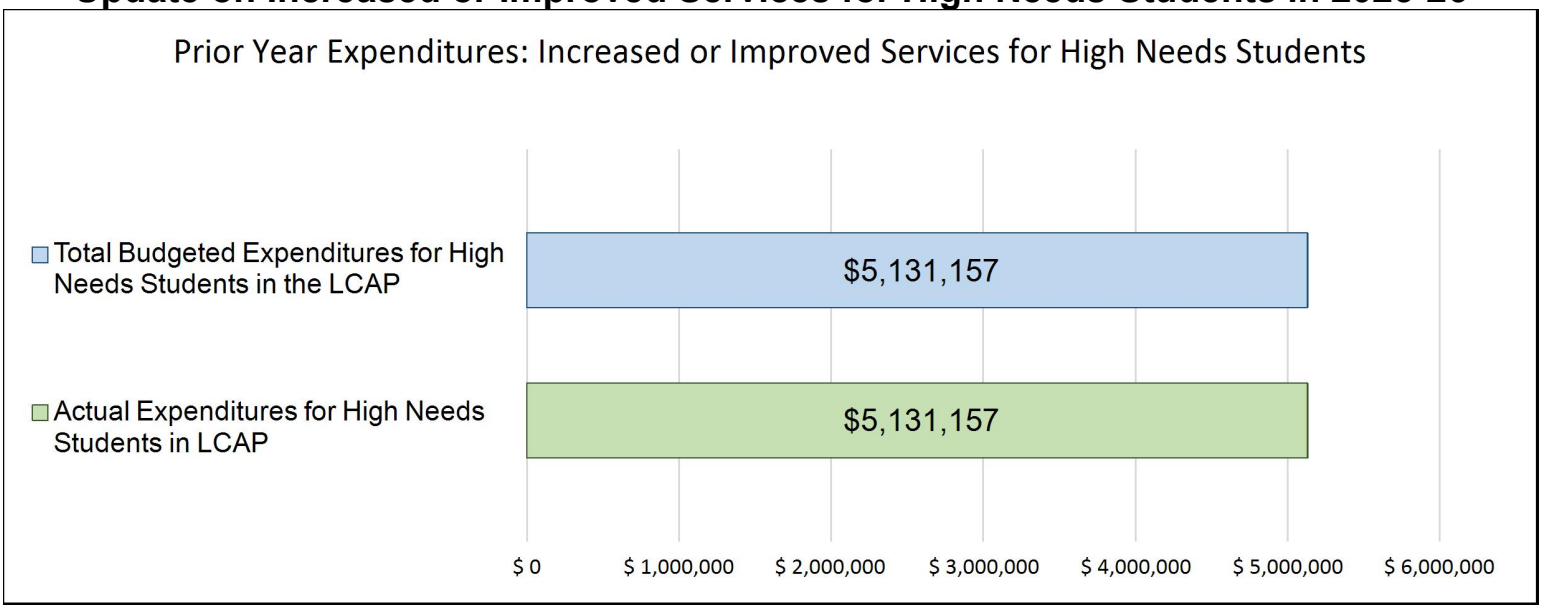
The General Fund (both restricted and unrestricted) expenditures of $42,171,508 not included in the LCAP are associated with the core activities of the school district. Most of these expenditures are related to educational and related services to students, school administration, library and media services, psychological, speech, transportation, and health services. Additionally, overhead costs associated with operating a school district have not been included, such as maintenance, operations, custodial services, utilities, information technology, general administration services, and debt service payments.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Huntington Beach City School District is projecting it will receive $3,337,497 based on the enrollment of Foster Youth, English learner, and low-income students. Huntington Beach City School District must describe how it intends to increase or improve services for high needs students in the LCAP. Huntington Beach City School District plans to spend $9,980,490 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Huntington Beach City School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Huntington Beach City School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Huntington Beach City School District's LCAP budgeted $5,131,157 for planned actions to increase or improve services for high needs students. Huntington Beach City School District actually spent $5,131,157 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Huntington Beach City School District	Leisa Winston, Ed.D. Superintendent	lwinston@hbcsd.us 714-964-8888

Plan Summary [2026-27]

General Information

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

Huntington Beach City School District is located in the city of Huntington Beach in Orange County, approximately 35 miles south of Los Angeles. The coastal city has approximately 194,310 residents and a median household income of $117,747 with a poverty rate of 7.3% (census.gov, 2023). The district encompasses eight schools and a preschool program. From our six elementary schools (TK-5) to our two middle schools (6-8) and our Preschool Academy, we provide students with a rich and rigorous learning experience. Huntington Beach City School District is one of four elementary school districts that matriculate to the Huntington Beach Union High School District.

The 2025-2026 demographics of our student enrollment in the district are as follows: English learners: 4%, Foster Youth 0.02%, Homeless 1.83%, Socioeconomically Disadvantaged 33.17%, Students with Disabilities 15.11%, African American 0.6%, Asian 11.2%, Filipino 0.8%, Hispanic 22%, Two or more Races 12.6%, Pacific Islander 0.1%, White 49.1%.

Our current enrollment district is 4,490, with each of our school sites showing the following numbers of students:

Ethel R. Dwyer Middle School: 893 students enrolled

Isaac L. Sowers Middle School: 785 students enrolled

John H. Eader Elementary: 439 students enrolled

Dr. Ralph E. Hawes Elementary: 482 students enrolled

Huntington Seacliff Elementary: 460 students enrolled

SA Moffett Elementary: 375 students enrolled

John R. Peterson Elementary: 440 students enrolled

Agnes L. Smith Elementary: 609 students enrolled

Since the 2019/20 school year, the district has experienced a 24.05% declining enrollment due to the closure of the interdistrict transfer policy, the closure of an elementary school, and the rising cost of living along the coast. As a result, our socioeconomically disadvantaged student group has increased by 2-3x the rate at some of our school sites and has increased by more than 11% from Fall 2022 to Fall 2026. The 2024-2025 school year marks the transition of the District to community-funded. Community-funded districts rely primarily on local property taxes for funding. HBCSD continues to allocate funding for LCFF Supplemental to support students identified as foster youth, low-income, and English learners. HBCSD will utilize Learning Recovery Emergency Block Grant (LREBG) in the 2026-2027 school year. Based on the needs assessment and 2025 CA Dashboard, Sowers Middle School shows the greatest need of support to address chronic absenteeism using the Learning Recovery Emergency Block Grant (LREBG) to address the specific needs at the site.. Students who are identified as White, SED, and SWD have Very Low (Red) performance while Hispanic and 2+ Races have Low (Orange) on chronic absenteeism indicator. Each of the student groups decreased performance bands when compared to the 2024 CA Dashboard. However, with the latest Attendance Works data extract, the school's chronic absenteeism rate is estimated at 8.2% as of May 29, 2026 with the following attendance rate for reported student groups: Hispanic 7.7% (down 5.4%), White 9.6% (down 0.2%), 2+ Races 5.1% (down1.2%), SWD 16.5% (up 1.1%), and SED 14.9% (down 0.6%). To address the chronic absenteeism needs of these students, HBCSD will be using LREBG funds to address the chronic absenteeism needs of these students, HBCSD will be using LREBG funds to reduce class size (action 1.1). HBCSD will continue to reduce class size to an average of 26:1 for elementary grades and 29:1 for middle school, with the exception of PE and performing arts courses. The Hun School of Princeton study highlights the benefits of lower student-teacher ratio which can be a significant contribution to their success. With a smaller group of students, teachers know not just their names and faces, but their goals, strengths, and academic challenges. Student-teacher ratio reflects the teacher's workload and how available they are to offer services and care to their students. Student-teacher ratio has been found to be one of the strongest indicators of student success and engagement. This action will allow teachers to address students' needs by providing Tier 1 classroom interventions and supports. This specifically benefits homeless, foster youth, English Learners, and socio-economically identified students by providing more opportunities for small group instruction and additional learning time. This action includes core teachers, but excludes special education, Title I, and elementary music teachers. The action is aligned to the allowable uses of LRBEG funds by using evidence based action that decreases staff-to-pupil ratios, based on pupil learning needs. Metric(s) to Monitor Effectiveness: 1.1, 1.2, 1.3, 4.1, 4.2

Note: Throughout the document, student groups will be identified using the following acronyms to provide ease of reading:
ALL- All students
EL- English Learner
FOS- Foster Youth

HOM- Homeless Youth
SED- Socioeconomically Disadvantaged
SWD- Students with Disabilities
LTEL- Long Term English Learners
AA- Black/African American
AI- American Indian/Alaska Native
AS- Asian
FI- Filipino
HI- Hispanic
PI- Pacific Islander
WH- White
MR- Multiple Races/ Two or more Races

Reflections: Annual Performance

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

Note: Throughout the document, student groups will be identified using the following acronyms to provide ease of reading:

- ALL- All students
- EL- English Learner
- FOS- Foster Youth
- HOM- Homeless Youth
- SED- Socioeconomically Disadvantaged
- SWD- Students with Disabilities
- LTEL- Long Term English Learners
- AA- Black/African American
- AI- American Indian/Alaska Native
- AS- Asian
- FI- Filipino
- HIS- Hispanic
- PI- Pacific Islander
- WH- White
- MR- Multiple Races/ Two or more Races

The 2023 California School Dashboard identifies several areas of success, which show progress towards improving student outcomes. The District and each school within the District receive one of five color-coded performance levels for the state indicators. From highest to lowest, the five performance levels are: Blue (Very High), Green (High), Yellow (Medium), Orange (Low), and Red (Very Low). Huntington Beach City School District's progress and performance are as follows:

- Districtwide Academic Indicator: English Language Arts: High (Green).

- Fall 2022 compared to Fall 2023 CA Dashboard, SED student group increased one performance band from Medium (Yellow) to High (Green).
- Math: High (Green) Fall 2022 compared to Fall 2023 CA Dashboard, SED student group increased two performance bands from Low (Orange) to High (Green) while SWD, HI, and MR increased one performance band from Low (Orange) to High (Green), Medium (Orange) to High (Green), and High (Green) to Very High (Blue), respectively.

Pupil Engagement Chronic Absenteeism (Yellow). Fall 2022 compared to Fall 2023 CA Dashboard, the following student groups increased by one to two performance bands as follows:

- SWD: High (Orange)- improved by one performance band
- FOS: High (Orange)- improved by one performance band EL, MR,
- WH: Medium (Yellow)- improved by one performance band
- HI and SED: Medium (Yellow)- improved by two performance bands
- FI: Very High (Blue)- improved by two performance bands

School Climate Suspension Rate (Yellow). Fall 2022 compared to Fall 2023 CA Dashboard, the following student groups increased by one to two performance bands as follows:

- HOM: High (Orange)- improved by one performance band
- SED: Medium (Yellow)- improved by one performance band
- EL: High (Green)- improved by two performance bands
- HI: High (Green)- improved by one performance band
- AS: Very High (Blue)- improved by two performance bands

The 2023 California School Dashboard shows that the following student groups are performing at the lowest performance level (Red):

- Pupil Engagement
- Chronic Absenteeism: Very Low (Red)- HOM School Climate
- Suspension Rate: Very Low (Red)- FOS

Additionally, the 2023 California School Dashboard also identifies the following indicators and student groups that the district will need to pay particular attention to:
Districtwide Academic Indicators

- English Learner Progress (Orange) - Fall 2022 compared to Fall 2023 CA Dashboard: there was a decrease of 2 levels.
- English Language Arts: Low (Orange)- EL, HOM, SWD
- Math: Low (Orange)- EL, HOM
- Pupil Engagement Chronic Absenteeism: Low (Orange)- FOS, SWD

School Climate Suspension Rate:

- Low (Orange)- HOM, MR, SWD
- School Sites- All Student Groups showing lowest performance levels
- Ethel R. Dwyer Middle School
- Academic Indicator: Math- SWD

Isaac L. Sowers Middle School
- Pupil Engagement: Chronic Absenteeism- SWD
- School Climate: Suspension Rate- SWD

Huntington Seacliff Elementary
- Pupil Engagement: Chronic Absenteeism- EL, SWD, HI, WH

John R. Peterson Elementary
- Pupil Engagement: Chronic Absenteeism- SWD

Dr. Ralph E. Hawes Elementary
- Pupil Engagement: Chronic Absenteeism- HI

The 2024 California School Dashboard identifies several areas of success, which show progress towards improving student outcomes. The District and each school within the district receive one of five color-coded performance levels on the state indicators. From highest to lowest, the five performance levels are: Blue (Very High), Green (High), Yellow (Medium), Orange (Low), and Red (Very Low). Huntington Beach City School District's progress and performance are as follows:

Districtwide: Academic Indicator:
- English Language Arts: High (Green).
- Fall 2023 compared to Fall 2024 CA Dashboard, SED student group decreased one performance band from High (Green) to Medium (Yellow); SWD increased one performance band from Low (Orange) to Medium (Yellow).
- Additionally, the new Long Term English Learner (LTEL) student group was added to the Fall 2024 Dashboard as a new student group. LTELs baseline is currently Red (Very Low).

Math: High (Green)
- Fall 2023 compared to Fall 2024 CA Dashboard, EL student group increased one performance band from Low (Orange) to Medium (Yellow), while SED Homeless and SWD maintained their performance level.
- Additionally, the new Long Term English Learner (LTEL) student group was added to the Fall 2024 Dashboard as a new student group. LTELs baseline is currently Red (Very Low).

Pupil Engagement: Chronic Absenteeism (High/Green). This is an improvement when compared to Fall 2023, with an increase of one performance band. Fall 2023 compared to Fall 2024 CA Dashboard, the following student groups increased by one to two performance bands as follows:
- WH: High (Green)- improved by one performance band
- HOM: Low (Orange)- improved by one performance band
- SWD: Medium (Yellow)- improved by one performance band

School Climate: Suspension Rate (High/Green)- improved one performance band. Fall 2023 compared to Fall 2024 CA Dashboard, the following student groups increased by one to two performance bands as follows:

- MR: High (Green)- improved by two performance bands
- SED: High (Green)- improved by one performance band
- HOM: Medium (Yellow)- improved by one performance band
- SWD: High (Green)- improved by two performance bands

The 2024 California School Dashboard shows that the following student groups are performing at the lowest performance level (Red):
Academic Indicator

- English Language Arts: Very Low (Red)- LTEL
- Math: Very Low (Red)- LTEL

Pupil Engagement

- Chronic Absenteeism: Very Low (Red)- FY

School Climate

- Suspension Rate: Very Low (Red)- LTEL, FY

English Language Performance Indicator: Very Low (Red)

Additionally, the 2024 California School Dashboard also identifies the following indicators and student groups that the district will need to pay particular attention to:

- Districtwide Academic Indicator
- SED(Orange)- Fall 2023 compared to Fall 2024 CA Dashboard, there was a decrease of one level.

English Language Arts: Low (Orange)- EL, HOM
Math: Low (Orange)- HOM

Pupil Engagement

- Chronic Absenteeism: Low (Orange)- FOS, SWD

School Climate

- Suspension Rate: Low (Orange)- HO, MR, SWD

School Sites- All Student Groups showing lowest performance levels

Ethel R. Dwyer Middle School

- Chronic Absenteeism and Suspension Rate: SWD (Red)

The 2025 CA Dashboard continues to show improvements and sustained achievement for student groups as a result of the actions developed in the LCAP.
Districtwide Academic Indicator
ELA: Very High (Blue)- this is an increase of one level compared to 2024 CA Dashboard.
The following student groups demonstrated an increase in one performance band when compared to the 2024 Dashboard: White: Very High (Blue); SED: High (Green); English Learners: Medium (Yellow)
The following student groups remained the same when compared to 2024 Dashboard: Hispanic: High (Green), Asian: Very High (Blue); 2+ Races: Very High (Blue); Homeless: Low (Orange); SWD: Medium (Yellow), and LTEL: Very Low (Red)
There were no student groups who decreased performance bands when compared to 2024 CA Dashboard.

Math: High (Green)- remained the same when compared to the 2024 CA Dashboard
The following student groups demonstrated increase in performance band when compared to the 2024 CA Dashboard: English Learners: High (Green)
The following student groups remained the same when compared to the 2024 CA Dashboard: White: High (Green); Asian: Very High (Blue); 2+ Races: Very HIgh (Blue); Homeless: Low (Orange)
The following student groups decreased one level when compared to the 2024 CA Dashboard: Hispanic: Medium (Yellow); SED: Medium (Yellow); SWD: Low (Orange); LTEL: Very Low (Red)

Chronic Absenteeism: High (Green) remained the same when compared to the 2024 CA Dashboard
Foster Youth increased two performance levels to Medium (Yellow) and Filipino increased three performance levels to High (Green) when compared to the 2024 CA Dashboard
The following student groups demonstrated an increase in performance band when compared to the 2024 CA Dashboard: 2+ Races: High (Green); English Learners: Medium (Yellow)
The following student groups remained the same when compared to the 2024 CA Dashboard: Asian: High (Green); SED: Medium (Yellow); Homeless: Low (Orange); SWD: Medium (Yellow)
The following student groups decreased one level when compared to the 2024 CA Dashboard: White: Medium (Yellow); Hispanic: Low (Orange); LTEL: Very Low (Red)

Suspension Rate: High (Green) remained the same when compared to the 2024 CA Dashboard
The following student groups increased two performance levels to Asian: Very High (Blue); Foster Youth: Medium (Yellow)
The following student groups demonstrated an increase in performance band when compared to the 2024 CA Dashboard: Homeless: High (Green); LTEL: Low (Orange)
The following student groups remained the same when compared to the 2024 CA Dashboard: White: Medium (Yellow); Hispanic: High(Green); English Learners: High (Green); SWD: High (Green); Filipino: Very High (Blue)
The following student groups decreased one level when compared to the 2024 CA Dashboard: 2+ Races: Medium (Yellow); SED: Medium (Yellow)

Science: Very High (Blue) - this is the first reporting for the science indicator
The following describes the student group performance on the CA Dashboard: High (Green)- White, Hispanic, SED, English Learners; Very

High (Blue): Asian, 2+ Races; Medium (Yellow)- SWD

ELPI Indicator increased five levels from Very Low (Red) on the 2024 CA Dashboard to Very High (Blue) on the 2025 CA Dashboard. This is due to the targeted actions and supports for LTELs. Furthermore, 57.50% of students progressed at least 1 ELPI level.

Although there has been progress on closing the achievement gap as evidenced on the 2025 CA Dashboard; several student groups continue to perform in the Very Low (Red) performance level: Long Term English Learners for ELA, Math, and Chronic Absenteeism. Based on the needs assessment and 2025 CA Dashboard, Sowers Middle School shows the greatest need of support to address chronic absenteeism using the Learning Recovery Emergency Block Grant (LREBG) to address the specific needs at the site.. Students who are identified as White, SED, and SWD have Very Low (Red) performance while Hispanic and 2+ Races have Low (Orange) on chronic absenteeism indicator. Each of the student groups decreased performance bands when compared to the 2024 CA Dashboard. However, with the latest Attendance Works data extract, the school's chronic absenteeism rate is estimated at 8.2% as of May 29, 2026 with the following attendance rate for reported student groups: Hispanic 7.7% (down 5.4%), White 9.6% (down 0.2%), 2+ Races 5.1% (down1.2%), SWD 16.5% (up 1.1%), and SED 14.9% (down 0.6%). To address the chronic absenteeism needs of these students, HBCSD will be using LREBG funds to address the chronic absenteeism needs of these students, HBCSD will be using LREBG funds to reduce class size (action 1.1). HBCSD will continue to reduce class size to an average of 26:1 for elementary grades and 29:1 for middle school, with the exception of PE and performing arts courses. The Hun School of Princeton study highlights the benefits of lower student-teacher ratio which can be a significant contribution to their success. With a smaller group of students, teachers know not just their names and faces, but their goals, strengths, and academic challenges. Student-teacher ratio reflects the teacher's workload and how available they are to offer services and care to their students. Student-teacher ratio has been found to be one of the strongest indicators of student success and engagement. This action will allow teachers to address students' needs by providing Tier 1 classroom interventions and supports. This specifically benefits homeless, foster youth, English Learners, and socio-economically identified students by providing more opportunities for small group instruction and additional learning time. This action includes core teachers, but excludes special education, Title I, and elementary music teachers. The action is aligned to the allowable uses of LRBEG funds by using evidence based action that decreases staff-to-pupil ratios, based on pupil learning needs. Metric(s) to Monitor Effectiveness: 1.1, 1.2, 1.3, 4.1, 4.2

Reflections: Technical Assistance

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

HBCSD was identified as a Differentiated Assistance district for the following indicators and student groups: LTELS- English Language Arts, Math, Suspension Rate, and the English Learner Progress Indicator; and Foster Youth for Chronic Absenteeism and Suspension Rate. Staff from HBCSD have participated in data analysis and planning sessions to address the identified needs, including articulation and systems analysis with the surrounding feeder districts and high school districts. Additionally, HBCSD staff met with a northern California district with similar demographics, but has positive outcomes for their LTEL students. They discussed best practices and approaches to supporting students, families, and staff.

HBCSD has worked tirelessly over the last two years to have our LTELs improve their ELPAC scores. In 2023-24, our ELPI dropped to Red. However, in 2024-25, our ELPI jumped up to blue. This is a tremendous gain for all the work our teachers and administrators did with our LTELs and their families. Therefore, in 2025-2026, HBCSD was in Year 2 monitoring for Differentiated Assistance.

Actions 4.2 and 4.4 specifically address Long Term English Learners and foster youth by providing targeted interventions and professional development in the area of language arts and math. Action 3.2 Tiered behavior supports target suspension rates for LTELs. Action 3.3- Interventions for chronic absenteeism addresses foster youth.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
All Educational Partners	The district reached out to community members and sites to participate as members of the LCAP Advisory Committee which is made up of representatives of all educational partners, including parents, teachers, association leaders, administrators, PTA, DAC/DELAC, and SELPA. Outreach was made via phone calls and emails.
All Educational Partners	A LCAP Survey that opened from November 17 through December 12, 2025 was provided for educational partners via social media, the district website, and ParentSquare emails. The survey gathered community input regarding views on school climate and safety, areas of student success and challenges, quality of instruction and student supports, and opportunities for parental involvement, engagement and decision making. Additionally, the California Health Kids Survey- student, parent, and staff modules were provided to all educational partners via district website and ParentSquare emails from February 23-27, 2026 which also gathered input regarding school connectedness, school climate indicators such as caring adults, safe and supportive learning environments, and parental involvement and decision making.
Parents representing schools throughout the district. English Learners, low income, students with disabilities, foster youth, homeless, Hispanic, White	In HBCSD, regular monthly meetings are held to engage parents and gather input for the LCAP development. These meetings are comprised of PTA/PTSA presidents' meetings, DAC/DELAC, and LCAP Advisory Committee meetings which have a cross section representing parents throughout the district as well as of particular

Educational Partner(s)	Process for Engagement
	student groups. These meetings took place on: Feb. 12, March 26, and April 23, 2026. These sessions were conducted in person and via ZOOM to accommodate participants unable to attend in person. The topics covered various aspects, including the district mission and vision, LCFF funding, available resources, LCAP goals, planned actions, and the progress towards achieving these goals through metrics embedded within the LCAP. An overview of the 2025 California School Dashboard was presented to assist parents in navigating the site and interpreting student outcomes on state indicators. Additionally, outcomes for English language arts, math, English learner progress, suspensions, and chronic absenteeism were all made available to partners. Discussion took place to identify priorities, gather input as to what goals and actions should be maintained, eliminated, and added in the 2026-2027 LCAP. Data from various sources, including local achievement data and survey data, were discussed. Parents shared concerns and how else the district may provide supports.
Principals, teachers, counselors, classified staff, association representatives, district administrators, SELPA director	In HBCSD, regular monthly meetings are held to engage school and district staff, including the SELPA director, to inform and gather input for the LCAP development. These meetings are comprised of leadership, principal, association meetings, librarian, teacher, DATE/TUPE/Health Council, and LCAP Advisory Committee meetings which have a cross section representing various staff throughout the district. These meetings took place in person on: January 5,6,7, 15 and 21; February 12 and 13; March 2, 3, 4, 5, 7; and May 27, 2026. During these meetings, a comprehensive review of the LCAP data metrics, CAASPP scores, CA Dashboard, and local data relevant to the 2025-2026 school year to include suspensions, expulsions, attendance, and chronic absenteeism were shared. Additionally, data pertaining to each school site was provided. Predictive data pertaining to possible student outcomes on the spring administration of the CAASPP were provided. Discussion groups were formed to analyze successes, challenges, and identify goals and actions that should be maintained, added, or deleted in the 2026-2027 LCAP.

Educational Partner(s)	Process for Engagement
Students	Students were administered the California Healthy Kids Survey from February 23 through 27, 2026 to gather input regarding school connectedness and safety, parental involvement, and school climate. Additionally, middle school students were offered the LCAP Survey from November 17 through December 19,2025 to gather input regarding their views on school climate and safety, areas of student success and challenges, quality of instruction and student supports, and opportunities for parental involvement, engagement and decision making.
SELPA Consultation	The SELPA Director was a member of the LCAP Advisory Committee and attended each of the committee meetings held on February 12, March 26, and April 23, 2026.
District Advisory Committee (DAC)/ District English Learner Advisory Committee (DELAC)	Parent representatives of the DAC and DELAC committees were also member of the LCAP Advisory Committee and attended each of the committee meetings held on February 12, March 26, and April 23, 2026. The 2026-2027 LCAP draft was presented to the DAC and DELAC on May 27, 2026. As no comments were submitted from the DAC or DELAC there was not a written response from the superintendent.
Governing Board and Community Members	The 2026-2027 LCAP draft was posted publicly on the district website on June 10, 2026. The 2026-2027 LCAP draft was presented at a regularly scheduled Board of Education meeting on June 9, 2026 for the Public Hearing.
Governing Board	Mid-Year Report was presented to the Governing Board at a regularly scheduled meeting on February 10, 2026.
Governing Board and Community Members	The 2026-2027 LCAP was adopted at a regularly scheduled Board of Education meeting on June 16, 2026 along with the 2026-2027 budget.

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

The LCAP was influenced by the feedback provided by educational partners in the following manner:

All educational partners prioritized class size reduction, additional staffing supports (i.e. additional hours for office staff, library media technicians, health clerks, and noon supervisors), and literacy coaches (i.e. TOSAs) to continue to provide academic and social-emotional

supports for students, particularly for English learners, low income students, foster youth and students with disabilities. Additional metrics were added in 2024-2025 to measure parent involvement in middle school (Canvas parent observer rates) and discipline data related specifically to bullying (school climate).

Principals, site administrators, association partners, and teachers focused on ongoing behavior supports with PBIS which include additional support with data system, data analysis and materials to implement PBIS and continued focus on professional development and professional learning communities.

Parents of English learners, Long Term English Learners, foster youth, students with disabilities, homeless, Hispanic, and White students indicated the need for additional interventions and support for academics as well as the need for additional parent resources in the form of parent education.

Student data influenced the continued focus of goal 3 (positive school climate) and its actions.

SELPA provided input on a focus on distance from standard (DFS) as a metric to meassure progress of students with disabilities as well as English learners. Distance from Standard will now be Distance from Profiency beginning with the 2026 spring CAASPP results.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate growth toward meeting standards in English Language Arts (ELA) and Math and English Learners (ELs) will demonstrate progress in developing English language proficiency.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Analysis of student performance using SBAC assessments shows evidence of lower student achievement when compared to pre-pandemic levels. Significant gains have been made in providing and taking advantage of professional development opportunities. Input received from educational partners through the LCAP development process indicates a desire to student achievement in English Language Arts and Mathematics for all students. Analysis and input from county office of education indicate that addressing and accelerating learning for student groups continues to remain a priority. The actions listed in goal 1 will contribute to supporting and addressing learning gaps by providing extra time to learn both in school and afterschool as well as focused job embedded professional development on effective instructional strategies and data analysis to improve learning for all students, but specifically for at-risk students, homeless, foster youth and students with disabilities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA- District % Meet or Exceeds Grades 3-8 Source: CAASPP-ELPAC Public Reporting	2022-2023 All- 69.64%	2023-2024 All- 70.14%	2024-2025 All- 71.65%	All- 79%	2.01% growth from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Site (caaspp-elpac.ets.org)					
1.2	CAASPP Math- District & School % Meet or Exceeds Grades 3-8 Source: CAASPP-ELPAC Public Reporting Site (caaspp-elpac.ets.org)	2022-2023 All- 61.35% Dwyer- SWD:14.57%	2023-2024 All- 64.83% Dwyer- SWD: 21.59%	2024-2025 All- 65.09% Dwyer- SWD: 19.78%	All- 71% Dwyer- SWD: 24.57%	All- 3.74% growth from baseline Dwyer- 5.21% growth from baseline
1.3	Percentage of English learner students who make progress toward English proficiency- District Source: 2025 CA Dashboard	2022-2023 50.9% making progress	2023-2024 All- 39.5% making progress	2024-2025 All- 57% making progress	District: 60% making progress	All- 6.1% growth from baseline

Goal Analysis [2025-26]

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

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

There were no substantive differences between the planned actions and the actual implementation.

In 2025–2026, several initiatives were executed, including reducing class sizes and utilizing a combination of Educator Effectiveness funds, the Arts and Music Instructional Materials Block Grant, and LCFF Supplemental funds to support a Literacy Coach and provide 32 days of professional development, requiring a total of 372 substitute days throughout the school year. One of the challenges in implementing Literacy Coaches was soliciting teachers interested in fulfilling the role. In 2024/25, there were two Literacy Coaches, but it 2025/26 one of the Literacy Coaches returned to the classroom. There were no other teachers interested in serving as the second Literacy Coach.

HBCSD successfully reduced class sizes and leveraged the Literacy Coach to ensure that every teacher from transitional kindergarten (TK) through 8th grade was trained in Writing from the Beginning and Beyond (WFBB), specifically in the Response to Text writing genre, totaling 37 sessions for 204 hours. In addition, the Literacy Coach partnered with the Technology Coach to provide training on the use of artificial

intelligence (AI) in lesson planning, including strategies for developing mini writing lessons. All TK–8 teachers participated in a three-hour AI training session. The Literacy Coach also continued to provide training in STAR data analysis, deliver presentations on the HBCSD Literacy Framework, model lessons in classrooms, co-design and co-teach lessons, and offer support and feedback during PLCs and in one-on-one settings.

Professional development efforts included partnering with the California Association for Bilingual Education (CABE) to focus on integrated and designated ELD. The data on English Learner Progress (ELPI) does not account for the increased number of English learners who were reclassified and are no longer included in the student group measured for progress toward English proficiency. Additional professional development in mathematics was provided in partnership with the Orange County Department of Education.

Furthermore, professional learning in collaboration with a Marzano Resources consultant supported HBCSD site administrators and teachers in identifying best practices aligned with High Reliability Schools indicators and strengthening curriculum coherence by identifying critical concepts and learning targets.

Supplemental technology resources, such as Renaissance Suite, ST Math, Nearpod, and Mystery Science, continue to support all learners, including English learners, foster youth, and socioeconomically disadvantaged students.

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

There were no material differences between budgeted and estimated actual expenditures for actions under Goal 1.

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

As a result of class size reductions and the emphasis on literacy and reading instruction through the implementation of the New Art and Science of Teaching framework, the Literacy Coach ensured that every teacher from transitional kindergarten (TK) through 8th grade was trained in Writing from the Beginning and Beyond (WFBB), specifically in the Response to Text writing genre, totaling 37 sessions for 204 hours. In addition, the Literacy Coach partnered with the Technology Coach to provide training on the use of artificial intelligence (AI) in lesson planning, including strategies for developing mini writing lessons. All TK–8 teachers participated in a three-hour AI training session. The Literacy Coach also continued to provide training in STAR data analysis, deliver presentations on the HBCSD Literacy Framework, model lessons in classrooms, co-design and co-teach lessons, and offer support and feedback during PLCs and in one-on-one settings.

The additional professional development and the use of professional learning communities enhanced instructional practices by creating both horizontal and vertical coherence. As this was the second year of implementation, there was growth in CAASPP ELA (1.51%) and slight growth in CAASPP Math (0.26%). Students with disabilities at Dwyer declined by 1.81% from last year; however, performance remains 5.21% above the baseline year.

The data on English Learner Progress (ELPI) do not account for the increased number of English learners who were reclassified and are no longer included in the student group measured for progress toward English proficiency. Additionally, Long-Term English Learners are now identified as a student group and an area of focus for 2025–2026.

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

There are no additional metrics or actions added to Goal 1. Instead, additional metrics and actions related to Long-Term English Learners (LTELs) have been added to Goal 4 (Academic Achievement of Student Groups), specifically addressing LTEL performance in ELA and Math, and the implementation of a newcomer program. HBCSD has experienced an increase in newcomer enrollment this year. No additional metrics or actions have been added to goal 1. Instead, additional metrics and actions related to Long Term English Learners (LTELs) have been added to goal 4 (academic achievement of student groups), specifically Long Term English Learners (LTELs) for ELA and Math. HBCSD has experienced an increase in newcomers enrolling in our schools this year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Reduce Class Size	LRBEG Action HBCSD will continue to reduce class size to an average of 26:1 for elementary grades and 29:1 for middle school, with the exception of PE and performing arts courses. The Hun School of Princeton study highlights the benefits of lower student-teacher ratio which can be a significant contribution to their success. With a smaller group of students, teachers know not just their names and faces, but their goals, strengths, and academic challenges. Student-teacher ratio reflects the teacher's workload and how available they are to offer services and care to their students. Student-teacher ratio has been found to be one of the strongest indicators of student success and engagement. This action will allow teachers to address students' needs by providing Tier 1 classroom interventions and supports. This specifically benefits homeless, foster youth, English Learners, and socio-economically identified students by providing more opportunities for small group instruction and additional learning time. This action includes core teachers, but excludes special education, Title I, and elementary music teachers. The action is aligned to the allowable uses of LRBEG funds by using evidence based action that decreases staff-to-pupil ratios, based on pupil learning needs. The total funds of the LRBEG is $117,228. Metric(s) to Monitor Effectiveness: 1.1, 1.2, 1.3, 4.1, 4.2	$2,407,659.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Literacy Coaches	Literacy Coaches will provided job-embedded, ongoing professional development, coaching, co-planning and support for teachers, staff, and parents focused on the New Art and Science of Teaching and HBCSD's Literacy Framework, which includes concepts of print, phonics instruction, phonemic awareness/phonological awareness, vocabulary development, reading comprehension, fluency, and writing. This action is to increase literacy skills, principally directed to low income, foster youth, Long Term English Learners, and English learners as measured by 1.1, 1.2, 1.3, 4.1, 4.2.	$169,151.00	Yes
1.3	Professional Development	HBCSD will provide ongoing professional development by providing substitutes, stipends, and consultants for certificated and classified staff in the areas of targeted interventions, math instruction, and differentiation. This action is to increase literacy and math skills, principally directed to low income, foster youth, Long Term English learners, and English learners, as measured by 1.1, 1.2, 1.3, 4.1, 4.2.	$384,709.00	Yes
1.4	Professional Learning Communities (PLC)	Provide time for professional learning communities (PLC) to analyze data, identify students who need additional support, develop targeted interventions, and evaluate the effectiveness of interventions. This action is to increase literacy and math skills, principally directed to low-income, foster youth, Long Term English learners, and English learners, as measured by 1.1, 1.2, 1.3, 4.1, and 4.2.	$2,077,328.00	Yes
1.5	Supplemental Technology Software Programs	HBCSD will provide supplemental technology software to support literacy and math skills. This action will provide access to software to assess students and develop skills in communication, collaboration, creativity, and critical thinking.	$306,765.00	No
1.6	Core Teachers	Provide highly qualified core/general education teachers as part of the base education program for all students.	$29,706,585.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	HBCSD will expand opportunities to engage and educate parents, families and community in their schools and district to ensure that they have opportunities to participate in school and district decision-making.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

HBCSD's strategic plan has a focused goal on creating safe and supportive environments. When surveyed on the LCAP survey, 64% of parents strongly agree and agree that they are involved in their child's education and decision making. However, when compared to the CA Healthy Kids Survey - Parent module, data further revealed that 62% of elementary parents feel the district and school promotes parental involvement and decision making, whereas only 25% of middle school parents feel the district and school promotes parental involvement and decision making. Open ended responses further reveal that students and parents indicate a desire for more opportunities to be included in decision-making processes and desire for more activities that are engaging or enjoyable that cater to the interests of all students. Parents reported inconsistent application of school policies, particularly related to discipline and classroom management which left some participants mentioned feeling uncomfortable or unwelcome at school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	LCAP Survey- Parent Involvement & Decision Making % of parents who Strongly Agree/Agree that they are involved in their child's education and decision making	Spring 2024: 64%	Winter 2025: 61%	Winter 2026: 57%	75%	Decrease of 7% from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	source: 2025-2026 LCAP Survey					
2.2	CHKS Parent Survey- Promotion of parental involvement & decision making % of parents feel the district and school promotes parental involvement & decision making source: CHKS Parent Survey	Spring 2024: 62% of elementary parents 25% of middle school parents	Spring 2025: 56% of elementary parents 33% of middle school parents	Spring 2026: 50% of elementary parents 23% of middle school parents	72% of elementary parents 35% of middle school parents	decrease of 12% for elementary parents decrease of 2% for middle school parents
2.3	Suspension Rate- District source: 2025 CA Dashboard	2022-2023 ALL: 1.8% FOS: 7.4% LTEL: New metric in 2023-2024 Sowers- SWD: 13.6% Dwyer SWD: New metric in 2023-24	2023-2024 ALL: 1.4% FOS: 7.4% LTEL: 9.7% Sowers- SWD: 3.8% Dwyer- SWD 12.7%	2024-2025 ALL: 1.3% FOS: 5.9% LTEL: 8.3% Sowers- SWD: 3% Dwyer- SWD: 4.9%	ALL: .8% FOS: 4% LTEL: 4.7% Sowers- SWD: 8% Dwyer- SWD 7.7%	ALL: Decrease in suspension rate by .5% FOS: Decrease in suspension rate by 1.5% LTEL: Decrease in suspension rate by 1.4% Sowers: Decrease in suspension rate by .5% for SWD Dwyer: Decrease in suspension rate by 7.8% for SWD
2.4	Expulsion Rate- District & School source: CDE DataQuest	2022-2023 ALL: 0%	2023-2024 ALL: 0%	ALL: 0.1%	ALL: 0%	Increase by .1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Canvas Parent Observer Rates (Middle School) source: Canvas Analytics	New metric in 2025-2026	2024-2025 74% of middle school parents are observers	2025-2026 80% of middle school parents are observers	100% of middle school parents are observers	Increase of 6%

Goal Analysis [2025-26]

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

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

Communication tools such as Zoom, Seesaw, Canvas, and ParentSquare were fully integrated. According to a recent parent survey, 96% of survey respondents indicated that they trust the District to communicate transparently and effectively. Additionally, 85% of participants preferred ParentSquare as their primary communication method, 77% expressed satisfaction with district communications, and 86% of respondents indicated that the District is effective in providing opportunities for feedback and two-way communication, such as surveys and informational meetings.

Community liaisons not only conducted parent education series but also expanded outreach and services to families by participating in school events such as festivals, performances, and monthly PTA meetings. Additionally, webinars were recorded to provide parent education resources that are accessible at any time, ensuring greater convenience for parents.

One challenge encountered during the implementation of actions in 2025–2026 was increasing parent participation in parent education sessions. Although parents continued to volunteer at high rates at the school and classroom levels, attendance at in-person and online parent education sessions remained low. However, recorded parent education sessions on the district's YouTube channel continue to be accessed by parents, particularly for topics that have been available for a longer period of time.

There was a decrease in perceptions of parental involvement at the elementary and middle school levels. **We have discussed as a district how we can define what parent involvement means for parents prior to sending out surveys measuring parent involvement, so that parents can fully understand what we are asking of them. We feel that some parents are not giving themselves credit for activities such as checking their students' grades in Canvas, attending Back to School Night, and Open House. Some parents may only perceive engagement as volunteerism and attending on-campus events (ie, PTA meetings).**

Suspension rates continue to decrease overall, with Sowers exceeding the goal of reducing the suspension rate for students with disabilities by 10.6%. Dwyer Middle School's suspension rate for students with disabilities increased greatly from Very Low (Red) on the 2024 CA Dashboard to Green on the 2025 CA Dashboard. With the addition of Long-Term English Learners (LTELs) as a student group, LTEL performance will also be monitored. **Our schools have worked to improve communication with teachers, students, and parents about progressive discipline and strengthening relationships with families to support students struggling with behaviors.**

There were no substantive differences between the planned actions and implementation. All actions were fully implemented.

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

There were no material differences between budgeted and estimated actual expenditures for actions under Goal 2.

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

There was a slight decrease in perceptions of parental involvement at the elementary and middle school levels, signaling a need for further analysis and more targeted outreach to ensure consistent engagement across all grade spans.

Additionally, direct phone outreach by community liaisons to middle school families regarding parent education nights and community meetings contributed to a continued decline in suspension rates. Sowers Middle School continues to exceed its target, reducing suspension rates for students with disabilities by an additional 0.8% from 2024–2025 and maintaining a rate well below the Year 3 goal of 8%.

Dwyer Middle School demonstrated substantial improvement as well. Its suspension rate for students with disabilities decreased from 12.7%, identified as Very High (Red) on the 2024 California School Dashboard, to 4.9%, significantly surpassing the Year 3 goal of 7.7%.

Districtwide, the suspension rate for Long-Term English Learners (LTELs) decreased by 1.4%. To meet the Year 3 goal, HBCSD will continue to monitor implementation efforts, refine targeted supports, and ensure sustained improvement in outcomes for this student group.

Throughout the year, the district expanded opportunities for parent, family, and community engagement through School Site Councils, English Learner Advisory Committees, district advisory groups, parent education workshops, family events, regular school and district communications, and increased access to student information through Canvas Parent Observer accounts. These activities provided families with meaningful opportunities to participate in school decision-making, better understand academic and behavioral expectations, and strengthen partnerships between home and school. Enhanced communication and engagement efforts contributed to positive student behavior outcomes by increasing parents' awareness of attendance, academic progress, and behavioral concerns, allowing for earlier intervention and support when issues arose. Parent education opportunities and ongoing communication regarding school expectations, social-emotional supports, and student well-being helped foster a collaborative approach to addressing student needs before behaviors escalated to disciplinary actions. As a result, strong school-family partnerships supported a positive school climate and reinforced consistent expectations between home and school. While suspension and expulsion rates are influenced by multiple factors, increased family engagement serves as a key preventative strategy by improving communication, strengthening relationships, and promoting timely interventions that help reduce incidents leading to suspension or expulsion.

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

Action 2.4 (Parent Education- MS, EL, preschool) and 2.5 (Literacy Resources for Home) were discontinued. Site principals provided parent education targeting middle school, English learners, and preschool through free community resources, as well as site-created topics addressing their unique needs. Dwyer Middle School's suspension rate for students with disabilities increased greatly from Very Low (Red) on the 2024 CA Dashboard to Green on the 2025 CA Dashboard. With the addition of Long Term English Learners as a student group, LTELs will be added to monitoring. Additionally, the LCAP Advisory Committee had requested adding the metric of Canvas Parent Observer rates to monitor parent involvement.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Communication Tools	Continue to provide access to communication and engagement tools such as ZOOM, SeeSaw, Canvas, ThoughtExchange, and ParentSquare to keep parents informed and to engage parents.	$93,235.00	No
2.2	Community Liaisons	HBCSD will provide community liaisons to increase outreach, resources, and engagement to families whose students are disengaged, chronically absent, students with disabilities, Long Term English learners, foster youth, socioeconomically disadvantaged, and who speak a language other than English at home. This will contribute to increasing student outcomes by increasing parental involvement with school via workshops, communication, translation at meetings, and providing access to school, district, and community resources. Metric(s) to Monitor Effectiveness: 2.1, 2.2, 2.5, 4.1, 4.3	$103,748.00	Yes
2.3	Parent Engagement Acitivites	HBCSD will implement parent engagement activities and parent education, which provide accessibility for parents to participate, i.e., childcare during meetings, a convenient time for parent meetings, and informal meetings. This will help to contribute to the learning of English learners, Long Term English learners, foster youth, and at-risk/low-income students by increasing parents' knowledge and involvement in their child's education. This action contributes to increased communication about academic and	$7,991.00	Yes

Action #	Title	Description	Total Funds	Contributing
		behavior expectations that will address learning outcomes, school climate, suspensions, and expulsions. Metric(s) to Monitor Effectiveness: 2.1, 2.2, 2.3		
2.4	Parent Education-MS, EL, Preschool-DISCONTINUED 2025-2026	Parent education programs specifically targeting middle school families, English learner families, low income, and preschool families. This action contributes to increased communication about academic and behavior expectations that will address learning outcomes, school climate, suspensions, and expulsions.	$0.00	
2.5	Literacy Resources for Home-DISCONTINUED 2025-2026	Provide literacy activities and resources for home. This action is focused on increasing literacy skills, principally directed to low income, foster youth, and English learners. This action contributes to increased communication about academic and behvior expectations that will address learning outcomes, school climate, suspensions, and expulstions.	$0.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	HBCSD will improve overall perceptions of school climate and increase feelings of safety and belonging among students, staff, and parents/guardians.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Survey of educational partners indicate that there is inconsistent application of school policies, particularly related to discipline and classroom management which cause some participants to feel uncomfortable or unwelcome at school. Participants mentioned feeling stressed, anxious, and uncomfortable in the school environment, which can contribute to negative mental health. Participants' responses to create a more respectful and inclusive school environment to ensure that all students feel valued and accepted.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism Rate- District source: 2025 CA Dashboard	2022-2023 ALL: 13.5% HOM: 54.8% FY: New metric in 2023-2024 LTEL: New metric in 2023-2024	2023-2024 ALL: 9.8% HOM: 26.7% FY: 34.6% LTEL: 13.2%	2024-2025 ALL: 9.3% HOM: 23% FY: 13.3% LTEL: 21.7%	ALL: 3.5% HOM: 44% FY: 10% LTEL: 10%	ALL: decrease of 4.2% HOM: decrease of 31.8% FY: decrease of 21.3% LTEL: increase of 8.5%
3.2	Chronic Absenteeism Rate- School & Student Groups	2022-2023 Seacliff- EL: 28.1%	2023-2024 Seacliff- EL: 16.2%	2024-2025 Seacliff- EL: 11.4%	Seacliff- EL: 18.1% HI: 10.7% SWD: 18.8%	Seacliff: EL: decrease of 16.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	source: 2025 CA Dashboard	HIS: 20.7% SWD: 28.8% WHT: 16.1% Sowers MS- SWD: 29.4% SED: New metric in 2023-2024 WHT: New metric in 2023-2024 Peterson- SWD: 25.9% Hawes- HIS: 22% Dwyer: SWD: New metric in 2023-2024 EL: New metric in 2023-2024 WHT: New metric in 2023-2024	HIS: 10.9% SWD: 15.9% WHT: 9.5% Sowers MS- SWD: 18.6% SED: 19.8% WHT: 9.2% Peterson- SWD: 7.5% Hawes- HIS: 10.4% Dwyer- SWD: 32.7% EL: 16.7% WHT: 18.6%	HIS: 9.2% SWD: 4.8% WHT: 6.3% Sowers MS- SWD: 22.4% SED: 21.7% WHT: 12.4% Peterson- SWD: 13.5% Hawes- HIS: 13.9% Dwyer- SWD: 26.8% EL: 20.7% WHT: 20.1%	WHT: 6.1% Sowers MS- SWD: 19.4% SED: 15% WHT: 8% Peterson- SWD: 15.9% Hawes- HIS: 12% Dwyer- SWD: 22.7% EL: 10% WHT: 13%	HIS: decrease of 11.5% SWD: decrease of 24% WHT: decrease of 9.8% Sowers MS: SWD: decrease of 7% SED: increase of 1.9% WHT: increase of 3.2% Peterson: SWD: decrease of 12.4% Hawes: HIS: decrease of 8.1% Dwyer: SWD: decrease of 5.9% EL: increase of 4% WHT: increase of 1.5%
3.3	Middle School Dropout Rate- District & School source: CalPads Fall 1 - Report 8.1c	2022-2023 District: 0 dropouts	2023-2024 0 dropouts	2024-2025 0 dropouts	District: 0 dropouts	No difference at 0 students
3.4	CHKS - Safety	2023-2024 Elementary:	2024-2025 Elementary:	2025-2026 Elementary:	Elementary: Parents: 69%	Elementary:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% feel school is safe for students source: 2025-2026 CA Healthy Kids Survey (parents/staff/students)	Parents: 59% Students: 89% Staff: 57% Middle School: Parents: 26% Students: 62% Staff: 33%	Parents: 61% Students: 90% Staff: 69% Middle School: Parents: 28% Students: 60% Staff: 24%	Parents: 55% Students: 85% Staff: 58% Middle School: Parents: 23% Students: 68% Staff: 36%	Students: 99% Staff: 67% Middle School: Parents: 36% Students: 72% Staff: 43%	Parents: decrease of 4% Students: decrease of 4% Staff: increase of 1% Middle School: Parents: decrease of 3% Students: increase of 3% Staff: increase of 3%
3.5	CHKS- School Connectedness % of students feel connected to school source: 2025-2026 CA Healthy Kids Survey (students)	2023-2024 Elementary: 80% Middle School: 58%	2024-2025 Elementary: 84% Middle School: 59%	2025-2026 Elementary: 79% Middle School: 65%	Elementary: 90% Middle School: 68%	Elementary: decrease of 1% Middle School: increase 7%
3.6	CHKS- Caring Adult % feel there are caring adults at school source: 2025-2026 CA Healthy Kids Survey (parents/staff/students)	2023-2024 Elementary: Parents: 67% Students: 73% Staff: 57% Middle School: Parents: 25% Students: 58% Staff: 46%	2024-2025 Elementary: Parents: 59% Students: 78% Staff: 66% Middle School: Parents: 36% Students: 61% Staff: 24%	2025-2026 Elementary: Parents: 58% Students: 72% Staff: 58% Middle School: Parents: 26% Students: 64% Staff: 33%	Elementary: Parents: 77% Students: 83% Staff: 67% Middle School: Parents: 35% Students: 68% Staff: 56%	Elementary: Parents: decrease 9% Students: decrease 1% Staff: increase 1% Middle School: Parents: increase 1% Students: increase 6% Staff: decrease 13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	School Attendance Rate source: P-2 Monthly Attendance Summary Analysis (Regular Program)	2023-2024 ALL: 94.83%	2024-2025 ALL: 95.57%	2025-2026 ALL: 96.14%	97%	Increase of 1.31% in ADA
3.8	Discipline Data- bullying source: CalPads EOY 7.13 Report and Aeries Discipline Analytics	New metric in 2025-2026	2024-2025 3 incidents of bullying Aeries Discipline: Aggressive Beh: 22 Name Calling/Teasing: 47 Spreading Rumors: 4 Inappropriate Beh: 289 Threatening: 5	2025-2026 0 incidents of bullying Aeries Discipline: Aggressive Beh: 10 Name Calling/Teasing: 25 Spreading Rumors: 0 Inappropriate Beh: 171 Threatening: 4	0 incidents of bullying Aeries Discipline: Aggressive Beh: 12 Name Calling/Teasing: 37 Spreading Rumors: 0 Inappropriate Beh: 150 Threatening: 0	-3 incidents of bullying

Goal Analysis [2025-26]

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

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

There were no substantive differences between the planned actions and their actual implementation.

Each school site continues to implement Positive Behavior Interventions and Supports (PBIS) through site leadership teams. Schools monitor student behavior using the PBIS Rewards data system and develop site-based, tiered behavioral supports to address identified needs. In addition, schools provide academic and behavioral interventions before and/or after school, and counselors collaborate closely with students and staff to deliver targeted behavior supports.

**In our middle schools, spirit assemblies have really helped to boost student and staff morale. Student Government at each middle school site has worked with the advisors to make sure it is more fun by posting on social media, providing rewards that students want to work for,

and creating a positive school culture. We still have more work to do to meet our target 3 outcomes for students feeling cared for by adults on campus.**

Our chronic absenteeism has really decreased this year after a lot of work from our school sites with communication to students and parents. Our school counselors have been a good resource for students to share reasons/fears for coming to school. Our sites' efforts have really made the largest impact.

Funding allocations were also directed to library services to expand collections that reflect the diversity and lived experiences of our students through inclusive novels, books, and other literature. Additional materials were purchased to broaden students' perspectives beyond Huntington Beach and to promote collaboration and global awareness.

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

There were no material differences between the budgeted and estimated actual expenditures for actions under Goal 3.

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

Focused behavior and chronic absenteeism support has demonstrated effectiveness, with both schools and the district showing significant decreases in chronic absenteeism and suspension rates. Notably, the chronic absenteeism rate of students experiencing homelessness continues to decline to 23%, which is well below the Year 3 goal of 44%. However, there was an increase in chronic absenteeism among long-term English learners (LTELs), rising from 13.2% (2023–2024) to 21.7% (2024–2025).

Additionally, both middle schools have areas of need among specific student groups, as reflected on the 2025 California Dashboard: at Dwyer Middle School, English Learner and White student groups were identified as Very Low (Red), while at Sowers Middle School, socioeconomically disadvantaged students, students with disabilities, and White student groups were also identified as Very Low (Red).

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

Additional chronic absenteeism metrics were added for the identified student groups at Dwyer Middle School (English Learner and White students) and at Sowers Middle School (socioeconomically disadvantaged students, students with disabilities, and White students).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Positive Behavior Interventions & Supports (PBIS)	Implement Positive Behavior Interventions and Supports to address behaviors and create a systematic behavior expectation and a safe school learning environment.	$86,000.00	No
3.2	Tiered Behavior Supports	DA Action The district will implement targeted interventions, including counseling, mentoring, and academic and behavioral supports for students at-risk.	$14,000.00	No
3.3	Interventions for Chronic Absenteeism	DA Action HBCSD will establish a system for timely identification of students at risk of chronic absenteeism and implement targeted interventions to decrease the rate of chronic absenteeism for homeless youth, Long Term English learners, English learners, low-income, Hispanic, foster youth, and white as measured by 3.1 and 3.2. The district will develop an early identification and intervention system for students in the middle grades to prevent student disengagement, which combines effective whole school reforms with attendance, behavioral, and extra-help interventions as a strategy to improve chronic absenteeism.	$4,000.00	Yes
3.4	Library Services to make connections within school and beyond	Deploy library services and collections to connect students, connect to the world beyond HB, and promote collaboration.	$32,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	HBCSD will increase ELA and Math proficiency by 10 points distance from standard (DFS) over the course of the three year cycle for the following student groups: Students with Disabilities (SWD), English learners (ELs), Homeless (HOM), Hispanic (HI), Socio-economically disadvantaged (SED).	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Analysis of student achievement data of student groups identified that a gap exists in the performance of students meeting/exceeding grade level standards when compared to their peers as evidenced by distance from standard on CAASPP assessments in ELA and Math. Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. On average student groups performing below standard range from 16.7 to 40.9 points for English learners, Students with Disabilities, and homeless in ELA. In Math, English learners and homeless are performing 33.6 and 72.5 points below standard, respectively.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CAASPP ELA- District	2022-2023	2023-2024	2024-2025	ALL: 53.3 DFS above standard	All: 7 DFS growth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	source: 2025 CA School Dashboard	ALL: 43.3 DFS above standard SWD: 35.6 DFS below standard EL: 16.7 DFS below standard HOM: 40.9 DFS below standard HIS: 20.8 DFS above standard SED: 7.9 DFS above standard LTEL: Added in 2024-25	All: 44.3 DFS above standard SWD: 28.8 DFS below standard EL: 17.1 DFS below standard HOM: 52.5 DFS below standard HIS: 17 DFS above standard SED: 9.8 DFS above standard LTEL: 89.6 DFS below standard	All: 50.3 DFS above standard SWD: 24.1 DFS below standard EL: 7.4 DFS below standard HOM: 51.8 DFS below standard HIS: 20.2 DFS above standard SED: 12.8 DFS above standard LTEL: 96.4 DFS below standard	SWD: 25.6 DFS below standard EL: 6.7 DFS below standard HOM: 30.9 DFS below standard HIS: 30.8 DFS above standard SED: 17.9 DFS above standard LTEL: 69.6 DFS below standard	SWD: 11.5 DFS growth EL: 9.3 DFS growth Hom: 10.9 DFS decline HIS: 0.6 DFS decline SED: 4.9 DFS growth LTEL: 6.8 DFS decline
4.2	CAASPP ELA- School & Student Group source: 2025 CA School Dashboard	2022-2023 Smith- 46.7 DFS above standard SWD: 39.2 DFS below standard Eader- 60.6 DFS above standard Hawes- 68.0 DFS above standard Moffett- 50.4 DFS above standard Peterson- 42.3 DFS above standard SWD: 40 DFS below standard	2023-2024 Smith- 42.9 DFS above standard SWD: 6.9 DFS above standard Eader- 55.2 DFS above standard Hawes- 69.7 DFS above standard Moffett- 42.1 DFS above standard Peterson- 45.9 DFS above standard SWD: 43.8 DFS below standard	2024-2025 Smith- 50.7 DFS above standard SWD: 0.7 DFS above standard Eader- 58.8 DFS above standard Hawes- 71.9 DFS above standard Moffett- 51.9 DFS above standard Peterson- 23.3 DFS above standard SWD: 45.5 DFS below standard	Smith- 56.7 DFS above standard SWD: 29.2 DFS below standard Eader- 70.6 DFS above standard Hawes- 78.0 DFS above standard Moffett- 60.4 DFS above standard Peterson- 52.3 DFS above standard SWD: 30 DFS below standard Seacliff- 84.4 DFS above standard	Smith- 4 DFS growth SWD: 39.9 DFS growth Eader- 1.8 DFS decline Hawes- 3.9 DFS growth Moffett- 1.5 DFS growth Peterson- 19 DFS decline SWD- 5.5 DFS decline Seacliff- 9.9 DFS decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Seacliff- 74.4 DFS above standard Dwyer MS- 36.6 DFS above standard EL: 47.1 DFS below standard SED: 12 DFS below standard SWD: 67.9 DFS below standard Sowers MS- 25.6 DFS above standard	Seacliff- 70.8 DFS above standard Dwyer MS- 35.2 DFS above standard EL: 45.8 DFS below standard SED: 3.4 DFS below standard SWD: 67.1 DFS below standard Sowers MS- 36.1 DFS above standard	Seacliff- 64.5 DFS above standard Dwyer MS- 39.5 DFS above standard EL: 31.2 DFS below standard SED: 3 DFS above standard SWD: 60.2 DFS below standard Sowers MS- 56.2 DFS above standard	Dwyer MS- 46.6 DFS above standard EL: 37.1 DFS below standard SED: 2 DFS below standard SWD: 57.9 DFS below standard Sowers MS- 35.6 DFS above standard	Dwyer MS-2.9 DFS growth EL: 15.9 DFS growth SED: 15 DFS growth SWD: 7.7 DFS growth Sowers MS- 30.6 DFS growth
4.3	CAASPP Math- District source: 2025 CA School Dashboard	2022-2023 ALL: 21.3 DFS above standard EL: 33.6 DFS below standard HOM: 72.5 DFS below standard LTEL: Added in 2024-25	2023-2024 All: 27.4 DFS above standard EL: 29.3 DFS below standard HOM: 74.4 DFS below standard LTEL: 125.4 DFS below standard	2024-2025 All: 29.2 DFS above standard EL: 17.8 DFS above standard HOM: 73.3 DFS below standard LTEL: 129.6 DFS below standard	ALL: 31.3 DFS above standard EL: 23.6 DFS below standard HOM: 62.5 DFS below standard LTEL: 105.4 DFS below standard	All: 7.9 DFS growth EL: 51.4 DFS growth Hom: 0.8 DFS decline LTEL: 4.2 DFS decline
4.4	CAASPP Math- School & Student Group source: 2025 CA School Dashboard	2022-2023 Smith- 28.3 DFS above standard SWD: 51.7 DFS below standard Eader- 54.8 DFS above standard Hawes- 59.4 DFS above standard	2023-2024 Smith- 25.6 DFS above standard SWD: 25.6 DFS below standard Eader- 50.3 DFS above standard Hawes- 62 DFS above standard	2024-2025 Smith- 35 DFS above standard SWD: 17.2 DFS above standard Eader- 46.9 DFS above standard Hawes- 47.8 DFS above standard	Smith- 18.3 DFS above standard SWD: 41.7 DFS below standard Eader- 64.8 DFS above standard Hawes- 69.4 DFS above standard	Smith- 6.7 DFS growth SWD: 68.9 DFS growth Eader- 7.9 DFS decline Hawes- 11.6 DFS decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Moffett- 41.6 DFS above standard Peterson- 31.4 DFS above standard Seacliff- 55.2 DFS above standard Dwyer MS-3.3 DFS above standard EL: 83.9 DFS below standard SWD: 108.7 DFS below standard Sowers MS- 0.1 DFS below standard	Moffett- 34.4 DFS above standard Peterson- 30.9 DFS above standard Seacliff- 47.1 DFS above standard Dwyer MS- 11.6 DFS above standard EL: 62.7 DFS below standard SWD: 92.8 DFS below standard Sowers MS- 22 DFS above standard	Moffett- 32 DFS above standard Peterson- 8.9 DFS above standard Seacliff- 40.2 DFS above standard Dwyer MS- 16.3 DFS above standard EL: 48.9 DFS below standard SWD: 89.4 DFS below standard Sowers MS- 32.4 DFS above standard	Moffett- 61.6 DFS above standard Peterson- 41.4 DFS above standard Seacliff- 65.2 DFS above standard Dwyer MS-13.3 DFS above standard EL: 73.9 DFS below standard SWD: 98.7 DFS below standard Sowers MS- 10 DFS above standard	Moffett- 9.6 DFS decline Peterson- 22.5 DFS decline Seacliff- 15 DFS decline Dwyer MS- 13 DFS growth EL: 35 DFS growth SWD: 19.3 DFS growth Sowers MS- 32.5 DFS growth
4.5	Percentage of English learner Pupils who make progress toward English proficiency- District & School source: 2025 CA School Dashboard	2022-2023 50.9% making progress Dwyer MS: 56.9% making progress	2023-2024 39.5% making progress Dwyer MS: 47.5% making progress	2024-2025 57% making progress Dwyer MS: 67.4% making progress	60.9% making progress Dwyer MS: 66.9% making progress	growth of 6.1% making progress Dwyer MS: growth of 10.5% making progress
4.6	Reclassification Rate- District source: local data	2023-2024 11%	2024-2025 7% (mid-year) 30% (end of year)	2025-2026 .005% (mid-year) 24% (end of year)	21%	13% growth
4.7	LTELs (Number)	2023-2024 20	2024-2025 16	2025-2026 14	15	decrease of 6 LTELs

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: 2025-2026 DataQuest (At-Risk and LTEL)					
4.8	Access to Broad Course of Study Source: Aeries Class Rosters/ Course Report	2023-2024 100% of students	2024-2025 100%	2025-26 100%	100% of students	continue to maintain 100% of students
4.9	STAR Reading 1st-8th Source: Star Reading Proficiency Rate (State Benchmark)	Spring Assessment Window 2024 1st: 72.5% 2nd: 69.8% 3rd: 69.7% 4th: 76.2% 5th: 74% 6th: 67.9% 7th: 65.8% 8th: 67%	Spring Assessment Window 2025 1st: 74.4% 2nd: 74.5% 3rd: 67.2% 4th: 69.8% 5th: 75.5% 6th: 69% 7th: 69.7% 8th: 55.7%	Spring Assessment Window 2026 1st: 72% 2nd: 69% 3rd: 67% 4th: 74% 5th: 70% 6th: 71% 7th: 69% 8th: 69%	1st: 82.5% 2nd: 79.8% 3rd: 79.7% 4th: 86.2% 5th: 84% 6th: 77.9% 7th: 75.8% 8th: 77%	1st: .5% decline 2nd: .8% decline 3rd: 2.7% decline 4th: 2.2% decline 5th: 4% decline 6th: 3.1% growth 7th: 3.2% growth 8th: 2% growth

Goal Analysis [2025-26]

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

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

Most actions outlined in LCAP Goal 4 for the 2025–2026 academic year were successfully implemented. These included initiatives such as targeted interventions, afterschool enrichment, and designated and integrated English Language Development (ELD) training.

Middle school counselors continue to develop lessons in response to challenging behaviors reported to them and identified through student referrals. For example, when increases in student teasing or peer conflicts are observed, counselors implement schoolwide lessons to address those issues and follow up with small-group instruction.

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

There were no material differences between the budgeted and the estimated actual expenditures for actions under Goal 4.

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

A continued focus on targeted academic interventions, along with ongoing support and professional learning for staff serving students with disabilities, resulted in measurable growth. Smith Elementary School continues to meet the Year 3 goal for students with disabilities in English Language Arts, performing 29.9 Distance from Standard (DFS) points above the target. In mathematics, Smith demonstrated significant gains, increasing 42.8 DFS points- 58.9 points above the Year 3 goal.

Districtwide, English Learners (ELs) showed notable improvement. In English Language Arts, EL performance increased from 17.1 DFS points below standard in 2023–2024 to 7.4 DFS points below standard in 2024–2025- a 9.7-point gain. In mathematics, English Learners exceeded the Year 3 goal by 41.4 points, reflecting strong growth in targeted academic supports.

In contrast, Long-Term English Learner (LTEL) performance declined in both English Language Arts and Mathematics. Reclassification rates increased significantly last year, resulting in many higher-performing LTELs being reclassified at the beginning of the year. As a result, the remaining LTEL population represents students with greater academic and language needs, requiring intensified language acquisition supports and targeted intervention to accelerate progress in ELA and mathematics.

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

Action 4.1 (middle school SEL) was discontinued. An increase expenditures in supports for targeted academic interventions will be added.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Middle School SEL-DISCONTINUED 2025-2026	Investigate and adopt a middle school social emotional learning curriculum.	$0.00	No
4.2	Targeted Interventions	DA Action Counseling and curriculum support teams will implement targeted interventions and supports, including counseling, academic supports and mentoring for students (at-risk). This action is principally directed at our unduplicated students (low income, foster youth, Long Term English learners, and English learners) to improve social emotional learning and academic supports. Metric(s) to Monitor Effectiveness: 4.1, 4.2, 4.3, 4.4, 4.5, 4.7	$32,495.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	Afterschool Enrichment	Provide afterschool enrichment program for low income, Long Term English learners, English learners, and foster youth.	$1,487,279.00	No
4.4	Professional Development in EL and LTEL Strategies	DA Action The district will provide onngoing professional development for teachers on EL instructional strategies including designated and integrated English Language Development which include developing academic writing skills, use of formative assessments, and explicit vocabulary instruction to increase language proficiency to support ELs and LTELs. Metric(s) to Monitor Effectiveness: 4.5, 4.7	$1,000.00	Yes
4.5	Specialized Academic Instructional Services & Access to Rigorous Curriculum	Provide specialized academic instructional services at all schools for students with disabilities and increase student access to the most rigorous and relevant curriculum to prepare students for high school. This action is specific to students with disabilities to provide access to grade level core courses to prepare students for high school A-G courses.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	HBCSD will maintain 100% compliance with California State Priority 1- Basic Services, Priority 2- Implementation of State Standards, and Priority 7- Course Access.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

An analysis of available data and input received from stakeholders has not identified concerns or needs within Priority 1 and the implementation of academic content and performance standards in Priority 2. Input from stakeholders identified the desire to continue actions and services from previous LCAP that is demonstrating progress in improving student achievement and student engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Teacher Credentialing & Appropriately Assigned Teachers source: CalSAAS Detail report/ Teacher Assignment Monitoring Outcomes report (TAMO)	2022-2023 1 misassignment 100% of teachers are credentialed	2023-2024: 2 misassignments 100% of teachers are credentialed	2024-2025 2 misassignments 100% of teachers are credentialed	0 misassignment 100% of teachers are credentialed	Increase of 1 misassigned teacher continue to have 100% of teachers credentialed
5.2	Access to Standards Aligned Instructional Materials	2023-2024 100% of students	2024-2025 100% of students	2025-2026 100% of students	100% of students	continue to have 100% of students access

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	source: Results from the LEA's Fall 2025 Williams' Textbook Sufficiency Report					
5.3	Professional Development Participation source: PD sign in sheets and HR 2.0	2023-2024 100% certificated 100% classified	2024-2025 100% certificated 100% classified	2025-2026 100% certificated 100% classified	100% certificated 100% classified	continued to be 100%
5.4	Implementation of State Standards source: Participation in content-specific professional development	2023-2024 100% of state standards 100% participation in PD	2024-2025 100% of state standards 100% participation in PD	2025-2026 100% of state standards 100% participation in PD	100% of state standards 100% participation in PD	continued to be 100%
5.5	Facilities in "good" repair source: Facility Inspection Tool (FIT)	2023-2024 100% of facilities continue to be categorized as “good” or better on FIT.	2024-2025 100% of facilities continue to be categorized as “good” or better on FIT.	2025-2026 100% of facilities continue to be categorized as “good” or better on FIT.	100% of facilities continue to be categorized as “good” or better on FIT.	continued to be 100%

Goal Analysis [2025-26]

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

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

There were no substantive differences in planned actions and actual implementation. Metrics included in goal 5 continue to be met and are sustainable, with the exception of teacher mis-assignment. This was due to a miscoding of course code. HBCSD successfully recruits and retains staff to fill positions supported by the LCAP, including centralized PD, technology support, credentialed kindergarten teachers, certificated and classified supports (health clerks, office assistants, library media technicians, bilingual instructional assistants, counselors, and middle school assistant principals). A challenge is to continue absorb the cost of the implementation of Transitional Kindergarten, an additional grade that is no longer funded with LCFF base funds.

A challenge is addressing teacher mis-assignments, we have two teachers who are teaching a subject outside of their credentials, but they have been teaching the subject for many years. Our school board has allowed them to continue to teach the subject based on seniority, years of service, and vast knowledge of the subject matter.

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

There were no material differences between budgeted and estimated actual expenditures for actions under Goal 5.

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

Providing staff to coordinate centralized PD, EL, SED, GATE technical assistance, classified staff, technology support, full day kindergarten, increased hours for classified support (health clerks, office assistants, library media technicians), assistant principals, bilingual instructional assistants, elementary and middle school counslors, and preschool support described in the maintenance goal continue to prove effective as outcomes are continuing to be maintained. Evidence of outcomes include 100% of staff are credentialed, students have access to standards based materials and instruction, facilities are in good repair, and classified and certificated staff participate and have access to professional development.

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

Elementary counselors and transitional kindergarten teachers and program operations are now be funded with LCFF base funding. All other actions will continue to be funded with LCFF Supplemental.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Centralized PD, EL, SED, GATE Technical Assistance	HBCSD will provide centralized professional development, Long Term English learners, English Learner, SED supports, GATE, technical assistance, and student educational program improvement services, including data analysis, teacher collaboration, and EL supports. This action focuses staff efforts and actions to address needs, professional development, and access for ELs, SEDs, foster youth, homeless. Metric(s) to Monitor Effectiveness: 4.1, 4.2, 4.3, 4.4, 4.5, 4.7	$283,545.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.2	Technology Support	HBCSD will provide a Teacher on Special Assignment Support for implementation of technology integration to support instruction in classrooms - 15% of salary.	$22,852.00	No
5.3	Full Day Kindergarten	HBCSD will fund 25% of kindergarten teacher salaries to be able to fund and offer a full day kindergarten program. By providing a longer day for kindergarten students, all students, including English learners, at-risk(SED) students, foster youth, and low income, including homeless students, have more time to learn and are provided acceleration in the early years. Metric(s) to Monitor Effectiveness: 4.1, 4.2, 4.3, 4.4, 4.5, 4.7	$579,462.00	Yes
5.4	Classified Support Staff	HBCSD will maintain and increase classified support staff to address behavioral, academic, social, and emotional impact caused by COVID 19. This includes additional hours for health clerks, LMTs, and office assistants. They will assist in implementing each school's Positive Behavior and Intervention Supports. This action principally addresses the needs of Long Term English learners, English learners, socioeconomically disadvantaged students, foster youth, and homeless youth by having additional staff to connect to students. Metric(s) to Monitor Effectiveness: 2.2 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.7	$412,947.00	Yes
5.5	Bilingual Instructional Assistant Support	HBCSD will provide two part time bilingual instructional assistants to provide support, assessments, and engagement for Long Term English learners, English Learners, and their families. The two bilingual instructional assistants will provide additional support through individual or small group tutoring sessions that focus on language acquisition and academic skills by preteaching vocabulary and practicing language skills using sentence frames and starters. This action will provide additional support and time above and beyond designated and integrated ELD for Long Term English learners and English learners.	$13,095.00	Yes
5.6	Assistant Principals at Middle School	HBCSD will provide one assistant principal funded through LCFF to provide increased services for academic, behavioral, and social-emotional	$369,010.00	Yes

Action #	Title	Description	Total Funds	Contributing
		supports. Assistant principals will develop systems for early detection of students who may be chronically absent, work with staff and parents to develop interventions to address barriers, and monitor chronic absenteeism interventions and data. They will also work with staff and parents to address behaviors leading to suspensions. This will assist students identified as at-risk, Long Term English learners, English learners, foster youth, and low income, including homeless youth, by providing an additional caring adult on campus to specifically address their needs and provide resources and support. Metric(s) to Monitor Effectiveness: 2.3, 3.1, 3.2		
5.7	Preschool	HBCSD will support early learners in preschool by providing supplemental materials	$5,000.00	No
5.8	Continue Elementary and Middle School Counselors	HBCSD will continue to provide two middle school and three elementary school counselors. This will contribute to learning and support for LTELs, ELs, socio-economically disadvantaged, including homeless youth, foster youth, at-risk students by providing executive functioning skills and conflict resolution skills. Metric(s) to Monitor Effectiveness: 2.3, 3.1, 3.2	$774,392.00	Yes
5.9	Transitional Kindergarten	HBCSD will fund the transitional kindergarten program, including teacher salaries and operating costs, to be able to fund and offer a full day transitional kindergarten program. By providing a transitional kindergarten program, all students, including English learners, at-risk (SED) students, foster youth, and low income, including homeless students, have more time to learn in a two year kindergarten program and are provided acceleration in the early years. Metric(s) to Monitor Effectiveness: 3.1, 3.2	$2,477,186.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$3,337,497	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.040%	0.000%	$0.00	6.040%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Reduce Class Size **Need:** HBCSD's needs assessment identified significant achievement disparities between all students and several unduplicated student groups in English Language Arts and Mathematics as measured by CAASPP Distance from Standard (DFS). While all students performed 50.3 points above	In his article in the journal, Psychosociological Issues in Human Resource Management, Willim J. Mathis (2017) highlights research that class size reduction has the greatest effect for low-income and minority students. He cites that it is a cost effective strategy that demonstrates dividends in school as well as in lowered social and educational costs in the future. A key factor is that teachers' pedagogical methods change from large-group lecture format to more personalized instruction as class size gets smaller. Due to the	1.1, 1.2, 1.3, 4.1, 4.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	standard in ELA and 29.2 points above standard in Mathematics, several unduplicated student groups performed substantially below standard, including English Learners (ELA: 7.4 points below; Math: 17.8 points below), Students with Disabilities (ELA: 24.1 points below), Long-Term English Learners (ELA: 96.4 points below; Math: 129.6 points below), and Homeless Youth (ELA: 51.8 points below; Math: 73.3 points below). These performance gaps indicate that many unduplicated pupils require more intensive and differentiated academic support to access grade-level standards. The data suggest a need for targeted literacy and mathematics intervention, increased opportunities for language development, explicit academic vocabulary instruction, progress monitoring, and instructional practices designed to address unfinished learning. Long-Term English Learners, in particular, demonstrate a need for focused language acquisition supports integrated into core instruction to improve both literacy and content-area achievement. Educational partner feedback, site-level data reviews, and student performance trends further indicate a need to strengthen instructional coherence across classrooms and ensure that evidence-based instructional practices are consistently implemented and monitored. Unduplicated pupils benefit from additional small-group instruction, targeted intervention services, and teacher support	fluctuating numbers of unduplicated pupils at sites and our district goal of addressing the needs of these students, it is more effective to provide these services on a districtwide basis. Based on Mathis' research and additional research related to the efficacy of lower class sizes, we believe this is the most effective use of funds to address the needs of our unduplicated pupils. (Class-Size Reduction, Key Insights from Secondary School Classrooms, Harfitt, 2015; Class-Size Reduction; A Proven Reform Strategy, NEA, 2015). Although the action is principally directed toward unduplicated students, the action will benefit serve all students. The district's needs assessment identified significant achievement gaps between all students and several unduplicated student groups, including English Learners, Long-Term English Learners, Students with Disabilities, and Homeless Youth, as measured by CAASPP Distance from Standard in English Language Arts and Mathematics. These achievement gaps indicate a need for more intensive, differentiated instruction, increased opportunities for targeted intervention, ongoing progress monitoring, and stronger teacher-student relationships to ensure that unduplicated pupils receive the support necessary to access grade-level standards. Reducing class sizes is designed to address these identified needs by increasing opportunities for individualized instruction, small-group support, and timely intervention within the general education	

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	through coaching and professional learning designed to address identified learning gaps. The identified achievement disparities support the need for actions that provide smaller classroom size to allow for small group instruction and in class targeted interventions. CAASPP ELA (DFS) All: 50.3 DFS above standard SWD: 24.1 DFS below standard EL: 7.4 DFS below standard Hom: 51.8 DFS below standard Hisp: 20.2 DFS above standard SED: 12.8 DFS above standard LTEL: 96.4 DFS below standard CAASPP Math (DFS) All: 29.2 DFS above standard EL: 17.8 DFS below standard Hom: 73.3 DFS below standard LTEL: 129.6 DFS below standard **Scope:** LEA-wide	classroom. Smaller class sizes allow teachers to more effectively differentiate instruction, monitor student progress, provide targeted feedback, and address learning gaps experienced by unduplicated pupils. This increased level of instructional support is particularly beneficial for English Learners, Long-Term English Learners, Students with Disabilities, and students experiencing homelessness, who often require additional academic scaffolding, language development opportunities, and personalized support to achieve academic success. The district provides reduced class sizes on an LEA-wide basis because unduplicated pupils are enrolled throughout the district and are not concentrated at a single school site. Providing this service districtwide ensures that all unduplicated pupils, regardless of school assignment, have equitable access to smaller learning environments and the increased instructional support they provide. Based on educational partner input and the district's analysis of student achievement data, the district has determined that reducing class sizes across all schools is the most effective use of resources to improve services for unduplicated pupils and address the academic disparities identified through the needs assessment. The district expects that this action will contribute to improved academic outcomes, increased student engagement, and accelerated progress toward meeting grade-level standards for unduplicated student groups.	
1.2	**Action:** Literacy Coaches	Literacy coaches play a crucial role in addressing the needs of English learners (ELs) and socio-	1.1, 1.2, 1.3, 4.1, 4.2

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	Need: HBCSD's needs assessment identified significant achievement disparities between all students and several unduplicated student groups in English Language Arts and Mathematics as measured by CAASPP Distance from Standard (DFS). While all students performed 50.3 points above standard in ELA and 29.2 points above standard in Mathematics, English Learners, Long-Term English Learners, Students with Disabilities, and Homeless Youth performed below standard in one or both content areas. The largest achievement gaps were observed among Long-Term English Learners (ELA: 96.4 points below standard; Math: 129.6 points below standard) and Homeless Youth (ELA: 51.8 points below standard; Math: 73.3 points below standard). These achievement disparities indicate that unduplicated pupils require additional academic supports beyond core instruction to successfully access grade-level standards. The data suggest a need for increased opportunities for targeted intervention, differentiated instruction, language development, academic vocabulary development, progress monitoring, and individualized support to address unfinished learning and accelerate academic growth. For English Learners and Long-Term English Learners, the data indicate a need for systematic language acquisition support embedded within core instruction and	economically disadvantaged learners by providing personalized instruction and professional development for teachers. For ELs, coaches implement evidence-based strategies such as scaffolding and differentiated instruction, ensuring these students receive the linguistic support needed to access the curriculum. They also offer professional development to enhance teachers' cultural competence and language acquisition skills, and collaborate on lesson planning to integrate language development with academic content. For socio-economically disadvantaged learners, literacy coaches identify literacy gaps early, provide targeted interventions, and ensure equitable access to resources. They engage parents in the learning process, helping to create a supportive network that extends beyond the classroom. Research demonstrates that literacy coaching improves student reading achievement through data-driven practices and sustainable professional growth. By providing ongoing, job-embedded professional development, coaches help teachers refine their instructional methods and stay current with best practices, leading to sustained improvements in teaching and learning. Additionally, literacy coaches build the instructional capacity of school staff, fostering a collaborative learning community focused on continuous improvement. By targeting support to the most vulnerable student populations, literacy coaches promote educational equity and help close achievement gaps, making them a highly recommended strategy for enhancing literacy outcomes and why we believe this action is the	

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	intervention services. For Homeless Youth and Students with Disabilities, the data indicate a need for consistent academic support, targeted interventions, and strong connections between instructional, social-emotional, and family support systems. Educational partner feedback from parents, staff, and site leadership further identified a need for additional instructional support, intervention services, and enhanced access to academic resources to ensure unduplicated pupils receive timely assistance when learning gaps are identified. Feedback also emphasized the importance of providing students with strong relationships, engagement opportunities, and equitable access to high-quality instruction and support services. As a result, HBCSD has identified the need to provide additional academic intervention, instructional coaching, reduced class sizes, social-emotional supports, and targeted services designed to improve achievement outcomes for unduplicated student groups and reduce the performance gaps identified through the district's needs assessment. CAASPP ELA (DFS) All: 50.3 DFS above standard SWD: 24.1 DFS below standard EL: 7.4 DFS below standard Hom: 51.8 DFS below standard Hisp: 20.2 DFS above standard	most effective use of funds to address the needs of our unduplicated pupils. Additionally, due to the fluctuating numbers of unduplicated pupils at sites and our district goal of addressing the needs of these students, it is more effective to provide these services on a districtwide basis. Although the action is principally directed toward unduplicated students, the action will benefit serve all students. The district's needs assessment identified significant achievement disparities between all students and several unduplicated student groups in English Language Arts and Mathematics, including English Learners, Long-Term English Learners, Students with Disabilities, and Homeless Youth. These performance gaps indicate a need for more effective implementation of evidence-based literacy instruction, targeted intervention strategies, language development supports, and consistent progress monitoring to accelerate student achievement and close learning gaps. Literacy Coaches are designed to address these identified needs by building teacher capacity to deliver high-quality, research-based literacy instruction and intervention. Literacy Coaches provide job-embedded professional learning, instructional modeling, co-teaching, data analysis support, and coaching cycles that help teachers differentiate instruction and implement effective strategies for students who are performing below grade level. This support is particularly beneficial for English Learners and Long-Term English Learners who require explicit language	

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	SED: 12.8 DFS above standard LTEL: 96.4 DFS below standard CAASPP Math (DFS) All: 29.2 DFS above standard EL: 17.8 DFS below standard Hom: 73.3 DFS below standard LTEL: 129.6 DFS below standard **Scope:** LEA-wide	development, academic vocabulary instruction, and literacy supports integrated throughout the instructional day. The literacy coaching model also strengthens instructional consistency across classrooms and schools by ensuring that teachers have ongoing support in analyzing student data, monitoring progress, and adjusting instruction to meet the needs of unduplicated pupils. By improving the quality and effectiveness of Tier 1 instruction and targeted intervention practices, Literacy Coaches help create equitable access to grade-level content and accelerate learning for students demonstrating the greatest academic needs. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled at every school throughout the district and benefit when all teachers are equipped with the knowledge and skills necessary to meet their academic needs. Providing literacy coaching districtwide ensures that unduplicated students have access to consistently high-quality literacy instruction regardless of school assignment. Based on the district's analysis of achievement data and educational partner feedback, HBCSD has determined that strengthening instructional practices across all schools is the most effective way to improve services for unduplicated pupils and reduce the achievement gaps identified through the needs assessment.	
1.3	**Action:** Professional Development	Villarreal, A. (2005) makes the argument that there is a strong connection between student achievement and teacher quality. In fact,	1.1, 1.2, 1.3, 4.1, 4.2

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	Need: HBCSD's needs assessment identified significant achievement disparities between all students and several unduplicated student groups in English Language Arts and Mathematics as measured by CAASPP Distance from Standard (DFS). While all students performed above standard in both ELA and Mathematics, English Learners, Long-Term English Learners, Students with Disabilities, and Homeless Youth performed below standard in one or both content areas. The most significant gaps were observed among Long-Term English Learners and Homeless Youth. These achievement disparities indicate that unduplicated pupils require additional academic support beyond core instruction to successfully access grade-level standards. The data suggest a need for more intensive literacy and mathematics intervention, explicit language development, differentiated instruction, ongoing progress monitoring, and timely identification of learning gaps. Educational partner feedback further identified a need for increased instructional support and targeted academic interventions to ensure that struggling students receive assistance before gaps widen. The performance of Long-Term English Learners and English Learners, in particular, indicates a need for instructional practices that intentionally integrate language development, academic vocabulary, reading comprehension,	academic achievement gaps between minority students and their peers are primarily attributed to teacher quality. A comprehensive professional development program enhances teacher quality and is a major vehicle that schools use to increase the capacity of staff to influence gains in student achievement. All HBCSD sites serve unduplicated pupils, creating a need for this action at all sites, which is why it is more effective to provide it on a districtwide basis. Based on research related to the impact that professional learning has in building capacity of staff members to serve unduplicated pupils, we believe this is the most effective use of funds to address the needs of our unduplicated pupils. (Heart: Fully Forming Your Professional Life as a Teacher and Leader, Kanold, 2017; Visible Learning, A Synthesis of over 800 Meta-Analyses Related to Achievement, Hattie, 2009; Leading by Design: An Action Framework for PCL at Work Leaders, Erkens & Twadall, 2012). Although the action is principally directed toward unduplicated students, the action will benefit serve all students. The district's needs assessment identified significant achievement disparities between all students and several unduplicated student groups, including English Learners, Long-Term English Learners, Students with Disabilities, and Homeless Youth, as measured by CAASPP Distance from Standard in English Language Arts and Mathematics. These achievement gaps indicate a	

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	and writing skills across all content areas. The achievement data also suggest a need to strengthen instructional consistency and teacher capacity to effectively address the diverse academic needs of unduplicated pupils through evidence-based instructional strategies and interventions. CAASPP ELA (DFS) All: 50.3 DFS above standard SWD: 24.1 DFS below standard EL: 7.4 DFS below standard Hom: 51.8 DFS below standard Hisp: 20.2 DFS above standard SED: 12.8 DFS above standard LTEL: 96.4 DFS below standard CAASPP Math (DFS) All: 29.2 DFS above standard EL: 17.8 DFS below standard Hom: 73.3 DFS below standard LTEL: 129.6 DFS below standard **Scope:** LEA-wide	need for instructional practices that more effectively address the diverse learning needs of unduplicated pupils, including differentiated instruction, language development, targeted intervention, academic discourse, and progress monitoring. Professional development is designed to address these identified needs by increasing educator capacity to implement evidence-based instructional strategies that accelerate learning and improve outcomes for unduplicated student groups. Through ongoing professional learning, teachers and administrators develop knowledge and skills in areas such as high-quality first instruction, literacy and mathematics best practices, integrated and designated English Language Development, Universal Design for Learning, differentiated instruction, data analysis, and intervention planning. Professional development also supports educators in identifying and responding to learning gaps earlier, allowing for more targeted and effective support for students who are performing below grade level. Educational partner feedback further identified a need for consistent instructional practices across classrooms and schools to ensure that all students, particularly unduplicated pupils, have equitable access to rigorous, standards-aligned instruction. Professional development supports instructional coherence across the district and helps ensure that educators are equipped to meet the unique academic and social-emotional needs of unduplicated student groups.	

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		This action is provided on an LEA-wide basis because unduplicated pupils are enrolled at every school in the district and are served by a variety of teachers and staff members. Providing professional development districtwide ensures that all educators who serve unduplicated pupils have access to the training, resources, and instructional practices necessary to improve student outcomes. Based on the district's analysis of achievement data and educational partner feedback, HBCSD has determined that strengthening educator capacity across all schools is the most effective means of improving services for unduplicated pupils and reducing the achievement disparities identified through the needs assessment.	
1.4	**Action:** Professional Learning Communities (PLC) **Need:** HBCSD's needs assessment identified significant achievement disparities between all students and several unduplicated student groups in English Language Arts and Mathematics as measured by CAASPP Distance from Standard (DFS). While all students performed 50.3 points above standard in ELA and 29.2 points above standard in Mathematics, English Learners, Long-Term English Learners, Students with Disabilities, and Homeless Youth performed below standard in one or both content areas. The largest achievement gaps were observed among Long-Term English Learners (ELA: 96.4 points below standard; Math: 129.6 points below standard), Homeless Youth (ELA: 51.8	"A Review of Research on the Impact of Professional Learning Communities on Teaching Practice and Student Learning" by Vescio, V., Ross, D., & Adams, A. (2008) in the journal for Teaching and Teacher Education, 24 (1), 80-91, suggest that well-developed PLCs have a positive impact on both teaching practice and student achievement, especially for underserved students. All HBCSD sites serve unduplicated pupils, creating a need for this action at all sites, which is why it is more effective to provide it on a districtwide basis. Based on research related to the impact that professional learning has in building capacity of staff members to serve unduplicated pupils, we believe this is the most effective use of funds to address the needs of our unduplicated pupils. (Heart: Fully Forming Your Professional Life as a Teacher and Leader, Kanold, 2017; Visible Learning, A Synthesis of	1.1, 1.2, 1.3, 4.1, 4.2

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	points below standard; Math: 73.3 points below standard), and Students with Disabilities (ELA: 24.1 points below standard). The achievement data indicate that unduplicated pupils require additional academic support beyond core instruction to access grade-level standards and achieve at levels comparable to their peers. Specifically, the data reveal a need for more intensive literacy and mathematics intervention, explicit language development, differentiated instruction, academic vocabulary development, and ongoing progress monitoring. The significant performance gaps among English Learners and Long-Term English Learners indicate a need for instructional practices that intentionally integrate language acquisition and academic discourse throughout the instructional day. The performance of Homeless Youth and Students with Disabilities suggests a need for targeted academic support, consistent intervention, and increased opportunities for individualized instruction to address unfinished learning and barriers to academic success. Educational partner feedback from parents, teachers, administrators, and district advisory groups reinforced the need for additional instructional support, consistent implementation of evidence-based instructional practices, and timely intervention when students demonstrate academic difficulty. Educational partners also identified a need to strengthen teacher capacity to meet	over 800 Meta-Analyses Related to Achievement, Hattie, 2009; Leading by Design: An Action Framework for PCL at Work Leaders, Erkens & Twadall, 2012). Although the action is principally directed toward unduplicated students, the action will benefit serve all students. The district's needs assessment identified significant achievement disparities between all students and several unduplicated student groups, including English Learners, Long-Term English Learners, Students with Disabilities, and Homeless Youth, as measured by CAASPP Distance from Standard in English Language Arts and Mathematics. These achievement gaps indicate a need for more targeted instructional responses, timely intervention, ongoing progress monitoring, and consistent implementation of evidence-based instructional practices to ensure that unduplicated pupils receive the support necessary to achieve grade-level standards. Providing teachers with dedicated time to collaborate in Professional Learning Communities (PLCs) is designed to address these identified needs by creating structured opportunities for educators to analyze student achievement data, identify learning gaps, monitor the progress of unduplicated pupils, and develop targeted instructional action plans. Through the PLC process, teachers work collaboratively to review assessment results, identify students requiring additional support, determine effective intervention strategies, and adjust instruction based on student	

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	the diverse academic needs of unduplicated pupils through professional learning, instructional coaching, and targeted intervention services. As a result, HBCSD has identified the need to provide additional academic intervention, literacy and language development support, instructional coaching, professional development, and other targeted services designed to improve achievement outcomes for unduplicated student groups and reduce the performance gaps identified through the district's needs assessment. CAASPP ELA (DFS) All: 50.3 DFS above standard SWD: 24.1 DFS below standard EL: 7.4 DFS below standard Hom: 51.8 DFS below standard Hisp: 20.2 DFS above standard SED: 12.8 DFS above standard LTEL: 96.4 DFS below standard CAASPP Math (DFS) All: 29.2 DFS above standard EL: 17.8 DFS below standard Hom: 73.3 DFS below standard LTEL: 129.6 DFS below standard **Scope:** LEA-wide	needs. This process ensures that instructional decisions are informed by data and focused on improving outcomes for students who are performing below standard. PLC collaboration also supports instructional consistency across classrooms by enabling teachers to share effective practices, calibrate expectations, and collectively address the academic and language development needs of English Learners, Long-Term English Learners, Students with Disabilities, and other unduplicated student groups. Educational partner feedback identified a need for stronger data-driven decision-making and coordinated intervention efforts to ensure that students receive timely and appropriate support when learning challenges are identified. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled at all district schools and benefit when all teachers engage in a systematic process of analyzing data, monitoring student progress, and refining instructional practices. Providing PLC collaboration time districtwide ensures that educators across the district have the opportunity to identify and respond to the unique academic needs of unduplicated pupils regardless of school assignment. Based on the district's analysis of student achievement data and educational partner feedback, HBCSD has determined that districtwide collaboration focused on data analysis and action planning is the most effective means of improving services and academic outcomes for unduplicated student groups.	

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2.2	**Action:** Community Liaisons **Need:** Spring 2026 CHKS Survey Results on Promotion of parental involvement & decision making. The % of parents who strongely agree and agree that the district and school promotes parental involvement & decision making: 50% of elementary parents 23% of middle school parents On the CA Healthy Kids Survey- elementary students indicate their parents are involved on the Parent Involvement in Schooling indicator: District: 79% Asian: 76% Hispanic: 80% White: 81% Mixed (2+ races): 79% Other: 76% On the CA Healthy Kids Survey- middle school students indicate their parents are involved on the Parent Involvement in Schooling indicator: District: 58% Asian: 68% Hispanic: 57% White 57% Mixed (2+ races): 60% Other: 56%	Howland, A., Anderson, J.A., Smiley, A.D., and Abbott, D.J. (2006) highlight the fact that involving families in their children's education is not only a legal requirement in special education, but it also predicts academic achievement, social and emotional development, and a variety of other positive school outcomes for all children. Disconnections between home and school may be especially acute in urban areas where school personnel may not understand the culture of the students and families with whom they work. Efforts to better connect families and schools are occurring through the implementation of school liaison program in order to bridge the gap between schools and families, with particular attention given to parents from diverse backgrounds. Unduplicated pupil performance on standardized assessments trends below peers. Community Liaisons connect students and families to school culture and district resources. All HBCSD sites serve unduplicated pupils, creating a need for this action at all sites, which is why it is more effective to provide districtwide supports across all school sites. Based on research related to the importance of parental engagement and support, we believe that this is the most effective use of funds to meet the needs of unduplicated pupils. (School, Family, and Community Partnerships: Your Handbook for Action, Epstein et. al, 2008; Family Engagement Framework: A Tool For California Schools, CDE, 2014).	2.1, 2.2, 2.5, 4.1, 4.3

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	Additionally, unduplicated students perform lower on CAASPP assessments in ELA and Math. Based on the 2024-2025 CAASPP data in ELA, a gap exists between All students and SWD, EL, HOM, HIS, SED, and LTEL reported below. All: 50.3 DFS above standard SWD: 24.1 DFS below standard EL: 7.4 DFS below standard HOM: 51.8 DFS below standard HIS: 20.2 DFS above standard SED: 12.8 DFS above standard LTEL: 96.4 DFS below standard Based on the 2024-2025 CAASPP data in ELA, a gap exits between All students and EL, HOM, and LTEL reported below. All: 29.2 DFS above standard EL: 17.8 DFS above standard HOM: 73.3 DFS below standard LTEL: 129.6 DFS below standard The district's needs assessment identified a need to strengthen family engagement, communication, and access to school and community resources for unduplicated student groups. California Healthy Kids Survey (CHKS) results indicate a decline in perceived parent involvement from elementary school (79%) to middle school (58%), suggesting that family engagement decreases as students progress through the educational system. Educational partner feedback from parents, staff, and school leaders further identified a need to strengthen communication between home and school and increase awareness of	Although the action is principally directed toward unduplicated students, the action will benefit serve all students. The district's needs assessment and educational partner feedback identified a need to strengthen family engagement, communication, and access to school and community resources for unduplicated student groups. Survey data indicated lower levels of parent involvement at the middle school level, while educational partner feedback identified barriers that may limit family engagement, including language differences, unfamiliarity with educational systems and available services, and challenges navigating school and community resources. Achievement data also demonstrated that several unduplicated student groups, including English Learners, Long-Term English Learners, Students with Disabilities, and Homeless Youth, continue to perform below district averages in English Language Arts and Mathematics, indicating a need for stronger home-school partnerships that support student learning and engagement. Community Liaisons are designed to address these identified needs by serving as a bridge between families, schools, and community resources. Community Liaisons provide outreach, communication, and individualized support to help families access academic, social-emotional, health, and community services that contribute to student success. They assist families in understanding school programs, accessing available interventions and supports, participating in school activities and decision-making	

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	available academic, social-emotional, and community resources. In addition, achievement data demonstrate that several unduplicated student groups continue to perform below district averages in English Language Arts and Mathematics. English Learners, Long-Term English Learners, Students with Disabilities, and Homeless Youth demonstrated significant performance gaps when compared to all students on CAASPP assessments. Educational partner feedback and district data reviews indicate that some families may experience barriers to fully accessing available supports, including language differences, unfamiliarity with educational systems and available services, limited awareness of intervention opportunities, and challenges navigating school and community resources. These conditions indicate a need for increased outreach, relationship-building, and personalized support to connect students and families with academic, social-emotional, health, and community resources that support student success. Families of unduplicated pupils benefit from additional assistance in understanding school programs, accessing services, participating in school decision-making processes, and engaging in their child's education. Strengthening these connections between home, school, and community is necessary to improve student engagement, increase family participation, and	opportunities, and navigating district systems. Community Liaisons also help strengthen communication between home and school, ensuring that families are informed, connected, and able to actively support their child's educational experience. By increasing family engagement and improving access to resources, Community Liaisons help remove barriers that may negatively impact student attendance, engagement, academic progress, and overall well-being. Stronger family-school partnerships support improved communication regarding student needs, timely intervention when concerns arise, and increased participation in educational opportunities that contribute to positive student outcomes. This action is provided on an LEA-wide basis because unduplicated pupils and their families are enrolled throughout the district and may experience barriers to engagement and access to resources regardless of school site. Providing Community Liaison services districtwide ensures that all unduplicated students and families have equitable access to outreach, support, and resource coordination. Based on the district's needs assessment and educational partner feedback, HBCSD has determined that providing Community Liaison services across all schools is the most effective means of improving family engagement, increasing access to supports, and improving services for unduplicated student groups.	

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	support positive academic outcomes for unduplicated student groups. **Scope:** LEA-wide		
2.3	**Action:** Parent Engagement Acitivites **Need:** On the CA Healthy Kids Survey- elementary students indicate their parents are involved on the Parent Involvement in Schooling indicator: District: 79% Asian: 76% Hispanic: 80% White: 81% Mixed (2+ races): 79% Other: 76% On the CA Healthy Kids Survey- middle school students indicate their parents are involved on the Parent Involvement in Schooling indicator: District: 58% Asian: 68% Hispanic: 57% White 57% Mixed (2+ races): 60% Other: 56% However, standardized testing data show that there needs to be continued focus on having parents continue to be involved as evidenced by the gaps in achievement reported below. CAASPP ELA (DFS)	Ferlazzo, L. and Hammond, L. (2009) compiles the research on the positive impact of parental engagement on their child's academic outcomes. The key to parent engagement is to build upon the natural needs, strength, and knowledge within the community to mobilize parents as active participants in solving issues they and their children encounter. Parent engagement is a long term relationship between a school and its community, hence improving the efficacy of parents, academic outcomes of students, and the achievement of the community over time. This is particularly true for families of English learners, foster youth and at-risk/low income students. All HBCSD sites serve unduplicated pupils, creating a need for this action at all sites, which is why it is more effective to provide engagement activities across all school sites. While the action is principally directed for unduplicated students, it would benefit all students. Based on research related to the importance of parental engagement and support, we believe that this is the most effective use of funds to meet the needs of unduplicated pupils. (School, Family, and Community Partnerships: Your Handbook for Action, Epstein et. al, 2008; Family Engagement Framework: A Tool For California Schools, CDE, 2014).	2.1, 2.2, 2.3, 4.1, 4.3

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	All: 50.3 DFS above standard SWD: 24.1 DFS below standard EL: 7.4 DFS below standard Hom: 51.8 DFS below standard Hisp: 20.2 DFS above standard SED: 12.8 DFS above standard LTEL: 96.4 DFS below standard CAASPP Math (DFS) All: 29.2 DFS above standard EL: 17.8 DFS below standard Hom: 73.3 DFS below standard LTEL: 129.6 DFS below standard Suspension data from 2024-2025 indicate higher rates for Foster Youth and LTELs. ALL: 1.3% FOS: 5.9% LTEL: 8.3% Sowers- SWD: 3% Dwyer- SWD: 4.9% All HBCSD sites serve unduplicated pupils, creating a need for this action at all sites, which is why it is more effective to provide engagement activities across all school sites. The district's needs assessment identified a need to strengthen family engagement and partnerships between home and school, particularly for unduplicated student groups. California Healthy Kids Survey (CHKS) results indicate that perceived parent involvement declines significantly from elementary school (79%) to middle school (58%), suggesting a	Although the action is principally directed toward unduplicated students, the action will benefit serve all students. The district's needs assessment identified a need to strengthen family engagement and school-home partnerships for unduplicated student groups. California Healthy Kids Survey results indicate that perceived parent involvement decreases significantly from elementary school to middle school, while academic achievement data demonstrate that several unduplicated student groups, including English Learners, Long-Term English Learners, Students with Disabilities, and Homeless Youth, continue to perform below district averages in English Language Arts and Mathematics. In addition, suspension data indicate disproportionately higher rates among certain unduplicated student groups, suggesting a need for increased communication, collaboration, and early intervention between schools and families. Parent engagement activities are designed to address these identified needs by providing families with meaningful opportunities to participate in their child's education, build relationships with school staff, and increase their understanding of academic expectations, behavioral expectations, and available support services. Activities such as family education nights, workshops, school events, parent leadership opportunities, advisory committees, and informational sessions help families develop the knowledge and skills necessary to support student learning and well-being at home.	

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	need for continued efforts to engage families as students progress through the educational system. Educational partner feedback further emphasized the importance of maintaining strong communication between families and schools and increasing opportunities for meaningful family participation in school programs and decision-making. Academic achievement data also demonstrate that several unduplicated student groups continue to perform below district averages in English Language Arts and Mathematics. English Learners, Long-Term English Learners, Students with Disabilities, and Homeless Youth demonstrated achievement gaps when compared to all students on CAASPP assessments. These data suggest a need for stronger home-school partnerships that support student learning, reinforce academic expectations, and connect families to available academic resources and interventions. In addition, suspension data indicate that certain unduplicated student groups experience disproportionately higher rates of disciplinary actions. During the 2024-2025 school year, Foster Youth (5.9%) and Long-Term English Learners (8.3%) experienced suspension rates significantly higher than the district average of 1.3%. School-level data also identified elevated suspension rates among Students with Disabilities at specific sites. These data indicate a need for stronger communication and collaboration between	These activities also strengthen communication between schools and families, allowing concerns related to attendance, behavior, social-emotional well-being, and academic performance to be identified and addressed earlier. Increased family engagement supports positive student behavior by promoting consistent expectations between home and school, strengthening student connectedness, and improving access to academic, behavioral, and social-emotional resources. Strong school-family partnerships create opportunities for collaborative problem-solving and intervention before challenges escalate into disciplinary actions or significant academic difficulties. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled across all district schools and benefit when families have equitable access to engagement opportunities and information. Providing parent engagement activities districtwide ensures that all families of unduplicated pupils have opportunities to participate in school and district programs, access resources, build relationships with educators, and support their child's academic and behavioral success. Based on district data and educational partner feedback, HBCSD has determined that providing parent engagement activities across all schools is the most effective means of improving services for unduplicated student groups and strengthening the family-school partnerships that contribute to improved academic achievement, student engagement, and positive behavioral outcomes.	

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	schools and families to support positive student behavior, address concerns early, and connect students and families with appropriate academic, behavioral, and social-emotional supports before issues escalate. Educational partner feedback identified a need to strengthen relationships between families and schools, increase awareness of available supports and resources, and create additional opportunities for families to engage in their child's education. Increased family engagement is needed to promote student connectedness, reinforce positive behavioral expectations, support student well-being, and strengthen the collaborative partnerships that contribute to improved academic and behavioral outcomes for unduplicated student groups. Because unduplicated pupils are enrolled at all district schools, this need exists across the district and supports the provision of family engagement activities and outreach efforts at all school sites. **Scope:** LEA-wide		
3.3	**Action:** Interventions for Chronic Absenteeism **Need:** Chronic absenteeism rates for All Students: 9.8%. Whereas, HOM and FOS have higher	The schools identified as having student groups in the red performance level in the area of chronic absenteeism are the only schools identifed for this action; therefore, it is implemented as a schoolwide action.	3.1 and 3.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	rates of absenteeism when compared to All Students. Hom: 26.7% FOS: 34.6% The data below reports chronic absenteeism rates for particular student groups that are either Red on the CA Dashboard or are two levels below the schools Overall CA Dashboard color indicator. Seacliff- EL: 16.2% Hisp: 10.9% SWD: 15.9% White: 9.5% Sowers MS- SWD: 18.6% Peterson- SWD: 7.5% Hawes- Hisp: 10.4% Dwyer (2024-2025): SWD: 32.7% Dwyer MS has SWD student groups in the red performance level in the area of chronic absenteeism. The district has foster youth identified in the red (VERY LOW) performance level in the area of chronic absenteeism and homeless in the orange (LOW) performance level.	The district has foster youth identified in the red (VERY LOW) performance level in the area of chronic absenteeism and homeless in the orange (LOW) performance level. Balfanz, R., Herzog, L, and MacIver, D.J. (2007) in their study "Preventing Student Disengagement and Keeping Students on the Graduation Path in Urban Middle Grades Schools: Early Identification and Effective Interventions" describe the application of an early indentification and intervention system for students in the middle grades to prevent student disengagement. The article summarizes combining effective whole school reforms with attendance, behavioral, and extra-help interventions as a strategy to improving chronic absenteeism and increase graduation rates. Although the action is principally directed toward unduplicated students, the action will benefit serve all students.	

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	Scope: Schoolwide		
4.2	**Action:** Targeted Interventions **Need:** CAASPP ELA (DFS) All: 50.3 DFS above standard SWD: 24.1 DFS below standard EL: 7.4 DFS below standard Hom: 51.8 DFS below standard Hisp: 20.2 DFS above standard SED: 12.8 DFS above standard LTEL: 96.4 DFS below standard CAASPP Math (DFS) All: 29.2 DFS above standard EL: 17.8 DFS below standard Hom: 73.3 DFS below standard LTEL: 129.6 DFS below standard All HBCSD sites serve unduplicated pupils, creating a need for this action at all sites, which is why it is more effective to provide engagement activities across all school sites. HBCSD's needs assessment identified significant achievement disparities between all students and several unduplicated student groups in English Language Arts and Mathematics as measured by CAASPP Distance from Standard (DFS). While all students performed 50.3 points above standard in ELA and 29.2 points above	Targeted interventions for Social Emotional Learning (SEL) and academics are essential in addressing the unique challenges faced by unduplicated students, such as English learners, low-income students, foster youth, and homeless students. SEL programs help these students manage trauma, stress, and emotional regulation, fostering a sense of belonging and engagement. Academic interventions address language barriers, provide necessary resources, and ensure stability and consistency, crucial for students facing economic instability and frequent relocations. These targeted supports are vital for leveling the playing field and promoting equitable educational opportunities. Implementing these interventions on a districtwide basis ensures consistency, equity, and comprehensive support. A uniform approach guarantees that all students receive the same quality of services, regardless of their school, while centralized resources and economies of scale make interventions more cost-effective. Districtwide programs benefit from comprehensive data collection, enabling data-driven decisions and continuous improvement. Additionally, consistent professional development for teachers across the district ensures a unified and effective approach to student support, ultimately fostering an inclusive and supportive educational environment for all unduplicated students.	4.1, 4.2, 4.3, 4.4, 4.5, 4.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	standard in Mathematics, English Learners, Long-Term English Learners, Students with Disabilities, and Homeless Youth performed below standard in one or both content areas. The largest achievement gaps were observed among Long-Term English Learners (ELA: 96.4 points below standard; Math: 129.6 points below standard), Homeless Youth (ELA: 51.8 points below standard; Math: 73.3 points below standard), and Students with Disabilities (ELA: 24.1 points below standard). These achievement disparities indicate that many unduplicated pupils require additional academic support beyond universal classroom instruction to successfully access grade-level standards. The data reveal a need for targeted intervention to address unfinished learning, strengthen foundational literacy and mathematics skills, accelerate language acquisition, and provide timely support when students demonstrate academic difficulties. The significant performance gaps among English Learners and Long-Term English Learners indicate a need for supplemental instruction focused on language development, academic vocabulary, reading comprehension, writing, and mathematical discourse. The performance of Homeless Youth and Students with Disabilities suggests a need for individualized and small-group interventions, increased opportunities for skill development, and more frequent monitoring of academic progress.	The district's needs assessment identified significant achievement disparities between all students and several unduplicated student groups, including English Learners, Long-Term English Learners, Students with Disabilities, and Homeless Youth. CAASPP results indicate that these student groups perform below district averages in English Language Arts and Mathematics, suggesting a need for additional academic support beyond core classroom instruction. The data reveal a need to address unfinished learning, strengthen foundational literacy and mathematics skills, accelerate language development, and provide timely interventions when students demonstrate academic difficulty. Educational partner feedback further identified a need for additional academic support opportunities and targeted assistance for students who are not yet meeting grade-level standards. Targeted intervention services are designed to address these identified needs by providing supplemental instruction tailored to students' specific academic skill gaps. Through small-group instruction, individualized support, targeted literacy and mathematics interventions, and progress monitoring, students receive additional opportunities to develop the foundational skills necessary for success in grade-level coursework. Interventions are informed by assessment data and are adjusted based on student progress to ensure that support is responsive to individual learning needs.	

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	Educational partner feedback from teachers, administrators, and parents identified a need for additional intervention opportunities that provide targeted support based on individual student needs and data. Educational partners emphasized the importance of identifying learning gaps early and providing timely academic assistance to prevent students from falling further behind their peers. As a result, HBCSD has identified a need for targeted intervention services that supplement core instruction and provide additional academic support to unduplicated pupils who are not yet meeting grade-level standards. These services are intended to accelerate learning, address identified skill deficits, and reduce achievement gaps among unduplicated student groups. **Scope:** LEA-wide	For English Learners and Long-Term English Learners, targeted interventions provide additional opportunities to develop academic language, vocabulary, reading comprehension, writing skills, and mathematical discourse. For Students with Disabilities and Homeless Youth, intervention services provide focused support designed to address learning gaps, increase access to grade-level content, and improve academic confidence and engagement. These supports are intended to accelerate learning and reduce the achievement disparities identified through the district's needs assessment. This action is provided on an LEA-wide basis because unduplicated pupils requiring intervention support are enrolled throughout the district and are not concentrated at a single school site. Providing targeted intervention services districtwide ensures that all unduplicated students have equitable access to additional academic support regardless of school assignment. Based on student achievement data and educational partner feedback, HBCSD has determined that providing intervention services across all schools is the most effective means of improving services for unduplicated pupils, accelerating academic growth, and reducing achievement gaps in English Language Arts and Mathematics. Although the action is principally directed toward unduplicated students, the action will benefit serve all students.	
5.1	**Action:** Centralized PD, EL, SED, GATE Technical Assistance	Iver, M., Abele, M, and Farley, E. (2003) in their article "Bringing the District Back in: The Role of the Central Officein Improving Instruction and	4.1, 4.2, 4.3, 4.4, 4.5, 4.7

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	Need: CAASPP ELA (DFS) All: 50.3 DFS above standard SWD: 24.1 DFS below standard EL: 7.4 DFS below standard Hom: 51.8 DFS below standard Hisp: 20.2 DFS above standard SED: 12.8 DFS above standard LTEL: 96.4 DFS below standard CAASPP Math (DFS) All: 29.2 DFS above standard EL: 17.8 DFS below standard Hom: 73.3 DFS below standard LTEL: 129.6 DFS below standard All HBCSD sites serve unduplicated pupils, creating a need for coordinated services and support on a districtwide basis. HBCSD's needs assessment identified significant achievement disparities between all students and several unduplicated student groups in English Language Arts and Mathematics as measured by CAASPP Distance from Standard (DFS). While all students performed above standard in both content areas, English Learners, Long-Term English Learners, Students with Disabilities, and Homeless Youth performed below standard in one or both areas. The most significant achievement gaps were observed among Long-Term English Learners, Homeless Youth, and Students with Disabilities.	Student Achievement" compiles literature on the impact central office staff on improving instruction and student achievement by focusing on decision-making about curriculum and instruction; supporting good instructional practice (high reliability recruitment of principals and teachers, professional development for principals, professional development for teachers, physical capital/material resources, and linkages between professional development and achievement); and linking evaluation research to district policymaking. These actions supported by centralized office to provide professional development, monitoring of English learner achievement and technical support improves the outcomes for ELs, SEDs, foster youth and homeless students. All HBCSD sites serve unduplicated pupils, creating a need for coordinated services and support on a districtwide basis. Research supports the need to ensure targeted, coordinated supports and services enable at-promise students to increase academic achievement. We believe this is the most effective use of funds to address the needs of our unduplicated pupils. (Empowering At-Risk Students to Succeed, ACSD, 1994) The district's needs assessment identified significant achievement disparities between all students and several unduplicated student groups, including English Learners, Long-Term English Learners, Students with Disabilities, Homeless Youth, and Socioeconomically Disadvantaged students. These achievement gaps indicate a need for consistent implementation of evidence-	

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	These achievement disparities indicate that many unduplicated pupils require support that extends beyond classroom instruction alone. The data suggest a need for coordinated academic, behavioral, social-emotional, and family support services to address barriers that may interfere with student learning and achievement. For example, Long-Term English Learners demonstrate a need for coordinated language development, intervention, and progress-monitoring supports, while Homeless Youth may require additional academic, attendance, wellness, and family support services to ensure consistent access to learning opportunities. Students with Disabilities may require coordinated intervention, specialized supports, and collaboration among educational staff to address identified learning needs. Educational partner feedback from parents, teachers, administrators, and district advisory groups identified a need for stronger systems to connect students and families with available services and supports. Educational partners emphasized the importance of ensuring that students experiencing academic difficulties receive timely interventions, that services are coordinated across departments and school sites, and that families are aware of and able to access available resources. The achievement data and educational partner feedback indicate a need for coordinated systems of support that allow schools to	based instructional practices, targeted intervention, language development supports, ongoing progress monitoring, and coordinated services to ensure that unduplicated pupils receive the academic and social-emotional support necessary to achieve grade-level standards. Educational partner feedback further identified a need for instructional guidance, professional learning, program oversight, and consistent access to specialized support services across schools. Centralized services are designed to address these identified needs by providing district-level leadership, coordination, technical assistance, and monitoring for programs that serve unduplicated student groups. Centralized support ensures that schools receive guidance related to English Learner programs, Socioeconomically Disadvantaged student supports, GATE services, intervention programs, assessment systems, and compliance requirements. These services include professional development, data analysis, program evaluation, instructional support, and technical assistance that help schools implement effective practices and respond to the unique needs of unduplicated pupils. Centralized services also support the consistent use of student achievement data to identify learning gaps, monitor student progress, and allocate resources where they are most needed. By coordinating professional development and providing technical assistance to teachers and administrators, the district strengthens educator capacity to implement evidence-based	

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	identify student needs early, monitor progress, connect students and families with appropriate services, and provide timely interventions to address academic, behavioral, social-emotional, and attendance-related barriers. These coordinated supports are necessary to improve outcomes for unduplicated student groups and reduce the achievement disparities identified through the district's needs assessment. Because unduplicated pupils are enrolled across all district schools, this need exists districtwide and requires coordinated services and supports at all sites. **Scope:** LEA-wide	instructional strategies, language development supports, differentiated instruction, and targeted interventions that improve outcomes for unduplicated student groups. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled at every school site and benefit from consistent access to high-quality programs, instructional support, and services regardless of school assignment. Districtwide coordination ensures that schools implement programs with fidelity, comply with state and federal requirements, and provide equitable access to resources and support for unduplicated pupils. Based on the district's analysis of achievement data and educational partner feedback, HBCSD has determined that centralized services are the most effective means of improving services for unduplicated student groups and reducing the achievement disparities identified through the district's needs assessment. Although the action is principally directed toward unduplicated students, the action will benefit serve all students.	
5.3	**Action:** Full Day Kindergarten **Need:** HBCSD's needs assessment identified significant achievement disparities between all students and several unduplicated student groups in English Language Arts and Mathematics as measured by CAASPP Distance from Standard (DFS). While all	The National Education Association (NEA) advocates that full day kindergarten is worth the expense. Researchers Jilly Walston and Jerry West found that students in full day kindergarten classes learned more in both reading and math than students in half- day classes. Full day kindergarten produces long term educational gains, especially for low income and minority students. The researchers found that the long term benefits of full day kindergarten appeared to be	4.1, 4.2, 4.3, 4.4, 4.5, 4.7

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	students performed 50.3 points above standard in ELA and 29.2 points above standard in Mathematics, English Learners, Long-Term English Learners, Students with Disabilities, and Homeless Youth performed below standard in one or both content areas. The largest achievement gaps were observed among Long-Term English Learners, Homeless Youth, and Students with Disabilities. These achievement disparities indicate that unduplicated pupils require additional academic support and services beyond core instruction to successfully access grade-level standards and achieve outcomes comparable to their peers. The data suggest a need for differentiated instruction, targeted intervention, explicit language development, academic vocabulary support, progress monitoring, and timely identification of learning gaps. For English Learners and Long-Term English Learners, the data indicate a need for instructional practices that intentionally develop language proficiency while supporting access to rigorous academic content. For Homeless Youth and Students with Disabilities, the data suggest a need for coordinated academic and support services that address barriers to learning and provide additional opportunities for academic success. Educational partner feedback from parents, teachers, administrators, and advisory groups identified a need for increased instructional support, consistent implementation of	greatest for students from disadvantaged backgrounds and helped to narrow achievement gaps between different groups of students. All HBCSD sites serve unduplicated pupils, creating a need for this action at all sites, which is why it is more effective to provide it on a districtwide basis. Although the action is principally directed toward unduplicated students, the action will benefit serve all students. The district's needs assessment identified achievement disparities among several unduplicated student groups, including English Learners, Long-Term English Learners, Students with Disabilities, Homeless Youth, and Socioeconomically Disadvantaged students. These achievement gaps indicate a need for early academic intervention and increased access to instructional opportunities that build foundational literacy, language, mathematics, and social-emotional skills. Educational partner feedback further emphasized the importance of providing strong early learning experiences that support school readiness and establish a foundation for future academic success. The full-day kindergarten program is designed to address these identified needs by increasing instructional time and providing students with expanded opportunities to develop foundational reading, writing, language, mathematics, and social-emotional skills during their earliest years of schooling. The additional instructional time allows teachers to provide more differentiated instruction, targeted small-group support, language	

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	evidence-based practices, and greater access to services that help students who are not yet meeting grade-level expectations. Educational partners emphasized the importance of providing timely support, monitoring student progress, and ensuring equitable access to resources and interventions that address the diverse needs of unduplicated pupils. Because unduplicated pupils are enrolled at every school site across the district, these needs exist throughout HBCSD. As a result, districtwide services and supports are necessary to ensure all unduplicated students have equitable access to the instructional, academic, and support resources needed to improve achievement and reduce the performance gaps identified through the district's needs assessment. CAASPP ELA (DFS) All: 50.3 DFS above standard SWD: 24.1 DFS below standard EL: 7.4 DFS below standard Hom: 51.8 DFS below standard Hisp: 20.2 DFS above standard SED: 12.8 DFS above standard LTEL: 96.4 DFS below standard CAASPP Math (DFS) All: 29.2 DFS above standard EL: 17.8 DFS below standard Hom: 73.3 DFS below standard LTEL: 129.6 DFS below standard	development opportunities, and early intervention for students demonstrating academic or developmental needs. This is particularly beneficial for English Learners, Socioeconomically Disadvantaged students, Homeless Youth, and other unduplicated pupils who may require additional exposure to academic language, structured learning experiences, and foundational skill development. A full-day kindergarten program also supports smoother transitions into the K–6 educational environment by increasing student engagement, strengthening school connectedness, and providing earlier identification of academic, behavioral, or social-emotional needs. Through increased instructional time and access to support services, students are better positioned to develop the skills necessary for long-term academic success and grade-level achievement. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled throughout the district and benefit from equitable access to high-quality early learning opportunities regardless of school assignment. Providing full-day kindergarten across all elementary schools ensures that unduplicated students receive consistent access to foundational instruction, intervention, and support services at the earliest stages of their education. Based on the district's analysis of student achievement data and educational partner feedback, HBCSD has determined that offering a full-day kindergarten program districtwide is the most effective means of	

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	All HBCSD sites serve unduplicated pupils, creating a need for this action at all sites, which is why it is more effective to provide it on a districtwide basis. **Scope:** LEA-wide	improving services for unduplicated pupils and reducing future achievement gaps.	
5.4	**Action:** Classified Support Staff **Need:** Below are the data points on the 2025-2026 CHKS Survey on Student Connectedness to school, Elementary: 79% Middle School: 65% There is room to grow to increase the percentage of students feeling connected to school. Furthermore, on the 2025/2026 CHKS Survey, students reports on Having a Caring Adult on Campus is as follows: Elementary Students: 72% Middle School Students: 64% Whereas, parents report the following regarding parental involvement on the most recent CHKS, 50%of elementary parents feel the district and school promotes parental involvement & decision making and 23% of middle school parents feel the district and school promotes parental involvement & decision making.	In a 2018 article in District Administration, the author states that classified employees can account for 40% of staff, including paraeducators, administrative assistants, food services, custodial, librarians, etc. Furthermore, Roberts, D. (2020) advocates for the inclusion of classified support staff in the implementation of positive behavior interventions and supports to help create positive school climate, which in turn support the success of students often marginalized or come from disadvantaged backgrounds. Classified support staff are a critical link between families and our schools, fostering higher levels of parent engagement. Based on research related to the importance of parental engagement and support, we believe that this is the most effective use of funds to meet the needs of unduplicated pupils. (School, Family, and Community Partnerships: Your Handbook for Action, Epstein et. al, 2008; Family Engagement Framework: A Tool For California Schools, CDE, 2014). All HBCSD sites serve unduplicated pupils, creating a need for this action at all sites, which is why it is more effective to provide it on a districtwide basis.	2.2 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.7

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	The data reported below highlights the gaps in achievement levels unduplicated students when compared to All Students on CAASPP ELA (DFS): All: 50.3 DFS above standard SWD: 24.1 DFS below standard EL: 7.4 DFS below standard Hom: 51.8 DFS below standard Hisp: 20.2 DFS above standard SED: 12.8 DFS above standard LTEL: 96.4 DFS below standard The data reported below highlights the gaps in achievement levels unduplicated students when compared to All Students on CAASPP Math (DFS): All: 29.2 DFS above standard EL: 17.8 DFS below standard Hom: 73.3 DFS below standard LTEL: 129.6 DFS below standard All HBCSD sites serve unduplicated pupils, creating a need for this action at all sites, which is why it is more effective to provide it on a districtwide basis. HBCSD's needs assessment identified a need to strengthen student connectedness, school engagement, and access to supportive relationships for unduplicated student groups. California Healthy Kids Survey (CHKS) data indicate that while 79% of elementary students report feeling connected to school, that percentage declines to 65% at the middle school level. Similarly, only 72% of elementary students and 64% of middle school students	The district's needs assessment identified a need to strengthen student connectedness, school engagement, access to caring adults, and family engagement for unduplicated student groups. California Healthy Kids Survey (CHKS) results indicate that student connectedness declines from elementary school (79%) to middle school (65%), and only 72% of elementary students and 64% of middle school students report having a caring adult on campus. Parent survey data also indicate opportunities to strengthen family engagement and participation in school decision-making. Educational partner feedback emphasized the importance of increasing student support, fostering positive relationships, and improving communication and engagement between schools and families. Additional classified staff are designed to address these identified needs by increasing the availability of adults who can provide direct support, relationship-building opportunities, supervision, outreach, and connections to school and community resources. These staff members help create welcoming and supportive school environments, provide students with additional opportunities to connect with trusted adults, assist with student engagement activities, and support proactive interventions when concerns related to attendance, behavior, social-emotional well-being, or academic engagement are identified. Additional classified staff also strengthen communication and collaboration between schools and families by assisting with outreach efforts, supporting family engagement activities, and	

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	report having a caring adult on campus. These data suggest that a significant number of students may not feel a strong sense of belonging or connection to trusted adults at school, conditions that research and educational partner feedback identify as important contributors to student engagement, attendance, behavior, and academic success. Parent survey results also indicate opportunities to strengthen family engagement and partnership with schools. Only 50% of elementary parents and 23% of middle school parents reported that the district and schools promote parental involvement and participation in decision-making. Educational partner feedback emphasized the importance of strengthening communication, increasing opportunities for family involvement, and creating more inclusive school environments that support students and families. Academic achievement data further demonstrate that several unduplicated student groups continue to perform below district averages in English Language Arts and Mathematics. English Learners, Long-Term English Learners, Students with Disabilities, and Homeless Youth demonstrated significant achievement gaps when compared to all students. These achievement disparities suggest that some unduplicated pupils may benefit from additional academic, social-emotional, and engagement supports that help remove barriers to learning, increase school	helping families access available resources and services. By increasing student access to supportive relationships and strengthening home-school connections, these staff members help address barriers to learning, promote positive school experiences, and increase student engagement and connectedness. For unduplicated student groups, including English Learners, Long-Term English Learners, Students with Disabilities, Homeless Youth, and Socioeconomically Disadvantaged students, increased access to caring adults and support services can improve participation in school, strengthen relationships with peers and staff, and increase access to academic and social-emotional supports. These conditions contribute to improved attendance, engagement, behavior, and academic outcomes. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled at every school site and benefit from access to supportive relationships, student engagement opportunities, and family outreach services regardless of school assignment. Providing additional classified staff districtwide ensures that all schools have the capacity to support student connectedness, family engagement, and positive school climate initiatives. Based on CHKS results, educational partner feedback, and student achievement data, HBCSD has determined that providing additional classified staff across all schools is the most effective means of improving services for unduplicated pupils and addressing the identified	

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	connectedness, and strengthen access to trusted adults and support systems. Educational partner feedback identified a need for targeted social-emotional learning opportunities, positive school climate initiatives, student wellness supports, and relationship-building activities that promote student belonging, engagement, and resilience. Students who feel connected to school and supported by caring adults are more likely to attend regularly, engage in learning, demonstrate positive behaviors, and access available academic supports. Therefore, HBCSD has identified a need to strengthen social-emotional supports, school connectedness initiatives, and family engagement efforts to improve outcomes for unduplicated student groups. Because unduplicated pupils are enrolled at every school site, these needs exist throughout the district and support the provision of these services on a districtwide basis. **Scope:** LEA-wide	needs related to student engagement, connectedness, and access to support.	
5.6	**Action:** Assistant Principals at Middle School **Need:** There are disproportionate outcomes for students as evidenced by Chronic	In a meta-analysis of research on the role of assistant principals, Goldring, E., Rubin, M., and Herrmann M. (2021) highlight the important role assistant principals have in promoting equitable outcomes for students by playing a direct role in improving students' academic, social-emotional,	2.3, 3.1, 3.2, 4.1, 4.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Absenteeism rates and suspension rates for unduplicated students listed below, therefore, there is a need for more monitoring and support. ALL: 9.3% HOM: 23% FY: 13.3% Seacliff- EL: 11.4% HIS: 9.2% SWD: 6.6% WHT: 6.3% Sowers MS- SWD: 22.4% Peterson- SWD: 13.5% Hawes- HIS: 13.9% Dwyer: SWD: 26.8% Suspension Rate: ALL: 1.3% FY: 5.9% LTELs: 8.3% Sowers MS-	and behavioral outcomes. A key finding is that schools with assistant principals have more students from disadvantaged backgrounds. Therefore, their impact is particularly greater in supporting at-risk, English learners, foster youth, and homeless students who experienced greater impacts as a result of the pandemic. Assistant principals will develop systems for early detection of students who may be chronically absent, work with staff and parents to develop interventions to address barriers, and monitor chronic absenteeism interventions and data. They will also work with staff and parents to address behaviors leading to suspensions. All HBCSD sites serve unduplicated pupils and all elementary schools feed into two middle school sites, creating a need for additional support at these sites in order to address the needs of unduplicated pupils. We believe that providing additional AP support at middle school sites is the most effective use of funds to meet the needs of our unduplicated pupils. Although the action is principally directed toward unduplicated students, the action will benefit serve all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SWD: 3% Dywer MS- SWD: 4.9% All HBCSD sites serve unduplicated pupils and all elementary schools feed into two middle school sites, creating a need for additional support at these sites in order to address the needs of unduplicated pupils. We believe that providing additional AP support at middle school sites is the most effective use of funds to meet the needs of our unduplicated pupils. **Scope:** Schoolwide		
5.8	**Action:** Continue Elementary and Middle School Counselors **Need:** There are disproportionate outcomes for students as evidenced by Chronic Absenteeism rates and suspension rates for unduplicated students listed below, therefore, there is a need for more monitoring and support. ALL: 9.3% HOM: 23% FY: 13.3% Dwyer: SWD 26.8%	In their research on school counselors, Amatea, E.S. and WestOlatunji, C.A. (2007) found that school counselors bring special skills to the effort of educating low-income children. A review of literature on poverty and social class as correlates of student success, teacher expectations, and parent involvement provides a rationale for school counselors expanding their leadership roles in high-poverty schools by (a) serving as cultural broker among students, their families, and school staff; (b) partnering with staff to design more culturally responsive instruction; and (c) developing a more family-centric school environment. All HBCSD sites serve unduplicated pupils, making school-wide delivery of these services the most effective way to meet their needs. Research indicates that targeted support and services for at-	2.3, 3.1, 3.2, 4.1, 4.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Suspension Rate: ALL: 1.3% FY: 5.9% LTEL: 8.3% Dwyer- SWD 4.9% All HBCSD sites serve unduplicated pupils, making school-wide delivery of these services the most effective way to meet their needs. **Scope:** LEA-wide	promise students leads to increased academic achievement. We believe this is the most effective use of funds to meet the needs of these students. (Empowering At-Risk Students to Succeed, ACSD, 1994). Although the action is principally directed toward unduplicated students, the action will benefit serve all students.	
5.9	**Action:** Transitional Kindergarten **Need:** Fall 2025 CA Dashboard Chronic Absenteeism Rates: LTEL 21.7% Hispanic 13.1% Homeless 23% English Learners: 10.9% Foster Youth 13.3% Socioeconomically Disadvantaged: 15.5% Although the CA Dashboard does not breakdown chronic absenteeism by grade, Aeries Attendance Works extract breaks down chronic absenteeism for TK and ethnicity. The report pulled on 5/29/2026 indicates that HBCSD's chronic absenteeism rate is 8.5%, and for TK specifically it is 6.4%.	Final Report: The Impact of Transitional Kindergarten on California Students (June 2017) focuses on results from a five year student. The study used a rigorous regression discontinuity design to examine whether TK leads to positive outcomes, for which students, and under what conditions. The findings are based on direct assessments of over 6,000 kindergarteners in California in the fall and spring of the 2014-15 and 2015-16 school years, surveys of their teachers, and statewide data on students' English language proficiency. Key findings: -TK gives students an advantage at kindergarten entry on a range of literacy and mathematics skills. -TK students were also rated as more engaged by their teachers, compared to their peers.	3.1, 3.2, 4.1, 4.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Below is a breakdown of TK chronic absenteeism rate by student group: Hispanic 9.3% STAR Early Literacy- Winter 2026 (% proficient on district) Overall 77.1% Hispanic 55.7% English Learners 48% Socioeconomically Disadvantaged 61% TK students have a historically higher absenteeism rate than other grades. As a community funded district, HBCSD does not receive funding to support an additional grade level, but understands the long term benefits of providing TK. Therefore, ensuring that TK students receive the educational benefit by attending school, particularly for unduplicated students in TK, principally contributesto all pupils, making school-wide delivery of these services the most effective way to meet their needs. **Scope:** LEA-wide	-TK is effective for all groups of students who participated. It showed a particularly notable impact on language skills for English learners and mathematics skills for low-income students at kindergarten entry. -TK has no detectable impact on students' executive function or incidence of problem behaviors at kindergarten entry. -Impacts of TK are smaller at the end of kindergarten, though TK students continue to have an advantage over non-TK students on letter and word identification skills. Overall, non-TK students appeared to catch up with their TK peers on most measures, although both TK and comparison students demonstrated growth at or above what would be expected for their age on several assessments. The impact of TK on the literacy and mathematics skills of low-income and Hispanic students also persisted through kindergarten. -There was little variation in the impact of TK by classroom or instructional characteristics. Standalone classrooms were not significantly different from TK/kindergarten combination classrooms in their impact; half-day and full-day classrooms showed similar effects; and differences in assessed quality of teacher-child interactions did not change the program's impact. These findings suggest TK's positive impact for students may be driven by the characteristics that TK programs have in common: credentialed teachers with bachelor's degrees, close alignment with kindergarten, and inclusion of students from all income-levels.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Although the action is principally directed toward unduplicated students, the action will benefit serve all students.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.4	**Action:** Professional Development in EL and LTEL Strategies **Need:** ELPI: District - 57% making progress Dwyer MS: 67.4% making progress LTELs: In 2025/2026, there are 17 students identified as LTEL. In 2023/24, HBCSD had 20 identified LTELs. The goal is to continue to address the needs to LTELs and provide targeted instructional supports to reclassify LTEL students prior to them matriculating to high school. All HBCSD sites serve unduplicated pupils, creating a need for this action at all sites, which is why it is more effective to provide it on a districtwide basis.	Providing teachers with ongoing professional development on effective strategies for teaching English Learners, including differentiated instruction, culturally responsive teaching, and integrating language and content instruction. Providing collaboration and planning time encourages collaboration among teachers to share best practices and plan integrated lessons that support both language development and academic achievement. Teachers will receive training on specialized strategies to improve outcomes for LTELs. Based on research related to the impact that professional learning has in building capacity of staff members to serve unduplicated pupils, we believe this is the most effective use of funds to address the needs of our unduplicated pupils. (Heart: Fully Forming Your Professional Life as a Teacher and Leader, Kanold, 2017; Visible Learning, A Synthesis of over 800 Meta-Analyses Related to Achievement, Hattie, 2009; Leading by	4.5, 4.7

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	Design: An Action Framework for PCL at Work Leaders, Erkens & Twadall, 2012).	
5.5	**Action:** Bilingual Instructional Assistant Support **Need:** CAASPP ELA (DFS) All: 50.3 DFS above standard EL: 7.4 DFS below standard LTEL: 96.4 DFS below standard CAASPP Math (DFS) All: 29.2 DFS above standard EL: 17.8 DFS below standard LTEL: 129.6 DFS below standard LTELs: 16 English learners and Long Term English Learners are performing below the ALL student group on CAASPP ELA and Math. **Scope:** Limited to Unduplicated Student Group(s)	HBCSD will provide two part time bilingual instructional assistants to provide support, assessments, and engagement for English Learners and their families. The two bilingual instructional assistants will provide additional support through individual or small group tutoring sessions that focus on language acquisition and academic skills by preteaching vocabluary and practicing language skills using sentence frames and starters. This action will provide additional support and time above and beyond designated and integrated ELD for English learners. In their research, "Rethinking instructional strategies with English learners in the content areas," by Grapin, S.E., Llosa, L, Haas, A., and Lee, O (2020) highlight three instructional strategies: (a) pre-teaching vocabulary, (b) providing sentence frames and starters, and (c) using visual aids to use in delivering more effective instruction for English learners. The two bilingual instructional assistants will provide additional support through individual or small group tutoring sessions that focus on language acquisition and academic skills by pre-teaching vocabulary and practicing language skills using sentence frames and starters.	4.1, 4.3, 4.7

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

N/A

Additional Concentration Grant Funding

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

The Huntington Beach City School District does not receive concentration grant funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$55,255,752	$3,337,497	6.040%	0.000%	6.040%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$40,246,927.00	$1,604,507.00	$0.00	$0.00	$41,851,434.00	$39,831,669.00	$2,019,765.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Reduce Class Size	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	September 2026-June 2027	$2,407,659.00	$0.00	$2,290,431.00	$117,228.00			$2,407,659.00	
1	1.2	Literacy Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Aug 2026-June 2027	$169,151.00	$0.00	$169,151.00				$169,151.00	
1	1.3	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Sept. 2026-June 2027	$384,709.00	$0.00	$384,709.00				$384,709.00	
1	1.4	Professional Learning Communities (PLC)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Sept. 2024-June 2027	$2,077,328.00	$0.00	$2,077,328.00				$2,077,328.00	
1	1.5	Supplemental Technology Software Programs	All	No			All Schools	Sept 2026-June 2027	$0.00	$306,765.00	$306,765.00				$306,765.00	
1	1.6	Core Teachers	All	No			All Schools	August 2026-June 2027	$29,706,585.00	$0.00	$29,706,585.00				$29,706,585.00	
2	2.1	Communication Tools	All	No			All Schools	July 2026-June 2027	$0.00	$93,235.00	$93,235.00				$93,235.00	
2	2.2	Community Liaisons	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Sept. 2024-June 2027	$103,748.00	$0.00	$103,748.00				$103,748.00	
2	2.3	Parent Engagement Acitivites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Sept. 2023-June 2027	$0.00	$7,991.00	$7,991.00				$7,991.00	
2	2.4	Parent Education- MS, EL, Preschool- DISCONTINUED 2025-2026						Sept. 2024-June 2025	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Literacy Resources for Home- DISCONTINUED 2025-2026						Sept. 2024-June 2025	$0.00	$0.00	$0.00				$0.00	
3	3.1	Positive Behavior Interventions & Supports (PBIS)	All	No			All Schools	Sept. 2026-June 2027	$45,000.00	$41,000.00	$86,000.00				$86,000.00	
3	3.2	Tiered Behavior Supports	All	No			All Schools	Sept. 2026-June 2027	$4,000.00	$10,000.00	$14,000.00				$14,000.00	
3	3.3	Interventions for Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Huntington Seacliff, Hawes, Peterson, Sowers, Dwyer	Sept. 2026-June 2027	$0.00	$4,000.00	$4,000.00				$4,000.00	
3	3.4	Library Services to make connections within school and beyond	All	No			All Schools	Sept. 2026-June 2027	$0.00	$32,000.00	$32,000.00				$32,000.00	
4	4.1	Middle School SEL- DISCONTINUED 2025-2026	All	No			Specific Schools: Dwyer Middle School, Sowers Middle School 6-8	Sept. 2024-June 2025	$0.00	$0.00	$0.00				$0.00	
4	4.2	Targeted Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Sept. 2026-June 2027	$0.00	$32,495.00	$32,495.00				$32,495.00	
4	4.3	Afterschool Enrichment	All	No			All Schools	July 2026-June 2027	$0.00	$1,487,279.00		$1,487,279.00			$1,487,279.00	
4	4.4	Professional Development in EL and LTEL Strategies	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 2026-June 2027	$1,000.00	$0.00	$1,000.00				$1,000.00	
4	4.5	Specialized Academic Instructional Services & Access to Rigorous Curriculum	Students with Disabilities	No			All Schools	Sept. 2025-June 2027	$0.00	$0.00	$0.00				$0.00	
5	5.1	Centralized PD, EL, SED, GATE Technical Assistance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	$283,545.00	$0.00	$283,545.00				$283,545.00	
5	5.2	Technology Support	All	No			All Schools	Aug. 2024-June 2027	$22,852.00	$0.00	$22,852.00				$22,852.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.3	Full Day Kindergarten	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Sept. 2024-June 2027	$579,462.00	$0.00	$579,462.00				$579,462.00	
5	5.4	Classified Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Sept. 2025-June 2027	$412,947.00	$0.00	$412,947.00				$412,947.00	
5	5.5	Bilingual Instructional Assistant Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Sept. 2024-June 2027	$13,095.00	$0.00	$13,095.00				$13,095.00	
5	5.6	Assistant Principals at Middle School	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Dwyer MS, Sowers MS	Aug. 2025-June 2027	$369,010.00	$0.00	$369,010.00				$369,010.00	
5	5.7	Preschool	All	No			Specific Schools: HBCSD Early Childhood Program-Perry Preschool	July 2026-June 2027	$0.00	$5,000.00	$5,000.00				$5,000.00	
5	5.8	Continue Elementary and Middle School Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Sept. 2024-June 2027	$774,392.00	$0.00	$774,392.00				$774,392.00	
5	5.9	Transitional Kindergarten	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eader ES, Hawes ES, Moffett ES, Peterson ES, Seacliff ES, Smith ES,	August 2026-June 2027	$2,477,186.00	$0.00	$2,477,186.00				$2,477,186.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$55,255,752	$3,337,497	6.040%	0.000%	6.040%	$9,980,490.00	0.000%	18.062 %	**Total:**	$9,980,490.00
								LEA-wide Total:	$9,593,385.00
								Limited Total:	$14,095.00
								Schoolwide Total:	$373,010.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Reduce Class Size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,290,431.00	
1	**1.2**	Literacy Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$169,151.00	
1	**1.3**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$384,709.00	
1	**1.4**	Professional Learning Communities (PLC)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,077,328.00	
2	**2.2**	Community Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$103,748.00	
2	**2.3**	Parent Engagement Acitivites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,991.00	
3	**3.3**	Interventions for Chronic Absenteeism	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Huntington	$4,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income	Seacliff, Hawes, Peterson, Sowers, Dwyer		
4	4.2	Targeted Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$32,495.00	
4	4.4	Professional Development in EL and LTEL Strategies	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,000.00	
5	5.1	Centralized PD, EL, SED, GATE Technical Assistance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$283,545.00	
5	5.3	Full Day Kindergarten	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$579,462.00	
5	5.4	Classified Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$412,947.00	
5	5.5	Bilingual Instructional Assistant Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$13,095.00	
5	5.6	Assistant Principals at Middle School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Dwyer MS, Sowers MS	$369,010.00	
5	5.8	Continue Elementary and Middle School Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$774,392.00	
5	5.9	Transitional Kindergarten	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Eader ES, Hawes ES, Moffett ES, Peterson ES, Seacliff ES, Smith ES,	$2,477,186.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$33,796,224.00	$33,796,224.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Reduce Class Size	Yes	$925,578.00	$925,578
1	**1.2**	Literacy Coaches	Yes	$321,218.00	$321,218
1	**1.3**	Professional Development	Yes	$267,421.00	$267,421
1	**1.4**	Professional Learning Communities (PLC)	Yes	$1,106,227.00	$1,106,227
1	**1.5**	Supplemental Technology Software Programs	No	$306,765.00	$306,765
1	**1.6**	Core Teachers	No	$26,527,849.00	$26,527,849
2	**2.1**	Communication Tools	No	$93,235.00	$93,235
2	**2.2**	Community Liaisons	No	$91,385.00	$91,385
2	**2.3**	Parent Engagement Acitivites	Yes	$7,991.00	$7,991
2	**2.4**	Parent Education- MS, EL, Preschool- DISCONTINUED 2025-2026		$0.00	$0
2	**2.5**	Literacy Resources for Home- DISCONTINUED 2025-2026		$0.00	$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Positive Behavior Interventions & Supports (PBIS)	No	$86,000.00	$86,000
3	3.2	Tiered Behavior Supports	No	$14,000.00	$14,000
3	3.3	Interventions for Chronic Absenteeism	Yes	$4,000.00	$4,000
3	3.4	Library Services to make connections within school and beyond	No	$32,000.00	$32,000
4	4.1	Middle School SEL- DISCONTINUED 2025-2026	No	$0.00	$0
4	4.2	Targeted Interventions	Yes	$32,495.00	$32,495
4	4.3	Afterschool Enrichment	No	$1,487,279.00	$1,487,279
4	4.4	Professional Development in EL and LTEL Strategies	Yes	$1,000.00	$1,000
4	4.5	Specialized Academic Instructional Services & Access to Rigorous Curriculum	No	$0.00	$0
5	5.1	Centralized PD, EL, SED, GATE Technical Assistance	Yes	$370,018.00	$370,018
5	5.2	Technology Support	No	$21,554.00	$21,554
5	5.3	Full Day Kindergarten	Yes	$600,073.00	$600,073
5	5.4	Classified Support Staff	Yes	$412,947.00	$412,947
5	5.5	Bilingual Instructional Assistant Support	Yes	$13,095.00	$13,095

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.6**	Assistant Principals at Middle School	Yes	$369,010.00	$369,010
5	**5.7**	Preschool	No	$5,000.00	$5,000
5	**5.8**	Continue Elementary and Middle School Counselors	Yes	$700,084.00	$700,084

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$3,190,468	$5,131,157.00	$5,131,157.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Reduce Class Size	Yes	$925,578.00	$925,578		
1	1.2	Literacy Coaches	Yes	$321,218.00	$321,218		
1	1.3	Professional Development	Yes	$267,421.00	$267,421		
1	1.4	Professional Learning Communities (PLC)	Yes	$1,106,227.00	$1,106,227		
2	2.3	Parent Engagement Acitivites	Yes	$7,991.00	$7,991		
3	3.3	Interventions for Chronic Absenteeism	Yes	$4,000.00	$4,000		
4	4.2	Targeted Interventions	Yes	$32,495.00	$32,495		
4	4.4	Professional Development in EL and LTEL Strategies	Yes	$1,000.00	$1,000		
5	5.1	Centralized PD, EL, SED, GATE Technical Assistance	Yes	$370,018.00	$370,018		
5	5.3	Full Day Kindergarten	Yes	$600,073.00	$600,073		
5	5.4	Classified Support Staff	Yes	$412,947.00	$412,947		
5	5.5	Bilingual Instructional Assistant Support	Yes	$13,095.00	$13,095		
5	5.6	Assistant Principals at Middle School	Yes	$369,010.00	$369,010		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
5	**5.8**	Continue Elementary and Middle School Counselors	Yes	$700,084.00	$700,084		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$53,522,686	$3,190,468	0.0%	5.961%	$5,131,157.00	0.000%	9.587%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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