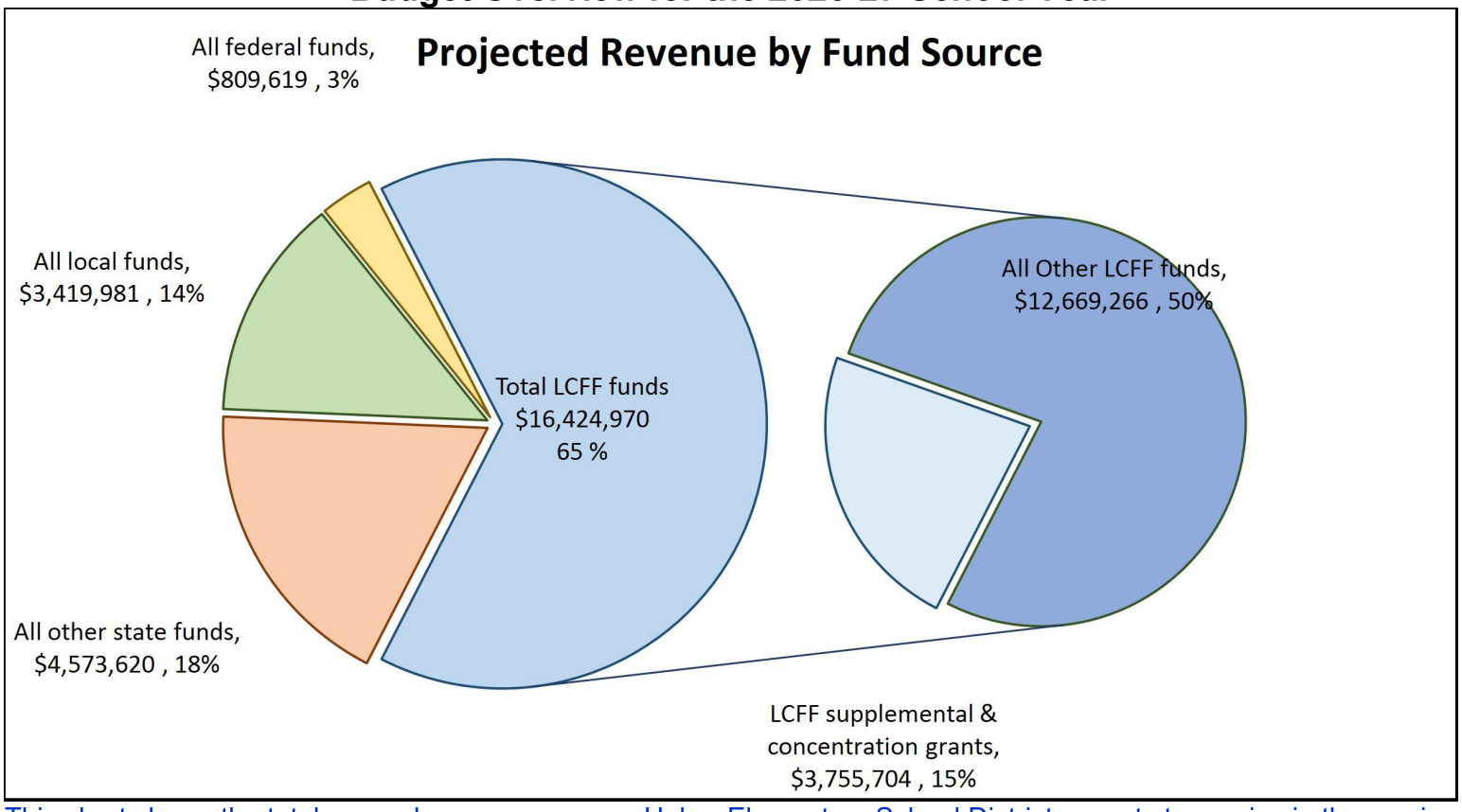
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Heber Elementary School District
CDS Code: 13 63131 000000
School Year: 2026-27
LEA contact information:
Mr. Juan Cruz
Superintendent
juan@hebersd.org
760-337-6530 x 2500

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

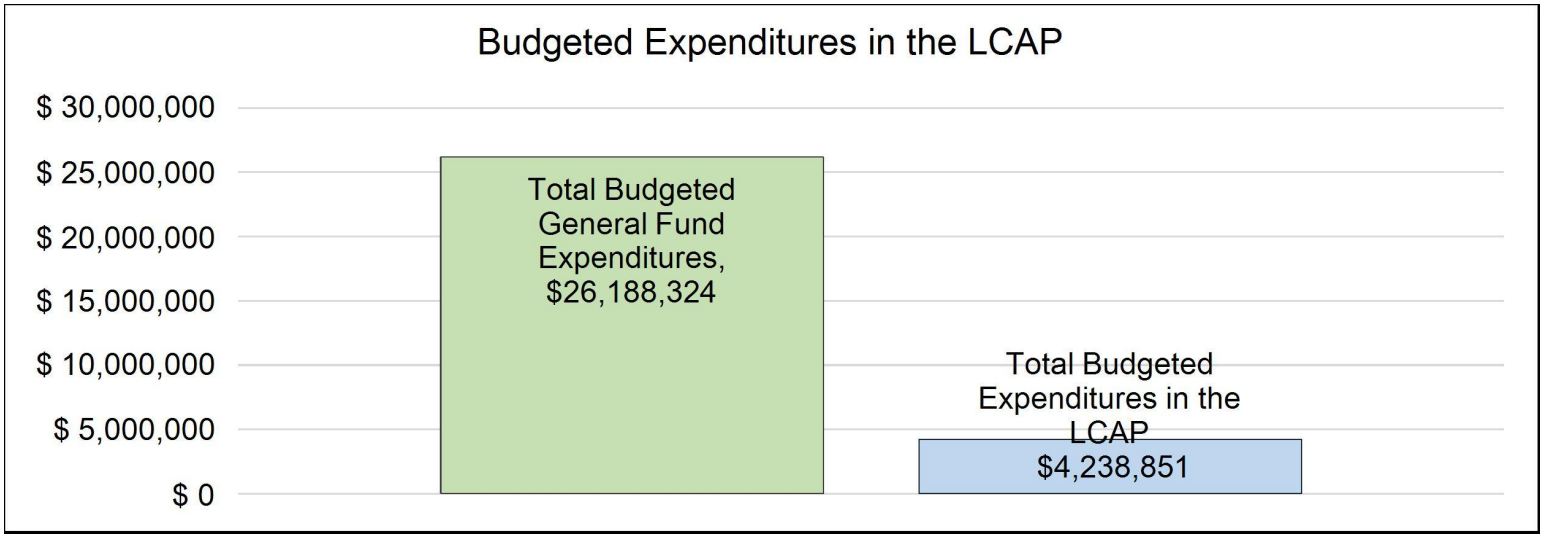


This chart shows the total general purpose revenue Heber Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Heber Elementary School District is $25,228,190, of which $16,424,970 is Local Control Funding Formula (LCFF), $4,573,620 is other state funds, $3,419,981 is local funds, and $809,619 is federal funds. Of the $16,424,970 in LCFF Funds, $3,755,704 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 Heber Elementary 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: Heber Elementary School District plans to spend $26,188,324 for the 2026-27 school year. Of that amount, $4,238,851 is tied to actions/services in the LCAP and $21,949,473 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

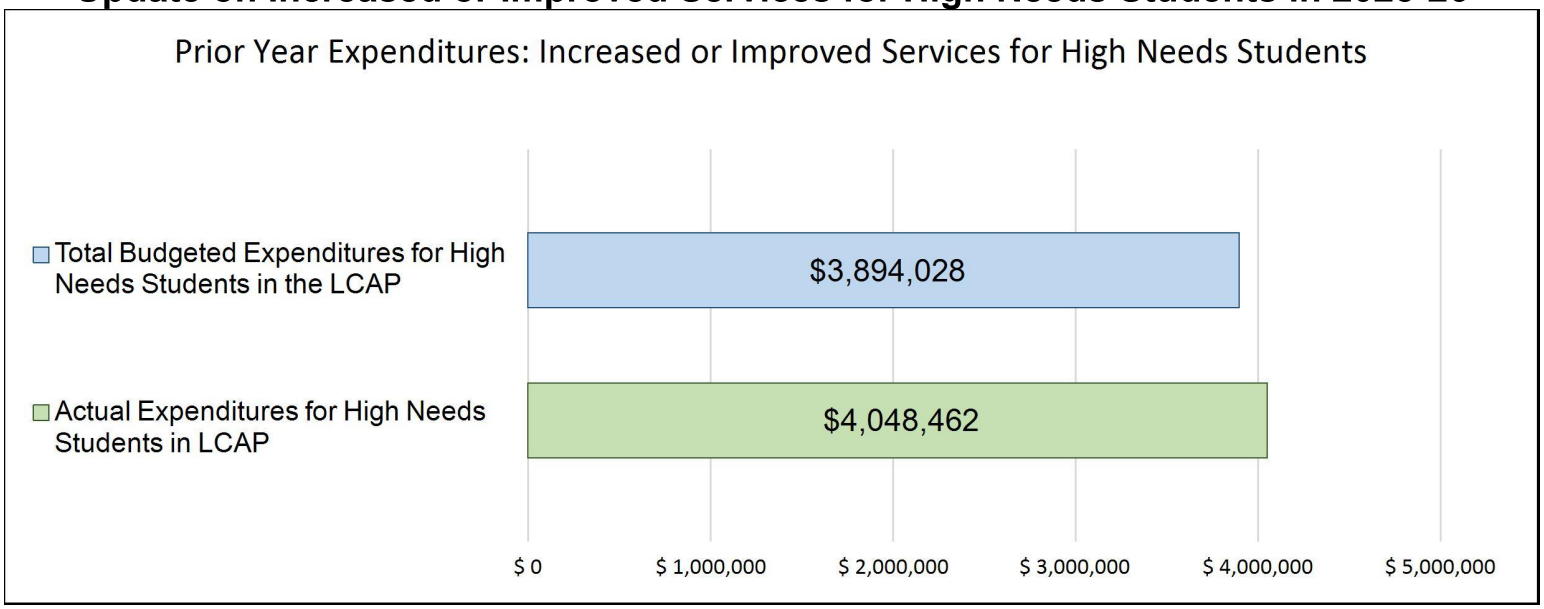
The General Fund budget expenditures not covered by the Local Control and Accountability Plan (LCAP) include employee salaries and benefits across various functional areas. These areas encompass instruction, general administration, custodial services, business support, human resources, plant operations, and safety. Additionally, it covers books, supplies, services, and other operating costs that are not specifically listed in the LCAP.

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

In 2026-27, Heber Elementary School District is projecting it will receive $3,755,704 based on the enrollment of Foster Youth, English learner, and low-income students. Heber Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Heber Elementary School District plans to spend $3,755,704 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 Heber Elementary 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 Heber Elementary 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, Heber Elementary School District's LCAP budgeted $3,894,028 for planned actions to increase or improve services for high needs students. Heber Elementary School District actually spent $4,048,462 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
Heber Elementary School District	Mr. Juan Cruz Superintendent	juan@hebersd.org 760-337-6530 x 2500

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.

The Heber Elementary School District (HESD) proudly serves approximately 1,155 students across two schools: Dogwood Elementary, serving Transitional Kindergarten through fourth grade, and Heber School, serving fifth through eighth grade. As a small, close-knit district, HESD is deeply rooted in its community and honored to serve its students and families each day.

HESD serves a vibrant and culturally rich student population that reflects the heart of the community. Approximately 70.1% of students are identified as socioeconomically disadvantaged, and 49.8% are English Learners, representing nearly half of the district's enrollment. Additionally, 12.5% of students are identified as students with disabilities, and 0.2% are foster youth. The district's student population is predominantly Hispanic/Latino (98.3%), and this identity is a source of strength, pride, and connection across schools and families.

Heber Elementary School District has embraced the Community School philosophy, building strong partnerships with families and the community, and ensuring students have access to the academic, social-emotional, and basic supports they need to thrive. The district is committed to excellence, equity, and innovation, with a focus on supporting the whole child and creating meaningful learning experiences that honor students' backgrounds, languages, and experiences.

The district also offers a Dual Immersion program that supports bilingualism and biliteracy, reflecting the value placed on language, culture, and preparing students to succeed in a diverse and interconnected world. At the center of this work is a deep belief in people, in community, and in the potential of every student. The district's efforts are guided by a commitment to intentional systems, strong relationships, and a

shared responsibility to ensure success for all students. HESD remains committed to serving every child, every day, with care, purpose, and pride.

Reflections: Annual Performance

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

UNDERSTANDING OUR PROGRESS- This year represents the third year of the district's three-year Local Control and Accountability Plan (LCAP), which was developed using 2023 California School Dashboard data. As part of this reflection, the district continues to analyze areas of low performance (Red) identified at that time, while also considering 2025 Dashboard and local data to understand progress and ongoing needs. This reflection highlights both successes and challenges, with a continued focus on improving outcomes for all students and ensuring equitable access to the supports needed to thrive.

DISTRICT-LEVEL REFLECTION- In 2023, Chronic Absenteeism was identified as an area of low performance (Red) for the district. This was not only a district-wide concern, but also impacted multiple student groups, including English Learners, Hispanic/Latino students, Socioeconomically Disadvantaged students, and Students with Disabilities. These results established a clear priority for reducing chronic absenteeism and strengthening student engagement across the district.

Since that time, the district has implemented a range of strategies to reduce chronic absenteeism, including increased communication with families, improved monitoring systems, and expanded student supports. 2025 Dashboard data indicates that Chronic Absenteeism has improved from Red to Yellow, demonstrating meaningful progress and reflecting the collective efforts of staff, students, and families. In addition to chronic absenteeism, the 2023 Dashboard identified Students with Disabilities as a student group performing at a low level (Red) in English Language Arts. More recent data shows improvement, with performance moving out of the Red level; however, Students with Disabilities continue to perform below district averages and remain a priority for targeted support to ensure equitable outcomes.

Across other indicators, the district has seen growth in English Language Arts, moving from Orange to Yellow, while Mathematics has shown continued improvement within the Yellow range. Suspension Rates have remained stable at the all-student level, and English Learner Progress remains in the Orange level, indicating a continued need to strengthen language development and support for English Learners. Overall, district performance reflects steady progress, with movement away from Red and into the Yellow range across key indicators. While this demonstrates positive momentum, it also highlights the need to accelerate outcomes for student groups that continue to experience disparities.

As of the 2025 Dashboard, the district no longer has any areas of low performance (Red) at the all-student level, reflecting significant progress since 2023. However, at the student group level, Students with Disabilities continue to be identified in Red for Suspension Rate and remain in the Orange level across multiple indicators. While this marks important progress overall, it reinforces the district's ongoing commitment to equity and to ensuring that all students, particularly those with the greatest needs, receive the support necessary to thrive.

To continue to address the areas of low performance identified in the 2023 California School Dashboard, the district implemented and will continue to implement targeted actions aligned to both academic and engagement needs. Action 2.8, Students with Disabilities Supplemental Support, continues to serve as the primary action addressing the Red indicator for Students with Disabilities in English Language Arts through targeted intervention, inclusive practices, and increased academic supports. In addition, Actions 2.1 (Professional Development) and

2.3 (Supplemental Academic Supports) support this work through staff training, instructional improvement, and intervention services. To address Chronic Absenteeism, the district continues to implement Action 3.3 (Pupil Engagement), supported by Actions 3.1 (Social Emotional Support) and 3.2 (School Climate, Safety, and School Connectedness), with a focus on strengthening student engagement, improving attendance, and increasing access to social-emotional and behavioral supports. These actions collectively reflect the district's continued commitment to addressing identified areas of need and improving outcomes for all student groups.

STUDENT GROUPS: SUCCESSES AND CHALLENGES- Based on the 2023 California School Dashboard, several student groups were identified as performing at a low level (Red) on key indicators. Students with Disabilities were identified as Red in English Language Arts, and multiple student groups, including English Learners, Hispanic/Latino students, Socioeconomically Disadvantaged students, and Students with Disabilities, were identified as Red in Chronic Absenteeism. These results highlighted a need for targeted support to address both academic achievement and student engagement.

Since that time, the district has made meaningful progress in several of these areas. Chronic Absenteeism has improved across student groups, with performance moving out of the Red level and into the Yellow range. Academic performance has also improved overall, with English Language Arts and Mathematics outcomes for many student groups showing growth.

Successes:
The district has made significant progress in reducing chronic absenteeism across multiple student groups, reflecting a strong and coordinated effort to improve student engagement. In addition, improvements in English Language Arts and Mathematics indicate that instructional supports and interventions are beginning to have a positive impact on student learning.

Challenges:
Despite these gains, challenges remain. Students with Disabilities continue to experience lower outcomes compared to their peers and are currently identified in Red for Suspension Rate, while also remaining in the Orange level across multiple academic indicators. English Learner Progress remains in the Orange level, indicating a continued need to strengthen language development and ensure students have access to rigorous, grade-level content.

The district remains committed to addressing these challenges through targeted supports, inclusive practices, and a continued focus on equity to ensure that all students have the opportunity to succeed.

DOGWOOD ELEMENTARY- Based on the 2023 California School Dashboard, Dogwood Elementary was identified as having an area of low performance (Red) in Chronic Absenteeism for all students. This concern extended across multiple student groups, including English Learners, Hispanic/Latino students, Socioeconomically Disadvantaged students, and Students with Disabilities, highlighting a need to strengthen student engagement and consistent attendance in the early grades.

Since that time, Dogwood Elementary has implemented strategies focused on reducing chronic absenteeism, including increased communication with families, improved attendance monitoring, and school-wide efforts to support positive attendance habits. According to 2025 Dashboard data, Chronic Absenteeism has improved from Red to Orange, reflecting progress, though continued focus is needed to move into the Yellow range. Across academic indicators, Dogwood Elementary has demonstrated strong progress. English Language Arts

performance is currently in the Yellow range, and Mathematics performance has improved to Green, indicating solid academic growth for students. Suspension Rates are also in the Green range, reflecting a positive school climate and strong behavioral supports.

While these improvements are notable, challenges remain. Students with Disabilities are currently identified in Red for Chronic Absenteeism and continue to require targeted support to improve consistent attendance. Continued efforts to engage students and families, particularly for those most impacted, remain a priority. Dogwood Elementary remains committed to supporting students through early intervention, strong family partnerships, and a focus on the whole child to ensure students build the foundational skills and habits necessary for long-term success.

HEBER SCHOOL- Based on the 2023 California School Dashboard, Heber School was identified as having an area of low performance (Red) in Chronic Absenteeism for all students. This concern extended across multiple student groups, including English Learners, Hispanic/Latino students, Socioeconomically Disadvantaged students, and Students with Disabilities. In addition, Students with Disabilities were identified as Red in English Language Arts, highlighting a need for targeted academic support in the upper grades.

Since that time, Heber School has implemented strategies focused on reducing chronic absenteeism, including increased communication with families, improved attendance monitoring, and expanded student supports. According to 2025 Dashboard data, Chronic Absenteeism has improved from Red to Yellow, reflecting meaningful progress in student engagement and attendance at the school level. Across academic indicators, Heber School has demonstrated steady progress for all students. English Language Arts and Mathematics performance are currently in the Yellow range, indicating improved outcomes and increased consistency in student achievement. Suspension Rates for all students are also in the Yellow range, reflecting overall stability in school climate.

At the student group level, progress is evident across several areas; however, challenges remain. Students with Disabilities are currently identified in Red for Suspension Rate and continue to perform below overall school performance levels in academic indicators. In addition, some student groups remain in the Orange range in areas such as Chronic Absenteeism and Suspension Rate, indicating a need for continued focus on engagement, behavior supports, and access to rigorous instruction. Heber School remains committed to supporting all students through strong instructional practices, targeted intervention, and a focus on the whole child. Continued efforts to strengthen inclusive practices and provide consistent behavioral and academic supports will be essential to ensuring all students are prepared for success in high school and beyond.

HOW WE ARE SUPPORTING STUDENTS- In response to identified areas of need, the district continues to strengthen systems of support to ensure all students have access to high-quality instruction, targeted intervention, and social-emotional supports. This includes a focus on Multi-Tiered System of Supports (MTSS), expanded intervention opportunities, and ongoing professional learning for staff to support diverse student needs. The district has also strengthened its comprehensive, data-driven school counseling program, with sites earning recognition as a Recognized ASCA Model Program (RAMP). These efforts reflect a continued commitment to supporting the whole child and improving academic, behavioral, and social-emotional outcomes for all students.

UNEXPENDED FUNDS - The district has unexpended LREBG funds for the 2025–2026 school year. LREBG-funded actions are included in Goal 2, Actions 2.3 and 2.5. Additional detail regarding the use of these funds is provided in the action descriptions of this plan.

Reflections: Technical Assistance

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

During the 2023–2024 and 2024–2025 school years, the district was identified for Differentiated Assistance (DA) based on performance indicators related to Priority 4 (student achievement, including English Language Arts, Mathematics, and English Learner Progress) and Priority 5 (Chronic Absenteeism), with a particular focus on Students with Disabilities and other identified student groups.

In response, the district partnered with the Imperial County Office of Education (ICOE) to receive technical assistance and support. Through this collaboration, the district engaged in a review of systems and practices, developed a Differentiated Assistance plan, and implemented targeted actions focused on strengthening instructional practices, increasing access to supports for Students with Disabilities, Long-Term English Learners, and English Learners, and improving collaboration between general education and special education staff. The district's DA Committee, which included representatives from district offices, school sites, and ICOE, met regularly to guide this work and monitor progress.

As of the 2025–2026 cycle, the district no longer meets the criteria for Differentiated Assistance. This reflects progress in addressing previously identified areas of need, including improvements in chronic absenteeism and academic performance indicators. Although the district has exited Differentiated Assistance, it remains committed to continuing this work by refining instructional practices, strengthening targeted supports, and monitoring outcomes for student groups who continue to require additional support.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
District English Learner Advisory Committee	The District English Learner Advisory Committee (DELAC) was engaged in the development of the district's plan through a meeting held on January 23, 2026. During this meeting, district staff shared information about district goals, actions, and how funding supports student learning. Parents had opportunities to review information, ask questions, and share input. In addition, families were invited to complete a district-wide parent survey conducted from January 12 through January 30, 2026. Feedback: Appreciation for student access to technology Recognition that teachers are well prepared Positive response to opportunities for parent involvement and engagement Input: Continue to enhance communication between schools and families; families noted increased and improved communication through tools such as social media and the district website Expand parent workshops and training opportunities Increase opportunities for meaningful parent engagement Continue strong academic support for students, particularly English Learners Maintain a focus on safe, supportive schools and student attendance

Educational Partner(s)	Process for Engagement
	Continue supporting teachers in building strong relationships with students and supporting their social-emotional well-being
TEACHERS AND HEBER TEACHERS ASSOCIATION (HTA)	Teachers were engaged in the development of the district's plan through ongoing opportunities for input, including staff meetings, leadership meetings, and surveys conducted during the 2025–2026 school year. Through these processes, teachers were able to share feedback and identify priorities based on classroom experience and student needs. The Heber Teachers Association (HTA) was also engaged through meetings held on March 10, 2026, with additional opportunities for input provided throughout the school year. During these meetings, district staff shared information about district goals, actions, and how funding supports student learning. Staff were provided opportunities to review information, ask questions, and share input to help guide next year's plan. Feedback (Certificated Staff): Support for the district's current goals and actions Recognition that existing supports are positively impacting students Input (Teachers): Continue strong academic and support services for all students (with an emphasis on English Learners, Long-Term English Learners, and students with IEPs) Continue social-emotional supports for students Provide ongoing and targeted academic professional development for staff (including mathematics training related to the new adoption and history training aligned to the new curriculum) Input (HTA): Maintain smaller class sizes and access to a full course of study, including electives Continue to enhance parent engagement and communication Continue student incentives and enrichment opportunities
PARENT ADVISORY COUNCIL (PAC)	The Parent Advisory Council (PAC) was engaged in the development of the district's plan through meetings held on September 9, 2025,

Educational Partner(s)	Process for Engagement
	October 16, 2025, and December 2, 2025, with an additional meeting held in April 2026. During these meetings, district staff shared information about district goals, actions, funding, and the eight state priorities. Parents were provided opportunities to review information, ask questions, and share input throughout the process. In addition, families were invited to participate in a district-wide parent survey conducted in January 2026 to gather additional feedback. Feedback: Appreciation for programs and services offered across the district and both school sites Positive response to ongoing communication and opportunities for parent involvement Support for the district's current goals and direction Input: Continue to enhance parent communication, including through tools such as social media and the district website Continue professional development for staff Continue to enhance academic support for students Increase social-emotional support for students Continue to strengthen school culture and climate through a focus on relationship-building and staff training Continue student support programs
CLASSIFIED STAFF and CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA) and Other Personnel	Classified staff and other personnel were engaged in the development of the district's plan through ongoing opportunities for input during the 2025–2026 school year, including professional development sessions, staff meetings, and site-based collaboration. During this year, HESD expanded professional development opportunities and began moving toward more customized training for all staff. This included increased opportunities for participation from a broader range of classified staff, including administrative assistants and confidential staff. Classified staff were highly complimentary of these efforts and expressed a desire for continued and expanded opportunities for relevant, job-specific training.

Educational Partner(s)	Process for Engagement
	Additionally, The California School Employees Association (CSEA) was also engaged through meetings held on March 9, 2026, with additional opportunities for input provided throughout the school year. During these meetings, district staff shared information about district goals, actions, funding, and priorities. Classified staff were provided opportunities to review information, ask questions, and share input to help guide next year's plan. Feedback (Classified Staff and Other Personnel): Positive response to expanded professional development opportunities Appreciation for efforts to provide more customized and relevant training for staff Recognition of increased opportunities for participation across classified staff groups Input (Classified Staff and Other Personnel): Continue to expand and customize professional development opportunities for classified staff Input (CSEA): Continue to enhance parent communication and engagement, especially for families of students with disabilities Increase support for students with disabilities, including afterschool and extended learning opportunities Continue and expand attendance incentives Provide ongoing and targeted professional development focused on challenging behaviors and job-specific needs Continue to provide updated library books and resources
Educational Partners' meeting with Principals and Administrators	School principals and district administrators were engaged in the development of the district's plan through an ongoing process embedded within regular leadership meetings during the 2025–2026 school year. This work included deep data analysis, review of statewide and local indicators, and consideration of real-time student data to monitor progress and identify areas of need. Through this continuous cycle, principals and district leaders collaborated to reflect on current practices, review district goals and actions, and provide

Educational Partner(s)	Process for Engagement
	input to guide next year's plan. This process also supported site leadership in shaping their School Plans for Student Achievement (SPSAs) to ensure alignment with the district's plan. Feedback: Strong support for maintaining and enhancing current goals and actions Recognition that existing systems and supports are positively impacting students Input: Increased social-emotional support for students Customized professional development to meet the needs of all staff Continued support for English Learners and Students with Disabilities Strengthened parent communication and engagement
LCAP Foster Youth	On April 30, 2026, district leadership engaged with the Imperial County Office of Education Foster Youth Office as part of a countywide collaboration focused on strengthening supports for foster youth students. Through this partnership, the district worked alongside county partners to deepen understanding of the unique needs of foster youth and to align supports with best practices across the region. A key area of focus from this collaboration was the importance of continuing to maximize and individualize supports to ensure each student's needs are met. Although HESD's foster youth population is small, with approximately 2 students (0.2% of the student population), the district remains committed to providing individualized support and maintaining systems to ensure these students are identified, monitored, and supported to thrive academically and socially. Given the small number of foster youth students, the district does not conduct large group meetings for this student group. Instead, feedback and input are gathered through direct, ongoing communication with each student and through collaboration with their support system, including caregivers, case managers, and partner agencies. Feedback:

Educational Partner(s)	Process for Engagement
	Foster youth benefit from strong relationships with trusted adults and consistent support systems Coordination between schools, families, and agencies is essential Social-emotional support and a sense of belonging are critical to student success Input: Continue to maximize and individualize supports for foster youth students Strengthen relationship-based supports (mentors, check-ins, trusted adults) Maintain access to social-emotional and mental health supports Continue coordination with external agencies to support student needs
Student Representatives, 5th through 8th grades (ASB and Student Voice members)	Students in grades 5–8 were engaged in the development of the district's plan through meetings with the Student Voice group and Associated Student Body (ASB) during the 2025–2026 school year. Students participated in discussions and completed questionnaires to share their perspectives on school programs, facilities, safety, meals, and instruction. Students were highly engaged and provided thoughtful input to help guide improvements in student experiences and supports. Feedback (What students appreciate): Access to technology and classroom tools (Chromebooks, Google Classroom) Core academic classes and learning opportunities (Math, ELA, STEM) School programs and opportunities available to students Access to trusted adults for support Improvements in school meals and overall student experience Input (Student priorities and ideas): Continue to improve and enhance facilities and campus environment (water stations, shade areas, fencing, playgrounds) Expand engaging and hands-on learning opportunities (science labs, art, electives, more interactive classes)

Educational Partner(s)	Process for Engagement
	Increase student voice and choice (meal options, electives, extracurricular activities) Strengthen safety and student well-being (campus safety, bullying and cyberbullying awareness) Improve technology and equipment (device quality, microphones, classroom technology) Enhance communication systems (announcements, intercom, student updates)
MIGRANT PARENT ADVISORY COMMITTEE	The Migrant Parent Advisory Committee was engaged in the development of the district's plan through a meeting held on February 20, 2026. During this meeting, district staff shared information about district goals, actions, and supports available to students and families. Parents were provided opportunities to review information, ask questions, and share input to help guide next year's plan. Feedback: Appreciation for Summer School opportunities Positive response to academic support provided to students Recognition of the district's focus on social-emotional learning and student well-being Input: Continue to enhance parent engagement by providing multiple ways to access information (including surveys and hard copy materials for families without access to technology) Provide targeted parent trainings to support key student transitions (such as from 4th to 5th grade and from 8th grade to high school)
Special Education Local Plan Area (SELPA) and Students with Disabilities	SELPA (March 3, 2026) SELPA was engaged through a consultation meeting on March 3, 2026. During the meeting, SELPA shared data, resources, and guidance on special education requirements and best practices. They supported the district in interpreting SPED data and identifying next steps for improving services. SELPA also provided professional development on Universal Design for Learning, accessibility tools, and coaching for staff supporting students with extensive needs.

Educational Partner(s)	Process for Engagement
	HESD is deeply committed to supporting all families and students with IEPs. Beyond collaborating with SELPA, HESD actively seeks input from families through surveys, one-on-one meetings, and ongoing communication. This ensures we are listening to families, advocating for their needs, and partnering to provide the best possible supports for each child. Feedback: Appreciation for SELPA's guidance in improving special education supports. Input: Continue leveraging SELPA's resources and data interpretation to refine services for students with disabilities.
HESD Community Educational Partners	As a Community School District, Heber is committed to continuously listening to our families. Parents share their needs in many ways, whether through informal conversations with staff, engaging events, mini-surveys, or focus groups. In addition to listening to our families and community members, Heber is intentional and proactive in seeking partnerships with county and city-level resources. This ensures our families have the most up-to-date supports at their fingertips. Over recent years, Heber has cultivated strong, integrated partnerships with a variety of agencies, expanding our ability to serve. Feedback and Input: Continue offering vibrant extracurricular activities and intersession opportunities such as Esports and STEM Enhance communication through multiple channels Continue expanding supports based on family needs and feedback This ensures we stay responsive and connected.
Universal Pre-Kindergarten (UPK)	UPK (April 1, 2026) The UPK department was engaged through a consultation meeting on April 1, 2026. During this session, the UPK team provided guidance on state requirements and shared tools to strengthen Transitional Kindergarten through third-grade programs. Through an MOU, HESD teachers received training on the Pre-Kindergarten Learning

Educational Partner(s)	Process for Engagement
	Foundations, focusing on aligning curriculum to developmental, academic, and social-emotional needs. Feedback: Appreciation for UPK's training and tools to strengthen early education. Input: Continue collaboration with UPK to enhance early learning programs.

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

IMPACT OF EDUCATIONAL PARTNER ENGAGEMENT

The adopted Local Control and Accountability Plan (LCAP) was developed through ongoing engagement with students, families, staff, and community partners. Feedback gathered throughout the year directly shaped the District's priorities, actions, and use of resources across Goals 1, 2, and 3.

Students shared that they want engaging learning experiences, updated technology, improved facilities, and more opportunities to participate in extracurricular activities. They also expressed a desire for more hands-on and meaningful learning. In response, the District will continue to expand opportunities under Goal 2, including Action 2.2 (Technology) and Action 2.4 (Course Access and Enrichment), with programs such as STEM, Esports, and other engaging activities. Student input will also continue to guide improvements to facilities and support actions under Goal 3, including Action 3.2 (School Climate and Connectedness) and Action 3.3 (Pupil Engagement).

Parents and families identified communication and engagement as top priorities. They appreciated recent improvements and asked the District to continue expanding how information is shared. In response, the District will continue to strengthen Goal 1 actions, including Action 1.1 (Parent Communication), Action 1.2 (Parent Workshops), and Action 1.3 (Parent Engagement), by using multiple platforms and gathering ongoing feedback to better meet family needs.

Parents also emphasized the importance of strong relationships, school culture, and social-emotional support. In response, the District will continue to prioritize Goal 3, including Action 3.1 (Social Emotional Support) and Action 3.2 (School Climate and Connectedness), with a focus on creating welcoming and supportive school environments.

Community partners emphasized the importance of strong partnerships and access to services. In response, the District will continue to strengthen its Community School approach under Goal 3 by expanding access to health, mental health, and family resources through local partnerships.

Classified staff highlighted the need for relevant, job-specific professional development. In response, the District will continue to strengthen Action 2.1 (Professional Development) by providing more customized training focused on student support, behavior, and engagement.

Teachers emphasized the need for strong academic systems, targeted support for English Learners, Long-Term English Learners, and students with disabilities, and meaningful professional development. In response, the District will continue to prioritize Action 2.1 (Professional Development) and related actions by designing training based on teacher input and current instructional needs. This includes support for new curriculum implementation and continued development of the Dual Language Immersion program.

Principals and district administrators emphasized the importance of aligning data, resources, and instruction to improve outcomes for students. Their feedback supported continued focus across all three goals, including communication (Goal 1), instruction and supports (Goal 2), and student well-being (Goal 3), as well as alignment between site plans and the LCAP.

Chronic absenteeism was identified as a concern across multiple groups. Educational partners emphasized its impact on student learning and engagement. In response, the District will continue to prioritize Goal 3, Action 3.3 (Pupil Engagement) by strengthening communication with families, improving intervention systems, and expanding supports and incentives that promote regular attendance.

In developing the LCAP, the District carefully considered all feedback and prioritized actions that would have the greatest impact on student outcomes. As a result, the LCAP reflects a strong connection between community input and the District’s goals, actions, and services, with a continued focus on parent engagement (Goal 1), high-quality academics (Goal 2), and student well-being and connectedness (Goal 3).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase parent engagement, support, and involvement as measured by survey data, and engagement tracking data. Parents, families, educational partners, and students will be engaged and vested as partners through active communication, capacity building, and collaborative decision-making.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Analysis of data shows that this goal remains very relevant for the next three years and beyond. Results from the parent involvement survey reported on the dashboard, Parent and Family Engagement Self-Reflection Tool (Local Indicators- Priority 3), that most parents believe the district is at Full Implementation (4) in the majority of the areas. Educational Partners' input has affirmed the importance of engaging and empowering community members as partners in teaching and learning. The district's goal is to reach Full Implementation and Sustainability (5). This goal will continue to focus on educational partner engagement with a focus on the items that scored less than 3, initial implementation on the parent survey as there is a need to provide more professional development for parents and staff.

1. Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families
2. Provide opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluate family engagement activities at school and district levels.
3. Providing parents with clear communication on the negative academic effects of chronic absenteeism

The goal statement was also expanded to include communication, capacity building, and collaborative decision-making to increase engagement. The importance of regular, clear, and structured communication opportunities with educational partners to build capacity and opportunities to provide input and engage in the decision-making process was noted during the pandemic. The district dealt with an increased need to support the community in many different ways.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Parent and Family Engagement Self-Reflection Tool (Local Indicators- Priority 3) The district's goal is to reach Full Implementation and Sustainability (4 and 5) in all areas of the parent survey. Rating Scale (lowest to highest): 1 – Exploration and Research 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability	The 2023-2024 Parent and Family Engagement Self-Reflection Tool (Local Indicators- Priority 3) survey indicated these two questions were the lowest rated: 1. Supporting families to understand and exercise their legal rights and advocate for their own students and all students = 3.5 2. Provide opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. = 3.6	The 2024-2025 Parent and Family Engagement Self-Reflection Tool (Local Indicators- Priority 3) survey indicated these two questions were the lowest rated: 1. Supporting families to understand and exercise their legal rights and advocate for their own students and all students = 3.9 2. Provide opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. = 3.9	The 2025-2026 Parent and Family Engagement Self-Reflection Tool (Local Indicators- Priority 3) survey indicated these two questions were the lowest rated: 1. Supporting families to understand and exercise their legal rights and advocate for their own students and all students = 4.0 2. Provide opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. = 3.9	Parent and Family Engagement Self-Reflection Tool (Local Indicators- Priority 3) will be completed, measured and reported to educational partners on an annual basis. (Met Local Indicator) The district's goal is to reach Full Implementation and Sustainability (4 and 5) in all areas.	Supporting Families increased from 3.5 to 4.0 Family Opportunities increased from 3.6 to 3.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Parent and Family Engagement Self Reflection Tool Averaged Scores in All 3 Sections: Section 1: Building Relationships, Average Score = 3.9 Section 2: Building Partnerships for Student Outcomes, Average Score = 3.9 Section 3: Seeking Input for Decision Making, Average Score = 3.9	Parent and Family Engagement Self Reflection Tool Averaged Scores in All 3 Sections: Section 1: Building Relationships, Average Score = 4.05 Section 2: Building Partnerships for Student Outcomes, Average Score = 3.96 Section 3: Seeking Input for Decision Making, Average Score = 3.91		

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.

GOAL 1 – IMPLEMENTATION

Overall, the District successfully implemented all three actions under Goal 1, with a continued focus on strengthening parent communication, engagement, and participation. Over time, the District has refined its approach, moving from multiple and sometimes inconsistent systems to more unified, engaging, and responsive practices that better meet the needs of families.

Action 1.1: Parent Communication

The District implemented a more consistent and centralized communication system through ParentSquare, while continuing to expand the use of the district website and social media. A Communication Specialist supported these efforts by ensuring information was timely, accessible, and engaging. Communication efforts also evolved to include more student-centered promotion, such as videos and features highlighting student experiences, which helped increase interest and excitement among families. The District also continued to support parent access to student information through the Parent Portal, including training and assistance as needed.

A key success was the District's ability to create more engaging and consistent communication across platforms, increasing visibility and excitement among families. A challenge in implementation was ensuring that all families were able to access and confidently use communication platforms, requiring ongoing support and outreach.

Action 1.2: Parent Workshops

The District continued to offer workshops and engagement opportunities, while refining its approach based on prior participation trends and parent feedback. The District shifted away from relying heavily on outside providers and instead focused on offering more relevant, timely, and locally responsive topics. Workshops were offered in both English and Spanish and scheduled at different times to increase accessibility. As part of the District's Community School approach, workshops expanded to include a broader range of topics beyond academics to better support the needs of families.

A key success was the District's shift toward more responsive and relevant workshop topics that better aligned with parent interests and needs. A continued challenge was achieving consistent participation across all families, as attendance varied depending on scheduling, topic relevance, and family availability.

Action 1.3: Parent Engagement

The District provided a wide range of opportunities for parents to participate in both formal and informal ways. Formal engagement structures included Superintendent Parent Meetings, School Site Council, Parent Advisory Committee (PAC), DELAC, Migrant meetings, and Community Schools Parent Voice opportunities. In addition, the District expanded the use of surveys, polling, and focus groups to gather ongoing feedback from families. Schools continued to strengthen their role as community hubs by creating more opportunities to connect with families and better understand and address barriers impacting students.

A key success was the District's expansion of meaningful opportunities for parent voice, including real-time feedback through surveys and community-based engagement. A challenge in implementation was ensuring broad and representative participation across all groups, as some families continue to face barriers to consistent involvement.

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.

Action 1.1: There were no material differences between budgeted and estimated actual expenditures for this action.

Action 1.2: There were no material differences between budgeted and estimated actual expenditures for this action.

Action 1.3: There were no material differences between budgeted and estimated actual expenditures for this action.

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

Effectiveness

Overall, the actions under Goal 1 have been effective in improving parent communication, engagement, and participation. Over time, the District has moved beyond simply sharing information to creating more meaningful and engaging ways for families to connect with schools.

Action 1.1: Parent Communication

This action has been effective in improving the consistency, visibility, and engagement of communication with families. The use of ParentSquare, along with an expanded focus on the district website and social media, has created more accessible and engaging communication systems. The addition of student-centered messaging, including videos and highlights, has increased interest and excitement among families and contributed to a stronger sense of connection.

Evidence of effectiveness includes increased engagement with communication platforms, greater visibility of school events and programs, and consistent positive feedback from students, staff, and parents indicating that communication is more timely, engaging, and easier to access.

Action 1.2: Parent Workshops

This action has been partially to fully effective, with clear progress in the relevance and responsiveness of workshop offerings. The District's shift toward more locally driven and timely topics has improved the alignment of workshops with parent needs and interests.

Evidence of effectiveness includes positive feedback from parents and increased alignment between workshop topics and family needs. However, participation continues to vary, indicating that while the approach has improved, continued refinement is needed to increase consistent attendance across all families.

Action 1.3: Parent Engagement

This action has been effective in increasing opportunities for meaningful parent involvement and voice. The District has expanded both formal and informal engagement opportunities, including structures such as School Site Council, advisory groups, and events such as Coffee with the Superintendent and Coffee with the Principal. These opportunities, along with increased use of surveys and feedback tools, have strengthened relationships and increased parent participation in decision-making.

Evidence of effectiveness includes strong participation in engagement opportunities, increased use of surveys and feedback tools, and positive parent feedback indicating that families feel heard, valued, and more connected to their child's school. These efforts reflect the District's continued growth as a Community School, where family voice plays an active role in shaping decisions.

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.

Goal:
There are no changes to Goal 1. The District will continue to focus on strengthening parent communication, engagement, and participation as these areas remain a priority based on ongoing feedback and data.

Metrics / Expected Outcomes:
There are no significant changes to the metrics used to measure progress toward Goal 1. The District will continue to use the Parent and Family Engagement Self-Reflection Tool as a key measure. Based on reflection, the District will refine how data is analyzed by focusing on overall section scores to provide a more comprehensive view of progress.

Actions:
There are no major changes to Actions 1.1 (Parent Communication), 1.2 (Parent Workshops), or 1.3 (Parent Engagement), as these actions have shown effectiveness. However, refinements will be made based on reflection and feedback.

For Action 1.1, the District will continue to strengthen communication systems by increasing accessibility and engagement, including the continued use of multiple platforms and more dynamic, student-centered messaging.

For Action 1.2, the District will continue to refine workshop offerings by prioritizing timely, relevant, and locally responsive topics based on parent input, rather than relying on generalized or external programming.

For Action 1.3, the District will continue to expand opportunities for parent voice through both formal and informal structures, including increased use of surveys, feedback tools, and community-based engagement opportunities aligned to the District's Community School approach.

These refinements reflect the District's ongoing commitment to continuous improvement and responsiveness to the needs of families.

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	Parent Communication (Metric 1.1)	Parent communication is an essential part of building relationships with parents and students. In reviewing the needs, assessment data for unduplicated students are analyzed annually, and educational partners continue to rate communication as a high priority for student success. HESD will continue to provide multiple methods of parent communication for unduplicated parents. • CA Parent Survey and other additional surveys to determine areas of need and provide various communication tools to provide parents opportunities to give feedback on the school district's programs. • Additional supplemental communication tools like Parent Square, Parent-Link, the District website, social media, and parent notices will be used to communicate with parents about the availability of workshops and programs. • Develop and implement an additional supplemental plan to train and engage parents in the parent portal system to access enrollment, attendance, grades, and assessment data.	$99,401.00	Yes
1.2	Parent Workshops (Metric 1.1)	Parent and community workshops will be held in English and Spanish at varying times of the day. Parents and students will receive incentives to increase attendance efforts. These workshops will support building relationships between school staff and families. • Parent workshops on various topics may include Family Literacy, Family Math, Family Science, State Academic Standards, Technology, College Readiness, and high school requirements. • Provide professional development for parents, teachers, and administrators on improving capacity to partner with families and provide opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluate family engagement activities at school and district levels.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Parent Engagement (Metric 1.1)	Parent involvement events will be held throughout the school year to promote parent engagement and connectedness to the school and build relationships between students, staff, and teachers. The events will help build partnerships between parents and schools to support student outcomes and promote input for decision-making by the parents. The parents will be encouraged to be involved in school committees, event planning, and extracurricular activities.	$25,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	HESD is dedicated to supporting students and staff by identifying needs and providing resources while striving to deliver high-quality academics in an engaging and relevant manner, preparing students for future transitions.	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.

The goal was developed from the input gathered at LCAP educational partners at consultation meetings and from the different district and school parent group meetings. The goal will include many of the increased services for students and parents, which the educational partners have expressed as a need. The district decided to create Goal 2 as a broad goal focused on improving performance across the wide range of metrics listed below. The district believes that grouping these metrics and actions will create a more comprehensive support system to increase academic achievement for all our students, specifically our students with disabilities and unduplicated students. By providing professional development to all staff, the district will increase high-qualified teachers to instruct students with the most up-to-date strategies and techniques to maximize learning and increase achievement; furthermore, supplemental support and English learner and students with disabilities additional support is included in the actions will help close the achievement gap and increase state assessment scores that measure student academic progress in meeting state standards.

Analyzing the student data from the most recent state assessments (2022-23) shows that 44.9% of students are ‘Meeting or Exceeding Standard’ in English Language Arts (ELA). For Math, the rate is 29.97%. Performance gaps exist for multiple student groups, including English Learners (ELA 26.92% and math 18.27%); Long-term English Learners (LTEL) ELA- 3.70% and Math 1.85%; Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students (ELA 32.59% and math 18.73%), and Students with Disabilities (ELA 10.67% and math 6.46%). Due to confidentiality issues, the data for Foster Youth students cannot be displayed. The need to have appropriately credentialed teachers, curriculum-aligned instructional material, implementation of state standards, course access, and up-to-date technology and access to online resources has a great impact on student learning and will help close the achievement gap.

The district analyzed the Dataquest Long-term English Learner data for the 2022-23 school year which indicated that 10.2% of English learners were at-risk (4-5 years) of becoming LTEL and 6.35% of English learners are already categorized as LTEL (6 or more years). The district will make a concentrated effort to decrease the percentage rates of at-risk and long-term English learners and provide English language development professional development and direct services to this student group.

Input from educational partners identified a need to implement instructional and intervention programs that meet the needs of all students; specifically, feedback was given related to the additional needs in supporting English learners (EL), students with disabilities, and unduplicated students in making academic progress. The district will continue to commit to professional learning and increased implementation of strategies, after-school, and extended school supplemental intervention programs to support English Learners, students with disabilities, and unduplicated students to close the achievement gap and increase English proficiency in all core curriculum areas.

Educational Partners have strongly expressed that support will be needed to continue in the upcoming years as there continues to be a learning gap that students need to overcome with supplemental support from the district.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CA School Dashboard Math Indicator percent of students meeting and exceeding standards. (Priority 4)	SBAC Math Scores 22-23 met/exceeded: ALL Students - 29.97% met/exceeded English Learners (EL)18.27% Met/exceeded Socioeconomic disadvantaged (SED) – 24.46% Met/exceeded Students with Disabilities (SWD) – 3.09% Met/exceeded Long-term English Learners (LTEL)- 1.85%	SBAC Math Scores 2023-2024 Met/Exceeded: All Students - 34.84% Met/Exceeded English Learners (EL) - 22.56% Socioeconomic Disadvantaged (SED) - 31.75% Students with Disabilities (SWD) - 7.14% Long-Term English Learners (LTELS) - 4.62%	SBAC Math Scores 2024-2025 Met/Exceeded: All Students - 38.77% Met/Exceeded English Learners (EL) - 21.68% Socioeconomic Disadvantaged (SED) - 34.52% Students with Disabilities (SWD) - 15.05% Long-Term English Learners (LTELS) - 11.29%	SBAC Math Scores 25-26 met/exceeded: ALL Students - 40% met/exceeded Eng. Learners - 28.27% Met/exceeded (SED) – 34.46% Met/exceeded (SWD) – 13.09% Met/exceeded Long-term English Learners (LTEL)- 11.85% Met/exceeded	All Students: Increased from 29.97% to 40% English Learners: Increased from 18.27% to 28.27% Socioeconomic Disadvantaged (SED): Increased from 24.46 to 34.46% Students with Disabilities (SWD): Increased from 3.09% to 13.09% Long-Term English Learners (LTELS): Increased from 1.85% to 11.85%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	CA School Dashboard Language Arts Indicator percent of students meeting and exceeding standards.(Priority 4)	SBAC ELA Scores 22-23 met/exceeded: ALL Students - 44.90% Eng. Learners - 26.92% (SED) - 38.85% (SWD) - 8.24% Long-term English Learners (LTEL)- 3.70%	SBAC ELA Scores 2023-2024 Met/Exceeded: All Students - 47.11% English Learners (EL) - 26.45% Socioeconomic Disadvantaged (SED) - 40.89% Students with Disabilities (SWD) - 10.20% Long Term English Learners (LTEL) - 6.15%	SBAC ELA Scores 2024-2025 Met/Exceeded: All Students - 47.81% English Learners (EL) - 23.48% Socioeconomic Disadvantaged (SED) - 39.96% Students with Disabilities (SWD) - 17.20% Long Term English Learners (LTEL) - 6.45%	SBAC ELA Scores 25-26 met/exceeded: ALL Students - 54.90% Eng. Learners - 37% (SED) - 48.85% (SWD) - 18.24% Long-term English Learners (LTEL)- 13.70% Met/exceeded	All Students: Increased from 44.90% to 54,90% English Learners (EL): Increased from 26.92% to 37% Socioeconomic Disadvantaged (SED): Increased from 38.85% to 48.85% Students with Disabilities (SWD): Increased from 8.24% to 18.24%. Long Term English Learners (LTEL) - Increased from 3.70% to 13.70%.
2.3	Percent of fully credentialed teachers Number of misassigned teachers. (Priority 1)	According to 2022-2023 SARC Percent of fully credentialed teachers 85.07% The number of misassigned teachers = 2 Unknown = 3.2%	According to 2023-2024 SARC Percent of fully credentialed teachers 85.07% The number of misassigned teachers = 2. Unknown = 3.2%	According to 2024-2025 SARC Percent of fully credentialed teachers 90.2% The number of misassigned teachers = 2. Unknown = 2.85%	SARC 2025-2026 Percent of fully credentialed teachers 100% The number of misassigned teachers. 0%. Unknown = 0%	SARC Percent of fully credentialed teachers increased from 85.07% to 100% The number of misassigned teachers reduced from 2 to zero.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Unknown decreased from 3.2% to 0%
2.4	CA School Dashboard English Learner Progress Indicator (ELPI). Percent of English Learner students making progress towards English Language proficiency (Priority 4)	CA School Dashboard English Learner Progress Indicator (ELPI) 2022-23 Percent of English Learner students making progress towards English language proficiency 47.7% Proficiency Level All Students- Level 4 (Well Developed) - 17.59% SED (low-income) Level 4 - 14.94% SWD Level 4 - 18.94%. (Should be 7.59%) Long-term English Learners (LTEL)- 29.95% (56 students)	CA School Dashboard English Learner Progress Indicator (ELPI) 2023-2024 Percent of English Learner students making progress towards English language proficiency - 46.66% Proficiency Level All Students - Level 4 (Well Developed) - 17.73% Socioeconomic Disadvantaged (Low-Income) Level 4 - 15.85% Students with Disabilities (SWD) Level 4 - 9.30% Long-term English Learners (LTEL) - 29.19%	CA School Dashboard English Learner Progress Indicator (ELPI) 2024-2025 % of English Learner students making progress towards English language proficiency - 45.6% ELPAC All Students - Level 4 (Well Developed) - 11.90% SED (Low-Income) Level 4 - 10.44% SWD Level 4 - 5.06% LTEL - 22%	CA School Dashboard English Learner Progress Indicator (ELPI) 2025-26 Percent of English Learner students making progress towards English language proficiency 57.7% Proficiency Level All Students- Level 4 (Well Developed) - 27.59% SED (low-income) Level 4 - 24.94% SWD Level 4 - 28.94% Long-term English Learners (LTEL)- 40%	Percent of English Learner students making progress towards English language proficiency: Decreased from 47.70% to 45.6% All Students - Level 4 (Well Developed) Decreased from 17.59% to 11.90% Socioeconomic Disadvantaged (Low-Income) Level 4: Decreased from 14.94% to 10.44% Students with Disabilities (SWD) Level 4: Decreased from 7.59% to 5.06% Long-term English Learners (LTEL): Decreased from 29.95% to 22%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Percentage of students with access to standards-aligned instructional material.(Priority 1)	SARC 2023-24 100% of students had access to curriculum-aligned material.	SARC 2024-2025 100% of students had access to curriculum aligned material.	SARC 2025-2026 100% of students have access to curriculum aligned materials.	100% of students had access to curriculum-aligned material.	SARC Maintained Status 100% of students had access to curriculum aligned material.
2.6	Reclassification percentage rate (Priority 4)	District 2023-2024 English Learner Data Report: The District is waiting for official data from CDE. Data will be inputted when CDE releases information. District data is 6 % (41 students).	District 2024-2025 English Learner Data Report The District is waiting for official data from CDE. Data will be inputted when CDE releases information. HESD had 87 reclassified students (15%) in the 2024-2025 school year.	District 2025-2026 English Learner Data Report Local Data HESD had reclassified 43 students (7.58%) so far this year.	English Learner Data Report = 10%.	English Learner Data Report Reclassification Rate Increased from 41 (6%) students to 43 (7.58%) students.
2.7	Implementation of State Standards (Priority 2) Self-reflection Tool for Implementation of State Academic Standards (Priority 2) will be completed, measured, and reported to the community on an annual basis.	2023-24 Self-reflection Tool for Implementation of State Academic Standards district's goal is to reach Full Implementation or Full Implementation and Sustainability (4 and 5). Results indicate the following according to self-reflection tool.	2024-25 Self-reflection Tool for Implementation of State Academic Standards district's goal is to reach Full Implementation or Full Implementation and Sustainability (4 and 5).	2025-26 Self-reflection Tool for Implementation of State Academic Standards district's goal is to reach Full Implementation or Full Implementation and Sustainability (4 and 5).	The district's goal is to reach Full Implementation or Full Implementation and Sustainability (4 and 5) in all areas of the Self-reflection Tool for Implementation of State Academic Standards (Priority 2)	Self-reflection Tool for Implementation of State Academic Standards district's goal is to reach Full Implementation or Full Implementation and Sustainability (4 and 5).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Rating Scale (lowest to highest): 1 – Exploration and Research 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability	Professional Development: Math - 4 Next Gen. Science - 3 Aligned Instructional Material: Math - 4 Next Gen. Science - 3 Policy and Program Support: Math - 4 Next Gen. Science - 3	Results indicate the following according to the self-reflection tool. Professional Development: Math - 3.8 Next Gen. Science - 3.5 Aligned Instructional Material: Math - 3.9 Next Gen. Science - 3.6 Policy and Program Support: Math - 3.9 Next Gen. Science -3.4	Results indicate the following according to the self-reflection tool. Professional Development: Math - 4.67 Next Gen. Science - 3.76 Aligned Instructional Material: Math - 4.23 Next Gen. Science - 3.72 Policy and Program Support: Math - 4.06 Next Gen. Science -3.5	Results indicate the following according to self-reflection tool. Professional Development: Math - 5 Next Gen. Science - 4 Aligned Instructional Material: Math - 5 Next Gen. Science - 4 Policy and Program Support: Math - 5 Next Gen. Science - 4	Professional Development for Math: Increased from 4.0 to 4.67 Next Gen. Science: Increased from 3.0 to 3.76 . Aligned Instructional Material for Math: Increased from 4.0 to 4.23 In Next Gen. Science: Increased from 3.0 to 3.72 Policy and Program Support in Math: Increased from 4.0 to .4.06 In Next Gen. Science Increased from 3 to 3.5 .
2.8	Course Access (Priority 7) Self-reflection Tool for Course Access will be completed, measured,	2023-24 Self-reflection Tool for Course Access (Priority 7). The district's goal is to reach Initial or Full Implementation (3 and	2024-25 Self-reflection Tool for Course Access (Priority 7). The district's goal is to reach Initial or Full	2025-26 Self-reflection Tool for Course Access (Priority 7). The district's goal is to reach Initial or Full	The district's goal is to reach Initial or Full Implementation (3 and 4) in all areas of the	Self-reflection Tool for Course Access (Priority 7). The district's goal is to reach Initial or Full Implementation (3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and reported to the community on an annual basis. Rating Scale (lowest to highest): 1 – Exploration and Research 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability	4) in all areas of the Self-reflection Tool. Other Academic Standards CTE - 3 Health - 3 PE - 3 VAPA - 2 World Lang. - 2	Implementation (3 and 4) in all areas of the Self-reflection Tool. Other Academic Standards CTE - 2.9 Health - 2.5 PE - 3.5 VAPA - 2.8 World Lang. - 2.6	Implementation (3 and 4) in all areas of the Self-reflection Tool. Other Academic Standards CTE - 3.24 Health - 3.03 PE - 3.81 VAPA - 2.76 World Lang. - 3.47	Implementation of Self-reflection Tool for Course Access (Priority 7) Other Academic Standards CTE - 4 Health - 4 PE - 4 VAPA - 3 World Lang. - 3	and 4) in all areas of the Self-reflection Tool. CTE: Increased from 3.0 to 3.24 Health: Increased from 3.0 to 3.03 PE: Increased from 3.0 to 3.81 VAPA: Increased from 2.0 to 2.76 World Lang.: Increased from 2.0 to 3.47
2.9	DataQuest Long-Term English Learner Percentage rates (Priority 8)	DataQuest Long-term English Learner data for the 2023-2024 school year which indicated: At-risk (4-5 years) - 10.2% Long-term English Leaners (LTEL) - 6.35%	DataQuest Long-term English Learner data for the 2024-2025 school year which indicated: At-risk (4-5 years) - 8.0% Long-term English Leaners (LTEL) - 8.1%	DataQuest Long-term English Learner data for the 2025-2026 school year which indicated: At-risk (4-5 years) - 10.2% Long-term English Learners (LTEL) - 8.8%	DataQuest Long-term English Learner data for the 2025-26 school year which indicated: At-risk (4-5 years) - 7% Long-term English Leaners (LTEL) - 3.35%	DataQuest Long-term English Learner data for the 2023-23 school year which indicated: At-risk (4-5 years) Maintained from 10.2% to 10,2% Long-term English Learners (LTEL) Increased from 6.36% to 8.8%

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.

Implementation

Overall, the District fully implemented all the actions under Goal 2 as planned, with a continued focus on strengthening academic instruction, targeted supports, and access to engaging learning opportunities. Implementation reflects both consistency in core systems and responsiveness to identified student and staff needs.

Action 2.1: Professional Development

The District provided ongoing professional development aligned to instructional priorities, with a strong focus this year on supporting English Learners and strengthening instructional practices in collaboration with the Imperial County Office of Education. This included an emphasis on strategies to support diverse learners across student groups. This focus was a clear success, as it deepened teacher capacity and aligned with identified needs. At the same time, time continues to be a challenge, as staff schedules limit the ability to fully implement all planned training opportunities. Teachers have also expressed a need for more targeted training on newly adopted curriculum, which will help guide future planning.

Action 2.2: Technology

The District continued to provide and maintain technology to support instruction, assessment, and access to digital learning tools. Students consistently utilized supplemental programs in English Language Arts and mathematics, and systems were maintained to support daily use. A success has been the reliability and integration of technology into instruction, supported by systems that allow for timely replacement and maintenance of devices. An ongoing challenge is ensuring consistent support and access across all users while maintaining these systems over time.

Action 2.3: Supplemental Academic Supports

Supplemental academic supports were provided across multiple settings, including during the school day through structured intervention time, after school, and through targeted opportunities such as Saturday Academy. These supports were especially focused on English Learners, Long-Term English Learners, and Students with Disabilities. A strength of this action is the range of supports available to meet diverse student needs; however, a challenge remains in ensuring consistent student participation and access, as well as staffing availability to fully support after-school intervention opportunities.

Action 2.4: Course Access and Enrichment

The District expanded access to courses and enrichment opportunities, including Spanish, Visual and Performing Arts, and a variety of extracurricular programs such as STEM, clubs, and hands-on learning experiences. These opportunities have been a success in increasing student engagement and connection to school, with students increasingly expressing their interests and helping shape available activities. As participation continues to grow, a challenge is ensuring equitable access so that all student groups are able to take full advantage of these opportunities.

Action 2.5: Unduplicated Student Services

The District provided increased and improved services for unduplicated students through targeted academic instruction, intervention programs, and language development supports, including Newcomer classes and specialized staff such as reading specialists. This work has strengthened the District's ability to respond to student needs, which is a clear success. At the same time, a challenge continues to be maintaining consistent progress monitoring and adjusting supports to meet a wide range of student needs.

Action 2.6: Extended School Year

Planning for the extended school year program was underway at mid-year, with a focus on addressing learning loss and supporting both academic and social-emotional growth. A strength of this action is the intentional design of a program aligned to student needs and focused on both skill development and engagement. A limitation at this stage is that full implementation occurs later in the year, making it difficult to assess impact at mid-year.

Action 2.7: Class Size Reduction

The District implemented class size reduction through additional staffing and specialized teachers, allowing for increased individualized support and more targeted instruction. This has been a success in creating more responsive classroom environments and increasing direct support for students. A continued challenge is balancing staffing and resources to maintain these reduced class sizes consistently across sites.

Action 2.8: SWD Supplemental Supports

Supplemental supports for students with disabilities were provided through targeted instruction and access to intervention programs before, during, and after school, using instructional materials aligned to student needs. A strength of this action is the increased availability of tailored supports and flexibility for teachers to use resources that best meet student needs. A challenge remains in ensuring that supports are consistently aligned to individual needs and implemented with fidelity across settings.

Action 2.9: LTEL Supports

Targeted supports for Long-Term English Learners included additional instructional time, specialized classes, and support delivered through a combination of instructional models to meet student needs. This focus represents a meaningful step in addressing the needs of LTEL students and is a success in itself. Continued growth will depend on strengthening instructional strategies and expanding supports to accelerate both language development and academic progress, which remains an ongoing area of focus.

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.

Action 2.1: Differences between budgeted and estimated actual expenditures occured because other funds (Educator Effectiveness and Title II) were also used to complete these actions.

Action 2.2: Differences occurred due to the TK IPAD refresh and the Chromebook Refresh for two grade levels.

Action 2.3: Monetary differences occurred because not all TOSAs were hired and some of the activities were paid for out of different funding sources (i.e. SWP and LREBG).

Action 2.4: There were no material differences between budgeted and estimated actual expenditures for this action.

Action 2.5: Differences between budgeted and estimated actual expenditures reflect the ongoing implementation of services and staffing throughout the year. Our DLI program continues to expand each year.

Action 2.6: Minor differences between budgeted and estimated actual expenditures are due to the timing and implementation of extended school year programming.

Action 2.7: Differences between budgeted and estimated actual expenditures are related to staffing costs associated with maintaining class size reduction. HESD underestimated these costs.

Action 2.8: Minor differences between budgeted and estimated actual expenditures reflect adjustments in the provision of supplemental supports for students with disabilities.

Action 2.9: There were no material differences between budgeted and estimated actual expenditures for this action.

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

Overall, the actions under Goal 2 have been effective in strengthening academic outcomes, improving instructional practices, and increasing access to supports and enrichment opportunities. District data reflects overall growth in both Mathematics and English Language Arts, along with improvements in several student groups. At the same time, results indicate a continued need to strengthen outcomes for English Learners and Long-Term English Learners, particularly in language development and academic achievement.

Action 2.1: Professional Development

Professional development has been effective in strengthening instructional practices and contributing to overall student growth. Increased focus on supporting English Learners and aligning instruction to standards has improved consistency across classrooms and supported gains in both Mathematics and English Language Arts. Growth across multiple student groups reflects this impact. Continued effectiveness will depend on deepening support for English Learners and Long-Term English Learners, particularly in language development and content access.

Action 2.2: Technology

Technology continues to effectively support instruction and student access to learning. The consistent use of digital tools and instructional programs has enhanced engagement and supported skill development across content areas. Technology has played a key role in

maintaining access to curriculum and reinforcing learning, with ongoing attention needed to ensure equitable access and continued integration into instruction.

Action 2.3: Supplemental Academic Supports

Supplemental supports have been effective in increasing access to targeted academic intervention, contributing to overall student growth and improved outcomes across several student groups. Structured intervention during the school day and extended learning opportunities have strengthened support systems. Continued effectiveness will depend on increasing student participation and ensuring that supports consistently lead to accelerated progress for students with the greatest needs.

Action 2.4: Course Access and Enrichment

Expanded course access and enrichment opportunities have been highly effective in increasing student engagement and connection to school. Growth in participation and student voice reflects the positive impact of these opportunities. Improvements in course access indicators and increased availability of enrichment programs support a more well-rounded educational experience. Continued focus is needed to ensure equitable participation across all student groups.

Action 2.5: Unduplicated Student Services

Targeted services for unduplicated students have contributed to improved outcomes, particularly among socioeconomically disadvantaged students. Increased access to curriculum, specialized instruction, and targeted supports has strengthened the District's ability to respond to student needs. Continued effectiveness will depend on maintaining strong supports while further accelerating progress for English Learners and Long-Term English Learners.

Action 2.6: Extended School Year

The extended school year program is designed to address learning loss and support continued academic growth. While full effectiveness is measured after implementation, the program represents a strategic approach to supporting students with additional instructional time and targeted support.

Action 2.7: Class Size Reduction

Class size reduction has been effective in supporting improved instructional quality and student outcomes. Increased opportunities for individualized instruction have contributed to stronger learning environments and supported overall student progress. This action continues to be a key factor in strengthening academic support.

Action 2.8: SWD Supplemental Supports

Supports for students with disabilities have contributed to measurable growth, particularly in academic performance. Increased access to targeted instruction and intervention has strengthened outcomes for this group. Continued focus is needed to ensure consistency in implementation and to build on these gains to further improve outcomes.

Action 2.9: LTEL Supports

Targeted supports for Long-Term English Learners have increased focus on this student group; however, results indicate that progress remains inconsistent. While systems and supports are in place, additional refinement is needed to strengthen instructional strategies and accelerate both language development and academic achievement for LTEL students.

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.

Goal:
There are no changes to Goal 2. The District will continue to focus on strengthening academic outcomes through high-quality instruction, targeted supports, and expanded learning opportunities, as these remain priorities based on ongoing data and feedback.

Metrics / Expected Outcomes:
There are no significant changes to the metrics used to measure progress toward Goal 2. The District will continue to use the California Dashboard and local data as key measures. Based on reflection, the District will place increased focus on monitoring outcomes for English Learners, Long-Term English Learners, and Students with Disabilities to ensure more targeted progress.

Actions:
There are no major changes to Actions 2.1 through 2.9, as these actions have demonstrated effectiveness. However, refinements will be made based on reflection and data.

For Action 2.1, the District will continue to strengthen professional development by aligning training to newly adopted curriculum and teacher feedback, with an increased focus on instructional strategies that support English Learners and diverse student needs.

For Actions 2.2 and 2.3, the District will continue to maintain strong access to technology and supplemental academic supports, while refining implementation to ensure consistent access and increased student participation.

For Action 2.4, the District will continue to expand and refine course access and enrichment opportunities, ensuring that student voice continues to inform program offerings and that participation is equitable across all student groups.

For Actions 2.5, 2.8, and 2.9, the District will increase focus on targeted supports for English Learners, Long-Term English Learners, and Students with Disabilities, including strengthening instructional practices, monitoring student progress, and adjusting supports to better meet student needs.

For Actions 2.6 and 2.7, the District will continue implementation of extended learning opportunities and class size reduction, with ongoing monitoring to ensure these supports effectively contribute to student learning and engagement.

These refinements reflect the District's ongoing commitment to continuous improvement, with a more intentional focus on accelerating outcomes for student groups who require additional support.

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	Professional Development to support implementation of state standards (Metric 2.3 and 2.7)	To ensure that teachers, administrators, and instructional assistants are highly qualified, the District will provide supplemental professional development in all subject areas aligned with State Standards. This training will cover: Content, structure, and organization of State Standards in English Language Arts/English Language Development, Mathematics, and other subjects aligned with the State Standards (e.g., NGSS, History-Social Science). Technology integration, writing processes, intervention curricula, and assessments across all curricular areas, including special education and related services. This professional development may also include, but is not limited to, building knowledge in MTSS, intervention strategies, instruction, and assessments. In addition, HESD will provide supplemental professional development to support district committees, such as: • MTSS/SEL Committee • Curriculum Committee • Adoption Committees (Math and History Social Science)	$238,725.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Technology and enhanced learning (Metric 2.1, 2.2, 2.4)	Students will receive additional enhanced technology to support academics and increase knowledge and use of SBAC interim assessment and district supplemental Math and ELA computer-based programs. Students will receive extra academic practice to increase academic support in the classroom, specifically for students not meeting grade-level standards.	$399,230.00	Yes
2.3	Student Academic Supplemental Support Programs (Metric 2.1, 2.2, 2.4)	LREBG Action Action 2.3: Student Academic Supplemental Support Programs This action focuses on providing additional academic support to students through targeted programs and specialized instruction. It includes both direct student support and coaching for teachers to implement evidence-based strategies to close achievement gaps, specifically targeting areas such as literacy and numeracy. The primary focus is on supporting English Learners (EL), Long-Term English Learners (LTEL). The needs assessment substantiated the findings from the 2024 Dashboard regarding identified subgroups needing intentional and targeted support. Based on data analysis from the Differentiated Assistance (DA) Leadership Team, the following subgroups have been identified as requiring focused interventions: English Learners (ELs): These students showed a decline in performance on the ELPAC results from 2023 to 2024 and need focused intervention to improve English language proficiency, particularly in literacy. Long-Term English Learners (LTELs): LTELs are underperforming, especially in Math, and need tailored support to address both academic and linguistic needs, focusing on foundational subjects like math and literacy. Research-Based Evidence for Offering Support to These Subgroups: Research highlights the effectiveness of targeted academic interventions, specialized instruction, and data-driven assessments to improve student outcomes. The following strategies and interventions will support these subgroups:	$719,986.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Universal Design for Learning (UDL) Framework: UDL will guide the design of standards-based instructional lessons that accommodate the diverse needs of learners, including ELs, LTELs, and SWDs, ensuring access to learning through multiple means. Specialized Strategies for ELs and LTELs: Strategies such as Academic Discourse Sentence Frames and collaborative pair-share opportunities will support ELs and LTELs in building language skills and improving academic discourse, promoting language development and content comprehension. Integrated and Designated English Language Development (ELD): ELD instruction will be incorporated to ensure that ELs receive language development support both integrated within content lessons and as separate instruction based on their proficiency level. Research-Based Programs: LETRS (Language Essentials for Teachers of Reading and Spelling): Proven to improve foundational literacy skills, this program will target phonics, fluency, vocabulary, and comprehension, crucial for SWDs and ELs. CRLP (California Reading and Literature Project): This program equips educators with tools for effective reading instruction, emphasizing systematic and explicit instruction, particularly for struggling readers. Evidence-Based Instructional Practices: Explicit Direct Instruction: This structured and consistent approach will focus on SWDs and ELs to provide clear, targeted lessons. Phonics Instruction: Programs like Open Court and Phonics for Reading will support early grades in building foundational reading skills. Math Instruction: The "Try, Discuss, and Connect" approach will support best practices within the Math framework.		

Action #	Title	Description	Total Funds	Contributing
		Ongoing Monitoring and Assessments: Continuous assessment, including CAASPP, ELPAC, and formative assessments, will ensure that interventions remain effective and adjustments can be made based on student progress. This action represents an allowable use of LREBG funding by increasing instructional time and support. LREBG funding for this school year 2025-2026 is $380,034.00. Metrics to Measure Growth on Action 2.3: Metric 2.1: California School Dashboard % of students meeting/exceeding standards in Math Metric 2.2: California School Dashboard % of students meeting/exceeding standards in ELA Metric 2.4: ICOE DataHub % of English Learners making progress towards English language proficiency By combining evidence-based interventions, specialized instruction, and targeted support, Heber Elementary School District aims to close the achievement gaps for ELs, LTELs, and SWDs. Programs like LETRS and CRLP, coupled with strategies such as UDL, ELD, and explicit direct instruction, are designed to provide students with the foundational literacy and numeracy skills necessary for success. Ongoing monitoring ensures that the interventions are effective and adjusted based on student progress. This comprehensive approach aims to significantly improve academic outcomes for these subgroups, fostering long-term success in literacy and across other academic areas. Our district's educational partners have identified the need for academic supplemental support, particularly for our unduplicated students and students with disabilities, to help close the achievement gap. To address this, we will provide targeted academic support before, during, and after school, focusing on at-risk, unduplicated, and students with disabilities. The DA Leadership Team has developed an in-depth data analysis to guide the provision of academic support for students with disabilities (SWD), English Learners (EL), and Long-Term English Learners (LTELs).		

Action #	Title	Description	Total Funds	Contributing
		Kindergarten through eighth-grade students will benefit from supplemental support through Saturday Academy and after-school intervention classes. These intervention programs will target English Language Arts, math, and ELD standards, specifically addressing recurring deficits in state standards. The supplemental materials used will reinforce student learning and help reduce learning gaps. These programs will include additional direct instruction, guided practice, and independent work, all designed to complement and enhance the regular school day's instruction.		
2.4	Course Access and Extracurricular Supplemental Enrichment Activities (Metric 2.8)	Students will have course access and extracurricular supplemental enrichment activities before, during, and after school activities that include, but are not limited to, STEAM, visual and performing arts, clubs, and other activities for all students, including but not limited to students with disabilities, foster youth, and unduplicated students (Drumline, CTE clubs, Electives, etc.).	$314,660.00	Yes
2.5	Increased and Improved Services for Unduplicated and English Learner Students (Metric 2.1, 2.2 and 2.4)	LREBG Action Action 2.5: Increased and Improved Services for Unduplicated and English Learner Students This action aims to ensure that unduplicated students (including EL, LTEL, and SWD) receive increased and improved services to support their academic success. The services will focus on providing additional time, specialized teaching, and targeted interventions to address specific academic challenges. The needs assessment substantiated findings from the 2024 Dashboard related to identified subgroups needing intentional and targeted support: English Learners (ELs): These students showed a decline in performance on the ELPAC results from 2023 to 2024 and need focused intervention to improve English language proficiency, particularly in literacy. Long-Term English Learners (LTELs):	$1,131,208.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LTELs are underperforming, especially in Math, and need tailored support to address both academic and linguistic needs, focusing on foundational subjects like math and literacy. Research consistently shows that when evidence-based support is paired with research-based programs, highly qualified and trained teachers, and appropriate curriculum and pedagogy, student academic achievement increases. This approach ensures that students receive the most effective instruction, tailored to their needs, which drives improved learning outcomes. Research-Based Evidence for Offering Support Universal Design for Learning (UDL) Framework: UDL will guide the design of standards-based instructional lessons that accommodate the diverse needs of learners, including ELs, LTELs, ensuring access to learning through multiple means. Specialized Strategies for ELs and LTELs: Strategies such as Academic Discourse Sentence Frames and collaborative pair-share opportunities will support ELs and LTELs in building language skills and improving academic discourse. Integrated and Designated English Language Development (ELD): ELD instruction will be incorporated to ensure that ELs receive language development support both integrated within content lessons and as separate instruction based on their proficiency level. Research-Based Programs LETRS (Language Essentials for Teachers of Reading and Spelling): Proven to improve foundational literacy skills, this program will target phonics, fluency, vocabulary, and comprehension, crucial for SWDs and ELs. CRLP (California Reading and Literature Project): This program equips educators with tools for effective reading instruction, emphasizing systematic and explicit instruction, particularly for struggling readers.		

Action #	Title	Description	Total Funds	Contributing
		Evidence-Based Instructional Practices Explicit Direct Instruction: This structured and consistent approach will focus on SWDs and ELs to provide clear, targeted lessons. Phonics Instruction: Programs like Open Court and Phonics for Reading will support early grades in building foundational reading skills. Math Instruction ("Try, Discuss, and Connect"): This approach will support best practices within the Math framework. Ongoing Monitoring and Assessments Continuous assessment, including CAASPP, ELPAC, and formative assessments, will ensure that interventions remain effective and adjustments can be made based on student progress. This action represents an allowable use of LREBG funding by increasing instructional time and support. Metrics to Measure Growth on Action 2.5: Metric 2.1: California School Dashboard % of students meeting/exceeding standards in Math Metric 2.2: California School Dashboard % of students meeting/exceeding standards in English Language Arts Metric 2.4: ICOE DataHub % of English Learners making progress towards English language proficiency		
2.6	Extended School Year Intervention Program (Metric 2.1, 2.2, 2.4)	Students will receive support from the extended school year academic programs (summer school) to help students with learning loss and social-emotional needs. The district will develop a supplemental program to address learning gaps in reading, math, and other academic areas. The extended-school year program will focus on English language arts and math standards and target high-priority standards. The extended school	$18,045.00	Yes

Action #	Title	Description	Total Funds	Contributing
		year staff will use supplemental material to support student learning and decrease learning gaps. The district will include social-emotional lessons/curriculum by the social worker and counselor.		
2.7	Class-size reduction (Metric 2.1, 2.2, 2.4)	Provide specialized teachers at school sites to decrease student-to-teacher ratios and provide specialized classes. In addition, Increasing staff who provide direct service to students supports academic achievement by enabling more personalized instruction, targeted support for at-risk students, expanded learning opportunities, and enhanced social-emotional support.	$304,000.00	Yes
2.8	Students with Disabilities (SWD) Academic Supplemental Support Programs (English leaner, foster youth, and low income) (Metric 2.1, 2.2, 2.4)	The data indicates that academic supplemental support is needed to close the achievement gap, specifically targeting students with disabilities (SWD). Academic support will be provided before, during, and after school. SWD in Kinder through eighth grade will also receive supplemental support during the Saturday Academy classes. The students with disabilities will receive intervention programs that will focus on English language arts and math standards and target state standards that have been a recurring deficit. The supplemental material will be used to support student learning and decrease learning gaps. The programs will provide additional direct instruction, guided practice, and independent work that will support the instruction of the regular school day.	$4,000.00	No
2.9	Long-term English Learners Academic Supplemental Support Programs and professional development (Metric 2.1, 2.2, 2.4, 2.9)	The data indicates that academic supplemental support is needed to close the achievement gap, specifically targeting long-term English learner students (LTEL). Academic support will be provided before, during, and after school. Fourth through eighth grade will receive supplemental support during the Saturday Academy classes. The LTELS will receive intervention programs that will focus on English language development standards and target state standards. The supplemental material will be used to support student learning and decrease learning gaps. The programs will provide additional direct	$8,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		instruction, guided practice, and independent work that will support the instruction of the regular school day.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	HESD will ensure a sense of safety, connectedness, and emotional wellbeing for all students and staff to improve school climate and pupil engagement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The goal was developed based on feedback gathered during LCAP educational partner sessions and various meetings with district and school parent groups. It will entail expanded services for both students and parents, a priority emphasized by our educational partners. Goal 3 has been established as a broad goal aimed at enhancing learning conditions, fostering a positive school climate, and promoting student engagement across a spectrum of indicators detailed below.

By consolidating these metrics and initiatives, the district aims to establish a more holistic support framework to enhance and increase services for all our students, particularly those classified as unduplicated, to boost average daily attendance, reduce suspension and expulsion rates, and maintain a safe school environment. To facilitate these efforts, the district will utilize counselors at each school, a clinical social worker, safety pupil supervisors, and attendance and welfare specialists to strengthen the initiatives under this goal.

The district will offer professional development opportunities and implement a character education program for all staff to reinforce a positive school climate and prioritize safety.
After reviewing past and recent student surveys and considering feedback from educational partners, the district has affirmed its commitment to prioritizing school climate as a primary objective. Our educational partners have emphasized that safety, social-emotional well-being, and student engagement remain concerns within the school community. This overall goal aims to enhance performance across various metrics outlined below.

Presently, not all students attend school daily, with chronic absenteeism rates rising across all demographic subgroups, notably among students with disabilities (SWD) at 33.1% according to the CA School Dashboard. The district is dedicated to reducing chronic absenteeism across all groups, with a specific focus on SWD, recognizing that strong attendance correlates with higher academic achievement. Attendance plays a pivotal role in preparing students for success in both college and career pathways.

There is also a continued effort to decrease the number of student suspensions and sustain expulsion rates at 0%, to continue a safe and supportive school environment conducive to learning for all.

The district also has included basic needs under this action as a safe environment needs to be maintained. The FIT report showed a rating of "Fair" at Heber School.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Average Daily Attendance (ADA) Percentage (Priority 5)	2023-24 Average Daily Attendance P1 percentage indicates 91.34%	2024-2025 Average Daily Attendance P1 percentage indicates 92.00%	2025-2026 Average Daily Attendance (ADA) P1 percentage 95.55% 105.65% with Attendance Recovery	Average Daily Attendance attendance report indicates 95%	Average Daily Attendance P1 Increased from 91.34% to 95.55%.
3.2	CA School Dashboard data for suspensions percentage (Priority 6)	CA School Dashboard 22-23 data for suspensions percentage All students - 2.1% SWD – 2.5% Eng. learners - 2.7% SED – 2.5%	California Dashboard 23-24 data for suspension percentage: All Students - 1.6% Students w/Disabilities - 2.8% English Learners - 1.8% SED - 1.7% LTELs - 4.1%	California Dashboard 24-25 data for suspension percentage: All Students - 1.8% Students w/Disabilities - 5.7% English Learners - 2.0% SED - 2.0 % LTELs - 3.4%	CA School Dashboard 25-26 data for suspensions percentage All students - 1.1% SWD – 1.5% Eng. learners - 1.7% SED – 1.5%	CA School Dashboard Suspension Data All Students: Decreased from 2.1% to 1.8% Students With Disabilities: Increased from 2.5% to 5.7% English Learners: Decreased from 2.7% to 2.0% Socio Economically Disadvantaged: Decreased from 2.5% to 2.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						LTEL Decreased from 4.1% to 3.4%
3.3	Middle School Drop out Rate percentage (Priority 5)	2023-24 District Data Middle School Drop out Rate - 0%	2024-2025 District Data Middle School Drop Out Rate - 0%	2025-2026 District Data Middle School Drop Out Rate -0%	2025-26 District Data Middle School Drop out Rate - 0%	Middle School Dropout Rate No Change. Remained 0%
3.4	CA Healthy Kids Survey (Priority 6)	2023-24 CA Healthy Kids Survey (Priority 6) The district reported findings to the school board and posted on the CA School Dashboard. The site administered the survey to 5th and 7th-grade students this school year. The survey indicated that there were two indicators that had the lowest average percentage for both grades: 1. Meaningful participation = 33.5% - Students felt they had meaningful participation in school (rules, activities, ideas, solve school problems)	2024-2025 Healthy Kids Survey (Priority 6) The site administered the survey to 5th and 7th-grade students this school year. The survey indicated that there were two indicators that had the lowest average percentage for both grades: 1. Meaningful participation = 36.5 Students felt they had meaningful participation in school (rules, activities, ideas, solve school problems).	2025-2026 California Healthy Kids Survey (Priority 6) . The site administered the survey to 5th and 7th-grade students this school year. The survey indicated that there were two indicators that had the lowest average percentage for both grades: 1. Meaningful participation = 46% Students felt they had meaningful participation in school (rules, activities, ideas, solve school problems).	CA Healthy Kids Survey (Priority 6) The district will report finding to the school board and post on the CA School Dashboard. The district will increase percentages on the two key indicators that had the lowest average percentage for both grades by an average of 10%: 1.Meaningful participation = 43.5% 2. Facilities upkeep = 59.5%	Healthy Kids Survey Meaningful Participation: Increased 33.5% to 46% Facilities Upkeep: Increased from 49.5% to 68%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2. Facilities upkeep = 49.5% - Percentage of students that felt school buildings are neat and clean.	2. Facilities upkeep = 53.5 - Percentage of students that felt school buildings are neat and clean.	2. Facilities upkeep = 68% Percentage of students that felt school buildings are neat and clean		
3.5	CA School Dashboard Data Chronic Absenteeism percentage (Priority 5)	Chronic Absenteeism by Group Dashboard 2022-2023: All students - 22.8% SWD – 33.1% Eng. learners - 25.3% SED – 25.4%	Chronic Absenteeism by Group Dashboard 2023-2024: All Students - 14.70% SWD - 22.90% English Learners - 16.6% SED - 17.00%	Chronic Absenteeism by Group Dashboard 2024-2025: All Students - 13.6% SWD - 20.7% English Learners - 14.9% SED - 15.2%	Chronic Absenteeism by Group Dashboard All students - 6% SWD – 6% Eng. learners - 6% SED – 6%	Chronic Absenteeism All Students: Decreased from 22.8% to 13.60% Students with Disabilities Decreased from 33.1% to 20.7% English Learners: Decreased from 25.3% to 14.9% Social Economically Disadvantaged: Decreased from 25.4% to 15.2%
3.6	Expulsion Percentage Rate (Priority 6)	DataQuest 2023-2024 Expulsion Rate- 0%	DataQuest 2024-2025 Expulsion Rate - 0%	DataQuest 2025-2026 Expulsion Rate - 0%	Expulsion rate- 0%	Expulsion Rate No change. Remained 0%.
3.7	Facility Inspection Tool (FIT) Overall district percent (Priority 1)	2023-2024SARC and the FIT Heber: 87.00% (Fair)	2024-2025 SARC and FIT	2025-2026 SARC and FIT	According to the SARC and the FIT	Facilities Inspection Tool

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dogwood: 96.60% (Good)	Heber: 97.59 (Good) Dogwood: 99.60 (Exemplary)	Heber: (Exemplary) Dogwood: (Exemplary)	Heber: 96.00% (Good) Dogwood: 98.60% (Good)	Dogwood Elementary: Increased from Good to Exemplary Heber School Increased from Fair to Exemplary

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.

Action 3.1: Social Emotional Support

The District continued implementing expanded social-emotional supports through counselors, a licensed social worker, and supplemental supports such as Hazel Health. Students participated in classroom lessons, individual counseling, small-group support, and schoolwide activities designed to strengthen social-emotional skills and student connectedness. Counselors and support staff also collaborated with teachers, administrators, and families to provide coordinated support for students. A success during implementation has been the continued strengthening of wraparound supports and collaboration between school and home. A challenge has been responding to the increasing and varied social-emotional needs of students while maintaining timely and consistent support services across sites.

Action 3.2: School Climate, Safety, and School Connectedness

The District continued implementing school climate and safety supports through character education, the Second Step curriculum, staff professional development, and tiered systems of support throughout the school day. Teachers, instructional aides, pupil supervisors, and support staff reinforced positive behavior expectations and social-emotional skills in classrooms and during unstructured times such as recess and lunch. Programs such as Circle of Friends, SEL committees, and restorative practices further supported inclusion and student connectedness. The District also continued addressing school safety and facility needs identified through the Facilities Inspection Tool process. A success during implementation has been increased collaboration among staff in supporting positive school climate and student behavior expectations. A challenge has been maintaining consistent implementation of practices across all staff and settings while continuing to strengthen systems of support.

Action 3.3: Pupil Engagement

The District continued implementing pupil engagement supports focused on attendance monitoring, family outreach, and attendance incentive programs at both the district and school levels. Staff used attendance information to identify students needing additional support and worked collaboratively with families to encourage regular school attendance and strengthen student connection to school. Monthly attendance incentives continued throughout the school year to promote positive attendance habits and student engagement. A success during implementation has been the continued focus on relationship-based attendance supports and family communication. A challenge has been addressing ongoing barriers contributing to chronic absenteeism for some students and families while maintaining consistent attendance systems and supports.

All actions were fully implemented during the 25-26 school year.

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.

Action 3.1: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures for this action.

Action 3.2: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures for this action.

Action 3.3: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures for this action.

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

Effectiveness

The actions under Goal 3 have been effective in supporting student well-being, improving school climate and connectedness, and increasing student engagement. District data related to attendance, chronic absenteeism, suspension rates, school climate, and facilities indicate continued progress across multiple measures associated with Goal 3.

Action 3.1: Social Emotional Support

Action 3.1 has been effective in strengthening social-emotional and behavioral supports for students through counselors, a licensed clinical social worker, coordinated MTSS supports, and wraparound services for students and families. These supports have contributed to improvements in student attendance and engagement. Average Daily Attendance increased from 91.34% to 92.00%, while chronic absenteeism rates decreased from 22.8% to 13.6% overall. Chronic absenteeism also improved among student groups, including Students with Disabilities, English Learners, and Socioeconomically Disadvantaged students. These outcomes suggest that coordinated social-emotional supports and increased family outreach are positively impacting student engagement and school connection. While progress has been made, the District recognizes the continued need for targeted supports for students experiencing ongoing attendance and behavioral challenges.

Action 3.2: School Climate, Safety, and School Connectedness

Action 3.2 has been effective in strengthening school climate, safety, and student connectedness through implementation of social-emotional learning, character education, restorative practices, and tiered systems of support. Suspension rates decreased overall from 2.1% to 1.6%, with improvements also seen among English Learners. In addition, the California Healthy Kids Survey continued to provide information related to student connectedness, meaningful participation, and perceptions of school climate and safety, helping guide ongoing efforts to strengthen the student experience and overall school environment. The Facilities Inspection Tool (FIT) also reflected continued improvement, with Dogwood Elementary improving from “Good” to “Exemplary” and Heber School improving from “Fair” to “Good.” These indicators demonstrate that efforts to strengthen positive school climate and safe learning environments are contributing to improved student experiences. The District will continue refining supports and interventions for student groups requiring additional behavioral and social-emotional support, including Students with Disabilities.

Action 3.3: Pupil Engagement

Action 3.3 has been effective in improving student engagement and attendance through attendance monitoring, family outreach, and attendance incentive programs. The District’s focus on relationship-based attendance supports and proactive communication with families contributed to continued improvements in Average Daily Attendance and reductions in chronic absenteeism across student groups. Attendance data continues to be used to identify students needing additional support and to guide intervention efforts. In addition, the District maintained a 0% middle school dropout rate and a 0% expulsion rate. While progress has been made, chronic absenteeism remains an area of continued focus, particularly for student groups requiring additional support to maintain consistent attendance and engagement.

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 significant changes to Goal 3. The District will continue to focus on student well-being, school climate, connectedness, safety, and pupil engagement as these areas remain a priority based on ongoing feedback, attendance data, suspension data, and local measures of school climate and student support.

Metrics / Expected Outcomes

There are no major changes to the core metrics used to measure progress toward Goal 3, including attendance, chronic absenteeism, suspension rates, expulsion rates, and facilities data. However, based on reflection and staff feedback, the District will continue exploring additional tools that provide more timely and actionable information related to student social-emotional well-being, connectedness, and school climate. While the California Healthy Kids Survey will continue to be administered as required, the District recognizes the value of utilizing more real-time local data to better inform supports and interventions throughout the school year.

Actions

There are no major changes to Actions 3.1 (Social Emotional Support), 3.2 (School Climate, Safety, and School Connectedness), or 3.3 (Pupil Engagement), as these actions have demonstrated effectiveness based on District and Dashboard data. However, refinements will continue as part of the District's ongoing commitment to continuous improvement.

For Action 3.1, the District will continue strengthening coordinated social-emotional and behavioral supports through counseling services, MTSS systems, family outreach, and wraparound supports designed to address increasing student needs.

For Action 3.2, the District will continue refining school climate and connectedness efforts through character education, restorative practices, student voice opportunities, and staff collaboration to ensure consistent implementation across school sites and settings.

For Action 3.3, the District will continue strengthening attendance systems, family communication, and relationship-based interventions aimed at reducing chronic absenteeism and increasing student engagement, particularly for student groups needing additional support.

These refinements reflect the District's continued focus on strengthening systems of support while remaining responsive to student, staff, and family feedback.

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	Social Emotional Support (Metric 3.1, 3.2, 3.3, 3.4, 3.5, 3.6)	The district's socioeconomic disadvantaged, Foster Youth, and English Learner students have a continued need for social-emotional support according to the most current state and local data. Students will receive additional support from the counselors and the licensed social worker to decrease social-emotional issues and increase connectedness to school. The counselors and social worker will promote positive behavior through classroom presentations, group counseling, and school activities. The counselor and social worker will also provide parent workshops to create wrap-around services to support parents and students. The counselors will enable students to acquire District-adopted grade-level competencies in personal/social behaviors, adaptive behaviors, and career behavior. The counselors and social worker will also consult with teachers, administrators, and parents regarding effective strategies for dealing with problem behaviors and developing a positive learning environment for individual students.	$226,062.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Hazel Health is another supplemental support for students and parents to support the family with social-emotional and health needs to decrease absences and students missing class.		
3.2	School Climate, Safety and School Connectedness (Metric 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7)	According to the most recent state and local data, the district's socioeconomically disadvantaged students, Foster Youth, students with disabilities, and English Learners continue to require additional social-emotional support. To address this, a character education program has been successfully implemented district-wide, providing an extra layer of behavioral and social-emotional support to enhance students' well-being. In addition, teachers and support staff will receive further professional development on the district's social-emotional behavior program. The district will develop a tiered system of support that incorporates pupil supervisors, instructional assistants, and teachers, ensuring best practices are applied throughout the school day. The district will also continue addressing the needs identified in the Facilities Inspection Tool (FIT) report. Heber School has shown improvement, rising from last year's "Fair" rating to a "Good" standing this year. Furthermore, the district has included facility repairs as part of this initiative, in response to the FIT report's emphasis on the need for ongoing maintenance. Ensuring a safe environment remains a top priority for the district.	$715,284.00	Yes
3.3	Pupil Engagement (Metric 3.1, 3.5)	After reviewing the latest data from the California School Dashboard, the district has made significant progress in reducing chronic absenteeism across all demographic subgroups. Overall, chronic absenteeism for all students decreased by 8.1 percentile points, with students with disabilities showing a decrease of 10.2 percentile points. Chronic absenteeism for English Learners dropped by 8.7 percentile points, while socioeconomically disadvantaged students experienced a reduction of 8.4 percentile points. To sustain this progress, the district is committed to further reducing chronic absenteeism, with a targeted focus on students with disabilities, foster youth, and socioeconomically disadvantaged students.	$34,750.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Understanding the strong link between regular attendance and academic success, we will introduce monthly incentive programs at both the district and school levels. These initiatives aim to enhance student engagement and promote consistent attendance throughout the academic year, ultimately supporting students' readiness for success in both college and career pathways.		

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
$$3,755,704	$424,527

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
29.842%	0.000%	$0.00	29.842%

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:** Parent Communication (Metric 1.1) **Need:** After reviewing surveys, the Parent and Family Engagement Self-Reflection Tool, and consulting with educational partners, we identified the need to improve services for parents, recognizing their essential role in student academic success and well-being. Parent feedback emphasized a desire for	After reviewing surveys, the Parent and Family Engagement Self-Reflection Tool, and engaging with educational partners, we identified a critical need to enhance services for parents, as they play a vital role in student academic performance and well-being. Parent feedback emphasized a desire for improved communication, training, and engagement to better support their children. This goal builds on the district's ongoing focus on educational partner engagement, particularly addressing areas that scored a 3 (initial	Metric 1.1 Parent and Family Engagement Self-Reflection Tool (Local Indicators Priority 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
	better communication, training, and engagement to more effectively support their children. This goal builds upon the district's ongoing efforts to engage educational partners, particularly in areas that received a score of 3 (initial implementation) on the parent survey. Additionally, there remains a need to provide further professional development for both parents and staff. We will continue to prioritize three key areas: Building Relationships, Building Partnerships, and Seeking Input for Decision Making. These areas are fundamental to HESD's success. We are pleased to report a 0.9% improvement across all three sections, demonstrating HESD's commitment to meeting the needs of our parents. Specifically, parents have requested the following: further enhancement of parent engagement and communication, including surveys to identify needs and strengths; parent training on transitional years from Dogwood to Heber School and high school, with guidance on how parents can support their children during these transitions; ongoing efforts to maintain and improve student attendance; and providing academic support to subgroups with academic gaps. **Scope:** LEA-wide	implementation) on the parent survey. Additionally, there remains a need for further professional development for both parents and staff. In response to concerns about student achievement, the district has developed Goal 1, which aims to implement actions that help parents support their children in closing the achievement gap. These actions include enhanced communication efforts with parents and families. Goal 1, Actions 1 through 3, represent a district-wide parent education campaign designed to close achievement gaps and increase parent participation. We will continue to prioritize three key areas: Building Relationships, Building Partnerships, and Seeking Input for Decision Making. These areas are crucial to HESD's success. We are pleased to report improvement across all three sections, demonstrating HESD's commitment to meeting the needs of our parents. Specifically, parents have requested the following: further enhancement of parent engagement and communication, including surveys to identify needs and strengths; parent training on transitional years from Dogwood to Heber School and high school, with guidance on how parents can support their children during these transitions; continued efforts to maintain and improve student attendance; and providing academic support to subgroups with academic gaps. These actions will be implemented district-wide with the expectation that all students will benefit. However, given the significantly lower academic	

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
		performance of low-income, English Learner, and Foster Youth students, and because these actions are specifically designed to address socio-economic disadvantages, we anticipate that the achievement gaps for these student groups will improve relative to other students. Parent participation is also expected to increase accordingly. The district-wide and school-wide approach ensures that these strategies reach all students, but with a targeted focus on those who need additional support.	
1.2	**Action:** Parent Workshops (Metric 1.1) **Need:** After reviewing surveys, the Parent and Family Engagement Self-Reflection Tool, and consulting with educational partners, we identified the need to enhance services for parents, acknowledging their critical role in student academic success and well-being. Parent feedback highlighted a desire for improved communication, training, and engagement to better support their children. This goal builds on the district's ongoing efforts to engage educational partners, particularly in areas that scored a 3 (initial implementation) on the parent survey. Additionally, there is a continued need for professional development for both parents and staff. We will continue to focus on three key areas: Building Relationships, Building Partnerships, and Seeking Input for Decision Making. These areas are essential to the success of HESD.	To address concerns from educational partners regarding student achievement, the district has developed Goal 1, which focuses on actions aimed at helping parents better support their children and close the achievement gap. These actions include increasing parent workshops and engagement opportunities. Goal 1, Actions 1 through 3, represents a district-wide educational campaign designed to reduce achievement gaps and increase parent participation. These actions are being implemented across the entire district with the expectation that all students will benefit. However, due to the significantly lower academic achievement rates of low-income, English Learner, and Foster Youth students, and because these actions are specifically designed to address the needs of socioeconomically disadvantaged families, we anticipate seeing improvements in achievement gaps for these groups compared to other students, as well as an increase in parent participation. HESD is committed to offering Parent Workshops designed to improve parent engagement, support	Metric 1.1 Parent and Family Engagement Self-Reflection Tool (Local Indicators- Priority 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
	We are pleased to report improvement across all three sections, demonstrating HESD's commitment to addressing the needs of our parents. Specifically, parents have requested the following: enhanced parent engagement and communication, including surveys to identify needs and strengths; training on supporting children through transitional years, such as from Dogwood to Heber School and high school; continued efforts to improve student attendance; and academic support for subgroups with gaps in achievement. In response, we will offer Parent Workshops focused on the topics that are of high importance to our parents: **Scope:** LEA-wide	student achievement, and address the specific needs of our students, particularly those from socioeconomically disadvantaged backgrounds. Through these ongoing workshops, clear communication, and continued partnership with Parent University, we aim to strengthen the connection between home and school, fostering a positive and supportive learning environment for all students.	
1.3	**Action:** Parent Engagement (Metric 1.1) **Need:** After reviewing surveys, the Parent and Family Engagement Self-Reflection Tool, and engaging with educational partners, we identified the need to enhance services for parents, recognizing that their involvement directly impacts student academic performance and well-being. Survey results indicated a strong desire for improved, innovative communication, training, and	To address educational partners' concerns about supporting student achievement, the district has developed Goal 1, which outlines actions aimed at helping parents better support their children and close the achievement gap. These actions include innovative strategies to enhance parent engagement through workshops, school events, and district activities. Specifically, Goal 1, Actions 1 through 3, represent a district-wide educational campaign designed to close achievement gaps and increase parent participation. These actions will be implemented across the entire LEA, with the expectation that all students	Metric 1.1 Parent and Family Engagement Self-Reflection Tool (Local Indicators- Priority 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
	engagement to better equip parents in supporting their children's success. This goal aligns with the district's ongoing efforts to strengthen engagement with educational partners, with a particular focus on areas that received a score of 3 (initial implementation) on the parent survey. These areas underscore the continued need for professional development for both parents and staff. The district is committed to improving parent communication, engagement, and training in three key areas: Building Relationships Between Staff and Families, Building Partnerships for Student Outcomes, and Seeking Input for Decision Making. At HESD, we address parent engagement through a variety of methods, including ongoing family nights that promote educational training for parents, parent workshops on using communication apps such as ParentSquare and ParentVue, and encouraging parents to participate as decision-makers in site and district committees, councils, and other forums. We also invite parents to attend student recognition events, participate in local and state student-centered competitions, and attend parent conferences offered both districtwide and countywide. **Scope:** LEA-wide	will benefit. However, due to the significantly lower academic performance of low-income, English Learner, and Foster Youth students, and because the actions are designed to address the unique needs of socioeconomically disadvantaged families, we anticipate that the achievement gaps for these students will improve relative to other students, along with an increase in parent participation. HESD is committed to strengthening parent engagement through a variety of initiatives that involve families in their children's education. These initiatives include hosting ongoing family nights for educational training, offering workshops on communication tools such as ParentSquare and ParentVue, and encouraging parents to participate as decision-makers in site and district committees. Additionally, we invite parents to attend student recognition events, engage in local and state competitions, and participate in parent conferences at both the district and county levels, ensuring that families are actively involved in supporting student success. These efforts align with our broader goals to increase parent participation and address achievement gaps within our community.	
2.1	**Action:**	To address the achievement gap for low-income students, English Learners, Foster Youth, and	Metric 2.3

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
	Professional Development to support implementation of state standards (Metric 2.3 and 2.7) **Need:** These actions are based on our need to improve outcomes for student groups with academic gaps, as identified by our educational partners and data. Specifically, low-income, English learners, and Foster Youth students performed below standard on CAASPP and local assessments in ELA and mathematics. Analyzing the student data from the most recent state assessments (2023-24) shows that 47.11% of students are 'Meeting or Exceeding Standard' in English Language Arts (ELA). For Math, the rate is 34.84%. Performance gaps exist for multiple student groups, including: English Learners: ELA 26.45% and Math 22.56% Long-term English Learners: ELA- 6.15% and Math 4.62% Socioeconomically Disadvantaged: ELA 40.89% and Math 31.75% The need to have appropriately credentialed teachers, curriculum-aligned instructional material, implementation of state standards, course access, and up-to-date technology and access to online resources has a great impact on student learning and will help close the achievement gap.	other low-performing groups, the district has established Goal 2. This goal involves creating and implementing an academic plan that targets the root causes of educational disparities. The plan includes professional development for all staff, as well as technology for both students and staff. Actions 1 and 2 of Goal 2 focus on a district-wide educational campaign aimed at closing the achievement gap. In developing the professional development calendar, the district takes into account the unique needs of unduplicated students and evaluates their achievement in relation to all students. This ensures that evidence-based professional development opportunities are targeted at improving the achievement of these groups. For the 2024-25 school year, professional development will include training for new teachers, teachers working with students with special needs, content-specific and grade-level teachers, and workshops focusing on English Language Development strategies in Designated and Integrated ELD, Math, and UDL . Teachers will also be trained to differentiate and scaffold instruction, ensuring access to content standards based on the students' language and learning needs. This work will continue to build capacity across the district, with a continued focus on instruction aimed at improving student outcomes in mathematics and language arts. The district expects these actions to enhance staff capacity to meet the specific needs of unduplicated students. Professional development based on the ELD standards will be incorporated	-- Percent of fully credentialed teachers -- The number of misassigned teachers. Metric 2.7 Self-reflection Tool for Implementation of State Academic Standards (Priority 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
	Scope: LEA-wide	into the core English Language Arts (ELA)/ELD curriculum and mathematics instruction. Providing these professional development opportunities will help close the achievement gap, as evidenced by CAASPP data. Additionally, professional development will emphasize analyzing student data, making informed instructional decisions, researching effective strategies, collaborating with peers, and developing interventions for unduplicated students. Our comprehensive professional development plan is designed to support these specific student groups while continuously analyzing its effectiveness. The district offers evidence-based professional learning and monitors both implementation and student progress. These actions are provided on a district-wide basis, benefiting all students, but particularly addressing the needs of socioeconomically disadvantaged and English Learner students, who typically show lower academic achievement.	
2.2	**Action:** Technology and enhanced learning (Metric 2.1, 2.2, 2.4) **Need:** These actions are based on our need to improve outcomes for student groups with academic gaps, as identified by our educational partners and data. Specifically, low-income, English learners, students with disabilities, and Foster Youth students performed below standard on CAASPP and local assessments in ELA and mathematics.	To address the achievement gap for our low-income English Learners, Foster Youth students, and other low-performing groups, the district has developed Goal 2, which will develop and implement an academic plan designed to address the causes of the academic educational disparities. The plan includes professional development for all staff and technology for students and staff. Goal 2, Actions 1 and 2, is a district-wide educational campaign to support closing the achievement gaps. The district offers evidence-based professional learning and monitors implementation and student progress. Students will receive additional enhanced technology to support academics and	Metrics 2.1, 2.2, and 2.4 2.1 SBAC Math percent of students met or exceeded standards 2.2 SBAC ELA percent of students met or exceeded standards 2.4 ELPI - Percent of English Learner students making progress toward English language proficiency

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
	Analyzing the student data from the most recent state assessments (2023-24) shows that 47.11% of students are 'Meeting or Exceeding Standard' in English Language Arts (ELA). For Math, the rate is 34.84%. Performance gaps exist for multiple student groups, including: English Learners: ELA 26.45% and Math 22.56% Long-term English Learners: ELA- 6.15% and Math 4.62% Socioeconomically Disadvantaged: ELA 40.89% and Math 31.75% The need to have appropriately credentialed teachers, curriculum-aligned instructional material, implementation of state standards, course access, and up-to-date technology and access to online resources has a great impact on student learning and will help close the achievement gap. **Scope:** LEA-wide	increase knowledge and use of SBAC interim assessment and district supplemental Math and ELA computer-based programs. Students will receive extra academic practice to increase academic support in the classroom, specifically for students not meeting grade-level standards. These actions are being provided on an LEA-wide basis, and we expect that all students benefit; however, because of the lower academic rates of low-income and English Learner students, these actions meet the needs of socioeconomically disadvantaged and English Learner students.	
2.3	**Action:** Student Academic Supplemental Support Programs (Metric 2.1, 2.2, 2.4) **Need:** These actions are based on our need to improve outcomes for student groups with academic gaps, as identified by our educational partners and data. Specifically,	To address the achievement gap for our low-income, English Learners, and foster youth students, the district has developed Goal 2, which will develop and implement an academic plan designed to address the major causes of the academic educational disparities. The plan includes after-school supplemental support, course access (elective wheel), and English	Metrics 2.1, 2.2, and 2.4 2.1 SBAC Math percent of students met or exceeded standards 2.2 SBAC ELA percent of students met or exceeded standards

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
	low-income, English learners and Foster Youth students performed below standard on CAASPP and local assessments in ELA and mathematics. Analyzing the student data from the most recent state assessments (2023-24) shows that 47.11% of students are 'Meeting or Exceeding Standard' in English Language Arts (ELA). For Math, the rate is 34.84%. Performance gaps exist for multiple student groups, including: English Learners: ELA 26.45% and Math 22.56% Long-term English Learners: ELA- 6.15% and Math 4.62% Socioeconomically Disadvantaged: ELA 40.89% and Math 31.75% Educational partners, students, and staff feedback have shared the need for comprehensive interventions coupled with rigorous access to a broad course of study. Parents also expressed a desire to continue extended day opportunities (both after school and in the summer). **Scope:** LEA-wide	learner supplemental supports (EL TOSA and additional intervention supports). Goal 2, Actions 3, 4, 6, and 7 are district-wide educational plans to support closing the achievement gaps. The district will provide after-school intervention programs for students reading two or more levels below grade level. English Learner TOSA and Math TOSA will provide direct support to student who have academic achievement gaps, push-in support, course access (visual and performing arts, elective wheel), and extended school year to decrease learning loss or regression and easier transition to begin the school year. The district will continue with action 7 to invest in reducing the adult-to-student ratios for certificated staff. These actions are being provided on an LEA-wide basis, and we expect that all students benefit. However, because of the significantly lower academic rates of low-income, English learner, and foster youth students, these actions meet needs most associated with experiences of socioeconomically disadvantaged status, English learner, and foster youth students. We expect that the achievement gaps for our low-income, English learner, and foster youth students will improve compared to all other students. The district expects to increase the percentage of students meeting or exceeding standards in math and language arts as measured by CAASPP results. The district's goal was to increase 3 - 5% each year and increase English Learner reclassification rates by 2% each year.	2.4 ELPI - Percent of English Learner students making progress toward English language proficiency

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
2.4	**Action:** Course Access and Extracurricular Supplemental Enrichment Activities (Metric 2.8) **Need:** These actions are based on our need to improve outcomes for student groups with academic gaps, as identified by our educational partners and data. Specifically, low-income, English learners, students with disabilities, and Foster Youth students performed below standard on CAASPP and local assessments in ELA and mathematics. Analyzing the student data from the most recent state assessments (2023-24) shows that 47.11% of students are 'Meeting or Exceeding Standard' in English Language Arts (ELA). For Math, the rate is 34.84%. Performance gaps exist for multiple student groups, including: English Learners: ELA 26.45% and Math 22.56% Long-term English Learners: ELA- 6.15% and Math 4.62% Socioeconomically Disadvantaged: ELA 40.89% and Math 31.75% Educational partners, students, and staff feedback have shared the need for comprehensive interventions coupled with rigorous access to a broad course of study. Parents also expressed a desire to continue	To address the achievement gap for our low-income, English Learners, and foster youth students, the district has developed Goal 2, which will develop and implement an academic plan designed to address the major causes of the academic educational disparities. The plan includes after-school supplemental support, course access (elective wheel), and English learner supplemental supports (EL TOSA and additional intervention support). Ensuring additional course access supports academic achievement in all core subject areas (language arts, math, ELD, etc.) by offering students a broad range of educational opportunities tailored to their needs and interests. By providing access to diverse courses, the district can empower students to develop essential skills, explore their passions, and achieve success in their academic pursuits. Goal 2, Actions 3, 4, 6, and 7 are district-wide educational plans to support closing the achievement gaps. The district will provide after-school intervention programs for students reading two or more levels below grade level. English Learner TOSA intervention push-in support, course access (visual and performing arts, elective wheel), and extended school year to decrease learning loss or regression and easier transition to begin the school year. The district will continue with action 7 to invest in reducing the adult-to-student ratios for certificated staff. These actions are being provided on an LEA-wide basis, and we expect that all students benefit. However, because of the significantly lower academic rates of low-income, English learner, and foster youth students, these actions meet	Metric 2.8 Self-reflection Tool for Course Access (Priority 7) will be completed, measured, and reported to the community on an annual basis. (Met Local Indicator)

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
	extended day opportunities (both after school and in the summer). **Scope:** LEA-wide	needs most associated with experiences of socioeconomically disadvantaged status, English learner, and foster youth students. We expect that the achievement gaps for our low-income, English learner, and foster youth students will improve compared to all other students. The district expects to increase the percentage of students meeting or exceeding standards in math and language arts as measured by CAASPP results. The district's goal was to increase 3 - 5% each year and increase English Learner reclassification rates by 2% each year.	
2.6	**Action:** Extended School Year Intervention Program (Metric 2.1, 2.2, 2.4) **Need:** These actions are based on our need to improve outcomes for student groups with academic gaps, as identified by our educational partners and data. Specifically, low-income, English learners and Foster Youth students performed below standard on CAASPP and local assessments in ELA and mathematics. Analyzing the student data from the most recent state assessments (2023-24) shows that 47.11% of students are ‘Meeting or Exceeding Standard’ in English Language Arts (ELA). For Math, the rate is 34.84%. Performance gaps exist for multiple student groups, including:	To address the achievement gap for our low-income, English Learners, and foster youth students, the district has developed Goal 2, which will develop and implement an academic plan designed to address the major causes of the academic educational disparities. The plan includes after-school supplemental support, course access (elective wheel), and English learner supplemental supports (EL TOSA and additional intervention support). The Extended School Year (ESY) Intervention Program, part of the LCAP plan, supports academic achievement by providing targeted support during summer school. It offers individualized instruction, and enrichment activities, and addresses learning gaps. Metrics like standardized test scores, course completion rates, attendance, and long-term outcomes assess their impact on students' academic success. Goal 2, Actions 3, 4, 6, and 7 are district-wide educational plans to support closing the achievement gaps. The district will provide after-school intervention programs for students reading two or more levels below grade	Metrics 2.1, 2.2, and 2.4 2.1 SBAC Math percent of students met or exceeded standards 2.2 SBAC ELA percent of students met or exceeded standards 2.4 ELPI - Percent of English Learner students making progress toward English language proficiency

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
	English Learners: ELA 26.45% and Math 22.56% Long-term English Learners: ELA- 6.15% and Math 4.62% Socioeconomically Disadvantaged: ELA 40.89% and Math 31.75% CA School Dashboard English Learner Progress Indicator (ELPI) 2023-24 Percent of English Learner students making progress toward English language proficiency 46.66%. The district's reclassification rate for the 2024-25 school year was 15%. Feedback from educational partners, students, and staff has highlighted the need for comprehensive interventions, alongside rigorous access to a wide range of courses. Parents have also expressed a desire to continue extended day opportunities, both after school and during the summer. There is a clear need to provide additional support through extended school year academic programs (summer school) to address learning loss and support students' social-emotional needs. **Scope:** LEA-wide	level. English Learner TOSA intervention push-in support, course access (visual and performing arts, elective wheel), and extended school year to decrease learning loss or regression and easier transition to begin the school year. The district will continue with action 7 to invest in reducing the adult-to-student ratios for certificated staff. These actions are being provided on a Districtwide basis, and we expect that all students benefit. However, because of the significantly lower academic rates of low-income, English learner, and foster youth students, these actions meet needs most associated with experiences of socioeconomically disadvantaged status, English learner, and foster youth students. We expect that the achievement gaps for our low-income, English learner, and foster youth students will improve compared to all other students. The district expects to increase the percentage of students meeting or exceeding standards in math and language arts as measured by CAASPP results. The district's goal was to increase 3-5% each year and increase English Learner reclassification rates by 2% each year.	
2.7	**Action:** Class-size reduction (Metric 2.1, 2.2, 2.4) **Need:**	To address the achievement gap among our low-income, English Learner, and foster youth students, the district has established Goal 2. This goal focuses on creating and implementing an	Metrics 2.1, 2.2, and 2.4

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
	These actions are based on our need to improve outcomes for student groups with academic gaps, as identified by our educational partners and data. Specifically, low-income, English learners and Foster Youth students performed below standard on CAASPP and local assessments in ELA and Mathematics. Analyzing the student data from the most recent state assessments (2023-24) shows that 47.11% of students are 'Meeting or Exceeding Standard' in English Language Arts (ELA), and for Math, the rate is 34.84%. Even though we saw an increase of 2-4 percentile points in both ELA and Math, we continue to have academic gaps amongst subgroups. Performance gaps exist for multiple student groups, including: English Learners: ELA 26.45% and Math 22.56% Long-term English Learners: ELA- 6.15% and Math 4.62% Socioeconomically Disadvantaged: ELA 40.89% and Math 31.75% CA School Dashboard English Learner Progress Indicator (ELPI) 2023-24 Percent of English Learner students making progress toward English language proficiency is 46.66%. The district's reclassification rate for the 2024-25 school year was 15%.	academic plan designed to address the key factors contributing to educational disparities. The plan includes after-school supplemental support, course access through elective classes, elective wheels, and/or after-school programs, and additional English Learner supports provided by our Teachers on Special Assignment (TOSAs). These TOSAs deliver direct instruction to students and offer coaching support to teachers. The district believes this LEA-wide initiative will enhance academic achievement by offering more personalized instruction, targeted support for at-risk students, expanded learning opportunities, and strengthened social-emotional support. Goal 2, along with Actions 3, 4, 5, 6, and 7, represent district-wide efforts aimed at closing achievement gaps. Specific actions include after-school intervention programs for students reading two or more levels below grade level, push-in intervention support for English Learners from TOSAs, access to elective courses (such as visual and performing arts and the elective wheel), and an extended school year to prevent learning loss and ease students' transitions to the new academic year. Additionally, the district will continue Action 7, investing in reducing adult-to-student ratios in grade levels lacking funding for class-size reduction. These actions will be implemented across the entire district, with the expectation that all students will benefit. However, because low-income, English Learner, and foster youth students face significantly lower academic achievement rates, these actions are specifically designed to address	2.1 SBAC Math percent of students met or exceeded standards 2.2 SBAC ELA percent of students met or exceeded standards 2.4 ELPI - Percent of English Learner students making progress toward English language proficiency

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
	Educational partners, students, and staff feedback have shared the need for comprehensive interventions coupled with rigorous access to a broad course of study, such as having "elective classes or exploratory wheel". Parents also expressed a desire to continue extended day opportunities (both after school and in the summer) for students who have academic gaps. There is a need to provide additional support from the extended school year academic programs (summer school) to help students with learning loss and social-emotional needs. There is a need to increase staff to help support academic achievement and provide supplemental instruction and, additional targeted support. **Scope:** LEA-wide	the unique challenges faced by socioeconomically disadvantaged students. We anticipate that the achievement gaps for these students will narrow compared to other student groups. The district aims to increase the percentage of students meeting or exceeding standards in Math and Language Arts as measured by CAASPP results, with a target increase of 3-5% each year. Additionally, the district plans to raise the English Learner reclassification rate by 2% annually.	
3.1	**Action:** Social Emotional Support (Metric 3.1, 3.2, 3.3, 3.4, 3.5, 3.6) **Need:** After reviewing data, consulting with educational partners, and assessing our English learners, foster youth, and low-income students' needs, conditions, and circumstances, we learned that there is a need to provide social-emotional support and improve the school climate. The district analyzed suspension rates and the increase in referrals for behavior and social-emotional	To address this condition of our low-income, students with disabilities, English learners, and foster youth students, the district has developed and implemented an MTSS program designed to address the causes of increased suspensions and social-emotional needs, including a school climate that emphasizes the importance of providing a tiered support system for behavior, academics, and social-emotional support. Goal 3, Actions 1 and 2 are a district-wide effort on the benefits of improving school climate and social-emotional support. The counselors and the clinical social worker will continue to promote positive behavior through classroom presentations, group	Metric: 3.1 - Average Daily Attendance (ADA) Reports 3.2 - CA School Dashboard data for suspensions percentage 3.3 - Middle School Dropout Rate Percentage 3.4 - CA Healthy Kids Survey (Priority 6) 3.5 - Chronic Absenteeism percentage

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
	support and noticed that suspension rates and referrals are slightly higher for English Learners, low-income, foster youth, and students with disabilities compared to all students in the district. Suspension data from the 2023-2024 CA School Dashboard: All students -1.6., Students with Disabilities (SWD) - 2.8%, English Learners - 1.8 %, Socioeconomically Disadvantaged students (SED) - 1.7%, and Long-term English Learners - 4.1. **Scope:** LEA-wide	counseling, and school engagement activities. The counselors and the clinical social worker will also provide parent workshops to create wrap-around services to support parents and students. These actions are being implemented district-wide, with the expectation that all students will benefit. However, due to suspension rates, behavior referrals, and a need for additional social-emotional support among low-income and unduplicated students, the district is providing these targeted actions. Since these initiatives address the needs of most students, including English learners, socially disadvantaged students, and foster youth, they are especially important. There has been a slight improvement in suspension rates, and behavior referrals have remained stable for unduplicated students, English learners, and students with disabilities compared to last year. However, the district continues to observe a gap between the outcomes for all students and those for unduplicated students.	3.6 - Expulsion Percentage Rate
3.2	**Action:** School Climate, Safety and School Connectedness (Metric 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7) **Need:** After reviewing data, consulting with educational partners, and assessing the needs, conditions, and circumstances of our English learners, foster youth, and low-income students, we have identified a significant need for social-emotional support and an improvement in school climate. The district's	To address this condition of our low-income, students with disabilities and English learners, foster youth students, the district has developed and implemented an engagement and MTSS program designed to address the causes of increased suspensions and social-emotional needs, including a school climate that emphasizes the importance of providing a tiered support system for behavior, academics, and social-emotional support. Goal 3, Actions 1 and 2 are a district-wide effort on the benefits of improving school climate and social-emotional support. The district will train support staff (pupil supervisors	Metric: 3.1 - Average Daily Attendance (ADA) Percentage rate 3.2 - CA School Dashboard data for suspensions percentage 3.3 - Middle School Dropout Rate Percentage 3.4 - CA Healthy Kids Survey (Priority 6)

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
	analysis of suspension rates and an increase in behavior and social-emotional support referrals reveals that suspension rates and referrals are slightly higher for English Learners, low-income students, foster youth, and students with disabilities compared to the general student population. The suspension data from the 2023-2024 CA School Dashboard highlights the following trends for various student subgroups: All Students: 1.6% suspension rate, a decrease of 0.5 percentile points. Students with Disabilities (SWD): 2.8% suspension rate, an increase of 0.3 percentile points. English Learners (EL): 1.8% suspension rate, a decrease of 0.9 percentile points. Socioeconomically Disadvantaged (SED): 1.7% suspension rate, a decrease of 0.8 percentile points. Long-Term English Learners (LTEL): 4.1% suspension rate, with no reported change or decrease. The subgroup in greatest need of targeted support is Long-Term English Learners (LTEL), whose suspension rate is notably higher than other groups. This indicates a clear need for focused interventions to	and instructional assistants) on the district-wide character-building programs to support a safe and positive school climate. These actions are being provided on an LEA-wide basis, and we expect all students to benefit. The strategies implemented in the character education program will help to address problem behaviors and improve the learning environment to decrease absences and impact attendance, suspensions, dropout rate, chronic absenteeism, and expulsion rates to create a positive school climate.	3.5 - Chronic Absenteeism percentage 3.6 - Expulsion Percentage Rate 3.7 -Facility Inspection Tool (FIT)

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
	address both behavioral and academic challenges within this subgroup. The district has identified a need to have this action LEA-wide increase supplemental services for all our students, particularly those classified as unduplicated, to increase average daily attendance, reduce suspension and expulsion rates, and maintain a safe school environment. To facilitate these efforts, the district will utilize counselors at each school, a clinical social worker, safety pupil supervisors, and attendance and welfare specialists to strengthen the initiatives under this goal. The district also has included basic needs under this action as facilities need to be repaired and the FIT report showed a rating of "Good" at Heber School, showing growth from last year's "Fair" rating in 2022-2023. **Scope:** LEA-wide		
3.3	**Action:** Pupil Engagement (Metric 3.1, 3.5) **Need:** After reviewing the latest data from the California School Dashboard, the district has made significant progress in reducing chronic absenteeism across all demographic subgroups. Overall, chronic absenteeism for all students decreased by 8.1 percentile points, with students with disabilities showing a decrease of 10.2 percentile points. Chronic absenteeism for English Learners dropped by	To support our foster youth, socioeconomically disadvantaged students, students with disabilities, and English Learners, we will continue to enhance our attendance and engagement program. This program will address key factors contributing to absenteeism, including creating a school climate that prioritizes the importance of attendance and student engagement. As part of Goal 3, Action 3, we will launch a district-wide campaign highlighting the benefits of high engagement rates and a positive school climate. The CCSPP program staff will focus on creating "feel-good" activities for students and families, while counselors, teachers,	Metric: 3.1 - Average Daily Attendance (ADA) Reports 3.5 - Chronic Absenteeism percentage

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
	8.7 percentile points, while socioeconomically disadvantaged students experienced a reduction of 8.4 percentile points. The district is committed to further reducing chronic absenteeism across all groups, with a particular focus on students with subgroups such as students with disabilities, foster youth, and socioeconomically disadvantaged students. We recognize that strong attendance is closely linked to higher academic achievement and plays a crucial role in preparing students for success in both college and career pathways. **Scope:** LEA-wide	and administrators will encourage attendance through monthly incentives, parent meetings, attendance workshops, and school-wide and district-wide recognition programs. These actions are being implemented district-wide, and we anticipate that all students with attendance rates below 100% will benefit. However, due to the historically lower attendance rates among low-income and unduplicated students, and because these actions address the unique challenges faced by socioeconomically disadvantaged students, we expect a continued reduction in chronic absenteeism. Specifically, the attendance rate for our low-income students is expected to improve more significantly than the overall attendance rate for all other 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
2.5	**Action:** Increased and Improved Services for Unduplicated and English Learner Students (Metric 2.1, 2.2 and 2.4) **Need:**	In addition to the district-wide actions previously outlined, HESD is implementing a targeted action (Goal 2, Action 5) specifically designed to support our English Learners. The district's targeted actions include:	Metrics 2.1, 2.2, and 2.4 2.1 SBAC Math percent of students met or exceeded standards

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Analyzing the student data from the most recent state assessments (2023-24) shows that 47.11% of students are 'Meeting or Exceeding Standard' in English Language Arts (ELA). For Math, the rate is 34.84%. Performance gaps exist for multiple student groups, including: English Learners: ELA 26.45% and Math 22.56% Long-term English Learners: ELA- 6.15% and Math 4.62% Socioeconomically Disadvantaged: ELA 40.89% and Math 31.75% The need to have appropriately credentialed teachers, curriculum-aligned instructional material, implementation of state standards, course access, and up-to-date technology and access to online resources has a great impact on student learning and will help close the achievement gap. The district's data has indicated a learning gap between English Learner students and all students. In a concerted effort to close the achievement gap, the district will set this action to improve and increase service for English learners and improve SBAC reading and Math scores and ELPI percentages of students making progress. **Scope:** Limited to Unduplicated Student Group(s)	Supporting language acquisition programs and offering supplemental professional development for English learner teachers, focusing on best practices to effectively support students. Providing additional supplemental support to newcomers, long-term English learners, and other English learner students to help close achievement gaps. The District's TOSAs will offer push-in and pull-out academic support to English learner students who are not meeting grade-level standards. Ensuring all teachers receive professional development specifically for English Learners, with a focus on refining teaching practices during integrated and designated ELD (English Language Development) time. This will enable teachers to provide both integrated and designated ELD for English Learners. These supplemental services, provided by TOSAs, teachers, and instructional assistants, will focus on key areas such as language acquisition, vocabulary development, grammar, reading comprehension, and communication skills. By offering ELD courses tailored to students' language proficiency levels, the district aims to help English Language Learners make significant progress.	2.2 SBAC ELA percent of students met or exceeded standards 2.4 ELPI - Percent of English Learner students making progress toward English language proficiency

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.9	**Action:** Long-term English Learners Academic Supplemental Support Programs and professional development (Metric 2.1, 2.2, 2.4, 2.9) **Need:** In reviewing data, there is a need to have additional support for Long-term English Learners (LTEL) as there is an academic gap in Math, Language Arts, and English Language Development according to SBAC, ELPAC scores, LTEL, and reclassification rates. Analyzing the student data from the most recent state assessments (2023-24) shows that 47.11% of students are 'Meeting or Exceeding Standard' in English Language Arts (ELA). For Math, the rate is 34.84%. Performance gaps exist for multiple student groups, including: English Learners: ELA 26.45% and Math 22.56% Long-term English Learners: ELA- 6.15% and Math 4.62% Socioeconomically Disadvantaged: ELA 40.89% and Math 31.75% Having appropriately credentialed teachers, curriculum-aligned instructional materials, the effective implementation of state standards, access to courses, and up-to-date technology with online resources is crucial for improving	In addition to the district-wide actions previously outlined, HESD is implementing a targeted action (Goal 2, Action 5) specifically designed to support our English Learners. The district's targeted actions include: Supporting language acquisition programs and offering supplemental professional development for English learner teachers, focusing on best practices to effectively support students. Providing additional supplemental support to newcomers, long-term English learners, and other English learner students to help close achievement gaps. The District's TOSAs will offer push-in and pull-out academic support to English learner students who are not meeting grade-level standards. Ensuring all teachers receive professional development specifically for English Learners, with a focus on refining teaching practices during integrated and designated ELD (English Language Development) time. This will enable teachers to provide both integrated and designated ELD for English Learners. These supplemental services, provided by TOSAs, teachers, and instructional assistants, will focus on key areas such as language acquisition, vocabulary development, grammar, reading comprehension, and communication skills. By offering ELD courses tailored to students' language proficiency levels, the district aims to help English Language Learners make significant progress.	Metrics 2.1, 2.2, 2.4, and 2.9 2.1 SBAC Math percent of students met or exceeded standards 2.2 SBAC ELA percent of students met or exceeded standards 2.4 ELPI - Percent of English Learner students making progress toward English language proficiency 2.9 DataQuest at-risk and LTEL student counts

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	student learning and closing the achievement gap. District data shows a significant learning gap between English Learner students and the overall student population. To address this, the district is committed to improving services for Long-term English Learners. This action aims to boost SBAC English Language Arts and Math scores and increase the percentage of English Learners making progress, as measured by the English Language Proficiency Index (ELPI). **Scope:** Limited to Unduplicated Student Group(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.

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 Heber Elementary School District (HESD) has been fortunate to secure concentration grant add-on funds through the 2021 California Budget Act. These funds are designated for schools within our district where over 55% of the student population comprises English Learners, socioeconomically disadvantaged students, and/or Foster Youth, commonly referred to as "unduplicated students".

To utilize these funds effectively, the district intends to allocate them toward additional certificated staff Goal 2, Action 2.7. These educators will be strategically placed in schools with unduplicated student enrollments exceeding 55%, aiming to create a more supportive learning

environment. By deploying these certificated teachers, our goal is to enhance academic progress and optimize the student-to-teacher ratio, ensuring that each student receives the necessary attention to succeed.

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	NA
Staff-to-student ratio of certificated staff providing direct services to students	N/A	NA

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	$12,585,263	$3,755,704	29.842%	0.000%	29.842%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,759,704.00	$479,147.00	$0.00	$0.00	$4,238,851.00	$3,742,703.00	$496,148.00

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	Parent Communication (Metric 1.1)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$84,401.00	$15,000.00	$99,401.00	$0.00	$0.00	$0.00	$99,401.00	0
1	1.2	Parent Workshops (Metric 1.1)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.3	Parent Engagement (Metric 1.1)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$0.00	$25,500.00	$25,500.00	$0.00	$0.00	$0.00	$25,500.00	0
2	2.1	Professional Development to support implementation of state standards (Metric 2.3 and 2.7)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$115,225.00	$123,500.00	$238,725.00	$0.00	$0.00	$0.00	$238,725.00	0
2	2.2	Technology and enhanced learning (Metric 2.1, 2.2, 2.4)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$212,230.00	$187,000.00	$399,230.00	$0.00	$0.00	$0.00	$399,230.00	0
2	2.3	Student Academic Supplemental Support Programs (Metric 2.1, 2.2, 2.4)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$697,963.00	$22,023.00	$389,129.00	$330,857.00	$0.00	$0.00	$719,986.00	0
2	2.4	Course Access and Extracurricular Supplemental Enrichment Activities (Metric 2.8)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$284,660.00	$30,000.00	$314,660.00	$0.00	$0.00	$0.00	$314,660.00	0
2	2.5	Increased and Improved Services for Unduplicated and English Learner Students (Metric 2.1, 2.2 and 2.4)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 years	$1,111,208.00	$20,000.00	$982,918.00	$148,290.00	$0.00	$0.00	$1,131,208.00	0

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	2.6	Extended School Year Intervention Program (Metric 2.1, 2.2, 2.4)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$18,045.00	$0.00	$18,045.00	$0.00	$0.00	$0.00	$18,045.00	0
2	2.7	Class-size reduction (Metric 2.1, 2.2, 2.4)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$304,000.00	$0.00	$304,000.00	$0.00	$0.00	$0.00	$304,000.00	0
2	2.8	Students with Disabilities (SWD) Academic Supplemental Support Programs (English leaner, foster youth, and low income) (Metric 2.1, 2.2, 2.4)	Students with Disabilities	No				3 years	$0.00	$4,000.00	$4,000.00	$0.00	$0.00	$0.00	$4,000.00	0
2	2.9	Long-term English Learners Academic Supplemental Support Programs and professional development (Metric 2.1, 2.2, 2.4, 2.9)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Heber Elementary School and Dogwood School 3rd - 8th Grade	3 years	$0.00	$8,000.00	$8,000.00	$0.00	$0.00	$0.00	$8,000.00	0
3	3.1	Social Emotional Support (Metric 3.1, 3.2, 3.3, 3.4, 3.5, 3.6)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$219,187.00	$6,875.00	$226,062.00	$0.00	$0.00	$0.00	$226,062.00	0
3	3.2	School Climate, Safety and School Connectedness (Metric 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$695,784.00	$19,500.00	$715,284.00	$0.00	$0.00	$0.00	$715,284.00	0
3	3.3	Pupil Engagement (Metric 3.1, 3.5)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$0.00	$34,750.00	$34,750.00	$0.00	$0.00	$0.00	$34,750.00	0
3	3.4															0

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
$12,585,263	$3,755,704	29.842%	0.000%	29.842%	$3,755,704.00	0.000%	29.842 %	**Total:**	$3,755,704.00
								LEA-wide Total:	$2,764,786.00
								Limited Total:	$990,918.00
								Schoolwide Total:	$0.00

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**	Parent Communication (Metric 1.1)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$99,401.00	0
1	**1.2**	Parent Workshops (Metric 1.1)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	0
1	**1.3**	Parent Engagement (Metric 1.1)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,500.00	0
2	**2.1**	Professional Development to support implementation of state standards (Metric 2.3 and 2.7)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$238,725.00	0
2	**2.2**	Technology and enhanced learning (Metric 2.1, 2.2, 2.4)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$399,230.00	0
2	**2.3**	Student Academic Supplemental Support Programs (Metric 2.1, 2.2, 2.4)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$389,129.00	0

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 (%)
2	2.4	Course Access and Extracurricular Supplemental Enrichment Activities (Metric 2.8)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$314,660.00	0
2	2.5	Increased and Improved Services for Unduplicated and English Learner Students (Metric 2.1, 2.2 and 2.4)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$982,918.00	0
2	2.6	Extended School Year Intervention Program (Metric 2.1, 2.2, 2.4)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,045.00	0
2	2.7	Class-size reduction (Metric 2.1, 2.2, 2.4)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$304,000.00	0
2	2.9	Long-term English Learners Academic Supplemental Support Programs and professional development (Metric 2.1, 2.2, 2.4, 2.9)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Heber Elementary School and Dogwood School 3rd - 8th Grade	$8,000.00	0
3	3.1	Social Emotional Support (Metric 3.1, 3.2, 3.3, 3.4, 3.5, 3.6)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$226,062.00	0
3	3.2	School Climate, Safety and School Connectedness (Metric 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$715,284.00	0
3	3.3	Pupil Engagement (Metric 3.1, 3.5)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$34,750.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,368,482.00	$4,060,795.48

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**	Parent Communication (Metric 1.1)	Yes	$107,451.00	$97,380.08
1	**1.2**	Parent Workshops (Metric 1.1)	Yes	$3,000.00	$3,000.00
1	**1.3**	Parent Engagement (Metric 1.1)	Yes	$49,012.00	$56,320.81
2	**2.1**	Professional Development to support implementation of state standards (Metric 2.3 and 2.7)	Yes	$506,544.00	$280,246.89
2	**2.2**	Technology and enhanced learning (Metric 2.1, 2.2, 2.4)	Yes	$402,477.00	$692,725.97
2	**2.3**	Student Academic Supplemental Support Programs (Metric 2.1, 2.2, 2.4)	Yes	$807,939.00	$452,026.73
2	**2.4**	Course Access and Extracurricular Supplemental Enrichment Activities (Metric 2.8)	Yes	$351,804.00	$295,772.07
2	**2.5**	Increased and Improved Services for Unduplicated and English Learner Students (Metric 2.1, 2.2 and 2.4)	Yes	$952,778.00	$659,526.40
2	**2.6**	Extended School Year Intervention Program (Metric 2.1, 2.2, 2.4)	Yes	$14,486.00	$26,225.16
2	**2.7**	Class-size reduction (Metric 2.1, 2.2, 2.4)	Yes	$217,853.00	$530,714.60

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)
2	**2.8**	Students with Disabilities (SWD) Academic Supplemental Support Programs (English leaner, foster youth, and low income) (Metric 2.1, 2.2, 2.4)	No	$10,000.00	$12,333.89
2	**2.9**	Long-term English Learners Academic Supplemental Support Programs and professional development (Metric 2.1, 2.2, 2.4, 2.9)	Yes	$10,000.00	$7,460.16
3	**3.1**	Social Emotional Support (Metric 3.1, 3.2, 3.3, 3.4, 3.5, 3.6)	Yes	$180,807.00	$207,491.59
3	**3.2**	School Climate, Safety and School Connectedness (Metric 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7)	Yes	$698,826.00	$694,033.56
3	**3.3**	Pupil Engagement (Metric 3.1, 3.5)	Yes	$55,505.00	$45,537.57

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)
$3,788,985	$3,894,028.00	$4,048,461.59	($154,433.59)	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	Parent Communication (Metric 1.1)	Yes	$107,451.00	$97,380.08	0	
1	1.2	Parent Workshops (Metric 1.1)	Yes	$3,000.00	$3,000	0	
1	1.3	Parent Engagement (Metric 1.1)	Yes	$49,012.00	$56,320.81	0	
2	2.1	Professional Development to support implementation of state standards (Metric 2.3 and 2.7)	Yes	$506,544.00	$280,246.89	0	
2	2.2	Technology and enhanced learning (Metric 2.1, 2.2, 2.4)	Yes	$402,477.00	$692,725.97	0	
2	2.3	Student Academic Supplemental Support Programs (Metric 2.1, 2.2, 2.4)	Yes	$427,905.00	$452,026.73	0	
2	2.4	Course Access and Extracurricular Supplemental Enrichment Activities (Metric 2.8)	Yes	$351,804.00	$295,772.07	0	
2	2.5	Increased and Improved Services for Unduplicated and English Learner Students (Metric 2.1, 2.2 and 2.4)	Yes	$868,358.00	$659,526.40	0	
2	2.6	Extended School Year Intervention Program (Metric 2.1, 2.2, 2.4)	Yes	$14,486.00	$26,225.16	0	
2	2.7	Class-size reduction (Metric 2.1, 2.2, 2.4)	Yes	$217,853.00	$530,714.60	0	

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)
2	**2.9**	Long-term English Learners Academic Supplemental Support Programs and professional development (Metric 2.1, 2.2, 2.4, 2.9)	Yes	$10,000.00	$7,460.16	0	
3	**3.1**	Social Emotional Support (Metric 3.1, 3.2, 3.3, 3.4, 3.5, 3.6)	Yes	$180,807.00	$207,491.59	0	
3	**3.2**	School Climate, Safety and School Connectedness (Metric 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7)	Yes	$698,826.00	$694,033.56	0	
3	**3.3**	Pupil Engagement (Metric 3.1, 3.5)	Yes	$55,505.00	$45,537.57	0	

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)
$12,202,753	$3,788,985	0.0%	31.050%	$4,048,461.59	0.000%	33.177%	$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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