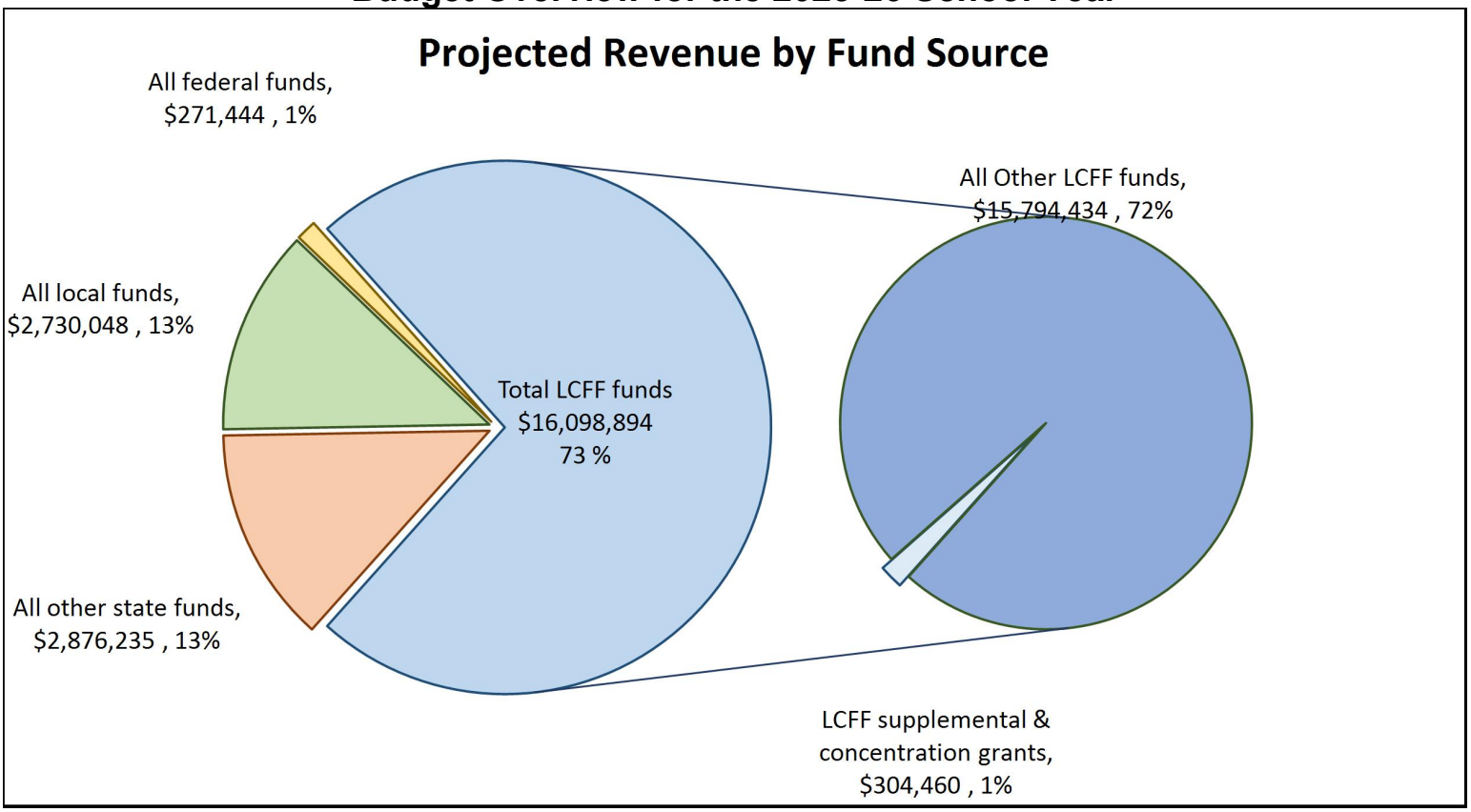
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hermosa Beach City School District
CDS Code: 19-64600
School Year: 2025-26
LEA contact information:
Susan Wildes, Ed.D
Superintendent
swildes@hbcsd.org
424-333-9975

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 2025-26 School Year



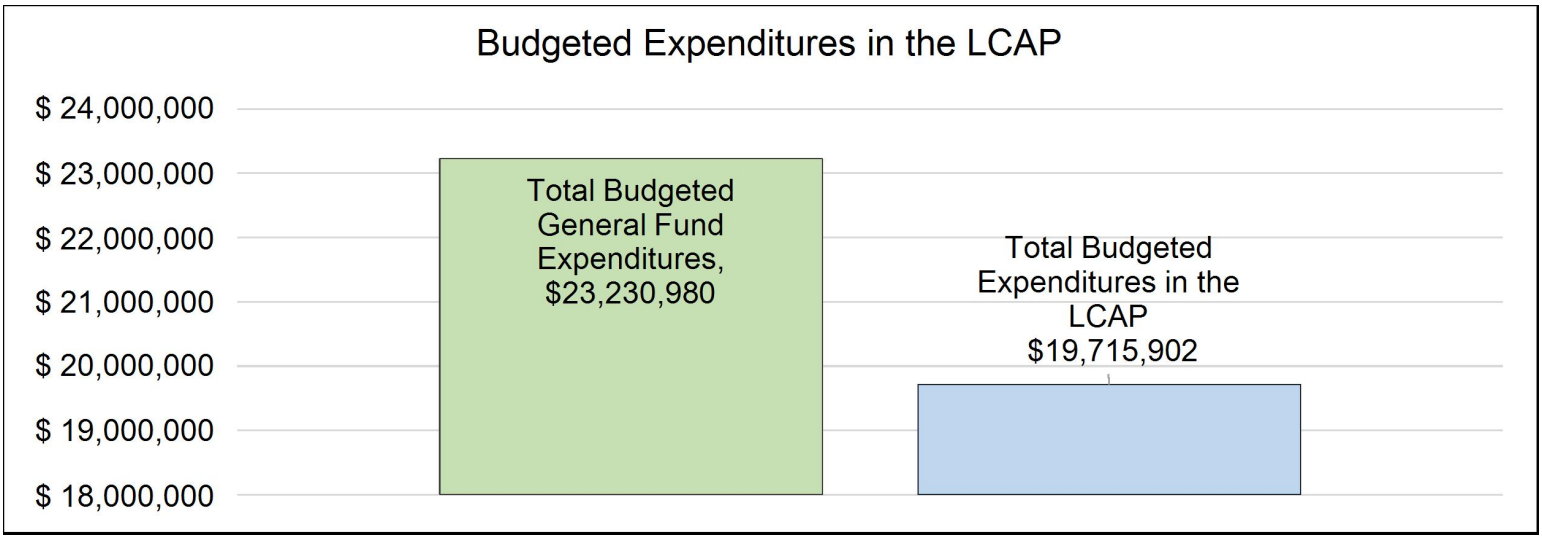
This chart shows the total general purpose revenue Hermosa Beach City School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hermosa Beach City School District is $21,976,621, of which $16,098,894 is Local Control Funding Formula (LCFF), $2,876,235 is other state funds, $2,730,048 is local funds, and $271,444 is federal funds. Of the $16,098,894 in LCFF Funds, $304,460 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 Hermosa Beach City School District plans to spend for 2025-26. 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: Hermosa Beach City School District plans to spend $23,230,980 for the 2025-26 school year. Of that amount, $19,715,902 is tied to actions/services in the LCAP and $3,515,078 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

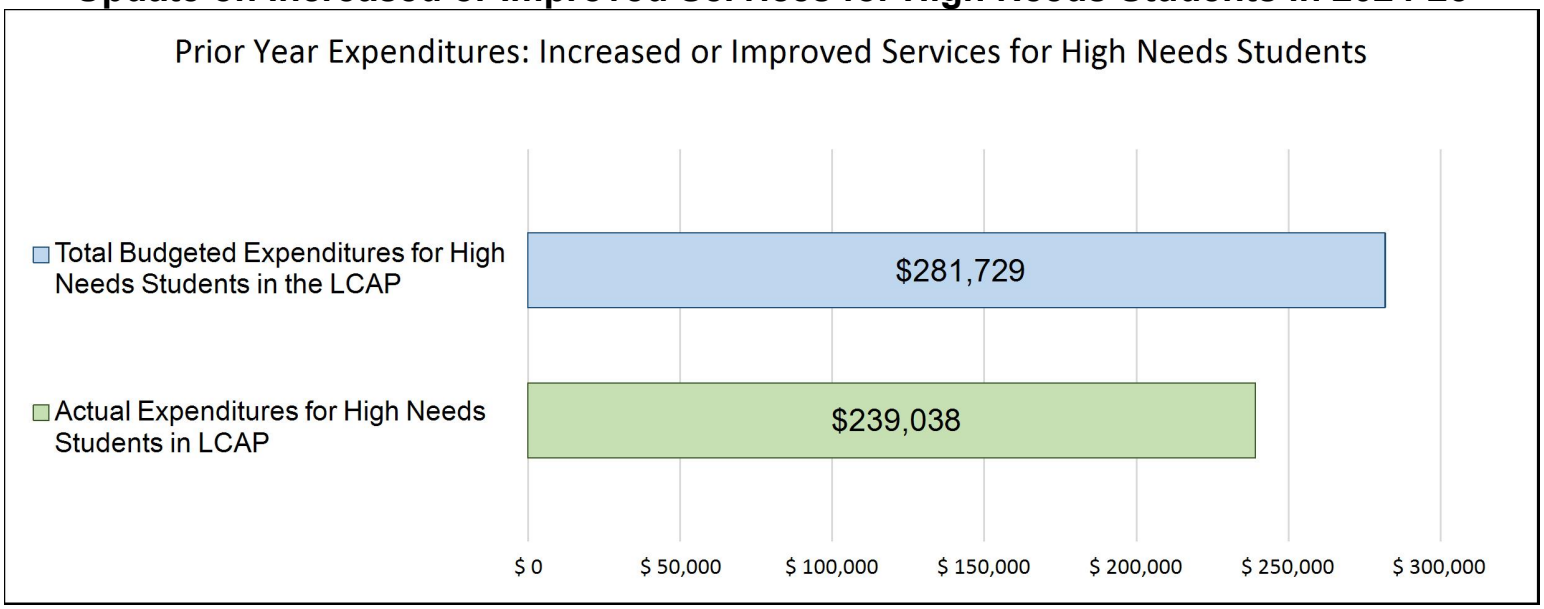
Expenditures not included in the LCAP consist of routine repairs and maintenance, districtwide operating expenditures (electricity, waster, trash) and contracted services provided across the district.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Hermosa Beach City School District is projecting it will receive $304,460 based on the enrollment of foster youth, English learner, and low-income students. Hermosa Beach City School District must describe how it intends to increase or improve services for high needs students in the LCAP. Hermosa Beach City School District plans to spend $349,531 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 2024-25



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

The text description of the above chart is as follows: In 2024-25, Hermosa Beach City School District's LCAP budgeted $281,729 for planned actions to increase or improve services for high needs students. Hermosa Beach City School District actually spent $239,038 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $42,691 had the following impact on Hermosa Beach City School District’s ability to increase or improve services for high needs students:

Actual expenditures were lower than budgeted due to staffing vacancies and delays in implementing some services. While key supports were still provided, some actions occurred later or at a reduced scale, which limited the full impact for high-needs students in 2024–25.

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
Hermosa Beach City School District	Susan Wildes, Ed.D Superintendent	swildes@hbcsd.org 424-333-9975

Plan Summary [2025-26]

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.

Established in 1904, the Hermosa School District is nestled in the South Bay region of Greater Los Angeles. Endearingly referred to as “The Best Little Beach School,” the district comprises three schools: Hermosa View School, serving P-Kindergarten through 1st grade; Hermosa Vista School, serving 2nd through 4th grades; and Hermosa Valley School, serving 5th through 8th grades. The district is known for its dedicated staff, strong community partnerships, and a longstanding tradition of excellence, making it a highly regarded destination for education.

Serving approximately 1,415 students from P-Kindergarten through eighth grade, Hermosa Beach City School District is recognized for its commitment to academic excellence, inclusive practices, and community involvement. With two elementary schools and one middle school, the district offers strong academic programs while prioritizing social-emotional learning and student well-being. Signature programs include full-day transitional kindergarten and kindergarten, before and after school care, and a variety of enrichment opportunities. The district’s schools rank among the top in California, as reflected in their “high” to “very high” ratings on the California School Dashboard.

The district’s student population is diverse, with approximately 57.3% identifying as White, 14.1% as Hispanic, 13.1% as Asian, 1.2% as African American, and 13.1% as two or more races. Among student groups, 8.6% are from socioeconomically disadvantaged backgrounds, 9.3% are students with disabilities, 2.19% are English learners, and less than 1% are identified as homeless or foster youth. The unduplicated student population makes up approximately 10.03%. Hermosa Beach City School District benefits from outstanding community support through key partnerships with the Hermosa View/Vista/Valley Parent Teacher Organization (HVPTO), the Hermosa Beach Education

Foundation (HBEF), Beach Cities Health District (BCHD) and the City of Hermosa Beach, all of which contribute meaningfully to the success of students.

The district embraces the Thrive K–Life philosophy, which is reflected in its vision that all students are empowered to achieve and thrive. The mission, developed in collaboration with the community, is to prepare students to thrive by providing a relevant education in a safe and healthy environment within an inclusive culture. The district's core values—community engagement, a culture of excellence, global citizenship, respect and inclusion, responsible stewardship, and educational rigor and relevance—serve as guiding principles for all programs and initiatives. Together with the strategic plan, these values ensure a cohesive and forward-thinking approach to student success.

Reflections: Annual Performance

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

HERMOSA SCHOOLS: STUDENT ACHIEVEMENT AND CONTINUOUS IMPROVEMENT
The California School Dashboard is a statewide accountability system that provides a comprehensive view of school and district performance across multiple measures, including academic achievement, chronic absenteeism, suspension rates, and college/career readiness. Using a color-coded performance model (ranging from red to blue), it highlights areas of strength and opportunities for growth, promoting transparency, equity, and continuous improvement.

The annual publication of the California School Dashboard provides an important opportunity for reflection and goal-setting, particularly for schools like Hermosa, which operate within the state's accountability system. In mathematics achievement, Hermosa students performed at the "very high/blue" level, while in English Language Arts (ELA) achievement, they also attained placement within the "very high/blue" level. During the spring of 2024, students in grades 3-8 participated in the California Assessment of Student Performance and Progress (CAASPP), which measures proficiency in grade-level ELA and mathematics standards.

According to 2024 CAASPP results, 77.78% of Hermosa students met or exceeded standards in ELA, 73.70% in mathematics, and 62.60% in science. A comparison of local CAASPP data revealed that Hermosa students achieved among the highest scores at both the state and county levels. Specifically, Hermosa Beach students scored approximately 30% higher in ELA and 38% higher in mathematics than California statewide averages. In science, Hermosa students outperformed state averages by 31%, demonstrating continued excellence in core academic areas.

ASSESSMENT & PROGRESS MONITORING
Hermosa administrators and teachers continue to analyze data to gain deeper insights into students' strengths and areas for improvement in literacy and mathematics. The i-Ready Diagnostic Assessment plays a critical role in this effort, providing specific, actionable data two to three times per year. These assessments help identify students from first through eighth grade who require additional academic interventions and allow educators to monitor progress toward grade-level proficiency.

During the second assessment of the 2024-25 school-year, i-Ready data revealed that 78% of students in grades 1-8 performed at or above grade level (Tier 1) in reading, while 71% of students performed at or above grade level in math. Notably, students demonstrated significant growth, with a 16% increase in reading proficiency and a 20% increase in math proficiency compared to fall Tier 1 placements.

ONGOING GROWTH AND FUTURE ASSESSMENT PLANS
Hermosa school teams anticipate continued growth and will conduct end-of-year reassessments in i-Ready for all 1st-2nd grade students by May 2025. Additionally, students in grades 3-8 will participate in CAASPP assessments, ensuring that progress is monitored and evaluated to inform instructional strategies. The performance data collected at the end of the year will be used to guide targeted support initiatives for the 2025-26 academic year.

ADDRESSING CHRONIC ABSENTEEISM & SCHOOL CLIMATE
The California School Dashboard is a key tool for transparency and accountability, providing the public with access to critical performance data and fostering collaboration among educational partners. In 2024, Dashboard data showed significant improvements across multiple indicators.

One of the most notable areas of progress is in chronic absenteeism, which has improved by 7.5% since 2023. This positive trend has moved Hermosa from a “very low/red” status to a “high/green” status on the Dashboard. The reduction in chronic absenteeism can be attributed to prioritized interventions, including:

1. Positive incentives to encourage student attendance
2. Family communication highlighting the importance of consistent school attendance
3. Proactive outreach efforts, such as School Attendance Review Team (SART) meetings
4. Monthly attendance letters to engage and inform families
5. Education to students and families regarding link between attendance and achievement

In addition to attendance improvements, suspension rates have remained low, with math performance continuing to rank at the “very high/blue” level. Furthermore, ELA performance increased by six points, elevating Hermosa’s status in English Language Arts to the “very high/blue” category.

2023 Dashboard Information:
Chronic Absenteeism:
District: Red
District Student Groups: Red
Hispanic, White, Two Races or More
Schools:
Hermosa Valley Elem: All and White Student Groups
Hermosa View Elem: All and White Student Groups

The following actions will address the following group for chronic absenteeism action 1.14 chronic absenteeism and action 3.8 Attendance SARB/SART.

COMMITMENT TO ACADEMIC EXCELLENCE & STUDENT SUCCESS
Hermosa Schools remain steadfast in their commitment to academic excellence, inclusion, and community engagement. These priorities continue to have a positive impact on student achievement, ensuring that students are academically prepared while also developing the social and emotional resilience necessary to thrive in an ever-changing world. Our dedication to high-quality instruction, targeted interventions, and a supportive learning environment remains a driving force in preparing students for success today and in the future.

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG) FUNDS
Through the LREBG grant, with funds required to be fully expended by the end of the 2028 school year. Hermosa Schools are strategically focusing on accelerating student progress and closing learning gaps by implementing, expanding, and enhancing evidence-based instructional support. In particular, efforts are concentrated on strengthening phonics instruction for students in grades K-3, in response to the fall iReady assessment data showing that approximately 38% of students were not meeting grade-level standards in reading.

To support this initiative, Hermosa Schools has purchased Fundations consumables for grades K-3 and to introduce Just Words as a targeted intervention for students in grades 4-8. The district remains firmly committed to closing the achievement gap by addressing the critical components outlined in Scarborough's Reading Rope, specifically phonics, ensuring alignment with the principles of the Science of Reading. Any carryover funds will be utilized for the 2025-26 budget for curriculum related to the ELA Adoption. (New Action 2.11)

Reflections: Technical Assistance

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

Not Applicable

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

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
Board of Education	Updates regarding student outcomes and programs within the LCAP are regularly presented at Hermosa Schools board meetings, scheduled for the second Wednesday of each month. Additionally, school board workshops were conducted in January 2025, March 2025, and April 2025, with a focus on various aspects including Board governance and training, general bond obligation and project prioritization, development of a three-year strategic plan for the district, enhancing academic programming and updating existing facilities at Valley School. Board members reiterated their commitment to enhancing academic achievement and providing a high quality curriculum for students, specifically in the area of English-Language Arts. Furthermore, the Board remains dedicated to investing in facility modernization efforts, encompassing upgrades to classrooms, safety improvements, technology infrastructure, and outdoor areas.
Inclusion Advisory Group	The district's Inclusion Advisory Group is composed of site administrators, general education teachers, special education teachers, and paraeducators. This diverse team of educators convenes with the shared goal of identifying and promoting best practices that support inclusive education across all school sites. The primary focus of the advisory group is to expand meaningful opportunities for students with the highest needs to be successfully integrated into general education settings. Through ongoing dialogue

Educational Partner(s)	Process for Engagement
	and evaluation of current practices, the group works collaboratively to identify strategies that foster equity and inclusive learning environments. Key recommendations from the Inclusion Advisory Group include: increasing special education staffing to ensure a dedicated special education teacher is assigned to every school site and hiring a program specialist to support compliance requirements, assist in Multi-Tiered System of Supports (MTSS) implementation, and provide case management services for students attending private schools.
District Leadership Team	The District Leadership team convenes monthly to engage in collaborative efforts, establish goals, and oversee the progress towards achieving LCAP objectives. Composed of key educational partners such as the Superintendent, Director of Administrative Services, Principals, Executive Manager, Business Manager, Director of Communications, Director of Maintenance and Operations, and IT Director, this team collectively strategizes and evaluates data to inform decision-making. Through data analysis, the team has identified strategic priorities centered around facilities improvement, local control of site budgets, dedicated site principal at each school, closing the achievement gap of students not meeting standards, high rigorous curriculum and instruction in the area of ELA and science.
Hermosa Beach Educators Association (HBEA)	The HBEA bargaining unit is responsible for negotiating on behalf of both classified and certificated staff within the district. To ensure effective communication and collaboration, the Superintendent holds weekly meetings with the HBEA President, who represents teachers and other school personnel. During these meetings, the Superintendent seeks feedback on the LCAP, reviewing overarching goal areas and discussing instructional and professional development objectives. Based on this feedback the following recommendations were made: dedicated site principals at each school site, additional special education support, ongoing professional development regarding ELA curriculum and streamline programming.
Principals Advisory Committee (PAC)/LCAP Advisory Councils	Given the compact size of the district, the Parent Advisory Committee (PAC) and the LCAP Parent Advisory Committee have been

Educational Partner(s)	Process for Engagement
	combined into a single, collaborative body. This unified committee includes a diverse representation of educational partners—staff, teachers, administrators, community members, and parent/guardian representatives from all student groups. During the current school year, the committee has convened on six occasions. Throughout these meetings, the committee has engaged in a comprehensive analysis of student performance data across multiple metrics. This includes trimester benchmark assessments, results from the CA Healthy Kids Survey, Tri City Survey, iReady diagnostics, and CAASPP assessments and educational partners feedback survey. A key area of focus has been the district's Equity and Inclusion Dashboard, with particular attention to the performance of students with special needs and unduplicated student groups. On May 27, 2025, the committee received a draft version of the Local Control and Accountability Plan (LCAP) for review and feedback. The draft LCAP was posted on the district's website and provides opportunities for the public to comment and the superintendent of schools will respond to comments received. Committee discussions have consistently underscored the importance of improving district-wide communication strategies, particularly around attendance initiatives. Additionally, members have advocated for the adoption of a high-quality English Language Arts (ELA) curriculum for grades K–8. There is also strong support for assigning a dedicated site administrator to each school site to strengthen leadership and accountability.
District English Learners Advisory Committee (DELAC)	Hermosa Schools hosts three DELAC meetings annually, with sessions convened on 9/20/24, 1/27/24, and 6/4/25. These gatherings are overseen by the EL Coordinator and center on school initiatives aligned with the LCAP goals. Topics discussed during these meetings encompass updates on ELPAC testing, reclassification procedures, ELD lessons and an exploration of how the implementation of Imagine Learning and iReady is incorporated into student learning.

Educational Partner(s)	Process for Engagement
	Additionally, the committee has recommended measures to provide support for students in academics, both at school and at home. The draft LCAP was posted on the district's website and provides opportunities for the public to comment and the superintendent of schools will respond to comments received.
Equity and Inclusion Committee (E&I)	As part of its commitment to equity-driven planning, the Hermosa Beach City School District (HBCSD) collaborated with its Equity and Inclusion Committee to inform the development of the Local Control and Accountability Plan (LCAP). This committee, composed of educators, parents, students, a school board member, and community educational partners, examined student data to identify disparities and recommend strategies that promote fairness and access for all learners. In addition to data analysis, the committee reviewed and provided meaningful feedback on the proposed English Language Arts (ELA) curriculum to ensure it reflects inclusive and culturally responsive practices.
Wellness Council	Another way that the Hermosa Beach City School District (HBCSD) actively involved educational partners in the development of its Local Control and Accountability Plan (LCAP) through the District Wellness Council. This inclusive council, composed of staff, parents, a school board member, and two middle school students and community educational partners including the BCHD, served as a collaborative platform to gather input on student well-being, safety, mental health, and engagement. Through structured meetings and guided discussions, the Wellness Council reviewed student SEL data, district goals and shared feedback aligned with LCAP priorities. The council’s insights were instrumental in shaping strategies that support the academic and social-emotional needs of all students such as increased need for parent/guardian education, playground supports and training, and a need for Tier 1 SEL curriculum, reinforcing HBCSD’s commitment to whole-child wellness and transparent educational partners engagement.
SELPA Consultation	Hermosa Schools engage with the SELPA a minimum of two times a year to address goals and action items pertaining to students with

Educational Partner(s)	Process for Engagement
	special needs. The district remains committed to several focal areas, including narrowing the academic performance gap for students on Individualized Education Plans (IEPs) by enhancing the percentage of students meeting or achieving grade-level standards. Additionally, efforts are concentrated on expanding opportunities for students to receive services within their general education classrooms and providing a program coordinator to assist with compliance monitoring.
Student Council	The superintendent and school principals meet regularly with student groups to discuss current successes and areas of growth. Discussions focused around a need to address facility needs, transition activities from school-to-school, positive behavior reward systems, community resource feedback and nutrition services.
Student Surveys	To ensure student perspectives were meaningfully included in the development of LCAP goals, the district administered multiple student surveys across grade levels. -5th CHKS Elementary-153 Responses -6th & 7th CHKS Middle School- 265 Responses -5th-8th Winter Tri-City Survey- 847 Responses -HBCSD Strategic Plan/LCAP Survey-577 Responses To assess school climate, equity, and social-emotional wellness, students in grades 3–8 participated in the BCHD Tri-City Survey. This survey is designed to capture comprehensive school climate data and offers actionable recommendations, particularly in the area of student wellness. As part of the survey, students were asked questions such as, “How likely are you to recommend Hermosa Schools to a friend?”—a key measure of student satisfaction and school loyalty. In addition, students in grades 5–7 completed the California Healthy Kids Survey (CHKS), which provided valuable feedback related to school climate, safety, and student well-being. New this year, the district developed and implemented a custom student survey that focused on gathering input aligned to the district’s strategic plan and LCAP goals. This survey was designed to deepen

Educational Partner(s)	Process for Engagement
	the district's understanding of student needs, priorities, and experiences. Findings from all surveys consistently highlighted several priority areas for students: the importance of well-maintained facilities, regular evaluation of nutrition services, increased access to extracurricular activities, and the value of maintaining a close-knit, small school environment.
Staff Surveys	To inform the development of LCAP goal areas, the district gathered teacher and staff input through two key tools: the California School Staff Survey (72 responses) and the Hermosa Beach City School District Strategic Plan Survey (111 responses). These surveys were designed to assess perceptions of school climate, equity, and social-emotional wellness, as well as to gather insight on staff priorities and professional needs. The data collected from these instruments played a critical role in identifying focus areas and evaluating the alignment of district actions with the needs of the broader school community. Results indicated strong interest in targeted professional development—particularly in the integration of artificial intelligence (AI) in the classroom and behavior support strategies. Additionally, staff emphasized the need for the adoption of a high-quality English Language Arts (ELA) curriculum, and the importance of having a dedicated site principal at each campus to provide consistent leadership and support for both special education services and Multi-Tiered System of Supports (MTSS). These staff-driven recommendations are guiding the district's efforts to improve instructional quality, foster inclusive learning environments, and enhance overall school climate.
Parent Surveys	As part of its educational partners engagement process, the district administered the Strategic Plan/LCAP Survey to gather input on key goal areas and identify priority needs across the district. The survey

Educational Partner(s)	Process for Engagement
	focused on assessing perceptions related to school climate, academic excellence, program offerings, and social-emotional wellness. Survey results revealed several key areas for improvement. Educational partners emphasized the importance of reducing class sizes to support individualized instruction, implementing systems to monitor and address student behavior, expanding elective course offerings to enrich student learning experiences, and increasing academic rigor across grade levels. These insights are instrumental in shaping district goals and informing actions that align with the community's expectations and aspirations for student success.
Public Review	In accordance with state guidelines, the district ensures a transparent and inclusive review process for the Local Control and Accountability Plan (LCAP) prior to its formal adoption by the Board of Education. On June 4, 2025, the draft LCAP was presented to the Board and simultaneously made available for public comment. Beginning that same day, the draft LCAP was published on the Hermosa Beach City School District website, allowing educational partners and community members the opportunity to review the plan, submit questions, and provide input. To further encourage public engagement, educational partners were invited to attend the Board of Education meeting scheduled for June 4 and June 23 where additional feedback could be shared during the public comment period. The final version of the LCAP will be presented for formal approval by the HBCSD Board of Education on June 23, 2025.
Principals Meeting	The Superintendent facilitates bi-monthly principal meetings focused on enhancing school performance and strengthening site leadership. These meetings address key areas such as curriculum

Educational Partner(s)	Process for Engagement
	implementation, student achievement, budget planning, and professional development for staff. In response to site-level input, principals have collectively requested: Support for three school sites with three administrative leaders, Professional development in budgeting tailored to site-specific needs, Strategies to enhance student achievement through targeted in-school interventions. These collaborative sessions and requests inform district planning and align with the LCAP goals to ensure effective leadership, fiscal responsibility, and improved student outcomes.

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

Hermosa's educational partners engaged in continuous dialogue concerning the goals related to a culture of excellence, equity, inclusion, and community. This collaborative effort led to the development and refinement of educational programming and requests to be considered for the 2025-26 LCAP.

1. Transition and provide high quality professional development to staff with the new ELA curriculum adoption which will be implemented in 2025-26. (Actions 2.2 & 2.8)
2. Provide high quality Tier 1 instruction to all students. (Action 2.8)
3. Introduction of a Technology TOSA with a focus on Artificial Intelligence (Action 2.1)
4. Digital citizenship lessons embedded into K-8 school day. (Action 2.7)
5. Provide additional elective opportunities to students and continue to provide a zero period/after school PE course to allow students to participate in two electives.(Actions 2.3, 2.4, 2.5, 2.6)
6. Increase support for MTSS and Special Education by considering a dedicated RSP teachers at each site and adding a special education coordinator to support staff and students. (Action 2.1)
7. Placement of full-time library/media technicians at all school sites to support student learning during the day and outside of school hours at recess, lunch and after school. (Action 2.7)
8. Expand the wellness program by providing additional counseling support at the elementary school sites.(Action 1.7)
9. Dedicated principals at each school site and a dedicated Assistant Principal at Hermosa Valley School. (Action 2.1)
10. A dedicated English Language Development (ELD) instructional block for identified students. (Action 1.12)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Hermosa Schools will improve inclusive awareness, student resiliency and school climate through social and emotional development, whole child engagement, and maximizing safety.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Based on evaluations from state and local assessments, consultations with educational partners, and other collected data, the district has established a comprehensive goal along with subsequent actions under priorities 1, 2, 3, 5, 6, and 7. The overarching goal, Goal 1, is aimed at enhancing performance across diverse metrics. This goal encompasses the following strategic focus areas:

1. Achievement for All: Implement targeted initiatives to boost the academic achievement and engagement of students who are below grade level or at risk. This includes both academic support and social-emotional interventions to foster holistic development.
2. Inclusive Schools: Strengthen efforts to cultivate an equitable and inclusive educational environment. This priority focuses on ensuring that all students—regardless of background, ability, or identity—can engage fully, feel a strong sense of belonging, and thrive academically, socially, and emotionally within their school settings.
3. Social Emotional Wellness: Expand and enhance programs dedicated to the social and emotional well-being of students, staff, and families. This includes a comprehensive approach to wellness that supports the mental health and emotional resilience of the entire school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student participation on annual California Healthy Kids Survey (CHKS) and CalSCHLS California Staff Survey (CSSS)	71% 5th Students 83% 6th Students 92% 7th Students	100% 5th Students 90% 6th Students 92% 7th Students		Increase student participation to: 80% for 5th 92% for 6th 95% or higher for 7th	+29% 5th Grade +7% 6th Grade 0% change for 7th Grade
1.2	CalSCHLS: California Healthy Kids Survey (CHKS) : Safety and Connectedness	CHKS data in 2024 yields the following: 84% of 5th grade 83% of 6th grade 80% of 7th grade feel safe at school. 81% of 5th grade 85% of 6th grade 77% of 7th grade feel connected to their school.	CHKS data in 2025 yields the following: 93% of 5th grade 82% of 6th grade 81% of 7th grade feel safe at school. 86% of 5th grade 77% of 6th grade 73% of 7th grade feel connected to their school.		Increase student to: 93% for 5th grade 92% for 6th grade 89% for 7th grade feel safe at school. 90% for 5th grade 94% for 6th grade 86% for 7th grade feel connected to their school.	+9% of 5th Grade -1% of 6th Grade +1% of 7th Grade feel safe at school +5% of 5th Grade -8% of 6th Grade -4% of 7th Grade feel connected to their school.
1.3	Staff participation on annual CalSCHLS California Staff Survey (CSSS)	96% Certificated Staff Participation 66 out of 69 teachers participated in CSSS.	44.7% Certificated and Classified Staff The district employees 81 certificated and 80 classified staff. 2025 72 certificated and classified staff responded in CSSS		Maintain staff participation at 96%.	-51.3% Participation. Based on educational partner input, classified staff was provided the opportunity to participate in the CalSCHLS Staff survey.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	CalSCHLS California School Staff Survey (CSSS)	CalSCHLS data in 2024 yields the following: 43% Caring adult relationship as measured by “strongly agree” 29% support for social emotional learning as measured by “strongly agree”	CalSCHLS data in 2025 yields the following: 54% Caring adult relationship as measured by “strongly agree” 41% support for social emotional learning as measured by “strongly agree"		Increase by 3% annually.	CalSCHLS data in 2025 yields the following: +11% Caring adult relationship as measured by “strongly agree” +12% support for social emotional learning as measured by “strongly agree
1.5	Students, families, teachers, staff participation on annual social emotional survey (Panorama Education in 2024 or BCHD Tri City Survey in 2025 moving forward)	Panorama Survey Participation 3-5th Students: 94% 6-8th Student: 94% Certificated Staff: 84% Families: 30%	Tri City Survey Winter Participation 3-5th Students: 97.0% 6-8th Student: 94.6% There is not a family or certificated staff component for Tri-City Survey. There is not a family or certificated staff component for Tri-City Survey.		3-5th Students greater than or equal to 95% 6-8th Students greater than or equal to 95% Certificated staff greater than or equal to 93% Parents: 3% increase annually	Participation 3-5th Students: +3% 6-8th Student: +0.6% There is not a family or certificated staff component for Tri-City Survey.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Social Emotional Survey - student, families and teacher responses to Sense of Belonging	3-5th: 73% 6-8th: 62% Certificated Staff: 86% Families: 72% Responded favorably to Sense of Belonging	Tri City Survey Winter Results 3-5th: 83.8% 6-8th: 76.8% Responded favorably to Sense of Belonging: The final question in the Tri-City Survey was, "Overall, I feel I belong at my school," while the Panorama Survey phrased it as, "Overall, how much do you feel like you belong at your school?" There is not a family or certificated staff component for Tri-City Survey.		Increase by 3% annually for each group	3-5th: +10.8% 6-8th= +14.8% There is not a family or certificated staff component for Tri-City Survey.
1.7	Parent input in decision making	Meetings soliciting feedback for the 2023-24 LCAP on district goals and actions were held by each school site and at the district level,	Meetings soliciting feedback for the 2024-25 LCAP on district goals and actions were held by each school site and at the district		Maintain or exceed baseline	Maintain at 0% change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		including district committees. Over 1340 educational partners had the opportunity to give feedback district-wide surveys (Net Promoter Score and Social Emotional Survey). Participants included parents of second language learners, students receiving special education and families whose children receive free or reduced lunch. Participation is measured through scheduled parents meetings, including district committees and district surveys (Net Promoter Score and Social Emotional Survey).	level, including district committees. Over 1415 educational partners had the opportunity to give feedback district-wide Strategic Plan/LCAP Survey. Participants included parents of second language learners, students receiving special education and families whose children receive free or reduced lunch. Participation is measured through scheduled parents meetings, including district committees and district survey Strategic Plan/LCAP Survey.			
1.8	Average Daily Attendance (ADA) Rate	P3 attendance reports are collected annually	An ADA of 94.3% at P2 data		Achieve and maintain an ADA	-0.4% decline in ADA for P2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		at the end of June. Hermosa Schools maintained an ADA of 94.7% at P2 data collection for the 2023-2024 school year.	collection for the 2024-2025 school year.		rate of >97% or higher.	
1.9	Chronic Absenteeism	2023 CA Dashboard indicates 13.5% chronically absenteeism. 3 subgroups appear in the red: Hispanics Whites Two or More Races	2024 Dashboard indicates 6.5% chronically absenteeism. 0 subgroups appear in the red. This is a decline of 7% from the previous school year.		Decrease chronic absenteeism to lower than 9%. When viewing the CA Dashboard on chronic absenteeism, all subgroups will appear in the orange, yellow, green or blue indicator.	This is a decline of 7% from the previous school year.
1.10	Expulsion Rate	Maintain or decrease the expulsion rate as reported on Data Quest 2023. Overall expulsion rate for the 2022-2023 school year is 0%.	Maintain or decrease the expulsion rate as reported on Data Quest 2024. Overall expulsion rate for the 2023-2024 school year is 0%.		Maintain a 0% expulsion rate.	Maintain at 0% change.
1.11	Suspension Rate	Maintain or decrease the suspension rate as reported on the California School Dashboard	Maintain or decrease the suspension rate as reported on the California School		Maintain or decrease from prior year.	-0.2% decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Overall suspension rate for the 2022-2023 school year is 0.3%.	Dashboard for 2024. Overall suspension rate for the 2023-2024 school year is 0.1%			
1.12	Broad Course of Study	For the 2023-24 school year, 100% Hermosa students in grades 1st-6th and 7th-8th, had equal access to a broad course of study as defined by California Education Code 51210 and 51220(a)-(i) and the CA Dashboard Local Indicator.	For the 2024-25 school year, 100% Hermosa students in grades 1st-6th and 7th-8th, had equal access to a broad course of study as defined by California Education Code 51210 and 51220(a)-(i) and the CA Dashboard Local Indicator.		Maintain at 100%	Maintain at 0% change.
1.13	Inclusion		New metric for 2025 56.7% of staff indicated on the HBCSD Strategic Plan/LCAP Survey reported “My school views service to students with IEPs as a shared responsibility among staff.		Increase by 2% annually	n/a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	Percentage of students with sufficient instructional materials (Williams Textbook Sufficiency Report).	100% as reported by Williams' Textbook Sufficiency Report : Sept 2023	100% as reported by Williams' Textbook Sufficiency Report: Sept 2024		100%	Maintain
1.15	Maintain Middle School Drop Out Rate from PowerSchool	For the 2023-24 school year, 0% middle school drop out rate from PowerSchool	For the 2024-25 school year, 0% middle school drop out rate from PowerSchool		0%	Maintain

Goal Analysis [2024-25]

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.

The 2024–2025 school year brought both meaningful progress and notable challenges in the implementation of actions and services aligned with Goal One—a broad objective centered on fostering inclusion. Throughout the year, efforts under this goal were shaped by three central themes: promoting academic achievement for all students, cultivating inclusive and equitable learning environments, and supporting social-emotional well-being as a foundation for student success.

Action 1.1 Extended School Year was fully implemented to address the needs of unduplicated students and students with special needs to address students not meeting grade level standards or for students not meeting IEP goals. A key success was students were provided remediation in reading and math with highly qualified teachers who provided small group instruction using lessons in iReady to address student's academic needs. However a notable challenge was that due to low enrollment (101 students enrolled, 84 students attended and average daily attendance was 57 students) combination classes were necessary and only 22% of students had perfect attendance.

Action 1.2 TUPE 6th-8th Grade School Wide Programs for grades 6–8 were partially implemented to support students in making healthy decisions regarding tobacco use. A key challenge has been introducing new assemblies, which differ from those presented in previous years, making consistent messaging and student engagement more difficult to sustain.

Action 1.3 Parent Education initiative was fully implemented to address the wellness-related needs of our school community, with a focus on current and emerging issues. A key success was the district's ability to host assemblies at no cost, thanks to generous sponsorship from the Beach Cities Health District and financial support from school families. Three parent education events were held, addressing critical topics

including fentanyl awareness, excessive technology use, and digital safety. However, the program faced a significant challenge with parent engagement, as attendance was notably low—fewer than 25 parents participated in each session.

Action 1.4 Culturally Responsive Content Manager & Resource Bank: This action was not implemented as originally planned to provide students with culturally responsive resources in reading materials. The primary challenge was the district's inability to hire staff to assume this additional responsibility and teachers did not want to implement one more thing to teach that was not provided through a district adopted curriculum. However, a key success was the district's strategic pivot to address this need through the formation of an ELA Adoption Committee. This committee reviewed research-based materials aligned with the science of reading and selected texts that reflect diverse cultures and historical perspectives. As a result, the district will adopt Wit and Wisdom (K–8), Geodes, and Fundations (TK–3) for the 2025–26 school year, supporting both academic rigor and cultural inclusivity. This action will be discontinued in 2025-26.

Action 1.5 Data Tracking System: This action was not implemented as intended to develop an early warning system within the district's student information system to identify and support students experiencing challenges related to attendance, behavior, or academics. Despite this, the district made key strides in student support. At the start of the school year, a 0.4 FTE Teacher on Special Assignment (TOSA) was added at the middle school to help address student needs. In January, the district expanded support services by providing 12 hours of Licensed Marriage and Family Therapist (LMFT) time for students in grades TK–4, along with assigning an additional site principal to work directly with students, ensuring direct support for these student groups. . This action will be discontinued in 2025-26.

Action 1.6 Student Success Teams was fully and successfully implemented in supporting students facing challenges related to attendance, behavior, or academic performance. A key success was the active involvement of site principals, who facilitated meetings with teachers, families, and support staff to ensure a collaborative and effective approach. School sites also dedicated time during a staff meeting every trimester to review and strengthen the Multi-Tiered System of Supports (MTSS), leading to a unified SST process and consistent protocols across the district. This focused approach on data collection and monitoring student progress resulted in more accurate and appropriate referrals, ultimately enhancing support for students in need.

Action 1.7 Counseling Staff was fully implemented to support students requiring social-emotional assistance in order to effectively engage in their educational environment. The district employs two full-time counselors and one part-time Licensed Marriage and Family Therapist (LMFT) to address the mental health needs of students. A key success occurred in January, when the district allocated additional funds to expand LMFT support, providing 12 hours of additional counseling from another LMFT, specifically for students in grades K–4. However, a notable challenge remains: the sustainability of funding for LMFT services. Since this funding is not guaranteed annually, the district faces limitations in maintaining consistent LMFT counseling staff and in fostering long-term, trusted relationships between students and counselors.

Action 1.8 Culturally Responsive Assemblies and Programming was partially implemented for students. While the district's intention was to provide each grade level with a culturally responsive assembly paired with a related field trip—for example, hosting a Holocaust speaker followed by a visit to the Museum of Tolerance—the scope of the initiative proved overly ambitious. A significant challenge was the difficulty in identifying grade-level appropriate assemblies that could be meaningfully paired with corresponding museum visits or cultural events. Additionally, aligning these experiences with academic content standards further complicated implementation. All 8th grade students did attend a field trip to the Museum of Tolerance.

Action 1.9 Social Media Consultant position was not implemented as planned to support students in grades 5–8 with strategies for balancing technology use, navigating social media, and promoting cyber safety. However, a key success was the integration of cyber safety lessons by 6th grade core teachers, who incorporated resources from Common Sense Media into their curriculum. Despite this progress, a notable challenge remains addressing issues related to AI and its proper use into the educational environment. . This action will be discontinued in 2025-26.

Action 1.10 Reading Intervention Coach was not implemented. A review of CAASPP and iReady data revealed that the district has made only minimal gains in reading assessment scores. The current Reading Coach's efforts have primarily focused on supporting instruction through the "Balanced Literacy" framework. As California shifts toward the Science of Reading and mandates the implementation of dyslexia screeners for early elementary students, the district made a strategic decision to pivot away from this action for the 2024–2025 school year. A key success during this transition was the superintendent's facilitation of five after-school professional development sessions centered on the principles of the Science of Reading. In addition, a major milestone was achieved when the Board of Education approved the adoption of Wit and Wisdom (K–8), along with Geodes and Fundations (K–3), establishing a comprehensive K–8 reading program to be implemented in the 2025–2026 school year. However, a notable challenge remains: implementing Tier 2 interventions without a strong Tier 1 instruction in the area of English Language Arts across all grade levels. . This action will be discontinued in 2025-26.

Action 1.11 Intervention Reading Specialist was fully implemented to support students in grades K–4 who are reading below grade level. A key success of the program was the provision of pull-out instruction, allowing students to receive targeted phonics support one day per week for a 12 week intervention using the Fundations curriculum. However, a significant challenge emerged: classroom teachers were not consistently providing Tier 2 interventions on a daily basis, which limited the continuity and reinforcement of reading support within the general education setting. . This action will be discontinued in 2025-26.

Action 1.12 Intervention Curriculum & Professional Development The district has recognized that, despite prior efforts, student growth in key academic areas remains minimal, and existing systems for tracking progress have been inconsistent. This has prompted a strategic pivot toward district-wide professional development grounded in the latest research on effective reading instruction, particularly for early literacy. While intervention efforts were only partially implemented, notable successes included assigning a reading intervention teacher to provide phonics-based support for K–4 students and facilitating weekly "Early Out Wednesdays" for collaborative curriculum planning. Teachers accessed iReady diagnostic data to inform small-group instruction, supported by three years of ongoing training. However, limited substitute availability hindered full-day professional learning opportunities, underscoring the need for more robust structures to support targeted interventions and consistent data use. The district will monitor progress on CAASPP and iReady scores for ELA for our low-income, foster youth, English Learners as well as all students receiving this service. We will also consider input from parents of participating students and classroom teachers.

Action 1.13 Instructional program was partially implemented to support the development of a Multi-Tiered System of Supports (MTSS) for unduplicated pupils and to monitor student data in both academic and social-emotional domains. A key success occurred in January, when the district strategically allocated resources to enhance site-level leadership and student support. This included assigning a site principal to each school, assigning a full-time assistant principal at the middle school, and retaining the Teacher on Special Assignment (TOSA) to continue supporting student needs. Additionally, the district increased its capacity to address social-emotional concerns by adding 12 hours of weekly support from a Licensed Marriage and Family Therapist (LMFT). However, a significant challenge was the timing of these changes,

which were implemented mid-year. The district faced difficulties in reallocating funding to secure highly qualified and effective staff to support shifts in curriculum programming, MTSS implementation, and social-emotional services. These mid-year adjustments also posed challenges for staff who needed to adapt quickly to changes in leadership and program direction. The district will monitor progress on CAASPP and iReady scores for ELA for our low-income, foster youth, English Learners as well as all students receiving this service. We will also consider input from parents of participating students and classroom teachers.

Action 1.14 Chronic Absenteeism . The district fully implemented targeted strategies to address chronic absenteeism concerns identified in the 2023 California School Dashboard, which showed red-level (lowest performance) attendance rates among the Hispanic, White, and Two or More Races subgroups. School wide Hermosa Valley showed a red level with attendance rates high with Whites. Likewise, Hermosa View had an over red-level performance with their white subgroup. A key success was the proactive role site principals played in addressing attendance issues also attached to Action 3.8 SARB. Schools sites led a positive communication campaign with families and implemented student incentive programs to encourage consistent attendance. These efforts contributed to a significant improvement: according to the 2024 Dashboard, HBCSD achieved green-level (high performance) for all subgroups. For 2024 Hermosa Valley had an overall-level performance of green and Hermosa View an over-all yellow performance. While the district's strategies have proven effective in improving overall attendance rates, challenges remain. A persistent issue is the trend of families taking additional days off to extend holidays and vacations, which continues to impact attendance consistency.

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.

HBCSD maintains a strong collaborative partnership among the Business Office, Educational Services Department, and site administration to ensure responsible oversight and alignment of expenditures with various action items. It is important to recognize that actual expenditures may not always align precisely with the budgeted estimates. Variances—whether underspending or overspending—can occur due to the evolving needs and priorities of the district. An explanation of material difference between budgeted expenditures and estimated expenditures is described:

1.1 Extended School Year: The district went over its budget by $39,778 based on the hiring of staff.

1.2 TUPE 6th-8th Schoolwide Programs: Came close to its allocated budget.

1.3 Parent Education Workshops: Hermosa School continues to offer parent education opportunities by arranging for speakers to provide relevant workshops to our families. Hermosa Schools underspent $1350 based on a collaborative partnership with BCHD and outside agencies who sponsored two out of three workshops at no cost.
-Come Back Home: A documentary that delves into the lives of younger people who survived the loss of their loved ones to fentanyl. Sponsored by BCHD at no cost to the district.
-Screenagers: (Elementary School Edition): Addresses issues that elementary school aged kids, parents and educators are facing, i.e., smartwatches in class, unhooking from and monitoring video gaming, social media pressures, exposure too young and what research shows is a healthy amount of screen time. With many solutions to these and other challenges. Sponsored by BCHD at no cost to the district.

-Tech Safety Coffee Talk with Julie Cordua, CEO of Thorn: Focused on combating online child sex abuse and trafficking while sharing practical strategies to help parents navigate these difficult yet essential conversations with their kids. There was no cost to the district and the event was sponsored by Hermosa Beach parents.

1.4 Culturally Responsive Content Manager and Resource Bank: Hermosa Schools did not spend $7,464 in this area, as educational staff prioritized the adoption of a high-quality, comprehensive K–8 English Language Arts (ELA) curriculum grounded in the science of reading. Teachers expressed a strong preference for instructional materials that embed rich, diverse literature representing a wide range of cultures and themes directly within the core curriculum—rather than as an add-on or separate requirement. This approach reflects the desire for inclusive and meaningful content to be integrated into daily instruction through a cohesive and standards-aligned framework.

1.5 Data Tracking System: Underspent $8,500 contract was not renewed with PowerSchool as priority was placed on staff to monitor students who needed Tier 2 interventions in the areas of attendance, behavior and academics. Students were provided direct support with TOSA at Hermosa Valley School for 40% of the day, counseling support, and a full time middle school principal beginning in January 2025.

1.6 Student Success Teams: Came close to its allocated budget.

1.7 Counseling Staff: Came close to its allocated budget

1.8 Culturally Responsive Assemblies and Programming: Underspent $6,876. The original plan to provide assemblies and field trips highlighting diverse cultural perspectives for every grade level proved to be overly ambitious given the district's limited staffing capacity. While the intent to enrich student experiences through inclusive programming remains a priority, logistical constraints made full implementation across all grade levels challenging during this cycle.

1.9 Social Media Consultant: Did not spend the $1000 allocated.. Sixth grade ELA teachers assumed responsibility for this initiative by integrating digital literacy and citizenship lessons into their curriculum. Through this implementation, students gained essential skills in making informed choices online, thinking critically about digital content, and developing healthy digital habits.

1.10 Reading Intervention Coach: Underspent $40,507. Analysis of longitudinal reading data from both formative and summative assessments revealed minimal progress in student outcomes since 2019, despite the district's ongoing implementation of a balanced literacy approach supported by a reading coach. Feedback from educational stakeholders, along with a growing body of research on effective reading instruction, highlighted the need for a comprehensive curriculum aligned with the principles of the Science of Reading.
In response, the district shifted its focus by establishing an ELA Adoption Committee to explore and implement a K–8 curriculum grounded in the tenets of Scarborough's Reading Rope. As part of this transition, all district staff participated in professional development led by the Superintendent, titled "Everyone is a Reading Teacher," which drew from Natalie Wexler's book The Knowledge Gap and the podcast Sold a Story, reinforcing the importance of content-rich instruction and evidence-based reading practices.

1.11 Intervention Reading Specialist: Spent $7,928 over budget as the staff member employed in the position cost more than projected.

1.12 Intervention: Curriculum & Professional Development: Underspent $10,084. The implementation of Fundations for grades TK–3 has progressed more slowly than anticipated, as school leaders are learning how to intentionally focus their instructional support on helping staff implement the program with fidelity. Rather than introducing an additional curriculum, leadership prioritized the consistent use of this evidence-based program to build foundational literacy skills. In addition, teachers emphasized the importance of preserving instructional time and requested that professional development not occur during the school day. Instead, they advocated for the use of Early Out Wednesdays to collaborate within grade-level teams, allowing time to plan, analyze student data, and focus on improving student learning outcomes.

1.13 Instructional Program: Overspent $1,307. The Hermosa Beach City School District currently operates three school sites under the leadership of only two site principals. This administrative structure has not proven effective in delivering adequate intervention services or in providing sufficient oversight for monitoring MTSS (Multi-Tiered System of Supports) data, particularly for unduplicated pupils. In response to these challenges, the district implemented a staffing reorganization in January to strengthen support systems and ensure students receive the targeted interventions and oversight necessary for academic success.

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

MULTI-TIERED INTERVENTIONS AND SUPPORTS
Extended School Year (action 1.1), student success team (action 1.6), intervention reading specialist (action 1.11), counseling staff (action 1.7) data tracking system (1.5), instructional program (action 1.13) and social media consultant (action 1.9) proved to be effective in addressing student needs in promoting academic achievement for all students, cultivating inclusive and equitable learning environments, and supporting social-emotional well-being as a foundation for student success. With approximately, 20% of students not meeting grade level standards, the following interventions assisted with providing additional support to with individual or small group instruction. This is evident in the following data points:

1. Extended School Year: For the 2023–24 school year, the district implemented a 20-day summer school program, enrolling 84 students, 13 students had perfect attendance, and 57 students attending daily. This initiative provided additional academic support to help students maintain and strengthen their skills over the summer months.

2. Student Success Teams (Action 1.6): To date, the district has conducted over 75 Student Success Team (SST) meetings to ensure that students are receiving appropriate multi-tiered interventions and supports. These meetings have played a critical role in addressing academic and socio-emotional needs early and systematically.

3. Intervention Reading Specialist: During the 2024–25 school year, the district's Reading Intervention Specialist worked with 67 K-3rd students, focusing on strengthening foundational reading skills through supplemental lessons using Fundations. Fundations lessons rooted in phonics instruction. The reading specialist works with students once a week for 30 minutes. As a result, 5 students successfully completed the intervention and no longer require additional support. Further evidence of progress is reflected in the iReady Winter Diagnostic Assessment results, which show: 92% of all students are at or above grade level in phonics, 85% of low-income,55% English Learners, no data is available for foster youth. 97% of students are at or above grade level in phonemic awareness, 94% low-income, 100% English Learners, and not data is available for foster youth.

4. Counseling Staff: The district employs 2 full time school counselors, a contracted 0.4 FTE LMFT at Hermosa Valley and 12 hours week of a contracted LMFT support for Hermosa View and Vista as of January 2025. Counseling staff provide group and individual counseling for students on campus, lunch-time support and social skills classes. Data from the HBCSD Strategic Plan/LCAP Survey indicate that 61% of students feel their social-emotional needs are being met and 66.2% of students stating they have access to school-based counseling services and 80.4% of students had contact with the school counselor this year. The district will expand counseling support to 2.6 FTE for the 2025-26.

5. Data Tracking System: Although the PowerSchool data tracking plug-in was not purchased, the district successfully tracked, collected, and reviewed key student data at both the district and site levels each trimester. Focus areas included attendance rates, counseling support utilization, California Healthy Kids Survey (CHKS) results, and Student Success Team (SST) data. Through these data reviews, the district identified a need to strengthen student connectedness. Specifically, CHKS data revealed a -8% decrease among 6th grade students and a -4% decrease among 7th grade students in their sense of connection to school. In response, the district will prioritize initiatives aimed at improving school connectedness for the 2025–26 school year.

6. Social Media Consultant: The district pivoted to having 6th grade ELA teachers provide strategies for healthy online behavior through the use of lessons from Common Sense Media. 100% of 6th grade students are provided with a curriculum on digital citizenship and digital literacy which teaches students how to make smart choices online, think critically, and practice healthy habits.

7. Instructional programming: Instructional and leadership support has been expanded with: one 0.4 FTE Teacher on Special Assignment at Hermosa Valley, one 1.0 FTE Assistant Principal assigned to Hermosa Valley as of January 2025, a full-time principal at Hermosa Valley, a full-time principal at Hermosa Vista as of January 2025, and an interim principal at Hermosa View as of January 2025. School leadership teams are actively working with the district's unduplicated student population, which includes 8.5% socio-economically disadvantaged students and 2.9% English Learners. Their responsibilities include overseeing targeted support programs, ensuring Multi-Tiered System of Supports (MTSS) are in place, monitoring academic and socio-emotional data, and facilitating Student Success Team meetings to ensure comprehensive student support. iReady data from first to second trimester ELA a16% increase in all students, 8% increase in English Learners, 19% increase in low-income students meeting or exceeding standards. In math a 20% increase in all students, a decrease of 10% in EL and a 22% increase in low income scores.

TOBACCO USE PREVENTION EDUCATION (TUPE) PROGRAM
The Tobacco Use Prevention Education (TUPE) program (Action 1.2) proved to be effective, despite limited programming and minimal funding. Evidence of its success is reflected in the California Healthy Kids Survey data, which shows that 0% of 6th and 7th grade students reported smoking or vaping tobacco products.

PARENT EDUCATION WORKSHOPS
The district's efforts related to parent education workshops (Action 1.3) were effective, as reflected in positive parent feedback. Over the course of the year, the district, in collaboration with community partners, offered three parent education workshops covering important topics such as fentanyl awareness, technology use, and online safety. Two of these workshops were held in the evening to accommodate working families, while one was scheduled during the school day.

According to the HBCSD Strategic Plan/LCAP Survey, 64.8% of parents indicated that HBCSD provides meaningful opportunities for parents and guardians to learn about parenting and educational topics. However, attendance at these events remains a challenge, with less than 5% of parents attending in person.

Survey data also highlighted a preference for more flexible learning formats: approximately 39% of parents expressed interest in having access to recorded webinars they could view at their convenience. In response, the district is exploring the option of offering recorded parent education sessions starting in the 2025–26 school year to better meet the needs of its families.

CULTURAL ASSEMBLIES AND CULTURALLY RESPONSIVE MANAGERS
The actions related to cultural assemblies and programming (Action 1.4 & Action 1.8), as well as the development of a culturally responsive content manager and resource bank, were ultimately ineffective due to staffing limitations that impacted the district's ability to fully implement these initiatives. Challenges included limited capacity for scheduling assemblies, coordinating field trips, and curating a resource bank to support culturally responsive teaching.

Despite these constraints, positive outcomes were reflected in student perceptions. According to the BCHD Tri-City Data, 88.2% of 3rd–8th grade students reported that they regularly interact with peers from diverse racial, ethnic, or cultural backgrounds at school.

When asked, "What is the most important thing your school can keep doing to support students of diverse racial, ethnic, or cultural backgrounds?" students overwhelmingly emphasized the importance of Celebrations of Cultural Diversity. They highlighted that maintaining cultural celebrations—such as holiday events and projects that spotlight various traditions—helps students feel seen, valued, and included within the school community.

On the HBCSD Strategic Plan LCAP Survey, 68.1% of students reported that the district promotes diverse racial, ethnic and inclusive school environments thus solidifying its efforts to foster an inclusive environment.

INTERVENTION READING COACH
The action related to the Intervention Reading Coach (Action 1.10) was somewhat effective, even though the district ultimately cancelled the contract for this position. The reading coach required teachers to be out of the classroom for a significant amount of time to receive coaching. The district did pivot its approach and effectiveness is demonstrated through the successful implementation of Fundations, a phonics-based instructional program for transitional kindergarten (TK) through 3rd grade students.

For the 2024–25 school year, all TK–3rd grade staff have been fully trained in the Fundations program and are delivering 30 minutes of daily phonics instruction.

To further support students requiring additional help in the area of ELA, the Reading Intervention Specialist (Action 1.11) provides targeted small group instruction for students identified as performing below grade level. These tiered interventions are delivered over a period of 12 weeks, ensuring that students receive the focused support needed to build foundational reading skills. iReady trimester 2 data shows that 78% of students are meeting or exceeding grade level standards in reading, an increase of 16% from trimester one data.

INTERVENTION CURRICULUM & PROFESSIONAL DEVELOPMENT
The action related to intervention curriculum and professional development (Action 1.12) proved effective, despite significant adjustments from the district's original plans. In response to staff input and academic performance data—specifically CAASPP and iReady diagnostic results—the district strategically pivoted to promote more inclusive instructional practices during the regular school day.

Key adjustments included:
1. Implementing Fundations for all TK–3rd grade students, providing 30 minutes of daily phonics instruction, befitting 100% of all TK-3rd students.
2. Provide a 6tth-grade, 7th-grade math collaboration class to support 45 middle school students with two dedicated teachers teaching the curriculum.
3. Introducing a Learning Strategies and Management class at the middle school level, focused on developing students' executive functioning skills, providing direct instruction to 14 students during the school day.

Additionally, certificated staff expressed a preference for minimizing professional development sessions during instructional hours. In response, the district cancelled all mid-day professional development sessions as of January and designated two "Early Out Wednesdays" per month for staff to collaborate in teams. This shift allowed teachers to focus on shared planning and instructional improvement, aligning more closely with staff needs and feedback.

CHRONIC ABSENTEEISM
The action for chronic absenteeism (Action 1.14) has proved to be very effective. In the 2023 California School Dashboard, Hermosa Beach City School District Reported that 13.5% of students were chronically absent. Additionally, three student subgroups-Hispanic, White and Two or More Races were identified in the Very Low performance level (Red category) for attendance. However, the 2024 Dashboard reflects significant progress. Chronic absenteeism has decreased by 7% compared to the previous school year, and no student subgroups are now identified in the Very Low performance level.

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.

As part of our annual reflection on prior practices and outcomes, the district has undertaken a thoughtful review of Goal 1, leading to meaningful changes in planned goals, metrics, and actions for the upcoming year. Rooted in the principle of inclusiveness, these changes reflect a district-wide commitment to ensuring that every student, staff member, and family feels valued, heard, and supported. Insights gained from educational partners and stakeholder feedback have shaped our direction—moving beyond a focus on culturally responsive practices to a more expansive inclusive framework, broadening staff participation in climate surveys, and refining our data collection tools to better capture the diverse experiences within our schools. Together, these efforts demonstrate a responsive and equity-driven approach to continuous improvement, ensuring our strategies are aligned with the evolving needs of our school community:

1. Shift from Culturally Responsive Schools to Inclusive Schools (Goal 1): Moving toward a commitment to meeting the needs of each and every student. While cultural responsiveness remains important, the inclusive framework broadens our efforts to encompass diverse abilities, identities, and experiences—ensuring every student feels valued, supported, and empowered.
1a. Discontinue Culturally Responsive Content Manager & Resource Bank (Action 1.4): Due to ongoing challenges with staffing this position at school sites, the district has decided to discontinue this action. Additionally, staff feedback emphasized the importance of shifting the district's focus toward adopting a K-8 high-quality English Language Arts (ELA) curriculum that integrates both fiction and nonfiction texts. Staff expressed a desire for a curriculum that features rich, diverse literature representing a variety of cultures and themes, embedded within a comprehensive instructional framework. This approach ensures that culturally inclusive content is delivered consistently through core instruction, rather than relying on supplemental resources.
1b. Shift Cultural Assemblies and Programming (Action 1.8): For the 2024–2025 school year, the district set an ambitious goal of providing each grade level with one cultural assembly paired with a related field trip—for example, the 8th grade Holocaust survivor assembly paired with a visit to the Museum of Tolerance. While well-intentioned and meaningful, this initiative proved challenging to implement consistently due to staffing limitations and the complexity of coordinating events across multiple sites. In response, for the 2025–2026 school year, the district will shift its approach by allocating site-based budgets that include funding for field trips and assemblies. Site administrators will have the flexibility to prioritize programming based on the unique needs and interests of their school communities, allowing for more manageable and responsive implementation of enrichment opportunities.

2. Shift CalSCHLS California Staff Survey Participation (Metric 1.3) : With 81 certificated and 80 classified staff members employed for the 2024–2025 school year, the district recognizes the importance of ensuring all staff voices are heard. In response to input from educational partners, particularly HBEA, classified staff expressed a strong desire to participate in the district and school climate survey. Embracing our commitment to inclusiveness, the district has shifted its previous practice to include classified staff in the CSSS. This change reflects our belief that every staff member's perspective is valuable in shaping a positive and equitable school climate.

3. Shift from Multiple Surveys (i.e. Panorama, Net Reporter, Professional Development) to Strategic Plan/LCAP Survey (Metric 1.5 and 1.6): Since 2020, the district has prioritized providing meaningful opportunities for staff, students, and parents to share their perspectives through the Panorama Education Survey, which focused on school climate and used by 25% of public schools nationwide. In an effort to deepen our commitment to inclusiveness and better align with local priorities, the district transitioned from the Panorama platform to a more customized Strategic Plan/LCAP Survey. This new survey integrated elements from both the Net Reporter and Panorama tools and was intentionally designed to include all staff, parents/guardians, and students in grades 5–8. Its purpose was to gather richer, more inclusive feedback about school culture, inclusion, and progress on key LCAP goals and actions. Thus, assisting in developing purposeful action items aligned to LCFF to gain stronger outcomes benefitting all students.

4. Shift from Panorama Survey to BCHD Tri City Survey (Metric 1.5) : Further emphasizing our focus on belonging and inclusion, the district also partnered with Beach Cities Health District (BCHD) and neighboring districts—Manhattan Beach Unified School District and Redondo Beach Unified School District—to co-develop a specialized survey examining students' sense of belonging and inclusiveness. This collaboration extended the opportunity for voice to students in grades 3–8, and the resulting data was triangulated across districts to identify and address shared needs specific to our beach city communities. The outcomes from this survey will specifically inform programming provided by BCHD to address the social-emotional and wellness needs of students in the South Bay. The survey was administered twice during the school year; however, after reviewing the data—which remained largely consistent between fall and winter—the district plans to

shift to administering the survey once annually. This change ensures purposeful data collection while reducing survey fatigue, and it reflects a broader transition away from the Panorama platform toward a more targeted and collaborative approach through the BCHD Tri-City Survey.

5. Discontinuing Reading Coach (Action Item 1.10): After carefully reviewing CAASPP and iReady data, the district has decided to pivot away from using funding to continue supporting a Reading Coach for elementary and middle school English Language Arts (ELA) teachers. This decision aligns with California's broader transition away from balanced literacy approaches and toward implementation of dyslexia screening and instructional practices grounded in the "science of reading." In response, redirected its focus toward the formation of an ELA adoption committee which was tasked with selecting and adopting a comprehensive, evidence-based K–8 ELA curriculum for implementation in the 2025–2026 school year. This strategic redirection supports improved literacy outcomes and reflects the district's commitment to aligning practices with high quality Tier one instructional practices based on research and student needs. This action item will fall under Action Items 2.2 Professional Development, 2.8 Curriculum Adoption and 2.11 Learning Recovery Emergency Block Grant (new action for 2025-26).

7. Discontinue Use of Social Media Consultant (Action Item 1.9): Sixth grade English Language Arts (ELA) teachers have integrated digital citizenship and media literacy lessons from Common Sense Media into their instructional program. These lessons equip students with the skills to make responsible choices online, think critically about digital content, and develop healthy online habits. As a result of this curricular integration, the need to contract a dedicated social media consultant has been reduced. In addition, students at Hermosa Valley School benefit from the ongoing support of a full-time school counselor and a part-time Licensed Mental Health Therapist (LMHT), who are available daily to provide additional guidance and intervention as needed. This action item will be encumbered under Action 1.7.

8. Discontinue PowerSchool Data Tracking System (Action 1.5): The district elected not to renew the contract with the PowerSchool Data Tracking System. Feedback from educational partners emphasized the importance of investing in dedicated personnel rather than external platforms. In response, the district prioritized the assignment of three dedicated administrators to support student academic progress, behavior, and attendance. These administrators provided direct oversight and worked closely with school sites to implement Tier 1 and Tier 2 interventions. They also led Student Study Team (SST) processes and offered support with the coordination and implementation of 504 Plans, ensuring students received timely and targeted support from school personnel. The district is anticipating housing SST paperwork in PowerSchool for 2025-26. This action will now fall under 1.8.

9. Shift in Instructional Program (Action 1.13): Midyear, the district chose to fund a third principal position in January to provide dedicated leadership and support for implementing MTSS and coordinating interventions for unduplicated pupils. This role includes monitoring academic and social-emotional data to address student needs more effectively, offering a more consistent and comprehensive approach than the previous reliance on 1 full time principal over Valley School, and 1 full time principal over View and Vista School. The district will augment the instructional program by hiring adding bulk LMFT hours for social-emotional wellness, deliver before and after school intervention as determined by school sites, and provide materials to support students below grade level and unduplicated students.. These programming options will be overseen by site principals.

10. Special Education & Inclusion (New Metric 1.13): In California, the principle of Least Restrictive Environment (LRE), grounded in federal special education law, emphasizes that students with disabilities should be educated alongside their non-disabled peers whenever appropriate. This is commonly reflected in the "80% rule," which calls for students with disabilities to spend at least 80% of their school day in

general education classrooms. In alignment with evidence-based practices and ongoing professional development in LRE, the district aims to assess teacher mindset regarding inclusion and their support for inclusive educational settings.

11. Counseling Support Staff (Action 1.7): The District will increase counseling staff from 2.0 to 2.6 for the 2025-26 school year. The increase in staffing will provide Hermosa View and Hermosa Vista with a consistent counselor for a minimum of 4 days a week to provide support to elementary students.

12. Intervention Curriculum & Professional Development (Action 1.12): The District will provide teachers and staff with Just Words Curriculum as an intervention specifically designed to support 4-8th grade students not meeting grade level and for unduplicated students, including low-income individuals, foster youth, and English Learners. The district will add a Reading Development elective for students in grades 6-8th which will be offered during the school day that will focus on phonemic awareness, phonics, word study, and spelling. In addition, a section of English Intervention will be provided to 5th grade students during the school day as well.

Key adjustments will include:
1. Just Words Intervention for students in grades 4th-8th, with dedicated teachers
2. K-8 Professional Development: Wit and Wisdom
3. TK-3 Professional Development: Fundations
4. K-3 Professional Development: Geodes

Additionally, certificated staff expressed a preference for minimizing professional development sessions during instructional hours. In response, the district cancelled all mid-day professional development sessions as of January and designated two "Early Out Wednesdays" per month for staff to collaborate in teams. This shift allowed teachers to focus on shared planning and instructional improvement, aligning more closely with staff needs and feedback.

13. Action 1.11 Reading Intervention Specialist is being discontinued due to the district adopting a K-8 ELA curriculum. The adoption of Wit and Wisdom is based on the tenets of the Science of Reading and will provide tier 1 and tier 2 interventions for students.

14. Added metric 1.14 & 1.15

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	Extended School Year	Continue to implement an extended school year program aimed at supporting special education students who are identified in risk of regression and recoupment.	$86,470.00	No
1.2	TUPE: 6th-8th Grade School Wide Programs	Provide assemblies, field trips, and conferences dedicated to tobacco-use prevention, alongside professional development opportunities and administrative costs related to the California Healthy Kids Survey.	$5,259.00	No
1.3	Parent Education Workshops	Offer parent education opportunities by arranging for speakers to cover topics including mental health and wellness, academic support, substance abuse, screen time and technology, and other areas relevant to our families.	$1,350.00	No
1.4	Culturally Responsive Content Manager & Resource Bank	DISCONTINUE 2025-2026	$0.00	
1.5	Data Tracking System	DISCONTINUE 2025-2026	$0.00	
1.6	Student Success Team	Continue to allocate teacher release time to facilitate Tier I-III interventions, with effectiveness measured by student progress reports from the Student Study Team.	$26,400.00	No
1.7	Counseling Staff	Increase the staffing 2.0 FTE to 2.6 FTE counselors to ensure students receive adequate support through individual and group counseling, as well as to address broader school-wide needs. To enhance the mental health of our students and wellness program, the District will expand its counseling services by employing a part-time Licensed Marriage and Family Therapist to offer additional support to students.	$293,733.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Cultural Assemblies and Programming	Funding for each school site to provide cultural assemblies.	$6,000.00	No
1.9	Social Media Consultant	Action will be merged under school counseling serves. DISCONTINUE for 2025-2026	$0.00	
1.10	Intervention: Reaching Coach	Action will be merged with strong Tier 1 with the new ELA adoption of Wit and Wisdom (K-8), Geodes (K-3) and Fundations (TK-3) DISCONTINUE for 2025-2026	$0.00	
1.11	Intervention: Reading Specialist	DISCONTINUE for 2025-2026 a new K-8 ELA curriculum will be implemented next school year. A researched based curriculum based on the Science of Reading will provide Tier 1 instruction and Tier 2 supports are embedded for students who need intervention support.	$0.00	
1.12	Intervention: ELA Period	Provide students with a targeted ELA intervention block dedicated to address phonemic awareness, phonics, word study and spelling. This intervention period is specifically designed to support 5th-8th grade students not meeting grade level expectations and for unduplicated students, including low-income individuals, foster youth, and English Learners. This action is the most effective use of funds to meet goals for unduplicated pupils as it provides students with "double dose" in of targeted intervention aimed to providing extra academic support to students who are not grade level standards.	$45,057.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.13	Instructional Program: Supplemental	Provide programs and staff to ensure intervention and MTSS are provided to unduplicated students, monitor data in both academic and social emotional wellness. Staff will provide outreach to parents, maintain records and implement supplemental programs	$223,083.00	Yes
1.14	Chronic Absenteeism	School sites will acknowledge and promote perfect attendance at flag ceremonies. Funding will come out of instructional materials ($500 per school site)	$1,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Sustain a Culture of Excellence by improving academic achievement in ELA, math and science by 2% based on baseline from 2023-2024; practice a collaborative system of professional development ; and improve and expand student experiences in the classroom by increasing funding, restructuring areas of priority and promoting success.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In alignment with state priorities (specifically priorities 2, 4, and 8) and the District's 2025-2026 newly developed strategic plan, this goal highlights our dedication to preserving the district's long-standing tradition of academic excellence. Both the community and our educational partners identify student achievement as a vital area for continuous growth and consistently advocate for further improvements in this realm. Our district remains steadfast in its commitment to a cohesive, system-wide approach to professional development. This system is intentionally crafted to strengthen high-quality, standards-aligned instruction and elevate academic performance for all learners.

Our district is dedicated to enhance academic achievement through researched based practices and programming. This initiative is aimed at boosting academic results for all students.

KEY FOCUS ARES FOR GOAL 2:
1. Culture of Excellence: Strive for 2% improvement in student achievement across English Language Arts, Math, and Science, building upon the previous year's performance benchmarks.
2. Professional Learning: Prioritize professional development framework based on collaborative planning, with an intentional focus on the science of reading, and focus on academic rigor.
3. Signature Programs: Expand and enrich instructional offerings that emphasize experiential, hands-on learning to deepen student engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Participation rate 1st-8th students administered the iReady diagnostic assessment for reading and math.	94.7% of 1st-8th grade students have taken the iReady assessment in reading for the Fall 2023. 94.8% of 1st-8th grade students have taken the iReady assessment in math for the Fall 2023.	98.1% of 1st-8th grade students have taken the iReady assessment in reading for the Fall 2024. 96.5% of 1st-8th grade students have taken the iReady assessment in math for the Fall 2024.		98% participation rate in reading & math.	Reading +3.4% Math +1.7%
2.2	Percentage of 1st-8th grade students scoring at Tier 1 (on or above grade level) in the iReady Reading Diagnostic among all student groups exceeding 30 members during the second trimester assessment.	2nd Trimester iReady: All students: 77% Student Groups: Hispanic: 64% Asian: 82% Black: 62% White: 78% English Learners: 21% SPED: 53% Economically Disadvantaged: 58%	2nd Trimester iReady: All students: 78% Student Groups: Hispanic: 67% Asian: 85% Black: 70% White: 78% English Learners: 15% SPED: 49% Economically Disadvantaged: 65%		Annual increase by 3% each student group.	All students: 0% Student Groups: Hispanic: +3% Asian: +3% Black: +8% White: 0% English Learners: -6% SPED: -4% Economically Disadvantaged: +7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Percentage of 1st-8th grade students scoring at Tier 1 (on or above grade level) in the iReady Math Diagnostic among all student groups exceeding 30 members during the second trimester assessment.	2nd Trimester iReady: All students: 74% Student Groups: Hispanic: 58% Asian: 85% Black: 62% White: 74% English Learners: 37% SPED: 52% Economically Disadvantaged: 56%	2nd Trimester iReady: All students: 71% Student Groups: Hispanic: 53% Asian: 83% Black: 58% White: 79% English Learners: 14% SPED: 43% Economically Disadvantaged: 55%		Annual increase by 3% each student group.	All students: -3% Student Groups: Hispanic: -5% Asian: -2% Black: -4% White: +3% English Learners: -23% SPED: -9% Economically Disadvantaged: -1%
2.4	Participation rate of 3rd-8th students administered the CAASPP summative assessment for reading and math.	2023 CAASPP student participation rates in ELA: 98.9% 2023 CAASPP student participation rates in math: 99.0%	2024 CAASPP student participation rates in ELA: 98.8% 2024 CAASPP student participation rates in math: 99.0%		99% participation rate in ELA and math.	Participation rate: ELA: -0.01% Math: 0%
2.5	Percentage of 3rd-8th grade students by grade level meeting or exceeding standards in the CAASPP ELA summative assessment.	2023 CAASPP: Overall: 77.01% 3rd: 68.70% 4th: 77.68% 5th: 76.19% 6th: 70.93% 7th: 84.73%	2024 CAASPP: Overall ELA: 77.78% 3rd: 67.59% 4th: 79.42% 5th: 73.81% 6th: 76.51%		Annual increase by 3% for each grade level.	Overall ELA: +0.77% 3rd: -1.11% 4th: +1.74% 5th: -2.38% 6th: +5.58% 7th: +0.89% 8th: -0.42%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		8th: 83.76%	7th: 85.62% 8th: 83.34%			
2.6	Percentage of 3rd-8th grade students by grade level meeting or exceeding standards in the CAASPP math summative assessment.	2023 CAASPP: Overall: 73.98% 3rd: 80.91% 4th: 79.82% 5th: 75.51% 6th: 66.90% 7th: 73.61% 8th: 69.23%	2024 CAASPP: Overall Math: 73.70% 3rd: 77.24% 4th: 77.38% 5th: 72.44% 6th: 67.33% 7th: 75.18% 8th: 72.92%		Annual increase by 3% for each grade level.	Overall Math: -0.28% 3rd: -3.67% 4th: -2.44% 5th: -3.07% 6th: +0.43% 7th: +1.57% 8th: +3.69%
2.7	Percentage of 3rd-8th grade unduplicated students and special education student groups (exceeding 11 or more) meeting or exceeding ELA standards in the CAASPP summative assessment.	2023 CAASPP ELA: English Learners: 0% Long Term English Learners: n/a Homeless: n/a Foster Youth: n/a Economically Disadvantaged: 62.90% Special Education: 39.47%	2024 CAASPP: English Learners:8.33% Long Term English Learners: n/a Homeless: n/a Foster Youth: n/a Economically Disadvantaged: 65.79% Special Education: 44.16%		Annual increase by 3% for each student group.	English Learners +8.33% Long Term English Learners: n/a Homeless: n/a Foster Youth: n/a Economically Disadvantaged: +2.89% Special Education: +4.69%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Percentage of 3rd-8th grade unduplicated students and special education student groups (exceeding 11 more more) meeting or exceeding math standards in the CAASPP summative assessment.	2023 CAASPP: English Learners: 33.34% Long Term English Learners: n/a Homeless: n/a Foster Youth: n/a Economically Disadvantaged: 61.91% Special Education: 36.00%	2024 CAASPP: English Learners:14.29% Long Term English Learners: n/a Homeless: n/a Foster Youth: n/a Economically Disadvantaged: 48.72% Special Education: 38.96%		Annual increase by 3% for each student group.	English Learners: -19.05% Long Term English Learners: n/a Homeless: n/a Foster Youth: n/a Economically Disadvantaged: -13.19% Special Education: +2.96%
2.9	Grades 5th & 8th achievement in the CAST summative assessment as measured by meets or exceeds standards.	2023 CAST: Overall: 61.05% 5th: 56.46% 8th: 65.39%	2024 CAST: Overall: 62.60% 5th: 57.48% 8th: 67.13%		Annual increase by 3% for each grade level.	Overall: +1.55% 5th: +1.02% 8th: +1.74%
2.10	Percentage of current English Learners making progress toward English language proficiency or maintaining the highest level on the English Language Proficiency Assessment for California (ELPAC) as	2023 CA Dashboard indicates that 47.6% of students are making progress.	2024 CA Dashboard indicates that 66.7% of students are making progress.		Annual increase by 3%.	+19.1% students making progress toward English Language proficiency or maintaining the highest level on the English Language Proficiency

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	measured by the CA Dashboard.					Assessment for California (ELPAC) as measured by the CA Dashboard.
2.11	Annual Reclassification Rates	Annual rates for reclassification fluent English Proficient (RFEP) as reported by Data Quest 2023-24 was 39.4%.The CDE has not released the Data Quest Annual Reclassification Report since the 2020-21 school year. Correction: As reported by CALPADS in 2022-2023 5.55% of EL students were reclassified.	2025 Data for CALPADS is currently unavailable for reclassification and will be made available in July. 2023-24 school year 21.85% of EL students were reclassified as reported by CALPADS.		Annual increase by 3%.	16.5% increase in reclassification from the 2022-23 school year to the 2023-24 school year as reported by CALPADS.
2.12	Percentage of students with access to a Broad Course of Study (including core content areas, elective offerings, VAPA, physical education)	100% of students have access to a wide range of programs and courses.	100% of students have access to a wide range of programs and courses.		Maintain 100%	Maintain 100%
2.13	Professional Development Survey Certificated and Classified Staff In 2025 the HBCSD Strategic Plan/LCAP	51.8% of certificated staff participated in the certificated professional development survey. 21.5% of classified staff participated in the	District professional development survey for certificated and classified staff was discontinued for		Increase participation annually by 3%.	This action item is being discontinued and the district moved to a Strategic Plan/LCAP Survey annually. Data will

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	was developed to assess staff needs. The survey is opened to certificated, classified and confidential employees.	classified professional development survey.	the 2024-25 school year and the district has moved toward a comprehensive Strategic Plan/LCAP Survey which was administered in March 2025.			be available in 2026 to track staff participation. See metric 2.14
2.14	Strategic Plan/LCAP Survey (new metric for 2025)	68.9% of certificated and classified staff participated in the Strategic Plan/LCAP Survey as measured in March 2025.	The district employees 81 certificated and 80 classified staff. A total of 111 employees participated in the survey which is approximately 68.9% of all staff.		Increase participation annually by 2%.	Baseline data
2.15	iReady Phonological Awareness (new metric for 2025)	iReady Fall Data/1st Trimester on phonological awareness: All 1st Grade Students: 32% of students are meeting or exceeding standards English Learners 1st Grade: 0% meeting or exceeding standards Foster Youth 1st Grade: not applicable	iReady Fall Data/3rd Trimester on phonological awareness: All 1st Grade Students: 88% of students are meeting or exceeding standards English Learners 1st Grade: 100% meeting or exceeding standards		Increase 1st trimester data to 3rd trimester data by 25%	Baseline data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Income 1st Grade: 0% meeting or exceeding standards	Foster Youth 1st Grade: not applicable Low Income 1st Grade: 73% meeting or exceeding standards			

Goal Analysis [2024-25]

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.

The 2024–2025 school year brought both meaningful progress and notable challenges in the implementation of actions and services aligned with Goal Two—a broad objective centered on academic excellence. Throughout the year, efforts under this goal were shaped by three central themes: promoting academic achievement for all students, professional development focusing around collaborative planning and high quality instruction and development of high quality signature programs.

Actions 2.1 – Highly Qualified Staff was provided and fully implemented for both classified and certificated personnel at the start of the school year. Mid-year, the district faced staffing challenges due to resignations and medical leaves, resulting in several temporarily unfilled positions. Recruiting and hiring individuals with the appropriate single subject music and Early Childhood Special Education credentials proved especially difficult during this time.

Action 2.2 – Professional Development was partially implemented. The district's initial professional development plan was overly ambitious, requiring frequent classroom pullouts for grade-level collaboration. Implementation was hindered by a substitute teacher shortage and a strategic shift in focus—from using a reading coach to support balanced literacy, to prioritizing a district-wide English Language Arts (ELA) adoption grounded in the science of reading. To support this transition, the district conducted five staff meetings centered around the podcast "Sold a Story" and Natalie Wexler's book "The Knowledge Gap." These sessions were driven by data indicating that district ELA test scores have shown only marginal improvement since 2019. Based on teacher feedback, the district adjusted its approach by providing collaboration opportunities during "Early Out Wednesdays" and cancelling previously scheduled data talks and vertical articulation meetings to better support teacher needs and instructional continuity. Additionally, an ELA adoption committee was established, comprising administrators, certificated and classified staff, parents, and board members. The professional development efforts centered on the principles of the Science of Reading, the use of the Instructional Materials Evaluation Tool (IMET), and understanding Assembly Bill 1369 along with the 2025 implementation of the Dyslexia Screener.

Action 2.3 – Zero Period Elective was fully implemented for the 2024–25 school year, offering a zero period Physical Education (PE) class for students in grades 6 through 8. This initiative proved successful, as it enabled middle school students to participate in two electives during the regular school day. Currently, 20 students are enrolled in the zero period PE course, allowing them the flexibility to engage in year-long electives such as Spanish and Band and/or participate in the elective wheel program.

Action 2.4 – Visual and Performing Arts was fully implemented. The district currently offers weekly music instruction for students in Transitional Kindergarten through 5th grade, along with a year-long band elective for students in grades 6 through 8. Additionally, middle school students have the opportunity to enroll in an art elective. Despite successful implementation, the district faced challenges during the school year due to unexpected staff resignations and leaves of absences. The district did prevail in finding highly qualified staff to assume these positions.

Action 2.5 – Foreign Language is fully implemented as a weekly special for students in grades 3 through 5. At the middle school level, a 6th grade exploratory Spanish elective is offered as part of the elective rotation, while 7th and 8th grade students have the opportunity to enroll in year-long Spanish electives. The district is successful in employing two fully credential teachers who provide high quality instruction to students.

Action 2.6 – STEM/Robotics is fully implemented as a weekly special for students in grades K through 5. At the middle school level, students have the option to explore Engineering and Design Challenges in 6th grade, Programming and Digital Editing in 7th grade, and Robotics and Coding in 8th grade. The district is effectively staffed with two full-time teachers who deliver instruction across three campuses. However, challenges arise when staff members rotate between sites, as they may need to share common instructional spaces—such as Multi-Purpose Rooms—with other educators or after-school programs.

Action 2.7 – The Library and Support Reading Program is fully implemented across all three school sites, with qualified library/media technicians staffed at each location. Students have weekly opportunities to visit the library with their class and check out books, allowing for increased exposure to a variety of literary genres. A current challenge exists at Hermosa View School, where the library/media technician position is staffed at only 0.5 full-time equivalent. The district is actively exploring options to expand these hours, enabling students to access the library before school, during lunch, and after school.

Action 2.8 – Curriculum Adoption was fully implemented for the 2024–2025 school year. In 2025, an English Language Arts Adoption Committee was established to evaluate high-quality instructional materials aligned with the principles of the Science of Reading. The committee convened five times throughout the school year to conduct a thorough review. In May 2025, the Hermosa Beach City School District formally and successfully adopted Wit & Wisdom (grades K–8), Geodes, and Fundations (grades K–3), with implementation and a robust professional development scheduled for the 2025–2026 school year.

Action 2.9 – English Learner Support was fully implemented. The English Language Coordinator is responsible for overseeing and managing the English Language Development (ELD) programs for students in grades K–8. To support the effective administration of these programs, the district successfully provided the EL Coordinator with one additional workday prior to the start of the school year to administer initial

ELPAC assessments for new students. Additionally, the Coordinator is allocated one period per day to manage the ongoing implementation of the ELD program.

Action 2.10 English Learner Support is fully implemented. While the program is operational, challenges have emerged due to its current scheduling before and after school, as participation remains optional for parents. At present, the Coordinator serves 16 English Learner students, with 11 actively participating in the program once a week for 30 minutes for the school year.
Looking ahead to the 2025–26 school year, the district is exploring the addition of an in-school period dedicated to EL support for students in grades 5–8, aiming to increase accessibility and student engagement.

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.

Hermosa Schools maintain a strong collaborative partnership among the Business Office, Educational Services Department, and site administration to ensure responsible oversight and alignment of expenditures with various action items. It is important to recognize that actual expenditures may not always align precisely with the budgeted estimates. Variances—whether underspending or overspending—can occur due to the evolving needs and priorities of the district. An explanation of the substantial variance between budgeted expenditures and estimated expenditures is described:

Action 2.1 High Qualified Staff overspent $985,460 was overspent. This year, the district has to spend additional funds to cover certificated staff who had to take leave of absences that were unexpected.

Action 2.2 Professional Development overspent $48,465 was based on providing all certificated staff an additional full day of professional development prior to school starting along with collaboration days.

Action 2.3 Zero Period Elective underspent $22,028 as the district budgeted for 2 zero periods and student enrollment did not warrant a second period.

Action 2.4. Visual and Performing Arts came close to spending its allocated budget.

Action 2.5 Foreign Language came close to spending its allocated budget.

Action 2.6 Stem Robotics underspent $5,402 as our IDEA and SPARKS Labs have made only minimal purchases for supplies. Additionally, parents have generously supported the program through donations.

Action 2.7 Library and support of Reading Program underspent $26,391. Hermosa View was unable to secure a 1 FTE Library/Media Technician.

Action 2.8 Curriculum Adoption and Replacement underspent $190,234. HBCSD adopted a new science curriculum in June 2024, the district chose to dedicated AMIMBG funds for the purchase, knowing the district would be adopting a new ELA curriculum in 2025-26.

Action 2.9 Support for English Learner (EL) Program came close to spending its allocated budget.

Action 2.10 English Learner Support came close to spending its allocated budget.

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

HIGH QUALITY STAFF AND ACADEMIC PERFORMANCE:
The initiatives focused on highly qualified staff (Action 2.1), zero period electives (Action 2.3), visual and performing arts (Action 2.4), foreign language (Action 2.5), STEM/robotics (Action 2.6) and Library and Support Reading Program (Action 2.7) have proven to be effective. School sites successfully provided students with the opportunity to select electives taught by highly qualified, credentialed teachers. Additionally, students who enrolled in a zero period were able to take two electives, further enhancing their academic experience.

All elective offerings were intentionally designed to integrate English Language Arts (ELA), mathematics, science, and Common Core standards. Evidence of the effectiveness of these actions includes Hermosa Beach City School District's performance in the "Very High" (blue) category for both ELA and Math on the California Dashboard. Specifically, data shows a 6-point increase in ELA scores and maintenance of a strong performance in mathematics, with a slight gain of 0.7 points. Furthermore, the 2024 CAST (California Science Test) scores revealed an overall district-wide increase of 1.55% in science achievement.

PROFESSIONAL DEVELOPMENT AND CURRICULUM ADOPTION:
The actions outlined for professional development (Action 2.2) and curriculum adoption (Action 2.8) have proven to be effective, even as the district shifted from its original professional development plan. Initially, the district intended to focus heavily on hiring a reading coach to provide professional development centered around the tenets of balanced literacy. However, with minimal growth of CAASPP ELA scores since 2019, the district pivoted toward a broader, more comprehensive approach to literacy instruction.

Under the leadership of the new superintendent, the professional development strategy emphasized the principle that "Everyone is a Reading Teacher," inspired by the podcast "Sold a Story" and supported by a book study of Natalie Wexler's The Knowledge Gap. This shift prompted the formation of a K-8 English Language Arts (ELA) Adoption Committee, which prioritized research rooted in the Science of Reading. The committee—comprising certificated staff, classified staff, and parents—met five times to review the latest research and utilized the Instructional Materials Evaluation Tool (IMET) to assess and provide feedback on potential curriculum resources.

As a result of this thorough process, the committee recommended the adoption of Wit and Wisdom for grades K-8, Geodes for grades K-3, and Fundations for grades K-3. These recommendations were formally presented to the board for approval in May.

Evidence of the effectiveness of these efforts can be found in the HBCSD Strategic Plan/Staff Survey, where 45% of staff ranked ELA professional development as their top professional development need. Moreover, the district's focus on ELA instruction appears to correlate

with academic gains, as reflected in iReady scores: +3% for Hispanic students, +3% for Asian students, +8% for Black students, and +7% for economically disadvantaged students.

However, there remain areas for improvement. English Learner students experienced a -6% change, and students receiving special education services saw a -4% change, indicating the need for the district to implement an ELA researched based curriculum focused on the tenets of the Science of Reading.

ENGLISH LANGUAGE LEARNERS SUPPORT
The efforts to support the English Learner Program, outlined in Actions 2.9 and 2.10, have demonstrated effectiveness in ELA CAASPP scores and with increased data for English Learner Progress Indicator (ELPI). According to the 2024 California Dashboard, 66.7% of English Learners either made progress toward English language proficiency or maintained the highest level of proficiency on the summative English Language Proficiency Assessment for California (ELPAC.) Additionally, data shows that 75% of English Learners advanced at least one level on the ELPI, reflecting an 18.7% improvement compared to 2023. When viewing the CA Dashboard, information on LTELs is not available as the district has fewer than 11 students and data is not displayed for privacy.

Further academic performance data from the 2024 CAASPP assessments reveals a positive trend in English Language Arts (ELA), with an 8.33% increase in performance among English Learners. However, there was a noted decline of 19.05% in mathematics achievement, highlighting a critical area for continued focus and support. Thus leading the district to look at additional opportunities available to support English Learners.

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

Action 2.1 High Quality Staff The district will strengthen its commitment to providing high-quality staff by expanding support roles and leadership capacity across all school sites. This includes the addition of a Technology Teacher on Special Assignment (TOSA) to support the integration of instructional technology, provide professional development for teachers, and enhance digital learning experiences for students.

To ensure equitable access to services and meet the diverse needs of all learners, dedicated special education teachers will be placed at each school site. These educators will provide targeted instruction, collaborate with general education teachers to support inclusive practices, and contribute to a Multi-Tiered System of Supports (MTSS) framework that benefits all students.

In addition, each school site will be staffed with a dedicated principal to provide strong instructional leadership, oversee the implementation of site-level initiatives, and drive continuous school improvement. Principals will lead efforts related to MTSS, professional learning communities (PLCs), and the development of a positive and inclusive school culture aligned with district goals.

This strategic staffing model ensures consistent leadership, increases capacity for instructional improvement, and supports the academic and social-emotional success of all students.

Action 2.2 Professional Development will be augmented to include the following K-8 professional development as a means to provide staff and leadership training on the adoption of Wit & Wisdom, Geodes and Fundations as we move away from balanced literacy and focus on the Science of Reading.
-Launch K-8 Professional Development full day session on 8/18 for staff and leadership
-Module and lesson study for K-8 full day session on 8/19 for staff and leadership
-Writing professional development for K-4 full day session TBD
-1 Geodes half day training for teachers (3 hours) and leadership grades K-2 only mid September
-Fluency professional development for 5-8 full day session TBD
-1 full day focused Guided Observations for Leaders coaching day TBD but scheduled for trimester 2

Action 2.7 Library and Support of Reading The Library and Reading Program will be enhanced through the addition of full-time Library/Media Technicians at all three school sites. These positions will provide consistent support for student learning both during instructional time and during unstructured periods such as recess, lunch, before, and after school. Library/Media Technicians will play a key role in fostering a literacy-rich environment by facilitating student access to reading materials, promoting a love of reading, and supporting individual student needs. In additional, Library/Media technicians will be responsible for delivering K-8 digital media lessons from Common Sense Media.

In addition to traditional library support, Library/Media Technicians will introduce students in grades K–8 to Digital Literacy lessons based on Common Sense Media's research-backed K–12 Digital Citizenship Curriculum. These lessons are designed to help students take ownership of their digital presence, make informed and responsible choices online, think critically about media, and develop healthy technology habits. This integrated approach to digital citizenship aligns with state standards and supports the development of safe, respectful, and engaged digital learners.

Action 2.11 LREBG FUNDS (New Action) has been added to include LREBG funding. In response to stagnant CAASPP ELA scores since 2019 and feedback from families and staff, HBCSD is implementing a strategic shift from Balanced Literacy to a robust Tier 1 curriculum grounded in the Science of Reading. This research-backed approach emphasizes explicit, systematic instruction in foundational literacy skills such as phonemic awareness, phonics, fluency, vocabulary, and comprehension—key to developing proficient readers. To support this shift, the district will allocate $220,190 in LREBG funding for the 2025–26 school year to partially fund an eight-year adoption of high-quality instructional materials: Wit and Wisdom (Grades K–8), Geodes (Grades K–3), and Fundations (TK–3). These programs align with the Science of Reading and aim to provide rigorous, coherent instruction that promotes reading, writing, and communication skills. Input from educational partners and HBCSD's Strategic Plan/LCAP needs assessment revealed a strong desire for content-rich, grade-level texts that reflect diverse perspectives and engage students meaningfully. While a majority of parents (63%) and staff (51.3%) support the current ELA curriculum, the data signals room for improvement. Notably, teachers identified ELA as their top instructional need. Metric 2.5 (CAASPP ELA scores) will be used to measure the effectiveness of this action.

Action 2.12 MTSS (New Action) The district will provide supplementary tier 2 and tier 3 reading intervention support for unduplicated pupils. Targeted tier 2 and tier 3, research-based interventions will be implemented to support these subgroups unduplicated students. Student progress will be monitored through reading progress monitoring and data.

Metric 2.11 was revised: Annual rates for reclassification fluent English Proficient (RFEP) as reported by Data Quest 2023-24 was 39.4%.The CDE has not released the Data Quest Annual Reclassification Report since the 2020-21 school year. Correction: As reported by CALPADS in 2022-2023 5.55% of EL students were reclassified.

Metric 2.14 & 2.15 are new metrics.

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	Highly Qualified Staff	Continue to staff our team with top-tier professionals by consistently applying the "Hire the Best" recruitment strategy, which encompasses a structured three-phase process: initial screening, candidate interviewing, and final review by the superintendent. Additionally, sustain our collaboration with the South Bay Induction Consortium to enhance ongoing staff development and maintain excellence.	$14,765,731.00	No
2.2	Professional Development	Offer professional development opportunities on best practices to enhance the knowledge and skills of staff members. Professional development opportunities may include, but not limited to the following: Beginning Teacher Support and Assessment (BTSA) NGSS: Science School Safety ELA Adoption Early childhood development Compliance (Title IX, mandated reporter, uniform complaint procedures, etc..) Language support for English Learners (EL) and Long Term English Learners (LTEL) Special Education	$160,964.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Zero Period Elective	Allocate funding to extend the middle school day by adding a zero or seventh period. This extension will provide middle school students with the opportunity to enroll in two elective courses, thereby broadening their educational experience and allowing for greater exploration of diverse subjects.	$29,291.00	No
2.4	Visual and Performing Arts	Leverage Proposition 28 funds to enhance the elementary music program, ensuring students receive weekly exposure to music education, as well as maintain current art elective offerings to middle school students.	$149,941.00	No
2.5	Foreign Language	Continue to provide the elementary Spanish exploratory class for 4th and 5th grade students. Enhance the middle school Spanish elective by adding more class options to the rotation, providing 7th and 8th graders with increased opportunities to study a foreign language.	$92,844.00	No
2.6	STEM/Robotics	Allocate funds and develop programs to enhance access to STEM and Robotics, both through curricular courses and extracurricular activities.	$14,227.00	No
2.7	Library and Support of Reading Program	Allocate funds to hire qualified library/media technicians in all schools, ensuring students have access to a diverse and current selection of books and multimedia resources for various interests and reading levels. To enhance the reading program, library staff will organize regular activities like story time, author visits, and book clubs to actively engage students. In addition, Library/Media Technicians will be responsible for delivering K-8 digital literacy lesson from Common Sense Media.	$396,791.00	No
2.8	Curriculum: Adoption and Replacement	Continue to update, replace, and provide adequate textbooks and instructional materials that comply with the Common Core State Standards. The district will regularly review and enhance the curriculum to ensure students have access to current instructional resources.	$787,717.00	No

Action #	Title	Description	Total Funds	Contributing
2.9	Support for English Learner (EL) Program	To support English Learners (ELs), the district will provide a dedicated period of English Language Development (ELD) instruction for students in grades 5–8 in addition to their core program, a "double dose. This course will focus on enhancing proficiency in the four key language domains: listening, speaking, reading, and writing, to ensure comprehensive language acquisition and academic success.	$31,320.00	Yes
2.10	Support for EL Program	A designated staff member will be responsible for ensuring compliance with state standards related to English Learners (ELs), facilitating professional development with a focus on supporting ELs and Long-Term English Learners (LTELs), and coordinating the administration of the ELPAC assessment. This individual will also organize and lead three English Learner Advisory Committee (ELAC) meetings annually and provide support for the reclassification process at all school sites, ensuring consistent and equitable practices across the district..	$5,000.00	Yes
2.11	Learning Recovery Emergency Block Grant (LREBG) Funds	LREBG Action: Research supports teaching English Language Arts (ELA) through the Science of Reading, emphasizing systematic, explicit instruction in foundational skills like phonemic awareness, phonics, vocabulary, fluency, and comprehension. The Wit & Wisdom curriculum aligns with this approach by integrating rich, grade-level texts with deep comprehension questions and knowledge-building strategies that support language development across disciplines. Together, this fusion enhances literacy outcomes by grounding instruction in evidence-based practices while fostering critical thinking and engagement. The district will purchase and implement an ELA curriculum for grades TK–8, grounded in the Science of Reading, to be launched in the 2025–26 school year. The adopted curriculum includes Wit & Wisdom (K–8),	$220,190.00	No

Action #	Title	Description	Total Funds	Contributing
		Geodes (K–3), and Fundations (TK–3). This adoption was approved in May 2025 and will remain in effect for a period of eight years. Metric being used to monitor the action: Goal 2, Metric 2.5 LREBG Funds supporting this action: $220,190.00 Funding for this action item is based on estimated allocations, using historical disbursement data from 2024 NEW FOR 2025-26		
2.12	Early Intervention: MTSS Support	The district will provide supplementary tier 2 and tier 3 reading intervention support for unduplicated pupils.	$45,071.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Hermosa Schools aim to strengthen community ties by expanding their network of community and business partnerships. Additionally, the district will strive to obtain an enrollment of 1450 and will continuously update the 5-year master plan covering facilities, technology, and human resources.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Based on local assessment data, consultations with educational partners, and other collected data, the district has reaffirmed this goal and its corresponding actions as priorities. Goal 3 encompasses a wide range of initiatives aimed at enhancing technology and infrastructure, boosting enrollment, modernizing facilities, and expanding program offerings, with a focus on state priorities 1, 3, 5, and 8. Hermosa Schools is committed to improving basic services for students by maintaining all district facilities to be safe, clean, well-maintained, and in good repair, thus fostering optimal learning environments. By showcasing the district's modern facilities and emphasizing educational programming through strategic marketing, the district aims to increase student enrollment.

Goal 3 includes the following key focus areas:
1. Community and Alumni Engagement: Strengthen community and business partnerships, evidenced by increased donations and educational programs.
2. Financial Stewardship: Achieve an annual enrollment increase of 3-5%.
3. State of the Art Facilities: Continue to refine and implement a comprehensive master plan for upgrading facilities, technology, and human resources.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facility Inspection Tool (FIT)	For the 2023-24 school year, each of the	For the 2024-25 school year, each		By 2026-27, each of Hermosa	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hermosa Schools earned an overall rating of "Good" or “Exemplary” on their schools' Facility Inspection Tool (FIT) will maintain their overall rating on the Facility.	of the Hermosa Schools earned an overall rating of "Good" or “Exemplary” on their schools' Facility Inspection Tool (FIT) will maintain their overall rating on the Facility.		Schools sites will receive an overall rating of "Exemplary" on the Facility Inspection Tool (FIT).	
3.2	Increase Enrollment	Foster a Culture of Excellence and enhance educational programs to attract residents of Hermosa and inter-district permits. District TK-8 enrollment is 1339 as of May 2024 as measured by PowerSchool. Hermosa Schools began the school year, September 2023 with 168 permits and ended the school year with 173 permits, May 2024.	Foster a Culture of Excellence and enhance educational programs to attract residents of Hermosa and inter-district permits. District TK-8 enrollment is 1424 as of May 2025 as measured by PowerSchool. Hermosa Schools began the school year, September 2024 with 264 permits and ended the school year with 273 permits, May 2025.		Enrollment target 1450.	Increase in enrollment of 85 students total from May 2023 to May 2024. Interdistrict permit increase of 96 interdistrict permits from September 2023 to September 2024 100 interdistrict permits from May 2024 to May 2025.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Credentialed Teachers	2023-24: 98.9% of credentialed teachers are assigned to teach in the content area for which they are credentialed.	2024-25 98.6% of credentialed teachers are assigned to teach in the content area for which they are credentialed.		100% of teachers are assigned to teach in the content area for which they are credentialed.	0.3% of change
3.4	Standards aligned instructional materials.	2023-24: 100% of students have standards-aligned instructional materials checked out to them.	2024-25: 100% of students have standards-aligned instructional materials checked out to them.		100% of students have standards aligned instructional materials.	Maintained

Goal Analysis [2024-25]

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.

The 2024–2025 school year brought both meaningful progress and notable challenges in the implementation of actions and services aligned with Goal Three—a broad objective centered on community. Throughout the year, efforts under this goal were shaped by three central themes which focused on community and alumni engagement, financial stewardship, and maintaining and developing state-of-art master plan.

Action 3.1 Digital Literacy was fully implemented to meet the needs of all 6th-grade student groups. A key success was the enthusiastic participation of 6th-grade ELA and Social Studies core teachers, who embraced the initiative and dedicated classroom time to delivering Common Sense Media digital literacy and citizenship lessons. As a result, 100% of 6th-grade students received four lessons each trimester, totaling 12 free lessons throughout the school year. Collaborative planning time also proved highly beneficial, as core teachers worked together to develop a coordinated pacing plan for integrating the digital literacy and citizenship lessons into their curriculum.

Action 3.2 Chromebook and Network Infrastructure Chromebook and network infrastructure were fully implemented district-wide to support all student groups. A key success was the participation of 40 students in the Bring Your Own Device (BYOD) program, allowing them to bring personal technology to campus. Additionally, every classroom in grades 1–5 now has a dedicated Chromebook cart, enabling students to access technology as needed throughout the day.

However, notable challenges have emerged, highlighting the district's need for a comprehensive technology refresh plan. Such a plan is essential to systematically update and renew technology infrastructure, hardware, software, and devices, particularly as many existing components become obsolete.

Looking ahead to the 2025–26 school year, the district will collaborate closely with LACOE to address these evolving needs and to develop a robust, sustainable technology refresh plan.

Action 3.3 Full Day TK/Kindergarten Instructional Aides The district successfully implemented full-day TK/Kindergarten Instructional Aides to meet the mandated transitional kindergarten (TK) staffing ratio of one adult for every 12 students. All necessary staff were hired and in place by the first day of school, and the district achieved strong staff retention throughout the year.

However, a significant challenge emerged: TK aides required dedicated collaboration time with their TK teachers to better support students and receive targeted professional development on best practices for working with TK learners. This issue was addressed mid-year when an interim principal was appointed at View School in January. The interim principal secured funding to offer monthly professional development sessions specifically designed to enhance TK aides' skills and effectiveness in supporting TK students and teachers.

Action 3.4 Expanded Learning Opportunities were successfully implemented during the 2024–25 school year to meet the needs of unduplicated students and provide additional daycare and enrichment opportunities for students in grades TK–6. A notable achievement was the continuation of the district's partnership with STAR Education, now in its fifth year. STAR Education offers before- and after-school daycare, enrichment classes, and 20 days of intersession camps for district families.

Throughout the school year, approximately 330 families participated in the before- and after-school care programs, with around 7.5% of participants identified as unduplicated students. It is important to note, however, that participation by unduplicated students increased significantly during intersession camps—such as those held during President's Week and Spring Break—with attendance reaching 35% or more. This trend highlights ongoing challenges in encouraging consistent participation from unduplicated families in Expanded Learning Opportunities programs during the regular school year.

Action 3.5 Community Communications were successfully implemented during the school year. HBCSD employs a full-time Director of Communications who ensures consistent outreach to all community partners across multiple media platforms. The district fosters transparency and engagement through the use of digital newsletters, videos, social media posts, and regular updates to the district website.

A major success this year was the launch of a unified digital newsletter, distributed weekly on Sunday, which consolidates communication and event information from all three school sites. While digital communication efforts have expanded significantly, it is important to acknowledge that some families remain less engaged and do not consistently read the media content provided.

Acton 3.6 Enrollment Growth efforts were successfully implemented to support long-term capacity building through an increase in inter-district permits. A key achievement was offering families a Saturday TK/Kindergarten Orientation, along with the introduction of a newly developed middle school orientation for incoming families. During these events, the district highlighted its academic programs and provided parents with detailed information on the inter-district permit application process.

Additionally, school site principals conducted campus tours throughout the school year, offering families a closer look at the district's academic offerings and facilities. A significant challenge emerged, however, as for the first time in four years, the district may need to turn away families seeking inter-district permits due to enrollment capacity limits at certain school sites. For the 2025-26 school year, the district has accepted 90 new permits.

Action 3.7 Site Safety To address the growing need for student education on e-bike use, the district fully implemented the Site Safety program. Collaboration with E-Bike Sense and the Hermosa Beach Police Department continued, with a strong focus on promoting e-bike safety. Notably, Hermosa Beach City School District continues to offer e-bike safety classes in partnership with E-Bike Sense, complemented by a series of educational videos hosted on social media. Students in 3rd and 4th grade participate in Bike Rodeo, an interactive educational event designed to teach students safe bicycling practices. These resources are designed to teach students about safe and responsible e-bike operation, covering topics such as traffic rules, maintenance, and hazard awareness. An important emerging priority is educating parents about e-bike safety considerations before they purchase an e-bike for their child. Approximately 125 5th-8th grade students have been through the district's e-bike safety course, which is a prerequisite for students to ride their e-bike on campus.

Action 3.8 Attendance and SARB/SART Attendance initiatives and the SARB/SART process have been fully implemented across the district. The School Attendance Review Board (SARB) 16 is a collaborative consortium that includes El Segundo USD, Hermosa Beach City School District, Manhattan Beach USD, and Redondo Beach USD. Together, these four districts encompass 27 sites: 17 elementary schools, 5 middle schools, 3 high schools, 2 continuation schools, and 1 community day school. Serving all student groups from kindergarten through twelfth grade, the SARB 16 districts take pride in the depth and effectiveness of their pre-SARB interventions. Hermosa Beach City School District has seen success through the distribution of monthly attendance letters and a communication campaign highlighting the importance of regular school attendance via newsletters. The CA Dashboard for 2024 shows chronic absenteeism in the "green" category, as opposed to 2023 when the district was designated in the "red" category. Despite these efforts, a notable challenge remains: addressing parents who seek to extend family vacations immediately after scheduled holiday breaks.

Action 3.9 Unstructured Time/Student Engagement Support The implementation of Unstructured Time/Student Engagement at school sites has been partially achieved to support the need for unstructured time among all student groups. A significant ongoing success is the availability of lunch clubs at each school site, sponsored by teachers and funded by the Hermosa View/Vista/Valley Parent Teacher Organization. Additionally, the libraries at Vista and Valley are open during lunchtime to provide further engagement opportunities.

Current student offerings include activities such as Sand and Surf Soccer and lunchtime Yoga. However, a notable challenge remains: securing consistent commitments from various organizations to facilitate lunch activities on a regular basis.

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.

Hermosa Schools maintain a strong collaborative partnership among the Business Office, Educational Services Department, and site administration to ensure responsible oversight and alignment of expenditures with various action items. It is important to recognize that actual

expenditures may not always align precisely with the budgeted estimates. Variances—whether underspending or overspending—can occur due to the evolving needs and priorities of the district. An explanation of the substantial variance between budgeted expenditures and estimated expenditures is described:

3.1 Digital Literacy budget is currently underspent by $15,000. Hermosa Schools revised their initial plan to purchase a digital curriculum after Common Sense Media made their research-backed, K–12 Digital Citizenship Curriculum available for free. This curriculum empowers students to make smart choices online, think critically, and develop healthy digital habits.

At the 6th-grade level, the core English Language Arts (ELA) and Social Studies block now integrates the Common Sense Media curriculum directly into the school day, ensuring 100% of 6th-grade students receive this essential instruction.

Looking ahead, starting the next year, the district will expand the delivery of this curriculum to 2nd-8th grade students through the library media technicians. Additionally, the district invested in a K-5 typing program, Keyboarding Without Tears, to help students build a strong foundation in fluid, confident typing skills.

3.2 Chromebook and Network Infrastructure has overspent by $25,917 as the district needed to purchase new chromebooks to support the 1:1 program.

3.3 Full Day TK/Kindergarten & Instructional Aides came close to its allotted budget.

3.4 Expanded Learning Opportunities came close to its allotted budget.

3.5 Community Communications came close to its allotted budget.

3.6 Enrollment Growth has overspent by $8,036. This year the district contracted with a videographer to create digital content to highlight staff and programs to boost enrollment. The district also engaged in providing advertisement throughout the city to encourage and promote local neighboring parents to enroll their children in Hermosa Schools through applying for an inter-district permit.

3.7 Site Safety has overspent by $495. The district engaged in e-bike education through classes with e-bike sense and created a series of videos on e-bike education. The district has been in the forefront of e-bike safety

3.8 Attendance and SARB/SART came close to its allotted budget.

3.9 Unstructured Time/Student Engagement is underspent by $1,326. School sites had difficulty with scheduling outside vendors to come onto campus to provide student engagement during unstructured times.

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

DIGITAL LITERACY AND CHROMEBOOK NETWORK INFRASTRUCTURE
The initiatives supporting Digital Literacy (Action 3.1) and Chromebook Network Infrastructure (Action 3.2) were moderately effective in implementation, despite all students having access to technology. Evidence of effectiveness includes the integration of digital literacy and citizenship lessons into the 6th-grade core ELA/Social Studies curriculum, using resources from Common Sense Media. As a result, 100% of 6th-grade students received instruction on digital literacy and citizenship throughout the school year.

To further enhance this action, the district will expand its efforts by requiring that 2nd through 5th-grade students also receive grade-level appropriate digital citizenship and literacy lessons from Common Sense Media, facilitated by library media technicians beginning in the 2024–26 school years.

In terms of network infrastructure, all 1st–5th-grade students currently have access to a Chromebook cart within their classrooms, while 6th–8th-grade students are each assigned a personal Chromebook for use throughout middle school. Additionally, every eligible student participating in the CAASPP assessment was provided with a functioning Chromebook to complete the online test.
Looking ahead, updating and refreshing the Chromebook network and infrastructure will be a priority to ensure continued, equitable access to technology for all students.

FULL DAY TK/K PROGRAMMING AND EXPANDED LEARNING OPPORTUNITIES
The actions supporting Full Day TK/K Programming (Action 3.3) and Expanded Learning Opportunities (Action 3.4) have been effective, as evidenced by strong participation from TK/K families in expanded learning programs, particularly after-school daycare. Specifically, 201 out of 398 families (a 50.5% participation rate) attending View School are enrolled in after-school daycare. This data reinforces the conclusion that both Hermosa resident families and inter-district permit families value the full-day TK/K program, along with the option for expanded learning opportunities such as after-school daycare

COMMUNITY COMMUNICATIONS AND ENROLLMENT GROWTH
The initiatives for community communications (Action 3.5) and enrollment growth (Action 3.6) have proven very effective, supported by several factors related to increased transparency across multiple media outlets. Evidence of this effectiveness includes an increase of over 100 student permits, positioning the district to meet its enrollment goal of 1,450 students before the end of the school year. Notably, for the first time in four years, the district will be unable to accommodate all inter-district permit requests due to classroom capacity limits.

SITE SAFETY
The Site Safety initiative (Action 3.7) has proven to be highly effective. As part of the ongoing "Be Safe, Be SMART" campaign, Hermosa Beach City School District partnered with the Hermosa Beach Police Department and E-Bike Sense to promote critical E-Bike safety tips to students, staff, and the broader community.

This year, the district produced six educational videos focused on E-Bike safety, covering key topics on helmet, brake, and tire safety and safe riding and e-bike classifications. These videos were widely shared to reinforce safe riding habits and raise community awareness.

Additionally, Hermosa Valley School implemented a policy requiring students to complete an E-Bike safety course before being permitted to ride e-bikes on campus. The course covers proper riding techniques, safety protocols, and the rules of the road. Courses were offered in August 2024 and January 2025. As a result, 125 students are currently certified to ride their e-bikes on campus.

ATTENDANCE AND SARB/SART
The attendance campaign, in conjunction with SARB/SART efforts (Action 3.8), has been highly effective in improving student attendance. The P2 attendance report reflects an average daily attendance rate of 94.3%. The district has made significant strides on the California Dashboard, demonstrating a 7% decrease in student absences compared to the previous school year, with no student groups remaining in the "red" performance category. Additionally, the district has conducted 23 SART meetings, resulting in 6 students being referred to SARB for the 2024–25 school year.

UNSTRUCTURED TIME/STUDENT ENGAGEMENT SUPPORT
The action for student engagement during unstructured time (Action 3.9) was partially effective this school year. An area of success is with the school site lunch clubs which are offered at each school site at least three days a week by classroom teachers. Evidence of their effectiveness includes high student participation and minimal office referrals when Surf and Sand and Yoga classes are offered to students on campus. A total of 12 sessions at View, 12 sessions at Vista and 12 at Valley of Surf and Sand at each school site this year.

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.

Discontinue Action 3.1 Digital Literacy as this will be embedded in Action 2.7 Library and Support of Reading Program. Library Media/Technicians will be responsible for implementing K-8 Digital Literacy lesson from Common Sense Media, which are researched based and available for free.

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	Digital Literacy	DISCONTINUE 2025-26. Digital literacy will be embedded during specials with the library media technicans.	$0.00	
3.2	Chromebook and Network Infrastructure	Equip each student with a Chromebook and upgrade network infrastructure—including bandwidth, device capacity, and security—to	$269,121.00	No

Action #	Title	Description	Total Funds	Contributing
		support both school-provided devices and a Bring Your Own Device (BYOD) policy.		
3.3	Full Day TK/Kindergarten & Instructional Aides	Enhance early childhood education by continuing to offer Transitional Kindergarten (TK) and Kindergarten as full-day programs, supporting early child development and addressing community childcare needs.	$1,874,976.00	No
3.4	Expanded Learning Opportunities	Offer "Expanded Learning" opportunities, including before and after school childcare, summer, and intersession programs that cater to the academic, social, emotional, and physical development of students through interactive and hands-on learning experiences.	$50,000.00	No
3.5	Community Communications	Continue to ensure routine and consistent communication with the community across multiple platforms, including email, phone, website, social media, and press releases. This commitment from the district enhances transparency and engagement between the school district and its stakeholders.	$108,866.00	No
3.6	Enrollment Growth	Maintain existing inter-district permit program and recruitment of new families through public relations channels: advertisement, social media postings, and city partnerships.	$10,000.00	No
3.7	Site Safety	Continue collaboration with LA County Fire, Hermosa Beach Police Department, city officials, safety consultants, district staff, school staff, and other educational partners to address e-bike education and safety concerns.	$3,000.00	No
3.8	Attendance and SARB/SART	Inform the parent community about the importance of daily attendance and punctuality through district and site communications. School sites will implement MTSS interventions to enhance attendance, including School	$7,100.00	No

Action #	Title	Description	Total Funds	Contributing
		Attendance Review Team (SART) meetings, monthly attendance letters, counseling support, and referrals to the School Attendance Review Board (SARB).		
3.9	Unstructured Time/Student Engagement	Allocate funds to enhance student engagement during lunchtime by organizing group activities such as lunch clubs, sports programs with external vendors, book clubs, and other structured opportunities to support social emotional well-being and physical activities.	$4,900.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$304,460	$

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
1.928%	0.285%	$41,854.00	2.213%

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
1.12	**Action:** Intervention: ELA Period **Need:** When disaggregating CAASPP performance, discrepancies prevailed for English Learners and Low Income students. ELA CAASPP Met or Exceeded Standards All Students: 77.78%	HBCSD will provide Just Words, a research-based curriculum to be delivered by a dedicated teacher and intervention period during the school day to augment Tier II targeted intervention. Research indicates that the Just Words® program is an effective Tier 2 intervention for students in grades 4–8 with mild to moderate decoding and spelling difficulties. A study shows students made statistically significant gains in word identification,	Monitor progress on CAASPP and iReady scores for ELA .

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
	Economically Disadvantaged: 65.79%% English Learners: 8.33% Foster Youth: n/a Educational partners have requested a dedicated research based curriculum be provided as a Tier II intervention to be utilized during the school day by a dedicated teacher or elective period. **Scope:** Schoolwide	spelling, and reading fluency compared to peers receiving standard instruction, achieving nearly two years' growth in one year. This action is provided on a district-wide basis and will provide quality curriculum and intervention for 5th-8th grade students at Hermosa Valley School who will benefit from decoding and spelling difficulties.	
1.13	**Action:** Instructional Program: Supplemental **Need:** When disaggregating CAASPP performance, discrepancies prevailed for English Learners and Low Income students. ELA CAASPP Met or Exceeded Standards All Students: 77.78% Economically Disadvantaged: 65.79%% English Learners: 8.33% Foster Youth: n/a MATH CAASPP: Met or Exceeded Standards All Students: 73.70% Economically Disadvantaged: 48.72% English Learners: 14.29% Foster Youth: Not available	Hermosa Schools will provide staff to ensure intervention and MTSS are provided to unduplicated students, monitor data in both academic and social emotional wellness. Staff will provide outreach to parents, maintain records and implement supplemental programs. Research supports the effectiveness of a Multi-Tiered System of Supports (MTSS) in improving academic achievement and behavioral outcomes through proactive, data-driven instruction. This framework allows schools to deliver targeted interventions based on student needs, promoting early identification and support. Specifically, Tier 2 provides small-group, evidence-based interventions for students who are not adequately progressing with core (Tier 1) instruction alone, helping close learning gaps before more intensive support is needed.	Hermosa will monitor progress on CAASPP assessment for our low-income, foster youth, English Learners as well as all students receiving this service. We will also consider input from parents of participating students and classroom teachers.

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 have indicated Tier II interventions and MTSS be provided for students who are not meeting or exceeding standards. There is a need to provide staff to to oversee and monitor intervention and MTSS for unduplicated pupils and provide outreach to parents. **Scope:** LEA-wide	These actions are being provided on a LEA basis because all students performing not at grade level can benefit from opportunities to improve their English Language Arts and math skills.	
2.12	**Action:** Early Intervention: MTSS Support **Need:** When disaggregating CAASPP performance, discrepancies prevailed for English Learners and Low Income students. Reading Data for 1st grade students iReady: 68% of all 1st grade students were not meeting or exceeding grade level expectations on the fall diagnostic 0% of 1st grade English Learners were not meeting or exceeding grade level level expectations on the fall diagnostic 90% of 1st grade socio-economically disadvantaged students were not meeting or exceeding grade level level expectations on the fall diagnostic	Hermosa Schools will provide staff to ensure Tier 2 and Tier 3 reading intervention to unduplicated students, The district will provide supplementary Tier 2 and Tier 3 reading intervention support specifically targeted to meet the needs of unduplicated pupils, including English learners and low-income students. Research-based interventions will be implemented to address skill gaps and accelerate reading development for these student groups by providing staff to work with small groups. While the primary focus is on unduplicated pupils, these services will also be available school-wide, recognizing that all students benefit from enhanced literacy instruction and opportunities to strengthen foundational reading skills.	Progress monitor running records, iReady diagnostic 3rd trimester results and classroom reading assessment.

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: Schoolwide		

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
2.9	**Action:** Support for English Learner (EL) Program **Need:** The 2024 CA CAASPP indicates that students who met or exceeded standards scored 77.78% in ELA, whereas EL who met or exceed standards scored 8.33%. This is an crease of 8.33% from the 2023 school year.	The Designated English Language Development (ELD) is a critical component of an English Learner's (EL) instructional program, providing a "double dose" of focused, targeted instruction aligned with the California ELD Standards and supplemental EL Supports out side the CORE. Supplemental curriculum and instructional materials are aligned with state standards, and a dedicated teacher will use scaffolding techniques	Increase CAASPP ELA scores 2% annually.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	thus displaying a large discrepancy of EL students meeting or exceeding standards. **Scope:** Limited to Unduplicated Student Group(s)	to support language development and help students build new skills.	
2.10	**Action:** Support for EL Program **Need:** CA Dashboard indicated in 2023 the district had 2.7% of EL and in 2024 had 2.9% of EL. DataQuest indicates the district maintains 104 (EL and FEP) students which represent 21 languages. **Scope:** Limited to Unduplicated Student Group(s)	A designated staff member will oversees the support for English Learners. This role involves managing the reclassification process, liaising with site staff to identify both academic and additional supports, acting as the primary contact for EL families at Hermosa Schools, and tracking student progress. Hermosa Schools dedicate funds to support this position to address the specific, data driven language acquisition needs of English Learners. (The district data does not show LTELS to support at this time).	Annually 2% reclassification rates.

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.

not applicable

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	na	na
Staff-to-student ratio of certificated staff providing direct services to students	na	na

2025-26 Total 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	$15,794,434	304,460	1.928%	0.285%	2.213%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$15,357,495.00	$2,266,213.00	$1,613,358.00	$478,836.00	$19,715,902.00	$18,081,723.00	$1,634,179.00

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	Extended School Year	Students with Disabilities	No			All Schools Preschool-8th	July 2-30, 2025	$86,470.00	$0.00	$83,737.00	$2,733.00			$86,470.00	
1	1.2	TUPE: 6th-8th Grade School Wide Programs	All	No			Specific Schools: Hermosa Valley School Grades 5-8	2025-2026	$1,500.00	$3,759.00		$5,259.00			$5,259.00	
1	1.3	Parent Education Workshops	All	No			All Schools	2025-2026	$0.00	$1,350.00	$1,350.00				$1,350.00	
1	1.4	Culturally Responsive Content Manager & Resource Bank						Discontinue 2025-2026	$0.00	$0.00	$0.00				$0.00	
1	1.5	Data Tracking System						Discontinue 2025-2026	$0.00	$0.00	$0.00				$0.00	
1	1.6	Student Success Team	All	No			All Schools	2025-2026	$26,400.00	$0.00	$26,400.00				$26,400.00	
1	1.7	Counseling Staff	All	No			All Schools	2025-2026	$293,733.00	$0.00			$293,733.00		$293,733.00	
1	1.8	Cultural Assemblies and Programming	All Students with Disabilities	No				2025-2026	$0.00	$6,000.00	$6,000.00				$6,000.00	
1	1.9	Social Media Consultant						Discontinue 2025-2026	$0.00	$0.00	$0.00				$0.00	
1	1.10	Intervention: Reaching Coach						Discontinue 2025-2026	$0.00	$0.00	$0.00				$0.00	
1	1.11	Intervention: Reading Specialist						Discontinue 2025-2026	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.12	Intervention: ELA Period	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Hermosa Valley 5th-8th	2056-2026	$45,057.00	$0.00	$45,057.00				$45,057.00	
1	1.13	Instructional Program: Supplemental	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$99,405.00	$123,678.00	$223,083.00				$223,083.00	
1	1.14	Chronic Absenteeism	All	No			All Schools	2025-2026	$0.00	$1,500.00	$1,500.00				$1,500.00	
2	2.1	Highly Qualified Staff	All	No			All Schools	2025-2026	$14,765,731.00	$0.00	$12,364,410.00	$1,060,300.00	$862,185.00	$478,836.00	$14,765,731.00	
2	2.2	Professional Development	All	No			All Schools	2025-2026	$29,327.00	$131,637.00	$96,902.00	$64,062.00			$160,964.00	
2	2.3	Zero Period Elective	All	No			Specific Schools: Hermosa Valley School 6th-8th	2025-2026	$29,291.00	$0.00	$29,291.00				$29,291.00	
2	2.4	Visual and Performing Arts	All	No			All Schools	2025-2026	$149,941.00	$0.00		$149,941.00			$149,941.00	
2	2.5	Foreign Language	All	No			Specific Schools: Hermosa Vista and Hermosa Valley 4th-8th	2025-2026	$92,844.00	$0.00	$46,422.00		$46,422.00		$92,844.00	
2	2.6	STEM/Robotics	All	No			All Schools	2025-2026	$0.00	$14,227.00			$14,227.00		$14,227.00	
2	2.7	Library and Support of Reading Program	All	No			All Schools	2025-2026	$396,791.00	$0.00			$396,791.00		$396,791.00	
2	2.8	Curriculum: Adoption and Replacement	All	No			All Schools	2025-2026	$0.00	$787,717.00	$328,740.00	$458,977.00			$787,717.00	
2	2.9	Support for English Learner (EL) Program	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	Specific Schools: Hermosa Valley School 6th-8th	2025-2026	$31,320.00	$0.00	$31,320.00				$31,320.00	

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
					s)											
2	2.10	Support for EL Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2026	$5,000.00	$0.00	$5,000.00				$5,000.00	
2	2.11	Learning Recovery Emergency Block Grant (LREBG) Funds	All	No			All Schools	2025-2026	$0.00	$220,190.00		$220,190.00			$220,190.00	
2	2.12	Early Intervention: MTSS Support	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Hermosa View School K-1	2025-2026	$45,071.00	$0.00	$45,071.00				$45,071.00	
3	3.1	Digital Literacy						Discontinue	$0.00	$0.00	$0.00				$0.00	
3	3.2	Chromebook and Network Infrastructure	All	No			All Schools	2025-2026	$0.00	$269,121.00	$14,370.00	$254,751.00			$269,121.00	
3	3.3	Full Day TK/Kindergarten & Instructional Aides	All	No			All Schools	2025-2026	$1,874,976.00	$0.00	$1,874,976.00				$1,874,976.00	
3	3.4	Expanded Learning Opportunities	All	No			All Schools	2025-2026	$0.00	$50,000.00		$50,000.00			$50,000.00	
3	3.5	Community Communications	All	No			All Schools	2025-2026	$108,866.00	$0.00	$108,866.00				$108,866.00	
3	3.6	Enrollment Growth	All	No			All Schools	2025-2026	$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.7	Site Safety	All	No			Specific Schools: Hermosa Valley School	2025-2026	$0.00	$3,000.00	$3,000.00				$3,000.00	
3	3.8	Attendance and SARB/SART	All	No			All Schools	2025-2026	$0.00	$7,100.00	$7,100.00				$7,100.00	
3	3.9	Unstructured Time/Student Engagement	All	No			All Schools	2025-2026	$0.00	$4,900.00	$4,900.00				$4,900.00	

2025-26 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
$15,794,434	304,460	1.928%	0.285%	2.213%	$349,531.00	0.000%	2.213 %	**Total:**	$349,531.00
								LEA-wide Total:	$223,083.00
								Limited Total:	$36,320.00
								Schoolwide Total:	$90,128.00

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	1.12	Intervention: ELA Period	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hermosa Valley 5th-8th	$45,057.00	
1	1.13	Instructional Program: Supplemental	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$223,083.00	
2	2.9	Support for English Learner (EL) Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Hermosa Valley School 6th-8th	$31,320.00	
2	2.10	Support for EL Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,000.00	
2	2.12	Early Intervention: MTSS Support	Yes	Schoolwide	English Learners Low Income	Specific Schools: Hermosa View School K-1	$45,071.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$17,531,313.00	$18,506,281.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Extended School Year	No	$95,716.00	$135,494.00
1	**1.2**	TUPE: 6th-8th Grade School Wide Programs	No	$5,259.00	$5,259.00
1	**1.3**	Parent Education Workshops	No	$1,350.00	$0.00
1	**1.4**	Culturally Responsive Content Manager & Resource Bank	No	$7,464.00	$0.00
1	**1.5**	Data Tracking System	No	$8,500.00	$0.00
1	**1.6**	Student Success Team	No	$26,400.00	$26,400.00
1	**1.7**	Counseling Staff	No	$218,702.00	$226,731.00
1	**1.8**	Cultural Assemblies and Programming	No	$61,700.00	$54,824.00
1	**1.9**	Social Media Consultant	No	$1,000.00	$0.00
1	**1.10**	Intervention: Reaching Coach	Yes	$72,868.00	$32,361.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Intervention: Reading Specialist	Yes	$69,177.00	$77,105.00
1	1.12	Intervention: Curriculum & Professional Development	Yes	$33,491.00	$23,407
1	1.13	Instructional Program	Yes	$71,487.00	$72,857.00
1	1.14	Chronic Absenteeism	No	$1,500.00	$1,500.00
2	2.1	Highly Qualified Staff	No	$13,951,784.00	$14,937,244.00
2	2.2	Professional Development	No	$97,964.00	$146,429.00
2	2.3	Zero Period Elective	No	$50,000.00	$27,972
2	2.4	Visual and Performing Arts	No	$148,545.00	$147,631
2	2.5	Foreign Language	No	$115,993.00	$116,057.00
2	2.6	STEM/Robotics	No	$18,896.00	$13,494.00
2	2.7	Library and Support of Reading Program	No	$221,403.00	$195,012.00
2	2.8	Curriculum: Adoption and Replacement	No	$380,249.00	$190,015.00
2	2.9	Support for English Learner (EL & LTEL) Program	Yes	$29,191.00	$27,793.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.10	English Learner Support (EL & LTEL)	Yes	$5,515.00	$5,515.00
3	3.1	Digital Literacy	No	$15,000.00	0.00
3	3.2	Chromebook and Network Infrastructure	No	$182,526.00	$208,443.00
3	3.3	Full Day TK/Kindergarten & Instructional Aides	No	$1,420,846.00	$1,600,777.00
3	3.4	Expanded Learning Opportunities	No	$50,000.00	$50,000.00
3	3.5	Community Communications	No	$101,462.00	$109,431.00
3	3.6	Enrollment Growth	No	$25,000.00	$33,036.00
3	3.7	Site Safety	No	$1,500.00	$1,995.00
3	3.8	Attendance and SARB/SART	No	$7,100.00	$7,100.00
3	3.9	Unstructured Time/Student Engagement	No	$33,725.00	$32,399.00

2024-25 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)
$280,892	$281,729.00	$239,038.00	$42,691.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.10	Intervention: Reaching Coach	Yes	$72,868.00	$32,361.00		
1	1.11	Intervention: Reading Specialist	Yes	$69,177.00	$77,105.00		
1	1.12	Intervention: Curriculum & Professional Development	Yes	$33,491.00	$23,407.00		
1	1.13	Instructional Program	Yes	$71,487.00	$72,857.00		
2	2.9	Support for English Learner (EL & LTEL) Program	Yes	$29,191.00	$27,793.00		
2	2.10	English Learner Support (EL & LTEL)	Yes	$5,515.00	$5,515.00		

2024-25 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)
$14,664,200	$280,892	0%	1.915%	$239,038.00	0.000%	1.630%	$41,854.00	0.285%

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 2025-26, 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 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 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 32526(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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