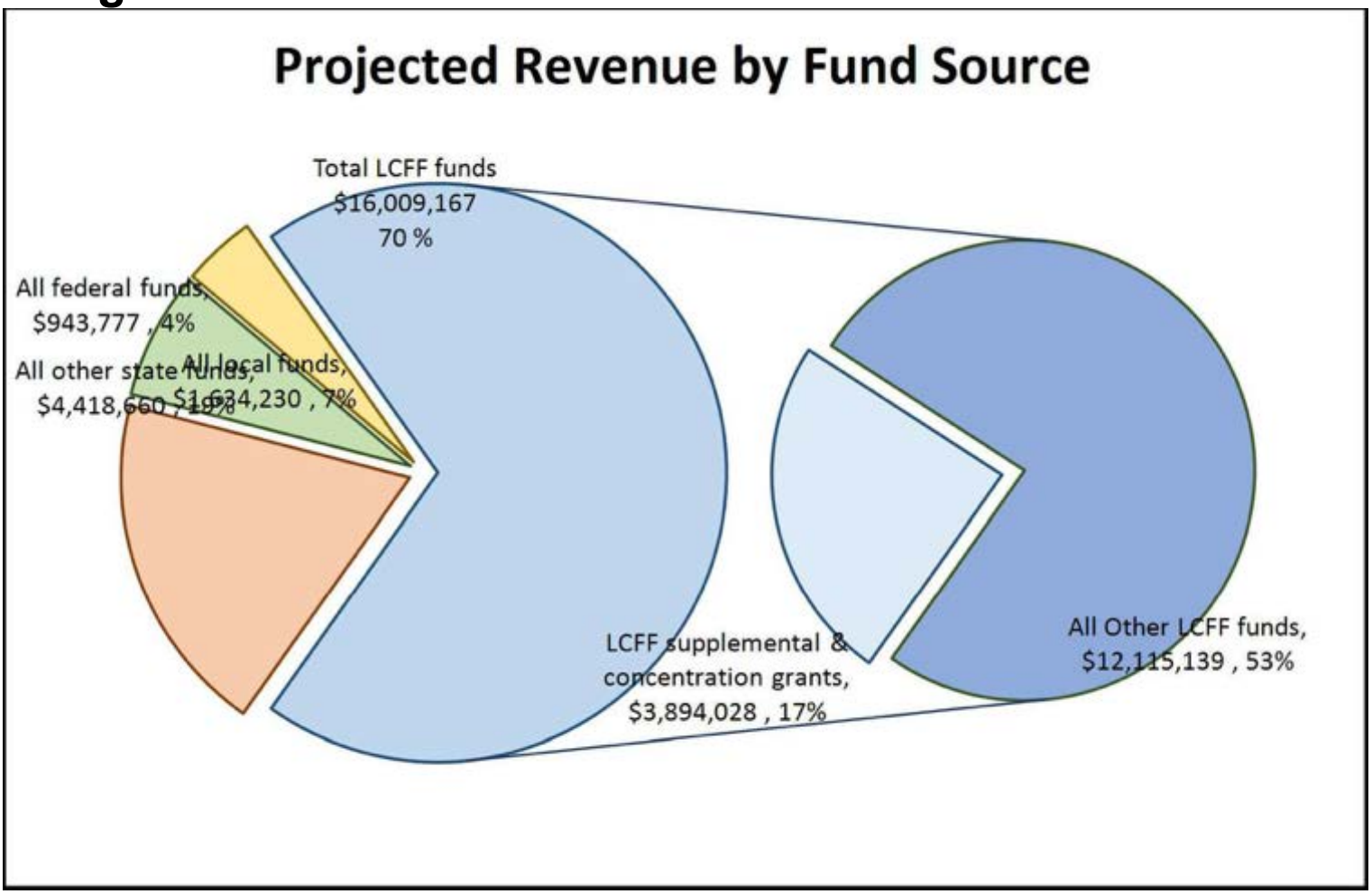
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Heber Elementary School District
CDS Code: 13 63131 000000
School Year: 2025-26
LEA contact information:
Juan Cruz
Superintendent
juan@hebersd.org
760-337-6530 x 2500

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

Budget Overview for the 2025-26 School Year

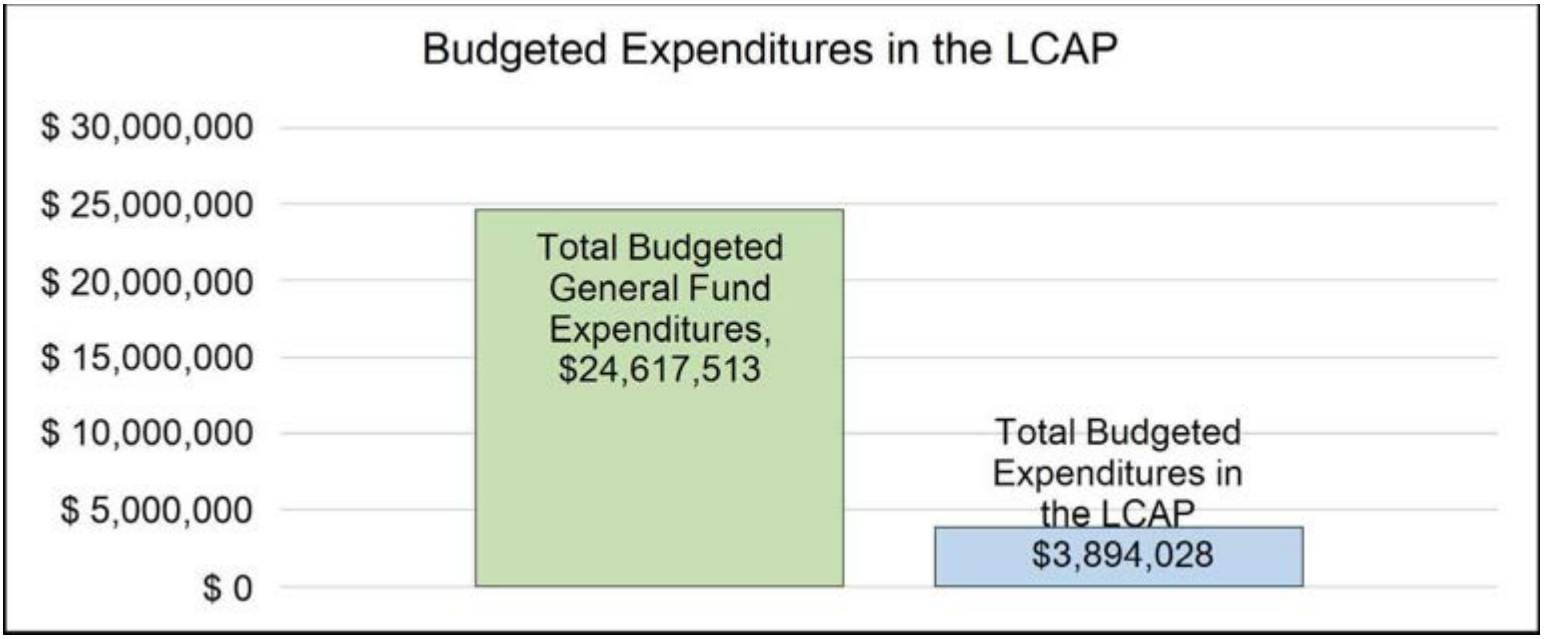


This chart shows the total general purpose revenue Heber Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Heber Elementary School District is $23,005,834, of which $16,009,167 is Local Control Funding Formula (LCFF), $4,418,660 is other state funds, $1,634,230 is local funds, and $943,777 is federal funds. Of the $16,009,167 in LCFF Funds, $3,894,028 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Heber Elementary School District plans to spend for 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: Heber Elementary School District plans to spend $24,617,513 for the 2025-26 school year. Of that amount, $3,894,028 is tied to actions/services in the LCAP and $20,723,485 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

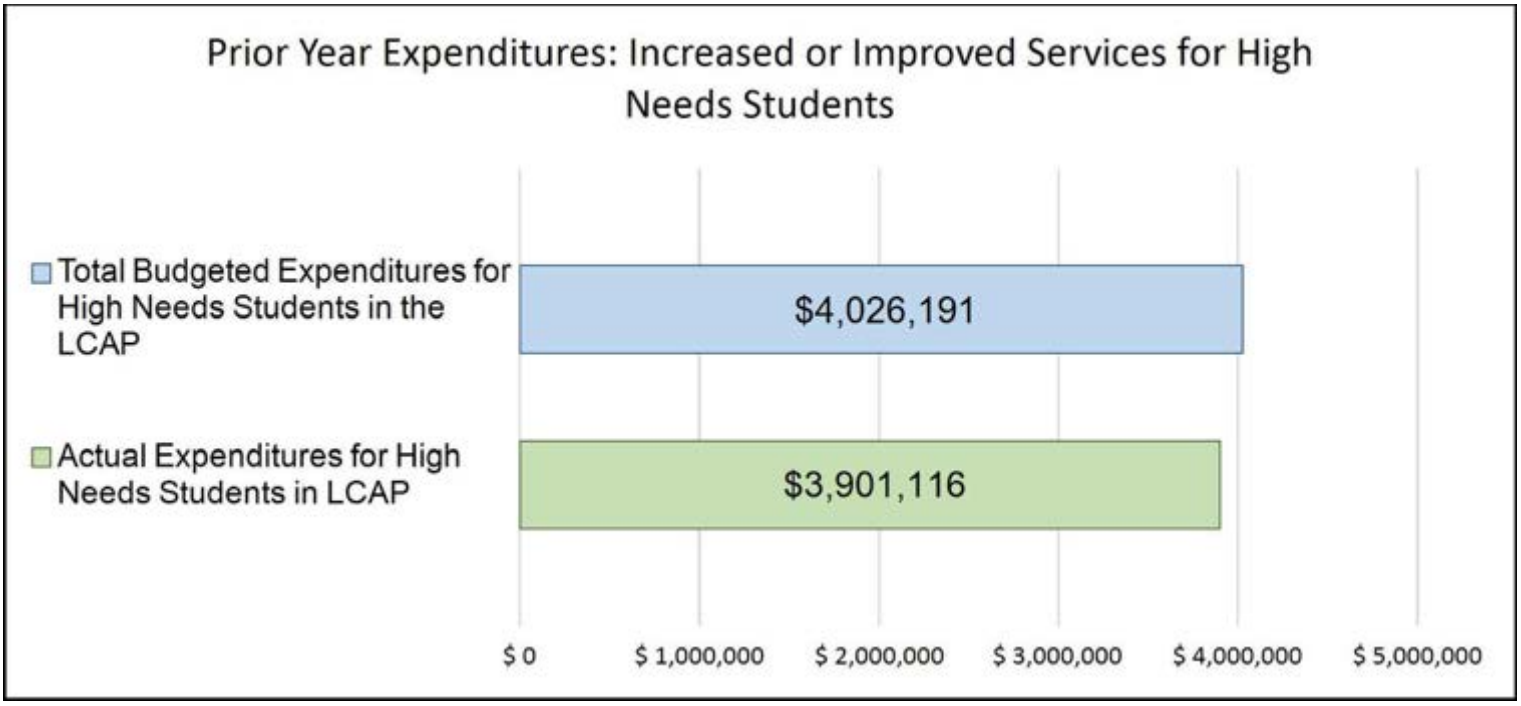
The General Fund budget expenditures not covered by the Local Control and Accountability Plan (LCAP) include employee salaries and benefits across various functional areas. These areas encompass instruction, general administration, custodial services, business support, human resources, plant operations, and safety. Additionally, it covers books, supplies, services, and other operating costs that are not specifically listed in the LCAP. For the 2025-26 school year, the District's estimated general fund budget, excluding LCAP allocations is $20,896,178.

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

In 2025-26, Heber Elementary School District is projecting it will receive $3,894,028 based on the enrollment of foster youth, English learner, and low-income students. Heber Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Heber Elementary School District plans to spend $3,894,028 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 Heber Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Heber Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Heber Elementary School District's LCAP budgeted $4,026,191 for planned actions to increase or improve services for high needs students. Heber Elementary School District actually spent $3,901,116 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $125,075 had the following impact on Heber Elementary School District’s ability to increase or improve services for high needs students:

This was adjusted to reflect the actual dollar amount received from the State to increase or improve services rather than the estimated amount in the July 1st Budget.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Heber Elementary School District	Juan Cruz Superintendent	jcruz@hesdk8.org **760-337-6530 x 2500**

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.

The Heber Elementary School District (HESD) is home to two schools: Heber School and Dogwood Elementary, serving transitional kindergarten through eighth-grade students. Dogwood Elementary is a transitional kindergarten through fourth-grade school and Heber School serves students in fifth through eighth grade. The Heber Elementary School District serves a high number of low-income students. According to the CALPADS (1.1 Report) data, HESD's student population is 1,155, of which 57 (49.78%) are English learners (EL), and 810 (70.13%) are classified as Socioeconomically-disadvantaged; our LCFF Unduplicated count is 925 (81.22%) , Foster Youth 2 (0.17%), and 575 (49.78%) of our EL students speak Spanish. The district has 144 (12.47%) of students with disabilities (SWD). Our student population comprises of Hispanic Latino ethnicity, with most of our students, 1135 (98.27%) identifying as Hispanic, 13 (1.13%) White, 1 (0.09%) Black/African American, 1 (0.09%); American Indian/Alaskan Native, and 5 (0.43%) as Missing or Not Reported.

Heber Elementary School District (HESD) schools have received numerous national and state honors for academic excellence. Heber School has been recognized as a high-performing model middle school and was reauthorized as a "Schools to Watch" school in both the 2019-2020 and 2022 school years, with special recognition in Washington D.C. during the summer of 2023. This title has been held by Heber School since its initial designation in 2013-2016, highlighting its continued academic excellence. Both Heber and Dogwood Elementary Schools have earned Honor Roll School status from California Businesses for Education Excellence and received Title I Academic Achievement Awards. Additionally, Dogwood and Heber were named "Capturing Kids' Hearts National Showcase Schools" in the 2018-2019 and 2023-2024 school years. The district also received the State's Pivotal Practice Award for its innovative practices during the 2020-2021 distance learning period in response to the COVID-19 pandemic.

The district's data reveals that English Learners, Long-Term English Learners (LTELs), and students with disabilities (SWD) require additional academic support due to persistent learning gaps when compared to the district's overall student population. Two of these subgroups (LTELs and SWD) are also in the "red" status, according to the California School Dashboard, with SWDs underperforming in English Language Arts (ELA) and LTELs in Math. While English Learners are not in the "red," they still represent a subgroup that needs focused attention. Additionally, our educational partners have raised concerns about student support in the areas of social-emotional well-being, engagement (attendance), and academic achievement. There is also an emphasis on the ongoing need for parent engagement and communication. The district remains committed to setting clear goals that prioritize parent involvement, delivering high-quality services to students, fostering academic growth, and ensuring comprehensive support for students' overall well-being.

Reflections: Annual Performance

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

HESD has unexpended LREBG funds for the 2025-2026 school year. LREBG funded actions may be found in Goal 2, Actions 2.3 and 2.5. See Action Descriptions for an explanation of the rationale for choosing the selected actions.

The following summary reflects the 2024-2025 school year:

Reflecting on Heber Elementary School District's annual performance based on the California School Dashboard and local data, we are pleased with the overall progress, particularly in the areas of SBAC Math and English Language Arts (ELA), where gains were made across several subgroups. While we celebrate the growth, we also recognize areas that require continued focus.

SBAC Math Performance:
The district overall saw an improvement of 4.87 percentage points in Math, rising from 29.97% to 34.84%. This reflects a positive trend and the effectiveness of our efforts. Below are the gains made by specific subgroups:

1. English Learners (Els): Improved by 4.29 percentage points, moving from 18.27% to 22.56%.

2. Socioeconomically Disadvantaged (SEO) students: Made a significant gain of 7.29 percentage points, increasing from 24.46% to 31.75%.

3. Students with Disabilities (SWD): Improved by 4.05 percentage points, moving from 3.09% to 7.14%.

4. Long-Term English Learners (LTELs): Improved by 2.77 percentage points, rising from 1.85% to 4.62%.

While these gains are encouraging, we acknowledge that SWD and LTELs remain in the "Red" category, indicating that additional work is necessary to support these groups in reaching their full potential. This will be a priority moving forward, with a focus on specialized professional development, strategic interventions, and increased collaboration between general education and special education teachers.

In ELA, the district experienced a 2.21 percentage point increase, rising from 44.90% to 47.11%. This growth is positive, but there is still work to be done to reach our goals. Below are the subgroup-specific changes:

1. English Learners (Els): Experienced a slight decrease of 0.47 percentage points, dropping from 26.92% to 26.45%. This signals that more effective strategies are needed to support our EL students in achieving greater proficiency.

2. Socioeconomically Disadvantaged (SEO) students: Improved by 2.04 percentage points, rising from 38.85% to 40.80%. This positive trend reflects the impact of our efforts, but there is still room for improvement.

3. Students with Disabilities (SWD): Saw an increase of 1.96 percentage points, from 8.24% to 10.20%. Although this represents progress, it remains concerning that this subgroup still falls in the "Red" category, signaling that more targeted support is needed.

4. Long-Term English Learners (LTELs): Improved by 2.45 percentage points, increasing from 3.70% to 6.15%. While progress is evident, continued refinement of instructional practices is necessary to meet the unique needs of LTELs.

Chronic Absenteeism:
In addition to academic performance, we are also pleased to report significant improvement in Chronic Absenteeism. The district moved from a "Red" rating in the 2022-2023 school year to a "Yellow" rating in 2023-2024. Chronic absenteeism dropped from 22.8% to 14.7%, a decrease of 8.1 percentage points. All subgroups also improved, moving from "Red" to "Yellow" in chronic absenteeism. We attribute this improvement to proactive efforts, including parent engagement, student incentives, and the work of the Attendance Clerk, who continues to closely monitor and work with families of students with chronic absences.

Conclusion:
While the district has made significant progress, particularly in Math and ELA, the work is far from finished. Our continued priority will be improving outcomes for Students with Disabilities and Long-Term English Learners, who still face substantial barriers to achievement. As noted, our Long-Term English Learners are in the "Red" category in Math, and our Students with Disabilities are in the "Red" in ELA. To address this, we will provide additional targeted support, specialized professional development, and foster greater collaboration between teachers, SPED teachers, and support staff. We remain dedicated to closing the achievement gap and ensuring all students have access to the resources they need to succeed. The steady growth in various areas, including the reduction in chronic absenteeism, signals positive progress. As a district, we are confident that by maintaining our focus on improvement, collaboration, and targeted support, we can help every student thrive both academically and socially.

The following summary reflects the 2023-2024 school year:

The district has analyzed data and concluded that English Language Learners, and students with disabilities need additional supplemental support. According to the CA Dashboard, our students with disabilities were red in the English Language Arts state assessment at the LEA and school site level (Heber Elementary School). The Dashboard also indicated Chronic absenteeism to be red LEA-wide and at both school sites (Heber and Dogwood Elementary) with all our subgroups (Students with Disabilities, English Learners, and Socioeconomic

Disadvantaged). The Dashboard also indicated that our English learner progress indicator (ELPI) declined by 8.7% with a rating of orange. English Learner students also had an indicator of orange on the CA Dashboard in the English language arts SBAC.

The 2022-23 CA Dashboard indicated that students at Heber Elementary scored red on the dashboard. Students with disabilities scored 103.9 points below standard in language arts and mathematics scored 132.8 points below standard. The district's English learners are 38.9 points below standard in language arts and 61.8 points below standard in mathematics. Compared to all students in language arts who scored 15 points below standard and 49.1 points below standard in mathematics. This is a significant gap that the district will address to support English learners and students with disabilities (SWD). To address academic achievement, the district will take the following actions:

1. Increase English Learner professional development for all staff on evidence-based practices that will be used in the classroom.
2. Increase services that include intervention programs before, during, and after school focused on math and literacy skills.
3. Provide supplemental direct services to targeted students in small groups or on an individual basis
4. Provide supplemental material and curriculum that will address performance gaps.

The CAASPP state data indicated that the English Language Arts (ELA) percentage for all students who met or exceeded standards was 44.90% as compared to students with disabilities who met or exceeded standards was 8.24%. In mathematics, the percentage of all students who met or exceeded standards was 29.97% compared to students with disabilities which was 3.09%. These results will be carefully analyzed as the need to support students with disabilities in the district is evident. To address academic achievement, the district will take the following actions:

1. Provide professional development for staff specifically in the area of evidence-based practices to support students with disabilities.
2. The district will continue to provide intervention support that will include direct small-group instruction.
3. Increased exposure to grade-level essential standards.
4. Provide supplemental material and curriculum that will address performance gaps.

According to the California School Dashboard, all student subgroups (SEO, EL, SWD, Hispanic) were rated "red" in chronic absenteeism at Heber School and Dogwood Elementary. To address this gap for students with disabilities and other subgroups the district will provide additional resources for teachers, student incentives, and support from the attendance and welfare specialist. The district is still experiencing absences from teachers and students but not at the same rate as during the height of the pandemic. The district maintained an average of 92% attendance rate but chronic absenteeism will be a district focus in the upcoming year as the district-based attendance rate goal is to be at or above 95%.

1. The district will continue to provide additional support from the Family Resource Center and the attendance/welfare specialist
2. Provide additional district and site-based incentives for students attending school regularly
3. Provide teachers with resources to provide class incentives for attendance

In summary, our greatest needs are the academic success of our English Language Learners, Hispanic students, and students with disabilities, and the decrease in chronic absenteeism. The district has addressed the needs and there have been some modest improvements. A review of the data demonstrates a need to continue instructional support practices across all grades. Local data (referrals to the school social worker and counselors and outside agencies, suspensions, discipline referrals) indicates that students need social-

emotional support. The district will continue to provide resources for a system of support for academics, social-emotional, and behavioral needs. The district will increase its academic support by employing site-based TOSAs at each school and district TOSAs to support academics for English Learners, students with disabilities, and unduplicated students. The district will also increase its social-emotional support with two site-based counselors at each school, and have more resources from our Family Resources Center to support parents with chronic absenteeism issues.

Reflections: Technical Assistance

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

2024-2025 Reflection:

The California School Dashboard has revealed concerns regarding the performance of our students with disabilities, especially in English Language Arts proficiency on the state performance test (CAASPP), as well as high rates of chronic absenteeism. Both areas are marked with red indicators. As a result, our district has been designated for Differentiated Assistance (DA). To address these challenges, we have partnered with the Imperial County Office of Education (ICOE) to receive guidance and support. Together, we are carefully evaluating our current systems to identify any gaps. Our dedicated DA team is working on creating a comprehensive plan to address these performance gaps. The DA Committee, which includes representatives from district offices, school sites, and ICOE, has met to develop the plan on February 15 and 27, March 12, and April 16, of the 2023-2024 school year and in 2024-2025 school year on the following dates March 11, April 23, and April 28, 2025. This plan will be implemented with the support of specific actions outlined in actions 2.5, 2.8, 2.9, and 3.3 (same as those listed during the 2023-2024 school year) to target the needs of identified student groups requiring additional support.

As of the spring of 2025, HESD no longer qualifies for Differentiated Assistance (DA). However, we have opted to continue receiving DA support. This ongoing collaboration will allow us to refine and expand our current DA plan, focusing on targeted academic instruction and the monitoring of students with disabilities (SWD), Long-Term English Learners (LTELs), and English Learners (Els). The SWD and LTEL subgroups remain marked as "red" on the California School Dashboard, and our Els are not showing adequate growth according to ELPAC data. Our continued efforts will center on more effectively addressing the needs of these groups.

During the 2023-2024 school year, we were eligible for Differentiated Assistance (DA) and collaborated with the Imperial County Office of Education for technical support. Our eligibility for DA was based on two priorities: Priority 4 (ELA, Math, and ELPI) and Priority 5 (Chronic Absenteeism), both of which were influenced by challenges related to students with disabilities (SWD). To address these priorities, we developed a DA Plan of Action with specific focus on the following actions:

1. Ensuring clear communication with all stakeholders regarding instructional programs and practices.

2. Providing professional development on Accessibility Tools and Universal Design for Learning, with an implementation plan for each program.

3. Promoting collaboration between general education and SPED teachers to identify best practices and tools for supporting SWD.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

n/a

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
District English Learner Advisory Committee	We held an educational partners' meeting with the District English Learners Advisory Committee (DELAC) on February 20, 2025. During these meetings, the district shared information about the Local Control Funding Formula, the eight state priorities, and the District's comprehensive needs assessment with parents from both school sites. The district also reviewed the new 2025-2026 Local Control and Accountability Plan (LCAP), inviting questions, feedback, and recommendations. Parents expressed their appreciation for the opportunity to provide feedback and were satisfied with the process, particularly in seeing how their suggestions have been implemented. District English Learner Advisory Committee provided the following feedback and input: Requests: 1. Enhance parent engagement and communication (continue to provide surveys for parent ongoing feedback) 2. Structured Physical Education and Health in lower grades Feedback: 1. Appreciate students having their chromebooks 2. Teachers are well prepared with given professional development
Heber Teacher's Association	During the Heber Teachers Association (HTA) educational partners' meeting on February 24 and April 1, 2025. During these consultations, we shared information about the Local Control Funding Formula, the eight state priorities, and the District's comprehensive needs assessment. Additionally, we reviewed the 2025-2026 LCAP

Educational Partner(s)	Process for Engagement
	draft to solicit questions, feedback, and recommendations. Staff was very supportive of our existing goals and actions, noting that some refinements were needed. the association highlighted the following actions as top priorities: 1. Provide student support services for English Learners and Students with Disabilities 2. Class Size Reduction and Access to Course of Study by maintaining two elective teachers 3. Social Emotional Support - Maintain two counselors per school site 4. Parent Engagement 5. Professional Development 6. Student Incentives (attendance, grants for special teacher led projects)
Local Control Accountability Plan (LCAP) Parent Advisory Committee	During the LCAP Parent Advisory Committee (LPAC) committee meetings, we discussed the LCAP, it's content, budget, and related goals and actions, and the eight state priorities. Time after time, the committee stated appreciation on the fine programs and services being offered through our District and at both school sites. In addition to supporting our goals and actions, they stated that the following areas were of greatest priority: 1. Parent Engagement and Communication 2. Student Attendance 3. Technology Access 4. Academic Support to Subgroups (Students with Disabilities, English Learners, and Long Term English Learners) 5. Student Extracurricular Activities 6. Social-Emotional Support 7. Academic Support to ALL students as they reach academic success
California School Employees Association (CSEA) and Other School Personnel	During the California School Employees Association (CSEA) and classified staff educational partners' meetings on February 26 and April 3, 2025, they expressed satisfaction with the three (3) goals and

Educational Partner(s)	Process for Engagement
	the associated actions. Additionally, they identified the following high-priority areas: 1. Parent Engagement and Communication (Especially for parents of SWD) 2. Support for students with disabilities (in ELOP and afterschool academic support) 3. Attendance Incentives 3. Professional Development (Challenging Behaviors) and training/conferences specific to each department needs 4. Library books
Educational Partners' meeting with Principals and Administrators	During the Administrators' Educational Partners meetings on March 5, 2025, and April 1, 2025, the administrators provided feedback indicating their desire to maintain and enhance all actions outlined under Goals 1, 2, and 3. They also identified the following areas as high priorities: 1. Class Size Reduction and Access to Course of Study 2. Support for English Learners and Students with Disabilities 3. Social Emotional Support 4. Parent Communication and Engagement 5. Professional Development
LCAP Foster Youth and ICOE Fiscal Component Review - Educational Partners	On Wednesday, April 30, 2025, we met with two educational partners: Foster Youth and ICOE's Fiscal Department. The Foster Youth Office supports our district by providing invaluable guidance on how to best meet the needs of foster youth students. Their partnership helps us navigate the complexities of fostering an inclusive and supportive learning environment. They offer expertise on identifying foster youth students and understanding their unique legal rights, ensuring that we are in compliance with state and federal mandates. Through this collaboration, we are able to better serve our foster youth, advocate for their educational success, and provide the necessary resources to help them thrive academically and personally. The Fiscal Department at ICOE supports our district in LCAP development by ensuring financial alignment with state guidelines.

Educational Partner(s)	Process for Engagement
	They assist in tracking expenditures and monitoring the Minimum Proportionality Percentage (MPP) to ensure we meet requirements for services to low-income, English learner, and foster youth students. ICOE helps manage Supplemental & Concentration Grant funds, ensuring efficient spending and proper allocation of carryover funds. Their expertise in planning and reporting contributes to transparent budgeting and successful LCAP approval.
Student Representatives, 5th through 8th grades (ASB and Student Voice members)	The district held two separate meetings with student representatives (5th - 8th grades), one with the Student Voice group on February 18, 2025, and another with ASB on February 19, 2025. Both groups were highly engaged, vocal, and eager to provide feedback, offering valuable insights on programs, services, safety, meals, and facilities. They were given a questionnaire to complete and responded thoughtfully to focused questions regarding the Local Control and Accountability Plan (LCAP). Students expressed their voices through requests, feedback, and discussion of strengths, working collaboratively with the district team to identify areas for improvement in student services. During our meetings, our students shared the following feedback: What students appreciate: 1. Having Chromebooks and access to Google Classroom to submit their work and homework. 2. Math, ELA, and STEM classes 3. 5th and 6th grade soccer field 4. The library and having a variety of library books 5. Adjustable anew desks 6. Enjoying daily salad bar What students would like to have: 1. Devices with better processing power and longer-lasting battery life. 2. More hands-on and exciting classes, such as Art, including digital media and painting; experimental and hands-on Science classes; and more conversational activities during Spanish elective

Educational Partner(s)	Process for Engagement
	3. A leveled 7th and 8th grade soccer field with new goal posts. 4. Updated playground equipment/jungle gym for 5th and 6th grades 5. Pizza Fridays and water bottles 6. Increased camera coverage (feel safer)
Migrant Parent Advisory Committee	During the Migrant Parent Advisory Committee meeting held on February 20, 2025, several key points were discussed to enhance the engagement and support of parents and students. One important suggestion was to improve parent engagement by offering surveys and hard copy materials for those parents who may not have access to technology. Additionally, it was recommended to provide targeted parent trainings on critical transitions, such as moving from 4th to 5th grade and from 8th grade to high school, to ensure parents are equipped to support their children's educational journey. The Committee also wanted to express their appreciation on the following initiatives: the offering of Summer School, the academic support provided to students, and the focus on Socio-Emotional Learning, which is crucial for the well-being of our students. These efforts demonstrate a strong commitment to the success and growth of our students and their families.
UPK and SELPA Educational Partners	During the UPK and SELPA educational partnership and consultation meetings, both departments shared valuable resources and explained how we can access their supports and services. The UPK department provided guidance on state requirements, along with resources and tools to help strengthen our programs for TK through 3rd grade. Meanwhile, SELPA shared data, resources, and SPED program requirements and best practices, assisting in interpreting data and discussing next steps to improve services for students with special needs. They also demonstrated how to analyze this information to better understand our programs and generate questions that will guide our work moving forward. HESD has a strong partnership with the Imperial County Office of Education, collaborating closely with two key departments: Curriculum and Instruction - UPK, and SELPA. Through a Memorandum of

Educational Partner(s)	Process for Engagement
	Understanding (MOU) with the Curriculum - UPK department, our teachers are receiving training on the Pre-Kindergarten Learning Foundation Modules. This training focuses on best practices for applying our existing curriculum in alignment with these modules and creating learning environments that support students' developmental, linguistic, academic, and social-emotional needs. In addition to our work with UPK, we also collaborate closely with the SELPA office, leveraging their expertise to train our teaching staff on Universal Design for Learning, Accessibility Tools, and providing coaching for our Extensive Supports Need staff. Both departments have been instrumental in enhancing our instructional programs by offering guidance, improving staff pedagogy with best practices and tools, and delivering professional development on a wide range of topics. Their ongoing support continues to strengthen and enrich our educational efforts.
HESD Community Educational Partners	During the January meeting (Mid Year Review), the community highlighted the importance of seeing growth in academic areas, improvements in facilities (as reflected in the FIT results), and progress on specific metrics that show how we are advancing toward the goals of parent involvement and communication, academics, and student well-being. They were pleased to note that, in some content areas, our academic performance is ahead of similar districts with comparable demographics. The community was also very satisfied with the improvements to our facilities, particularly the renovation of Junior High restrooms, which had not been updated in over forty years. Additionally, there was a great deal of excitement about the wide range of extracurricular activities available to students, such as ASB, Esports, STEM, Legos, Chess, and more, all offered through our afterschool programs.

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

The adopted Local Control and Accountability Plan (LCAP) was strongly influenced by the feedback provided by our educational partners, reflecting a shared commitment to addressing community needs and enhancing student outcomes.

One of the key recommendations from educational partners was to adjust funding towards parent workshops and training, particularly focusing on the Fresno State Parent Workshops due to low community participation. In response, the District contracted with Parent University to better engage families. Moving forward, we will reassess parent participation by surveying those who attended workshops to gain valuable input for planning the 2025-2026 school year.

Parent engagement and communication continue to be a high priority for all educational partners. In alignment with this, the District transitioned to Parent Square and hired a communication specialist to manage the website and promote district and school programs. This has been highly successful, with parents appreciating the transparent communication and gaining better insight into their children's school experiences, especially regarding instructional programs and special events. The satisfaction with this change underscores the importance of staying connected with families and keeping them informed.

Academic support for students with learning gaps, especially English Learners, Long-Term English Learners (LTELs), and Students with Disabilities (SWD), has been a focal point for our educational partners. In response, the District initiated professional development for teachers, specifically targeting Universal Design for Learning, Co-Teaching, Designated and Integrated English Language Development (ELD), and Language Objectives. Additionally, targeted instruction will be provided to SWD and LTEL students who have identified gaps, and their progress will be closely monitored throughout the year.

A significant milestone this year was the successful launch of the first-ever Dual Language Immersion Program at Dogwood Elementary. This initiative was developed in close consultation with parents, teachers, and administrators to ensure it aligned with community needs and the District's educational goals, marking a strong commitment to bilingual education.

Attendance has also been a major concern, with educational partners calling for better communication about its impact on academic performance. In response, the District has increased parent communication and introduced attendance incentives for students and teachers. The Student Attendance Response Team (SART) has worked with parents to develop intervention plans aimed at reducing absenteeism. This year, we restructured our attendance protocols by shifting to a part-time Attendance Clerk, which has allowed school site clerks to play a more significant role in early identification and addressing attendance concerns. We have also transferred the responsibility for attendance incentives to our CCSPP liaison, ensuring that chronic absenteeism continues to be addressed with focused strategies.

Finally, in response to student feedback, the District has expanded extracurricular offerings for the 2024-2025 school year. New programs, including Chess, Esports, non-competitive sports, Lego, and STEM activities, are now available. Additionally, two elective courses-Art and Spanish-were added to the 7th and 8th grade curriculum. Looking ahead to the 2025-2026 school year, we plan to continue offering these electives with certified or GTE-certified teachers, ensuring that students have access to high-quality instruction in these subjects.

Through these adjustments and the continued involvement of educational partners, the District has been able to make significant strides in addressing the needs of students, families, and staff, ensuring that the LCAP is a living document that adapts to the evolving needs of the community.

The following actions were influenced by the feedback provided by educational partners: Goal 1, Action 1 and Action 2, and Goal 2, Actions 2.3 and 2.5.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

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

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

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.

During the 2023-2024 school year, the primary focus was to enhance parent engagement, communication, and participation across the District. To achieve this, a comprehensive communication strategy was implemented, utilizing social media, the District website, and various media channels to keep parents informed and engaged. Additionally, Synergy-ParentVue was introduced to provide parents with easy access to their child's progress, further improving transparency. Communication apps like ClassDojo and Remind were supported, enabling continuous communication between parents and teachers. However, one of the challenges faced was the use of two different communication

apps across school sites-Dogwood utilized ClassDojo, while Heber used Remind-leading to some inconsistency in communication tools. Despite this challenge, the initiatives successfully facilitated consistent communication, offering parents more convenient access to information and opportunities for involvement.

Building on the successes of the 2023-2024 school year, the District transitioned to a unified communication platform, Parent Square, in the 2024-2025 school year. The goal of this transition was to improve accessibility and consistency by consolidating communication into a single, user-friendly platform for all parents.To support this transition, parents were offered training sessions and hands-on support to become familiar with the new tool. While the switch to a new platform posed challenges for some parents who were unfamiliar with Parent Square, requiring additional effort to ensure full participation, it ultimately became a valuable tool for centralized communication. Synergy-ParentVue has continued to provide parents with access to their child's academic and overall progress, to include attendance and overall wellbeing information.

Another significant action taken was the hiring of a communication specialist to ensure the district's website remained current, easy to navigate, and a reliable source for program promotion and updates. The specialist successfully carried out this task, playing a key role in updating the website and ensuring that important and timely information reached parents. This led to better-organized resources, making it easier for parents to stay informed and engaged with the district's services and programs.

Additionally, the district continued to offer family engagement events, which provided both educational and fun activities. These events included parent workshops focusing on grade-level academic needs, whole-child support, and resources to help parents enhance their parenting skills. These events were well attended and played a critical role in fostering a strong sense of community, allowing parents to connect meaningfully with teachers and the district.

To promote inclusivity and ensure that parent voices were heard, the district hosted several opportunities for parents to provide feedback, such as the Superintendent's monthly meetings, school site councils, parent voice meetings, and bimonthly LCAP meetings. Parents were encouraged to actively participate, sharing their input to help the district align its goals with the needs of the community. These meetings were crucial in cultivating a culture of engagement and ensuring that parents had a direct influence on the district's ongoing efforts.

Overall, the 2024-2025 school year saw significant improvements in communication and parent engagement, as all three actions were fully implemented. The shift to Parent Square, the hiring of a communication specialist, and the continuation of family engagement events all contributed to these advancements. Despite the challenges that came with transitioning to a new platform, the district successfully overcame them, resulting in improved communication and stronger parent involvement. The ongoing focus on providing opportunities for parent feedback will continue to support the district's growth and strengthen its relationship with the community.

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.

The material differences between budgeted and actual expenditures are as follows for Goal 1:
For Action 1.1 (Parent Communication), the $71,040.00 difference is due to the hiring of a Communications Specialist, focused on branding, promoting, and enhancing parent communication and engagement. For Action 1.2 (Parent Workshops), the$ 5750.00 difference reflects the

actual cost of the contract with Parent University. Lastly, for Action 1.3 (Parent Engagement), the$ 20,961.00 difference arises from funds being reallocated from Action 1.3 to Action 1.1. This shift occurred because less was spent on the Parent Square communication app, originally intended for parent use, and more was needed to cover the Communications Specialist's costs. These adjustments align with the same goal, simply redistributing funds from one action to another. Together, these actions continue to support Goal 1, Parent Engagement, Communication, and Parent Workshops/Training.

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

Action 1.1: Parent Communication
We have fully and effectively implemented this action, recognizing that effective communication is key to building strong relationships with parents and students while fostering an open, caring, and respectful environment. Our shift from Apptegy to Parent Square has been the most significant change, as we needed a user-friendly platform to maintain consistent communication with parents. Parent Square is now our primary communication tool.
In addition, we continue to use the District's website, social media, and parent notices to share important information about training opportunities, important messaging, workshops, advisory council meetings, and more. Parents have also been trained to use Synergy's Parent Vue portal for online registration and to access essential student information, including enrollment, attendance, grades, and assessment results.
Our current challenge is streamlining communication by consolidating most resources (messaging and student information) into a single platform-Parent Square. This will allow parents to receive automatic notifications and access student grades, attendance, and other information directly, eliminating the need to toggle between Synergy and Parent Square. To support this effort, we have hired a Communications Specialist, a new resource added to this action, who will manage communications and update our website to improve accessibility and keep it current with ongoing events and information. This addition has been key to elevating and increasing our communication, outreach, and marketing efforts. Action 1.1 was effective as evidenced by the increase by the Parent and Family Engagement Self Reflection Tool ratings from 3.5 to 3.9 and 3.6 to 3.9.

Action 1.2 Parent Workshops
This action has been effectively implemented, with parent and community workshops and trainings offered throughout the year in both English and Spanish. These workshops are scheduled at varying times to maximize participation. The workshops include Family Literacy Nights, Family Math, Family Science, and College Readiness, among others. A key focus has been ensuring that parents and school stakeholders collaborate in planning, designing, implementing, and evaluating family engagement activities at both the school and district levels. Our greatest success has been the coordination with outside partnerships and agencies, which has enhanced our ability to offer valuable opportunities for families. Parents have expressed their appreciation for these events, as they provide them with ways to support their child's academic growth at home or simply enjoy quality time together at school while learning. However, our greatest challenge remains attracting a larger portion of parents to participate in these activities. Despite our efforts, we have not been able to engage as many families as we would like. Action 1.2 was effective as evidenced by the Parent and Family Engagement Self Reflection Tool ratings from 3.6 to 3.9.

Action 1.3 Parent Engagement

This action has been fully implemented. Parent involvement events are held throughout the school year to promote student engagement and strengthen the relationship between students, staff, and teachers. These events not only support student outcomes but also provide opportunities for parents to engage as decision-makers, share input, and participate in school and district committees. Our success stems from offering a variety of opportunities for parents to voice their values and concerns. These opportunities, available at both school sites and the district level, include Coffee with the Superintendent, Coffee with the Principal, Advisory Groups, the LCAP Committee, School Site Councils, and the CCSPP Parent Voice Committee. As a result, parents feel valued, heard, and know their input makes a difference. Our parent stakeholders have expressed satisfaction with these venues, allowing them to contribute ideas and become more connected to their child's school. Action 1.3 was effective as evidenced by the increase by the Parent and Family Engagement Self Reflection Tool ratings from 3.5 to 3.9 and 3.6 to 3.9.

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.

Under Action 1.1 (Parent Communication), we remain committed to strengthening relationships with our parents and students. As part of this ongoing effort, we continue to prioritize communication through tools like Apptegy, a user-friendly platform, and have further enhanced our approach by hiring a Communication Specialist for the 2024-2025 school year. This new role is dedicated to improving communication with our parents, focusing on refining systems, managing social media, and promoting the District. The Parent and Family Engagement Self-Reflection Tool remains unchanged as our key metric for measuring progress, and we are pleased to report growth in each section compared to the previous year. Notably, we saw increases of 0.4 and 0.3 averaged points in key areas: Supporting Families to Understand and Exercise their Legal Rights and Advocate for their Own Students, and Providing Opportunities for Families, Teachers, Principals, and District Administrators to Collaborate on Family Engagement Activities. This growth across all three main sections-Building Relationships, Building Partnerships for Student Outcomes, and Seeking Input for Decision Making-reinforces our belief that our efforts to improve communication, engagement, and participation are effective. Additionally, we were excited to see an increase in parent participation in the Parent and Family Engagement Self-Reflection Tool, rising from 4% in 2023-2024 to 11% in 2024-2025, a little over 50% increase. We are confident that the addition of the Communication Specialist and the growing parent participation will continue to strengthen our relationships with families and foster greater involvement.

Looking ahead, there are no significant changes planned for the goals, metrics, or actions related to Parent Workshops (Action 1.2) and Parent Engagement (Action 1.3). The steady participation in workshops and events offered by our school sites, District, CCSPP, and Parent University is a positive indicator of success, and although it is still early to fully assess the impact of Parent University, we are confident it is providing valuable resources in areas like financial literacy and technology. The metrics and actions used to evaluate parent engagement remain effective, and we will continue refining our approach to ensure ongoing progress. We are also pleased with the positive turnout for family events such as the STEAM Expo, Astronomy Night, and Grade Level Family Fun evenings, all of which received great feedback. With the Family and Engagement Self-Reflection Tool continuing to provide valuable insights, and the 50% increase in parent survey participation from the previous year, we are encouraged that our efforts are resonating with families and driving increased involvement. We remain committed to maintaining and building on this momentum in the coming year.

Moving forward, starting with the 2024-2025 school year, we will adjust how we use the Parent and Family Engagement Self-Reflection Tool. Instead of comparing averaged scores for individual questions, we will now compare the overall averaged scores across the three main sections: Building Relationships, Building Partnerships for Student Outcomes, and Seeking Input for Decision Making. This shift will provide us with a more inclusive and appropriate measure of our progress toward achieving our three actions: 1.1 (Parent Communication), 1.2 (Parent Workshops), and 1.3 (Parent Engagement). Looking at the overall scores will offer a clearer and more comprehensive understanding of the impact of our initiatives.

The metric baseline year had a typo and was corrected. The year 1 outcomes were updated to include additional data points.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Parent Communication (Metric 1.1)	Parent communication is an essential part of building relationships with parents and students. In reviewing the needs, assessment data for unduplicated students are analyzed annually, and educational partners continue to rate communication as a high priority for student success. HESD will continue to provide multiple methods of parent communication for unduplicated parents. • CA Parent Survey and other additional surveys to determine areas of need and provide various communication tools to provide parents opportunities to give feedback on the school district's programs. • Additional supplemental communication tools like Parent Square, Parent-Link, the District website, social media, and parent notices will be used to communicate with parents about the availability of workshops and programs. • Develop and implement an additional supplemental plan to train and engage parents in the parent portal system to access enrollment, attendance, grades, and assessment data.	$107,451.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Parent Workshops (Metric 1.1)	Parent and community workshops will be held in English and Spanish at varying times of the day. Parents and students will receive incentives to increase attendance efforts. These workshops will support building relationships between school staff and families. • Parent workshops on various topics may include Family Literacy, Family Math, Family Science, State Academic Standards, Technology, College Readiness, and high school requirements. • Provide professional development for parents, teachers, and administrators on improving capacity to partner with families and provide opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluate family engagement activities at school and district levels.	$3,000.00	Yes
1.3	Parent Engagement (Metric 1.1)	Parent involvement events will be held throughout the school year to promote parent engagement and connectedness to the school and build relationships between students, staff, and teachers. The events will help build partnerships between parents and schools to support student outcomes and promote input for decision-making by the parents. The parents will be encouraged to be involved in school committees, event planning, and extracurricular activities.	$49,012.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

Measuring and Reporting Results

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

Metric#	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	CA School Dashboard Language Arts Indicator percent of students meeting and exceeding standards.(Priority 4)	SBAC ELA Scores 22-23 met/exceeded: ALL Students - 44.90% Eng. Learners - 26.92% (SEO) - 38.85% (SWD) - 8.24% Long-term English Learners (LTEL)- 3.70%	SBAC ELA Scores 2023-2024 Met/Exceeded: All Students - 47.11% English Learners (EL) - 26.45% Socioeconomic Disadvantaged (SEO) - 40.89% Students with Disabilities (SWD) - 10.20% Long Term English Learners (LTEL) - 6.15%		SBAC ELA Scores 25-26 met/exceeded: ALL Students - 54.90% Eng. Learners - 37% (SEO) - 48.85% (SWD) - 18.24% Long-term English Learners (LTEL)- 13.70% Met/exceeded	All Students: Increased from 44.90% to 47.11% English Learners (EL): Decreased from 26.92% to 26.45% Socioeconomic Disadvantaged (SEO): Increased from 38.85% to 40.89% Students with Disabilities (SWD): Increased from 8.24% to 10.20%. Long Term English Learners (LTEL) - Increased from 3.70% to 6.15%.
2.3	Percent of fully credentialed teachers Number of misassigned teachers. (Priority 1)	According to 2022-2023 SARC Percent of fully credentialed teachers 85.07%	According to 2023-2024 SARC Percent of fully credentialed teachers 85.07%		SARC 2025-2026 Percent of fully credentialed teachers 100% The number of misassigned teachers. 0%.	Baseline data in SARC continues to remain the same, reporting no changes. Percent of fully credentialed teachers 85.07%

Metric#	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		The number of missassigned teachers = 2. Unknown= 3.2%	The number of misassigned teachers= 2. Unknown = 3.2%		Unknown= 0%	The number of misassigned teachers = 2. Unknown = 3.2%
2.4	CA School Dashboard English Learner Progress Indicator (ELPI). Percent of English Learner students making progress towards English Language proficiency (Priority 4)	CA School Dashboard English Learner Progress Indicator (ELPI) 2022-23 Percent of English Learner students making progress towards English language proficiency 47.7% Proficiency Level All Students- Level 4 (Well Developed) - 17.59% SEO (low-income) Level 4 - 14.94% SWD Level 4 - 18.94%. (Should be 7.59%) Long-term English Learners (LTEL)- 29.95%% (56 students)	CA School Dashboard English Learner Progress Indicator (ELPI) 2023-2024 Percent of English Learner students making progress towards English language proficiency - 46.66% Proficiency Level All Students - Level 4 (Well Developed) - 17.73% Socioeconomic Disadvantaged (Low-Income) Level 4 - 15.85% Students with Disabilities (SWD) Level 4 - 9.30%		CA School Dashboard English Learner Progress Indicator (ELPI) 2025-26 Percent of English Learner students making progress towards English language proficiency 57.7% Proficiency Level All Students- Level 4 (Well Developed) - 27.59% SEO (low-income) Level 4 - 24.94% SWD Level 4 - 28.94% Long-term English Learners (LTEL)- 40%	Percent of English Learner students making progress towards English language proficiency: Decrease from 47.70% to 46.66% All Students - Level 4 (Well Developed) Increased from 17.59% to 17.73% Socioeconomic Disadvantaged (Low-Income) Level 4: Increased from 14.94% to15.85% Students with Disabilities (SWD) Level 4: Increased from 7.59% to 9.30% Long-term English Learners (LTEL):

Metric#	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Long-term English Learners (LTEL) - 29.19%			Decreased from 29.95% to 29.19%
2.5	Percentage of students with access to standards-aligned instructional material.(Priority 1)	SARC 2023-24 100% of students had access to curriculum-aligned material.	SARC 2024-2025 100% of students had access to curriculum aligned material.		SARC 2025-26 100% of students had access to curriculum-aligned material.	SARC 2024-2025 100% of students had access to curriculum aligned material.
2.6	Reclassification percentage rate(Priority 8)	District 2023-2024 English Learner Data Report: The District is waiting for official data from COE. Data will be inputted when COE releases information. District data is 6 % (41 students).	District 2024-2025 English Learner Data Report The District is waiting for official data from COE. Data will be inputted when COE releases information. HESD had 87 reclassified students (15%) in the 2024-2025 school year.		District 25-26 English Learner Data Report = 10%.	District 23-24 English Learner Data Report The District is waiting for official data from COE. Data will be inputted when COE releases information. Increased from 41 (6%) students to 87 (15%) students.
2.7	Implementation of State Standards (Priority 2) Self-reflection Tool for Implementation of State Academic Standards	2023-24 Self-reflection Tool for Implementation of State Academic Standards district's goal is to reach Full Implementation or Full	2024-25 Self-reflection Tool for Implementation of State Academic Standards district's goal is to reach Full		The district's goal is to reach Full Implementation or Full Implementation and Sustainability (4 and 5) in all	2024-25 Self-reflection Tool for Implementation of State Academic Standards district's goal is to reach Full

Metric#	Metric	Baseline	Year 1 Outcome	y 2 0 t l	Outcome	Current Difference from Baseline
	(Priority 2) will be completed, measured, and reported to the community on an annual basis. Rating Scale (lowest to highest): 1 - Exploration and Research 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	Implementation and Sustainability (4 and 5). Results indicate the following according to self-reflection tool. Professional Development: Math - **4** Next Gen. Science - 3 Aligned Instructional Material: Math - 4 Next Gen. Science - 3 Policy and Program Support: Math - **4** Next Gen. Science - 3	Implementation or Full Implementation and Sustainability (4 and 5). Results indicate the following according to the self-reflection tool. Professional Development: Math - 3.82 Next Gen. Science - 3.53 Aligned Instructional Material: Math - 3.97 **Next** Gen. Science - 3.66 Policy and Program Support: Math - 3.93 Next Gen. Science -3.47		areas of the Self-reflection Tool for Implementation of State Academic Standards (Priority 2) Results indicate the following according to self-reflection tool. Professional Development: Math - 5 Next Gen. Science **-4** Aligned Instructional Material: Math - 5 Next Gen. Science - 4 Policy and Program Support: Math - 5 Next Gen. Science - 4	Implementation or **Full** Implementation and Sustainability (4 and 5). Professional Development for **Math:** Decreased from 4.0 to 3.82. Next Gen. Science: Increased from 3.0 to 3.53 Aligned Instructional Material for Math: Decreased from 4.0 to 3.97. In Next Gen. Science: Increased from 3.0 to 3.66 Policy and Program Support in Math: Decreased from 4.0 to 3.93 In Next Gen. Science Increased from 3.0 to 3.47

Metric#	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Course Access (Priority 7) Self-reflection Tool for Course Access will be completed, measured, and reported to the community on an annual basis. Rating Scale (lowest to highest): 1 - Exploration and Research 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	2023-24 Self-reflection Tool for Course Access (Priority 7). The district's goal is to reach Initial or Full Implementation (3 and 4) in all areas of the Self-reflection Tool. Other Academic Standards CTE-3 Health - 3 PE-3 VAPA-2 World Lang. - 2	2024-25 Self-reflection Tool for Course Access (Priority 7). The district's goal is to reach Initial or Full Implementation (3 and 4) in all areas of the Self-reflection Tool. Other Academic Standards CTE- 2.95 Health - 2.57 PE- 3.5 VAPA- 2.80 World Lang. - 2.68		The district's goal is to reach Initial or Full Implementation (3 and 4) in all areas of the Implementation of Self-reflection Tool for Course Access (Priority 7) Other Academic Standards CTE-4 Health - 4 PE-4 VAPA-3 World Lang. - 3	2024-25 Self-reflection Tool for Course Access (Priority 7). The district's goal is to reach Initial or Full Implementation (3 and 4) in all areas of the Self-reflection Tool. CTE: Decreased from 3.0 to 2.95 Health: Decreased from 3.0 to 2.57 PE: Increased from 3.0 to 3.5 VAPA: Increased from 2.0 to 2.80 World Lang.: Increased from 2.0 to 2.68
2.9	DataQuest Long-Term English Learner Percentage rates (Priority 8)	DataQuest Long-term English Learner data for the 2023-2024 school year which indicated: At-risk (4-5 years) - 10.2% Long-term English Leaners (LTEL) - 6.35%	DataQuest Long-term English Learner data for the 2024-2025 school year which indicated: At-risk (4-5 years) -8.0% Long-term English Leaners (LTEL) - 8.1%		DataQuest Long-term English Learner data for the 2025-26 school year which indicated: At-risk (4-5 years) - 7% Long-term English Leaners (LTEL) - 3.35%	DataQuest Long-term English Learner data for the 2023-23 school year which indicated: At-risk (4-5 years) Decreased from 10.2% to 8.0% Long-term English Leaners (LTEL)

Metric#	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Increased from 6.36% to 8.1%

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.

Overview of the Implementation

Action 2.1 Professional Development to Support Implementation of State Standards
Although Action 2.1 has been only partially implemented, we have still successfully offered a robust and effective professional development program. One of our greatest successes has been the offering of Universal Design for Learning as a professional development initiative, specifically targeting the needs of our subgroups, including SWD, Els, and LTELs. In addition to this, the District has focused on understanding, interpreting, teaching, and assessing grade-level standards across all content areas. Our MTSS and Curriculum Committees continue to thrive, providing valuable guidance to teachers on curriculum, assessment, and pedagogy. While the extensive work of the MTSS and Curriculum Committees has required significant time and effort, this has unfortunately delayed the launch of the Benchmark Assessment Committee. As a result, this initiative is currently on hold. We will reassess whether to combine it with the Curriculum Committee or maintain it as a separate entity.

Action 2.2: Technology and Enhanced Learning
Action 2.2 has been fully implemented, and we have seen significant success. Our students continue to benefit from enhanced technology devices that support their academic growth. Devices are regularly refreshed, classrooms are outfitted with state-of-the-art technology, and our teachers are consistently refining their use of digital tools and applications. The greatest success we've achieved is the creation of an efficient internal system that ensures both classroom equipment and student devices are quickly refreshed or replaced, minimizing disruptions to teaching and learning.

Action 2.3: Student Academic Supplemental Support Programs
Action 2.3 is fully implemented. Academic support is continuously provided to students facing achievement gaps, including unduplicated, at-risk, and students with disabilities. Support is offered during "Workshop Time" (K-1st); "Response to Intervention" (2nd - 6th); and through Support Classes (7th-8th). Our schedules are designed to give at-risk students additional learning time during the school day and after school, including Saturday Academies and after-school intervention classes. One of our greatest challenges is twofold: not all students who are offered after-school interventions take advantage of the opportunity to stay behind and address their learning gaps, and we also face a shortage of teachers at all grade levels to stay after school and provide intervention.

Action 2.4: Course Access and Extracurricular Enrichment Activities

This action has been fully implemented. We have successfully expanded and enhanced this action to include a wide range of extracurricular and enriching activities before, during, and after school. These activities go beyond STEAM and Visual and Performing Arts, encompassing a variety of clubs and teams such as ASB, Chess, Circle of Friends, Student Council, and Leadership. The greatest success is that students are voicing their interest, their challenges, and are self-advocating for themselves. As a result, our schools are responding by adding and/or enhancing extra-curricular activities that are innovative and of interest to students.

Action 2.5: Increased and Improved Services for Unduplicated and English Learner Students
This action has been fully implemented. The District is addressing the learning gap between English Learners (including Newcomers) and all students by providing academic support aimed at closing the achievement gap. In addition, the District supports students' language acquisition by offering professional development for teachers and providing supplemental materials specifically for English Learners. The District has also hired additional staff to improve the level of direct services provided to English Learner students, allowing for more targeted and personalized instruction, especially for at-risk students. The success of this initiative is reflected in the roles of the Reading Specialist and Newcomers teachers, who possess the expertise to work with English Learners and utilize appropriate instructional materials and assessments designed to meet their unique needs.

Action 2.6: Extended School Year Intervention
This action has been fully implemented. Our Extended School Year (ESY) program is designed to support students with learning loss and social-emotional needs. The success of the program lies in its high-quality instruction, which combines student-centered, meaningful learning activities with small group instruction focused on skill development. The program offers a well-balanced mix of academic review, reteaching, and mastery of high-priority English Language Arts and Math standards, alongside fun and enriching activities. This approach ensures that students receive tailored instruction while enjoying a variety of engaging experiences.

Action 2.7: Class-Size Reduction
This action has been fully implemented with great success. Our district continues to hire specialized teachers at both school sites, which helps reduce student-to-teacher ratios. This reduction enables more direct service and academic support for targeted at-risk students. The instruction is personalized and tailored to the needs of these students, addressing both their academic needs in subjects like ELA and Math, as well as providing additional support for their socio-emotional well-being. The success of this initiative is evident in our ability to fund the salaries of elective teachers, whose classes are in high demand from parents, students, and by school stakeholders. These electives provide valuable opportunities for choice, preparation for high school, and a broader perspective on traits, careers, and other important areas of growth.

Action 2.8: Students With Disabilities Academic Supplemental Support Programs
This action has been fully implemented and is proving to be highly successful in addressing the needs of students with disabilities. These students continue to receive targeted intervention support in English Language Arts (ELA) and Mathematics, with the use of appropriate instructional supplementary materials that align with their Individualized Education Program (IEP) goals. The inclusion of supplementary materials in both ELA and Math plays a crucial role in meeting the diverse needs of students, allowing for tailored support that reinforces their learning and skill development. The success of this action comes from giving teachers the flexibility to choose the resources, materials, and supplies that work best for their classrooms. By allowing teachers to pick the tools that are most effective for supporting students with disabilities, the approach helps create a more personalized learning experience. Teachers can use the best interventions and resources to meet the specific needs of their students, ensuring they get the right support to succeed academically.

Action 2.9: Long-Term English Learners
This action has been partially implemented. Our staff has been working diligently to provide instructional support aimed at closing the achievement gap between our Long Term English Learners and all students. This support is offered in various ways, including during school hours, afterschool, and on Saturdays. It is delivered through 6th-grade intervention time, support classes for 7th and 8th grades, and by both general education teachers and specialized teachers who work exclusively with English Learners. These teachers utilize either a "push-in" or "pull-out" model to deliver instruction. Students are taught both content and English Language Development (ELD) standards, which are essential for accessing grade-level content. Specialized instructional materials and strategies are used to develop academic vocabulary, language acquisition, communication, reading comprehension, and higher-order thinking skills-areas where students often face challenges. One of our successes is that our teaching staff is well-trained in best practices for English Learners and are comfortable integrating these strategies into their teaching. However, despite these efforts, our Long Term English Learners are still scoring in the "red" zone in Mathematics according to the California Dashboard. We are currently in partial implementation because we have decided to postpone some of the planned professional development. For the upcoming 2025-2026 school year, we will provide more focused professional development for our teachers to refine both Integrated and Designated English Language Development. Our challenge was that we initially planned an extensive amount of PD, but we realized that we needed to scale it back to allow for a more dedicated and strategic approach.

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.

The material differences between budgeted and actual expenditures are as follows for Goal 2:

There were no differences for Actions 2.2 (Technology and Enhanced Learning), and action 2.9 (Academic Support for Long Term English Learners). For Action 2.1 (Professional Development), the$ 40,242.00 difference was due to shifting some costs to the Educator's Effectiveness grant. In Action 2.3 (Student Academic Supplemental Support Programs), the$ 126,656.00 difference resulted from allocating fewer funds, with expenses shifted to ESSER. For Action 2.4 (Course Access and Extracurricular Enrichment Activities), the $3449.00 difference reflected more accurate actual expenditures for salaries and benefits. In Action 2.5 (Increased and Improved Services for Unduplicated and English Learners), the $90,160.00 difference was due to shifting funds to ESSER and Learning Recovery. In Action 2.6 (Extended School Year Intervention), $4809.00 was spent, with adjustments made to reflect actual summer school program expenses. For Action 2.7 (Class-size Reduction), the significant difference of 286,579.00 was due to reallocating funds between ESSER and LCAP for better fund utilization. Action 2.8 (Academic Supplemental Support for Students with Disabilities) will be supported through local funds, instead of using LCFF funds.

These adjustments continue to support Goal 2, Supporting Students and Staff by providing them Resources while Delivering High-Quality Academic Services.

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

Action 2.1 has been highly effective in advancing our goal, demonstrating significant progress. Overall, we saw a 4.87% growth in the percentage of all students meeting and exceeding standards on the Math Dashboard, with improvements across subgroups: English Learners (Els) grew by 4.29%, Socioeconomically Disadvantaged (SEO) students by 7.29%, Students with Disabilities (SWD) by 4.05%, and Long-Term English Learners (LTELs) by 2.77%. These results reflect the positive impact of robust professional development efforts, which have enhanced teaching practices and student outcomes. In ELA, we observed a 2.21% increase, with gains across SEO (2.04%), SWD (1.95%), and LTELs (2.45%), although there was a slight decrease of 0.47% for English Learners. Despite this, the overall effectiveness of our professional development and targeted interventions remains clear.

The California Dashboard data shows notable progress in several key areas, including a 4.87% increase in Math and improvements for SEO and SWD students. However, while Els and LTELs showed progress in some areas, the English Learner Progress Indicator (ELPI) revealed a slight decrease of 1.04% for Els and 0.76% for LTELs. These results suggest the need for additional focus on supporting these groups.

Actions 2.2, 2.3, 2.4, 2.5, and 2.6-focused on technology, academic support, course access, extracurricular activities, and increased services for unduplicated and English Learners-have also shown positive outcomes. Technology continues to enhance instruction, and extracurricular opportunities provide valuable enrichment. Extended learning programs have contributed to measurable growth in both ELA and Math, with specific improvements for subgroups like Els and SEO students.

Additionally, Action 2.7, Class Size Reduction, has been effective in improving teacher-to-student ratios, leading to more individualized instruction, which has had a noticeable impact on student learning.

However, Actions 2.8 (Students with Disabilities Supplemental Support) and 2.9 (Long-Term English Learners Support) require more focused attention. Although there have been slight improvements, particularly in SBAC results, these subgroups are still in the "red" category for ELA (SWD) and Math (EL). As a result, these actions will be re-evaluated, with a targeted focus on Universal Design for Learning (UDL) training, strengthening collaboration between general education and special education teachers, and providing additional support tools. The district is already working on a focused action plan to address these challenges and will prioritize these efforts in the Differentiated Assistance plan to better support SWD and LTELs.

In conclusion, while the majority of actions have shown positive results, the district acknowledges the need for continued improvement in addressing the specific needs of SWD and LTELs. Through ongoing evaluation and strategic action plans, we are committed to ensuring that all students, particularly those in these subgroups, receive the support they need to succeed academically.

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.

Under action 2.1, we will maintain our commitment to delivering comprehensive professional development across all content areas, with a particular focus on Math and English Language Arts, based on feedback from stakeholders in the upcoming year. No changes have been made to the metrics, as we will continue to use the California Dashboard, which provides an appropriate measure for tracking growth over time. Alongside offering high-quality professional development for our teachers, we will maintain our collaboration with the Curriculum

Committee. Additionally, we will reformat the launch of our Benchmark Assessment Committee to ensure it utilizes designated professional development time, eliminating the need for volunteers. Previously, having two committees running simultaneously made it challenging to secure consistent participation and commitment.

There will be no changes made to the following actions: 2.2: Technology, 2.3: Student Academic Supplemental Programs, 2.5: Increased and Improved Services for Unduplicated English Learners, 2.6: Extended School Year, 2.7: Class Size Reduction, and 2.8: Academic Support for SWD, EL, FY, and Low Income, and 2.9: LTEL's Academic Support and Professional Development. Additionally, there will be no changes made to their related metrics, including the California School Dashboard in Math, English Language Arts, and the English Learner Progress Indicator (ELPI). Our data indicates overall growth in these three metrics: ELA growth from 2.77% to 4.87% points; Math growth from 2.77% to 4.87% points; and ELPI growth from 1.96% to 2.45% points. These metrics remain appropriate measures to track areas of growth and strength, and to assess whether our students are making progress over time. Although the actions and metrics will remain unchanged, we will place a more intentional and targeted focus on the needs of our English Learners. This will involve a deliberate emphasis on Professional Development, programs, and services tailored to English Learners, as our ELPI data showed a minimal decrease of 1.04% points (for Els making progress) and 0.75% points (for Long Term English Learners).

We will continue our commitment to offering access to courses and extracurricular enrichment activities, as outlined in Action 2.4. Based on student survey feedback, students have expressed appreciation for the availability of electives, a variety of after-school extracurricular activities, and STEM-related opportunities. Additionally, there will be no changes made to the metric. When comparing data from the 2022-2023 to the 2023-2024 school years (using the Self Reflection Tool), we observe growth, particularly in the areas of Visual and Performing Arts, World Languages, and Physical Education, with each showing an average improvement of 0.66%. While there were minimal decreases in Career and Technical Education (GTE) and Health (-0.05% and -0.43%, respectively), no changes will be made to the metric. We will continue to use the Teachers' Reflection Tool as a key metric to assess whether our teachers' professional growth is successful as they learn and implement standards and core programs across content areas.
Based on the feedback from this tool, we recognize the need to administer the survey in a whole-group setting. This will allow us to explain the content, clarify any questions teachers may have, and ensure they have a clear understanding of the survey. This approach will help prevent unclear responses or arbitrary scoring, ensuring a more accurate representation of the results.

There will be no changes made to the goal, actions, or metrics at this time. The current metrics (California Dashboard) measures growth and provides a solid baseline for continued progress. However, there will be more intentional focus and prioritization placed on supporting Students with Disabilities (SWD), English Learners (EL), and Long-Term English Learners (LTELs) in the coming year.

This decision stems from a combination of internal and external reflections on our practices. Internally, we analyzed existing programs and reviewed accessible data, which helped us better allocate resources and ensure alignment with the identified needs of students. As a result, we are now more focused on addressing the needs of SWD, EL, and LTELs with greater urgency. Externally, our participation in Differentiated Assistance (DA) Year 1 was instrumental in shaping our approach. Through this experience, we evaluated our data, practices, and systems, identifying key areas that required immediate attention. This allowed us to prioritize actions that align with our LCAP goals and student outcomes. A key takeaway from this process was the need for accessible and disaggregated data for both SWD, EL, and LTELs. As this data becomes available, it will be shared with teachers and relevant stakeholders for ongoing review. This will help guide decision-making and ensure that targeted strategies are implemented to meet the specific needs of these subgroups. By regularly reviewing this data, teachers can make informed decisions that directly impact student success.

Additionally, we recognized that including these three subgroups in our Differentiated Assistance plan will enhance the success of our efforts. Involving grade-level teachers on the DA Leadership Team helps emphasize the importance of prioritizing SWD, EL, and LTELs, ensuring greater buy-in, fostering ownership, and establishing accountability among all stakeholders. This collaborative approach will help ensure that the necessary supports and actions are in place to drive meaningful progress for these students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development to support implementation of state standards (Metric 2.3 and 2.7)	To ensure that teachers, administrators, and instructional assistants are highly qualified, the District will provide supplemental professional development in all subject areas aligned with State Standards. This training will cover: Content, structure, and organization of State Standards in English Language Arts/English Language Development, Mathematics, and other subjects aligned with the State Standards (e.g., NGSS, History-Social Science). Technology integration, writing processes, intervention curricula, and assessments across all curricular areas, including special education and related services. This professional development may also include, but is not limited to, building knowledge in MTSS, intervention strategies, instruction, and assessments. In addition, HESD will provide supplemental professional development to support district committees, such as: • MTSS/SEL Committee • Curriculum Committee • Adoption Committees (Math and History Social Science)	$506,544.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Technology and enhanced learning (Metric 2.1, 2.2, 2.4)	Students will receive additional enhanced technology to support academics and increase knowledge and use of SBAC interim assessment and district supplemental Math and ELA computer-based programs. Students will receive extra academic practice to increase academic support in the classroom, specifically for students not meeting grade-level standards.	$402,477.00	Yes
2.3	Student Academic Supplemental Support Programs (Metric 2.1, 2.2, 2.4)	LREBG Action Action 2.3: Student Academic Supplemental Support Programs This action focuses on providing additional academic support to students through targeted programs and specialized instruction. It includes both direct student support and coaching for teachers to implement evidence-based strategies to close achievement gaps, specifically targeting areas such as literacy and numeracy. The primary focus is on supporting English Learners (EL), Long-Term English Learners (LTEL), and Students with Disabilities (SWD). The needs assessment substantiated the findings from the 2024 Dashboard regarding identified subgroups needing intentional and targeted support. Based on data analysis from the Differentiated Assistance (DA) Leadership Team, the following subgroups have been identified as requiring focused interventions: English Learners (Els): These students showed a decline in performance on the ELPAC results from 2023 to 2024 and need focused intervention to improve English language proficiency, particularly in literacy. Long-Term English Learners (LTELs): LTELs are underperforming, especially in Math, and need tailored support to address both academic and linguistic needs, focusing on foundational subjects like math and literacy. Students with Disabilities (SWDs): SWDs are performing below expected benchmarks, particularly in English Language Arts (ELA), and require	$807,939.00	Yes

Action #	Title	Description	Total Funds	Contributing
		specialized instructional strategies to meet their unique learning needs in literacy and numeracy. Research-Based Evidence for Offering Support to These Subgroups: Research highlights the effectiveness of targeted academic interventions, specialized instruction, and data-driven assessments to improve student outcomes. The following strategies and interventions will support these subgroups: Universal Design for Learning (UDL) Framework: UDL will guide the design of standards-based instructional lessons that accommodate the diverse needs of learners, including Els, LTELs, and SWDs, ensuring access to learning through multiple means. Specialized Strategies for Els and LTELs: Strategies such as Academic Discourse Sentence Frames and collaborative pair-share opportunities will support Els and LTELs in building language skills and improving academic discourse, promoting language development and content comprehension. Integrated and Designated English Language Development (ELD): ELD instruction will be incorporated to ensure that Els receive language development support both integrated within content lessons and as separate instruction based on their proficiency level. Research-Based Programs: LETRS (Language Essentials for Teachers of Reading and Spelling): Proven to improve foundational literacy skills, this program will target phonics, fluency, vocabulary, and comprehension, crucial for SWDs and Els. CRLP (California Reading and Literature Project): This program equips educators with tools for effective reading instruction, emphasizing systematic and explicit instruction, particularly for struggling readers. Evidence-Based Instructional Practices:		

Action #	Title	Description	Total Funds	Contributing
		Explicit Direct Instruction: This structured and consistent approach will focus on SWDs and Els to provide clear, targeted lessons. Phonics Instruction: Programs like Open Court and Phonics for Reading will support early grades in building foundational reading skills. Math Instruction: The "Try, Discuss, and Connect" approach will support best practices within the Math framework. Ongoing Monitoring and Assessments: Continuous assessment, including CAASPP, ELPAC, and formative assessments, will ensure that interventions remain effective and adjustments can be made based on student progress. This action represents an allowable use of LREBG funding by increasing instructional time and support. LREBG funding for this school year 2025-2026 is $380,034.00. Metrics to Measure Growth on Action 2.3: Metric 2.1: California School Dashboard % of students meeting/exceeding standards in Math Metric 2.2: California School Dashboard % of students meeting/exceeding standards in ELA Metric 2.4: ICOE DataHub % of English Learners making progress towards English language proficiency By combining evidence-based interventions, specialized instruction, and targeted support, Heber Elementary School District aims to close the achievement gaps for Els, LTELs, and SWDs. Programs like LETRS and CRLP, coupled with strategies such as UDL, ELD, and explicit direct instruction, are designed to provide students with the foundational literacy and numeracy skills necessary for success. Ongoing monitoring ensures that the interventions are effective and adjusted based on student progress. This comprehensive approach aims to significantly improve academic outcomes for these subgroups, fostering long-term success in literacy and across other academic areas.		

Action #	Title	Description	Total Funds	Contributing
		Our district's educational partners have identified the need for academic supplemental support, particularly for our unduplicated students and students with disabilities, to help close the achievement gap. To address this, we will provide targeted academic support before, during, and after school, focusing on at-risk, unduplicated, and students with disabilities. The DA Leadership Team has developed an in-depth data analysis to guide the provision of academic support for students with disabilities (SWD), English Learners (EL), and Long-Term English Learners (LTELs). Kindergarten through eighth-grade students will benefit from supplemental support through Saturday Academy and after-school intervention classes. These intervention programs will target English Language Arts, math, and ELD standards, specifically addressing recurring deficits in state standards. The supplemental materials used will reinforce student learning and help reduce learning gaps. These programs will include additional direct instruction, guided practice, and independent work, all designed to complement and enhance the regular school day's instruction.		
2.4	Course Access and Extracurricular Supplemental Enrichment Activities (Metric 2.8)	Students will have course access and extracurricular supplemental enrichment activities before, during, and after school activities that include, but are not limited to, STEAM, visual and performing arts, clubs, and other activities for all students, including but not limited to students with disabilities, foster youth, and unduplicated students (Drumline, CTE clubs, Electives, etc.).	$351,804.00	Yes
2.5	Increased and Improved Services for Unduplicated and English Learner Students (Metric 2.1, 2.2 and 2.4)	LREBG Action Action 2.5: Increased and Improved Services for Unduplicated and English Learner Students This action aims to ensure that unduplicated students (including EL, LTEL, and SWD) receive increased and improved services to support their academic success. The services will focus on providing additional time,	$952,778.00	Yes

Action #	Title	Description	Total Funds	Contributing
		specialized teaching, and targeted interventions to address specific academic challenges. The needs assessment substantiated findings from the 2024 Dashboard related to identified subgroups needing intentional and targeted support: English Learners (Els): These students showed a decline in performance on the ELPAC results from 2023 to 2024 and need focused intervention to improve English language proficiency, particularly in literacy. Long-Term English Learners (LTELs): LTELs are underperforming, especially in Math, and need tailored support to address both academic and linguistic needs, focusing on foundational subjects like math and literacy. Students with Disabilities (SWDs): SWDs are performing below expected benchmarks, particularly in English Language Arts (ELA), and require specialized instructional strategies to meet their unique learning needs in literacy and numeracy. Research consistently shows that when evidence-based support is paired with research-based programs, highly qualified and trained teachers, and appropriate curriculum and pedagogy, student academic achievement increases. This approach ensures that students receive the most effective instruction, tailored to their needs, which drives improved learning outcomes. Research-Based Evidence for Offering Support Universal Design for Learning (UDL) Framework: UDL will guide the design of standards-based instructional lessons that accommodate the diverse needs of learners, including Els, LTELs, and SWDs, ensuring access to learning through multiple means. Specialized Strategies for Els and LTELs: Strategies such as Academic Discourse Sentence Frames and collaborative pair-share opportunities will support Els and LTELs in building language skills and improving academic discourse.		

Action #	Title	Description	Total Funds	Contributing
		Integrated and Designated English Language Development (ELD): ELD instruction will be incorporated to ensure that Els receive language development support both integrated within content lessons and as separate instruction based on their proficiency level. Research-Based Programs LETRS (Language Essentials for Teachers of Reading and Spelling): Proven to improve foundational literacy skills, this program will target phonics, fluency, vocabulary, and comprehension, crucial for SWDs and Els. CRLP (California Reading and Literature Project): This program equips educators with tools for effective reading instruction, emphasizing systematic and explicit instruction, particularly for struggling readers. Evidence-Based Instructional Practices Explicit Direct Instruction: This structured and consistent approach will focus on SWDs and Els to provide clear, targeted lessons. Phonics Instruction: Programs like Open Court and Phonics for Reading will support early grades in building foundational reading skills. Math Instruction ("Try, Discuss, and Connect"): This approach will support best practices within the Math framework. Ongoing Monitoring and Assessments Continuous assessment, including CAASPP, ELPAC, and formative assessments, will ensure that interventions remain effective and adjustments can be made based on student progress. This action represents an allowable use of LREBG funding by increasing instructional time and support. Metrics to Measure Growth on Action 2.5:		

Action #	Title	Description	Total Funds	Contributing
		Metric 2.1: California School Dashboard % of students meeting/exceeding standards in Math Metric 2.2: California School Dashboard % of students meeting/exceeding standards in English Language Arts Metric 2.4: ICOE DataHub % of English Learners making progress towards English language proficiency LREBG funding for this school year 2025-2026 is $84,420.00.		
2.6	Extended School Year Intervention Program (Metric 2.1, 2.2, 2.4)	Students will receive support from the extended school year academic programs (summer school) to help students with learning loss and social-emotional needs. The district will develop a supplemental program to address learning gaps in reading, math, and other academic areas. The extended-school year program will focus on English language arts and math standards and target high-priority standards. The extended school year staff will use supplemental material to support student learning and decrease learning gaps. The district will include social-emotional lessons/curriculum by the social worker and counselor.	$14,486.00	Yes
2.7	Class-size reduction (Metric 2.1, 2.2, 2.4)	Provide specialized teachers at school sites to decrease student-to-teacher ratios and provide specialized classes. In addition, Increasing staff who provide direct service to students supports academic achievement by enabling more personalized instruction, targeted support for at-risk students, expanded learning opportunities, and enhanced social-emotional support.	$217,853.00	Yes
2.8	Students with Disabilities (SWD) Academic Supplemental Support Programs (English leaner,	The data indicates that academic supplemental support is needed to close the achievement gap, specifically targeting students with disabilities (SWD). Academic support will be provided before, during, and after school. SWD in Kinder through eighth grade will also receive supplemental support during the Saturday Academy classes.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
	foster youth, and low income) (Metric 2.1, 2.2, 2.4)	The students with disabilities will receive intervention programs that will focus on English language arts and math standards and target state standards that have been a recurring deficit. The supplemental material will be used to support student learning and decrease learning gaps. The programs will provide additional direct instruction, guided practice, and independent work that will support the instruction of the regular school day.		
2.9	Long-term English Learners Academic Supplemental Support Programs and professional development (Metric 2.1, 2.2, 2.4, 2.9)	The data indicates that academic supplemental support is needed to close the achievement gap, specifically targeting long-term English learner students (LTEL). Academic support will be provided before, during, and after school. Fourth through eighth grade will receive supplemental support during the Saturday Academy classes. The LTELS will receive intervention programs that will focus on English language development standards and target state standards. The supplemental material will be used to support student learning and decrease learning gaps. The programs will provide additional direct instruction, guided practice, and independent work that will support the instruction of the regular school day.	$10,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

Measuring and Reporting Results

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

Metric#	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Middle School Drop out Rate percentage (Priority 5)	2023-24 District Data Middle School Drop out Rate - 0%	2024-2025 District Data Middle School Drop Out Rate - 0%		2025-26 District Data Middle School Drop out Rate - 0%	Middle School Dropout Rate No Change. Remained 0%
3.4	CA Healthy Kids Survey (Priority 6)	2023-24 CA Healthy Kids Survey (Priority 6) The district reported findings to the school board and posted on the CA School Dashboard. The site administered the survey to 5th and 7th-grade students this school year. The survey indicated that there were two indicators that had the lowest average percentage for both grades: 1. Meaningful participation = 33.5% - Students felt they had meaningful participation in school (rules, activities, ideas, solve school problems) 2. Facilities upkeep= 49.5% - Percentage of students that felt school	2024-2025 Healthy Kids Survey (Priority 6) The site administered the survey to 5th and 7th-grade students this school year. The survey indicated that there were two indicators that had the lowest average percentage for both grades: 1. Meaningful participation= 36.5 Students felt they had meaningful participation in school (rules, activities, ideas, solve school problems). 2. Facilities upkeep= 53.5 - Percentage of		2023-24 CA Healthy Kids Survey (Priority 6) The district will report finding to the school board and post on the CA School Dashboard. The district will increase percentages on the two key indicators that had the lowest average percentage for both grades by an average of 10%: 1.Meaningful participation = 43.5% 2. Facilities upkeep= 59.5%	Healthy Kids Survey Meaningful Participation: Increased 33.5% to 36.5% Facilities Upkeep: Increased from 49.5% to 53.5%

Metric#	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		buildings are neat and clean.	students that felt school buildings are neat and clean.			
3.5	CA School Dashboard Data Chronic Absenteeism percentage (Priority 5)	Chronic Absenteeism by Group Dashboard 2023-2024: All students - 22.8% SWD-33.1% Eng. learners - 25.3% SED-25.4%	Chronic Absenteeism by Group Dashboard 2024-2025: All Students - 14.70% SWD-22.90% English Learners - 16.6% SEO- 17.00%		Chronic Absenteeism by Group Dashboard 2025-26 All students - 6% SWD-6% Eng. learners - 6% SED-6%	Chronic Absenteeism All Students: Decreased from 22.8% to 14.70% Students with Disabilities Decreased from 33.1% to 22.90% English Learners: Decreased from 25.3% to 16.6% Social Economically Disadvantaged: Decreased from 25.4% to 17.0%
3.6	Expulsion Percentage Rate (Priority 6)	DataQuest 2023-2024 Expulsion Rate- 0%	DataQuest 2024-2025 Expulsion Rate - 0%		DataQuest 2025-26 Expulsion rate- 0%	Expulsion Rate No change. Remained 0%.
3.7	Facility Inspection Tool (FIT) Overall district percent (Priority 1)	2023-2024SARC and the FIT Heber: 87.00% (Fair)	2024-2025 SARC and FIT		According to the 25-26 SARC and the FIT	Facilities Inspection Tool

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

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.

Action 3.1 Social Emotional Support
The District continues to successfully provide socio-emotional, behavioral, and overall well-being support, especially for Socioeconomically Disadvantaged, Foster Youth, and English Learner students, through counselors, a clinical social worker, and a behavior intervention specialist. Counselors use the Second Step Curriculum to teach the five SEL competencies, while the clinical social worker and behavior intervention specialist conduct assessments, therapy, and interventions to address social-emotional issues and strengthen school connections. These professionals promote positive behavior through classroom presentations, group counseling, individual therapy, and school-wide activities that foster a safe, nurturing school climate. Their work helps students develop skills for emotional regulation, relationship building, and responsible decision-making. The MTSS team, comprising of counselors, the school psychologist, the clinical social worker, the behavior intervention specialist, and administrators, meets monthly or bimonthly to review data, identify needs, and ensure students receive support in behavior, academics, and socio-emotional development, to include support from Hazel Health/Heart. Using a tiered framework, the team monitors and adjusts strategies to meet student needs. This coordinated approach has been successfully implemented, making a positive impact on overall student well-being, improving attendance, and contributing to a reduction in suspension rates, as reflected in the California Dashboard - this is the success experienced. The only difference is that we have added a Behavior Intervention Specialist to our MTSS team who focuses on supporting students who struggle with anger management, behavior, and/or school refusal/avoidance.

Action 3.2 School Climate, Safety, and School Connectedness
School climate, safety, and student connectedness are top priorities within our District. The effectiveness of our efforts has been significantly enhanced by fostering closer collaboration among all school stakeholders, uniting efforts to ensure that students feel safe, valued, and

connected. Key to this success has been the engagement of support staff, including pupil supervisors, instructional assistants, and the Behavior Intervention Specialist, all of whom play a critical role in implementing the Character Traits! (CKH) curriculum program activities to promote positive behavior and provide social-emotional support. The reinforcement of this character education program extends to the playground, where pupil supervisors model and encourage positive student interactions. Ongoing professional development is provided to all staff, including teachers, instructional staff, and pupil supervisors, to strengthen their ability to identify and support students' emotional needs and address challenging behaviors.

The strategies implemented through the character education program have had a substantive impact on addressing problem behaviors both inside and outside the classroom, fostering a more positive learning environment. Notably, we have seen a decrease in student absences and a reduction in suspension rates. The integration of the MTSS/SEL Committee, which now combines both the MTSS and SEL efforts, ensures a holistic approach to supporting students. This committee collaborates with staff, parents, and outside agencies as necessary to address individual student needs and provide strategies for self-regulation, coping skills, and anger management, all contributing to a more supportive and positive school climate. In addition to these efforts, the CCSPP program has reinforced our action plan by incorporating restorative practices, establishing a student voice council, and providing afterschool enrichment activities that resonate with students. These initiatives give students a sense of purpose, belonging, and pride in their school, further enhancing the overall impact on school climate and student well-being.

Action 3.3 Pupil Engagement
Our District has made significant strides in implementing an attendance and engagement program aimed at addressing key factors contributing to absenteeism, particularly among Foster Youth, socioeconomically disadvantaged students, students with disabilities, and English Learners. This initiative has been effectively carried out through the dedicated efforts of our Student Attendance Welfare Specialist, who has focused on closely monitoring attendance, collaborating with families and support systems, and creating awareness and incentive programs to highlight the importance of regular attendance. One of the key changes in this approach has been the shift from a punitive model to one that prioritizes understanding and support to our families and their needs. This shift has been well-received by parents, fostering stronger engagement with the program. As a result, within a year, we observed a decrease in Chronic Absenteeism, as reflected in the California Dashboard.

We are currently facing a challenge with the resignation of our Student Attendance Welfare Specialist (SAWS) and are in the process of transitioning and training a new part-time replacement for this role, which differs from the previous full-time position. As we re-evaluate our internal SARB protocols, we are assigning additional responsibilities to our school site clerks, who will play a more active role in communicating with parents during this transition period. To further support our attendance efforts, our CCSPP Coordinator will take on the responsibility of managing both schoolwide and districtwide attendance incentives, aimed at promoting and increasing student attendance.

All three actions were fully implemented in the 2024-2025 school year.

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

The material differences between budgeted and actual expenditures for Goal 3 are as follows: In Action 3.1 - Social Emotional Support, expenditures were reduced by $148,843.00, primarily due to a shift to ESSER/CCSPP funds and the loss of one counselor during the school year. Instead of hiring a substitute, we maintained the same SEL services by reallocating responsibilities from our clinical social worker, typically funded through CCSSP, to cover the counseling services. In Action 3.2 - School Climate and Safety, there was an increase of$ 21,465.00, largely due to salary adjustments. Lastly, in Action 3.3 - Pupil Engagement, expenditures decreased by$ 25,352.00 primarily because we lost a couple of staff who focused on providing student support in safety, connectedness, and emotional well-being.

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

The implementation of Actions 3.1 (Social Emotional Support) and 3.2 (School Climate, Safety, and School Connectedness), and 3.3 (Pupil Engagement) have been highly effective, showing significant progress toward achieving Goal 3. These actions have positively impacted various metrics, demonstrating growth and improvement across key areas.

In terms of attendance, the Average Daily Attendance (ADA) metric for the 2024-2025 school year shows a growth of 0.66 percentile points compared to the previous year (91.34% to 92.00%). Additionally, chronic absenteeism has decreased by 8.1%, dropping from 22.8% in 2022-2023 to 14.7% in 2023-2024, with improvements in specific subgroups such as Students with Disabilities (SWD) and English Learners (EL). This decrease reflects the success of our efforts to address barriers to attendance and the positive impact of social-emotional support services.

Suspension rates have also improved, with all student groups showing a decrease except for Students with Disabilities. For example, the suspension rate for all students decreased from 2.1% in 2023-2024 to 1.6% in 2024-2025. Similar decreases were observed in other subgroups, including English Learners (from 2.7% to 1.8%) and Socioeconomically Disadvantaged students (from 2.5% to 1.7%).

The Healthy Kids Survey provides further evidence of progress, with significant growth in students' sense of belonging, safety, and participation. Meaningful Participation increased by 3 percentile points, and Facilities Upkeep saw a 4 percentile point increase. These improvements align with the efforts to foster a positive school climate and ensure students feel safe and valued.

Additionally, the Facilities Inspection Tool (FIT) results show significant progress in maintaining high standards. Dogwood Elementary improved from "Good" to "Exemplary," while Heber School moved from "Fair" to "Good."

Furthermore, the collaboration among staff members, particularly the Student Support Services team-including counselors, behavior intervention specialists, and a clinical social worker-has contributed to the success of Action 3.1 (Social Emotional Support). These professionals provide "wrap-around services" to students and families, offering counseling, individualized plans, case management, and parent outreach. This team is also an integral part of the Multi-Tiered System of Supports (MTSS), which offers tiered support across academic, SEL, behavior, and mental well-being domains.

Overall, the three actions (3.1, 3.2, and 3.3) in place are making a meaningful impact, with steady progress towards improving social-emotional learning, school climate, safety, and student engagement. These metrics, along with the continued use of appropriate tools, will guide future decisions and help further refine strategies to address any remaining gaps.

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.

Reflection on Goal 3: No Changes to Planned Actions

After reflecting on the progress and success achieved in the past year, we have decided that no changes will be made to Goal 3 or its associated actions (3.1, 3.2, and 3.3) for the coming year. The implementation of these actions has proven to be highly successful, and we are seeing positive outcomes across multiple metrics, particularly in the areas of social-emotional support, school climate, and pupil engagement.

Action 3.1 - Social Emotional Support:
The District has made significant strides in providing social-emotional, behavioral, and overall well-being support for our students, particularly those from socioeconomically disadvantaged backgrounds, Foster Youth, and English Learners. Our team of counselors, clinical social workers, and behavior intervention specialists have been instrumental in implementing a coordinated, multi-tiered support system through interventions, therapy, and school-wide activities. The integration of these services, including the use of the Second Step Curriculum to teach SEL competencies, has had a positive impact on student well-being. The addition of a Behavior Intervention Specialist to our MTSS team has further enhanced our ability to support students struggling with behavior, anger management, and school refusal. As a result, we have seen a significant reduction in suspension rates and improved attendance, as evidenced by the California Dashboard.

Action 3.2 - School Climate, Safety, and School Connectedness:
Our District's efforts to improve school climate, safety, and student connectedness have yielded substantial positive outcomes. Through a strengthened collaboration with all stakeholders-pupil supervisors, instructional assistants, and support staff-we have successfully implemented the Character Traits! (CKH) curriculum, promoting positive behavior and reinforcing social-emotional support. Ongoing professional development has been provided to all staff, ensuring they are equipped to identify and support students' emotional needs and address challenging behaviors. Notably, our school climate has improved, as reflected in a decrease in absenteeism and suspension rates. The integration of the MTSS/SEL Committee has allowed us to offer a holistic approach to supporting students, enhancing overall student engagement and fostering a sense of belonging. Programs such as the CCSPP and restorative practices have contributed to strengthening our school climate and improving student well-being.

Action 3.3 - Pupil Engagement:
The District has made significant progress in addressing absenteeism through a comprehensive attendance and engagement program. By shifting from a punitive model to one of support and understanding, we have successfully engaged families and reduced chronic absenteeism, particularly among Foster Youth, socioeconomically disadvantaged students, and English Learners. Although we are currently

undergoing a transition with our Student Attendance Welfare Specialist, our efforts are still on track. With the help of our CCSPP Coordinator and school site clerks, we will continue to prioritize attendance incentives and support to ensure further improvement in student attendance rates.

Metrics and Outcomes:
Our continued success in meeting the objectives of Goal 3 is clearly demonstrated by our metrics. Attendance has improved, with a 0.66 percentile point increase in Average Daily Attendance (ADA), and chronic absenteeism has decreased by 8.1%, particularly among students with disabilities and English Learners. Suspension rates have also dropped across all student groups, with the overall suspension rate decreasing from 2.1% to 1.6%. The Healthy Kids Survey and Facilities Inspection Tool (FIT) results show significant improvements in student safety, sense of belonging, and school upkeep.

Conclusion:
Given the positive outcomes and steady progress in these areas, we have concluded that no changes are necessary to Goal 3 or its actions for the upcoming year. The strategies in place are effectively addressing the needs of our students, fostering a supportive and safe school environment, and promoting greater student engagement. We will continue to monitor our progress, make data-driven decisions, and ensure that our efforts align with the ongoing needs of our students. The successful implementation of these actions has made a meaningful impact, and we are committed to sustaining and building on this success in the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Social Emotional Support (Metric 3.1, 3.2, 3.3, 3.4, 3.5, 3.6)	The district's socioeconomic disadvantaged, Foster Youth, and English Learner students have a continued need for social-emotional support according to the most current state and local data. Students will receive additional support from the counselors and the licensed social worker to decrease social-emotional issues and increase connectedness to school. The counselors and social worker will promote positive behavior through classroom presentations, group counseling, and school activities. The counselor and social worker will also provide parent workshops to create wrap-around services to support parents and students. The counselors will enable students to acquire District-adopted grade-level competencies in personal/social behaviors, adaptive behaviors, and career behavior. The counselors and social worker will also consult with teachers, administrators, and parents regarding effective strategies for dealing with	$180,807.00	Yes

Action #	Title	Description	Total Funds	Contributing
		problem behaviors and developing a positive learning environment for individual students. Hazel Health is another supplemental support for students and parents to support the family with social-emotional and health needs to decrease absences and students missing class.		
3.2	School Climate, Safety and School Connectedness (Metric 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7)	According to the most recent state and local data, the district's socioeconomically disadvantaged students, Foster Youth, students with disabilities, and English Learners continue to require additional social-emotional support. To address this, a character education program has been successfully implemented district-wide, providing an extra layer of behavioral and social-emotional support to enhance students' well-being. In addition, teachers and support staff will receive further professional development on the district's social-emotional behavior program. The district will develop a tiered system of support that incorporates pupil supervisors, instructional assistants, and teachers, ensuring best practices are applied throughout the school day. The district will also continue addressing the needs identified in the Facilities Inspection Tool (FIT) report. Heber School has shown improvement, rising from last year's "Fair" rating to a "Good" standing this year. Furthermore, the district has included facility repairs as part of this initiative, in response to the FIT report's emphasis on the need for ongoing maintenance. Ensuring a safe environment remains a top priority for the district.	$698,826.00	Yes
3.3	Pupil Engagement (Metric 3.1, 3.5)	After reviewing the latest data from the California School Dashboard, the district has made significant progress in reducing chronic absenteeism across all demographic subgroups. Overall, chronic absenteeism for all students decreased by 8.1 percentile points, with students with disabilities showing a decrease of 10.2 percentile points. Chronic absenteeism for	$55,505.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English Learners dropped by 8.7 percentile points, while socioeconomically disadvantaged students experienced a reduction of 8.4 percentile points. To sustain this progress, the district is committed to further reducing chronic absenteeism, with a targeted focus on students with disabilities, foster youth, and socioeconomically disadvantaged students. Understanding the strong link between regular attendance and academic success, we will introduce monthly incentive programs at both the district and school levels. These initiatives aim to enhance student engagement and promote consistent attendance throughout the academic year, ultimately supporting students' readiness for success in both college and career pathways.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$3,894,028.00	**$478,122**

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
32.833%	0.000%	$0.00	32.833%

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

Required Descriptions

LEA-wide and Schoo/wide Actions

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

Goal and Action#	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Parent Communication (Metric 1.1) **Need:** After reviewing surveys, the Parent and Family Engagement Self-Reflection Tool, and consulting with educational partners, we identified the need to improve services for parents, recognizing their essential role in student academic success and well-being. Parent feedback emphasized a desire for	After reviewing surveys, the Parent and Family Engagement Self-Reflection Tool, and engaging with educational partners, we identified a critical need to enhance services for parents, as they play a vital role in student academic performance and well-being. Parent feedback emphasized a desire for improved communication, training, and engagement to better support their children. This goal builds on the district's ongoing focus on educational partner engagement, particularly addressing areas that scored a 3 (initial	Metric 1.1 Parent and Family Engagement Self-Reflection Tool (Local Indicators- Priority 3)

Goal and Action#	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	better communication, training, and engagement to more effectively support their children. This goal builds upon the district's ongoing efforts to engage educational partners, particularly in areas that received a score of 3 (initial implementation) on the parent survey. Additionally, there remains a need to provide further professional development for both parents and staff. We will continue to prioritize three key areas: Building Relationships, Building Partnerships, and Seeking Input for Decision Making. These areas are fundamental to HESD's success. We are pleased to report a 0.9% improvement across all three sections, demonstrating HESD's commitment to meeting the needs of our parents. Specifically, parents have requested the following: further enhancement of parent engagement and communication, including surveys to identify needs and strengths; parent training on transitional years from Dogwood to Heber School and high school, with guidance on how parents can support their children during these transitions; ongoing efforts to maintain and improve student attendance; and providing academic support to subgroups with academic gaps. **Scope:** LEA-wide	implementation) on the parent survey. Additionally, there remains a need for further professional development for both parents and staff. In response to concerns about student achievement, the district has developed Goal 1, which aims to implement actions that help parents support their children in closing the achievement gap. These actions include enhanced communication efforts with parents and families. Goal 1, Actions 1 through 3, represent a district-wide parent education campaign designed to close achievement gaps and increase parent participation. We will continue to prioritize three key areas: Building Relationships, Building Partnerships, and Seeking Input for Decision Making. These areas are crucial to HESD's success. We are pleased to report a 0.9% improvement across all three sections, demonstrating HESD's commitment to meeting the needs of our parents. Specifically, parents have requested the following: further enhancement of parent engagement and communication, including surveys to identify needs and strengths; parent training on transitional years from Dogwood to Heber School and high school, with guidance on how parents can support their children during these transitions; continued efforts to maintain and improve student attendance; and providing academic support to subgroups with academic gaps. These actions will be implemented district-wide with the expectation that all students will benefit. However, given the significantly lower academic	

Goal and Action#	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		performance of low-income, English Learner, and Foster Youth students, and because these actions are specifically designed to address socio-economic disadvantages, we anticipate that the achievement gaps for these student groups will improve relative to other students. Parent participation is also expected to increase accordingly. The district-wide and school-wide approach ensures that these strategies reach all students, but with a targeted focus on those who need additional support.	
1.2	**Action:** Parent Workshops (Metric 1.1) **Need:** After reviewing surveys, the Parent and Family Engagement Self-Reflection Tool, and consulting with educational partners, we identified the need to enhance services for parents, acknowledging their critical role in student academic success and well-being. Parent feedback highlighted a desire for improved communication, training, and engagement to better support their children. This goal builds on the district's ongoing efforts to engage educational partners, particularly in areas that scored a 3 (initial implementation) on the parent survey. Additionally, there is a continued need for professional development for both parents and staff. We will continue to focus on three key areas: Building Relationships, Building Partnerships, and Seeking Input for Decision Making. These	To address concerns from educational partners regarding student achievement, the district has developed Goal 1, which focuses on actions aimed at helping parents better support their children and close the achievement gap. These actions include increasing parent workshops and engagement opportunities. Goal 1, Actions 1 through 3, represents a district-wide educational campaign designed to reduce achievement gaps and increase parent participation. These actions are being implemented across the entire district with the expectation that all students will benefit. However, due to the significantly lower academic achievement rates of low-income, English Learner, and Foster Youth students, and because these actions are specifically designed to address the needs of socioeconomically disadvantaged families, we anticipate seeing improvements in achievement gaps for these groups compared to other students, as well as an increase in parent participation.	Metric 1.1 Parent and Family Engagement Self-Reflection Tool (Local Indicators- Priority 3)

Goal and Action#	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	areas are essential to the success of HESD. We are pleased to report a 0.9% improvement across all three sections, demonstrating HESD's commitment to addressing the needs of our parents. Specifically, parents have requested the following: enhanced parent engagement and communication, including surveys to identify needs and strengths; training on supporting children through transitional years, such as from Dogwood to Heber School and high school; continued efforts to improve student attendance; and academic support for subgroups with gaps in achievement. In response, we will offer Parent Workshops focused on the topics that are of high importance to our parents: • "Supporting Your Child Through School Transitions: From Elementary to Middle School and Beyond" • "Staying Connected: How Parents Can Engage Through Apps and Social Media" • "Every Day Counts: The Importance of Student Attendance" • "Bridging the Gap: How Parents Can Support Academic Growth" We will also continue to assess the impact, response, and success of our partnership with Parent University.	HESD is committed to offering Parent Workshops designed to improve parent engagement, support student achievement, and address the specific needs of our students, particularly those from socioeconomically disadvantaged backgrounds. Through these ongoing workshops, clear communication, and continued partnership with Parent University, we aim to strengthen the connection between home and school, fostering a positive and supportive learning environment for all students.	

Goal and Action#	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.3	**Action:** Parent Engagement (Metric 1.1) **Need:** After reviewing surveys, the Parent and Family Engagement Self-Reflection Tool, and engaging with educational partners, we identified the need to enhance services for parents, recognizing that their involvement directly impacts student academic performance and well-being. Survey results indicated a strong desire for improved, innovative communication, training, and engagement to better equip parents in supporting their children's success. This goal aligns with the district's ongoing efforts to strengthen engagement with educational partners, with a particular focus on areas that received a score of 3 (initial implementation) on the parent survey. These areas underscore the continued need for professional development for both parents and staff. The district is committed to improving parent communication, engagement, and training in three key areas: Building Relationships Between Staff and Families, Building Partnerships for Student Outcomes, and Seeking Input for Decision Making. At HESD, we address parent engagement through a variety of methods, including ongoing family nights that promote educational	To address educational partners' concerns about supporting student achievement, the district has developed Goal 1, which outlines actions aimed at helping parents better support their children and close the achievement gap. These actions include innovative strategies to enhance parent engagement through workshops, school events, and district activities. Specifically, Goal 1, Actions 1 through 3, represent a district-wide educational campaign designed to close achievement gaps and increase parent participation. These actions will be implemented across the entire LEA, with the expectation that all students will benefit. However, due to the significantly lower academic performance of low-income, English Learner, and Foster Youth students, and because the actions are designed to address the unique needs of socioeconomically disadvantaged families, we anticipate that the achievement gaps for these students will improve relative to other students, along with an increase in parent participation. HESD is committed to strengthening parent engagement through a variety of initiatives that involve families in their children's education. These initiatives include hosting ongoing family nights for educational training, offering workshops on communication tools such as ParentSquare and ParentVue, and encouraging parents to participate as decision-makers in site and district committees. Additionally, we invite parents to attend student	Metric 1.1 Parent and Family Engagement Self-Reflection Tool (Local Indicators- Priority 3)

Goal and Action#	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	training for parents, parent workshops on using communication apps such as ParentSquare and ParentVue, and encouraging parents to participate as decision-makers in site and district committees, councils, and other forums. We also invite parents to attend student recognition events, participate in local and state student-centered competitions, and attend parent conferences offered both districtwide and countywide. **Scope:** LEA-wide	recognition events, engage in local and state competitions, and participate in parent conferences at both the district and county levels, ensuring that families are actively involved in supporting student success. These efforts align with our broader goals to increase parent participation and address achievement gaps within our community.	
2.1	**Action:** Professional Development to support implementation of state standards (Metric 2.3 and 2.7) **Need:** These actions are based on our need to improve outcomes for student groups with academic gaps, as identified by our educational partners and data. Specifically, low-income, English learners, students with disabilities, and Foster Youth students performed below standard on CAASPP and local assessments in ELA and mathematics. Analyzing the student data from the most recent state assessments (2023-24) shows that 47.11% of students are 'Meeting or Exceeding Standard' in English Language Arts (ELA). For Math, the rate is 34.84%.	To address the achievement gap for low-income students, English Learners, students with disabilities, Foster Youth, and other low-performing groups, the district has established Goal 2. This goal involves creating and implementing an academic plan that targets the root causes of educational disparities. The plan includes professional development for all staff, as well as technology for both students and staff. Actions 1 and 2 of Goal 2 focus on a district-wide educational campaign aimed at closing the achievement gap. In developing the professional development calendar, the district takes into account the unique needs of unduplicated students and evaluates their achievement in relation to all students. This ensures that evidence-based professional development opportunities are targeted at improving the achievement of these groups. For the 2024-25 school year, professional	Metric 2.3 -- Percent of fully credentialed teachers -- The number of misassigned teachers. Metric 2.7 Self-reflection Tool for Implementation of State Academic Standards (Priority 2)

Goal and Action#	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Performance gaps exist for multiple student groups, including: English Learners: ELA 26.45% and Math 22.56% Long-term English Learners: ELA- 6.15% and Math 4.62% Socioeconomically Disadvantaged: ELA 40.89% and Math 31.75% Students with Disabilities: ELA 10.20 % and Math 7.14%. The need to have appropriately credentialed teachers, curriculum-aligned instructional material, implementation of state standards, course access, and up-to-date technology and access to online resources has a great impact on student learning and will help close the achievement gap. **Scope:** LEA-wide	development will include training for new teachers, teachers working with students with special needs, content-specific and grade-level teachers, and workshops focusing on English Language Development strategies in Designated and Integrated ELD, Math, and UDL. Teachers will also be trained to differentiate and scaffold instruction, ensuring access to content standards based on the students' language and learning needs. This work will continue to build capacity across the district, with a continued focus on instruction aimed at improving student outcomes in mathematics and language arts. The district expects these actions to enhance staff capacity to meet the specific needs of unduplicated students. Professional development based on the ELD standards will be incorporated into the core English Language Arts (ELA)/ELD curriculum and mathematics instruction. Providing these professional development opportunities will help close the achievement gap, as evidenced by CAASPP data. Additionally, professional development will emphasize analyzing student data, making informed instructional decisions, researching effective strategies, collaborating with peers, and developing interventions for unduplicated students. Our comprehensive professional development plan is designed to support these specific student groups while continuously analyzing its effectiveness. The district offers evidence-based professional learning and monitors both implementation and student progress. These actions are provided on a district-wide basis, benefiting all students, but particularly addressing the needs of socioeconomically	

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
		disadvantaged and English Learner students, who typically show lower academic achievement.	
2.2	**Action:** Technology and enhanced learning (Metric 2.1, 2.2, 2.4) **Need:** These actions are based on our need to improve outcomes for student groups with academic gaps, as identified by our educational partners and data. Specifically, low-income, English learners, students with disabilities, and Foster Youth students performed below standard on CAASPP and local assessments in ELA and mathematics. Analyzing the student data from the most recent state assessments (2023-24) shows that 47.11% of students are 'Meeting or Exceeding Standard' in English Language Arts (ELA). For Math, the rate is 34.84%. Performance gaps exist for multiple student groups, including: English Learners: ELA 26.45% and Math 22.56% Long-term English Learners: ELA- 6.15% and Math 4.62% Socioeconomically Disadvantaged: ELA 40.89% and Math 31.75% Students with Disabilities: ELA 10.20 % and Math 7.14%.	To address the achievement gap for our low-income English Learners, students with disabilities, Foster Youth students, and other low-performing groups, the district has developed Goal 2, which will develop and implement an academic plan designed to address the causes of the academic educational disparities. The plan includes professional development for all staff and technology for students and staff. Goal 2, Actions 1 and 2, is a district-wide educational campaign to support closing the achievement gaps. The district offers evidence-based professional learning and monitors implementation and student progress. Students will receive additional enhanced technology to support academics and increase knowledge and use of SBAC interim assessment and district supplemental Math and ELA computer-based programs. Students will receive extra academic practice to increase academic support in the classroom, specifically for students not meeting grade-level standards. These actions are being provided on an LEA-wide basis, and we expect that all students benefit; however, because of the lower academic rates of low-income and English Learner students, these actions meet the needs of socioeconomically disadvantaged and English Learner students.	Metrics 2.1, 2.2, and 2.4 2.1 SBAC Math percent of students met or exceeded standards 2.2 SBAC ELA percent of students met or exceeded standards 2.4 ELPI - Percent of English Learner students making progress toward English language proficiency

Goal and Action#	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The need to have appropriately credentialed teachers, curriculum-aligned instructional material, implementation of state standards, course access, and up-to-date technology and access to online resources has a great impact on student learning and will help close the achievement gap. **Scope:** LEA-wide		
2.3	**Action:** Student Academic Supplemental Support Programs (Metric 2.1, 2.2, 2.4) **Need:** These actions are based on our need to improve outcomes for student groups with academic gaps, as identified by our educational partners and data. Specifically, low-income, English learners, students with disabilities, and Foster Youth students performed below standard on CAASPP and local assessments in ELA and mathematics. Analyzing the student data from the most recent state assessments (2023-24) shows that 47.11% of students are 'Meeting or Exceeding Standard' in English Language Arts (ELA). For Math, the rate is 34.84%. Performance gaps exist for multiple student groups, including:	To address the achievement gap for our low-income, English Learners, and foster youth students, the district has developed Goal 2, which will develop and implement an academic plan designed to address the major causes of the academic educational disparities. The plan includes after-school supplemental support, course access (elective wheel), and English learner supplemental supports (EL TOSA and additional intervention supports). Goal 2, Actions 3, 4, 6, and 7 are district-wide educational plans to support closing the achievement gaps. The district will provide after-school intervention programs for students reading two or more levels below grade level. English Learner TOSA and Math TOSA will provide direct support to student who have academic achievement gaps, push-in support, course access (visual and performing arts, elective wheel), and extended school year to decrease learning loss or regression and easier transition to begin the school year. The district will continue with action 7	Metrics 2.1, 2.2, and 2.4 2.1 SBAC Math percent of students met or exceeded standards 2.2 SBAC ELA percent of students met or exceeded standards 2.4 ELPI - Percent of English Learner students making progress toward English language proficiency

Goal and Action#	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners: ELA 26.45% and Math 22.56% Long-term English Learners: ELA- 6.15% and Math 4.62% Socioeconomically Disadvantaged: ELA 40.89% and Math 31.75% Students with Disabilities: ELA 10.20 % and Math 7.14%. Educational partners, students, and staff feedback have shared the need for comprehensive interventions coupled with rigorous access to a broad course of study. Parents also expressed a desire to continue extended day opportunities (both after school and in the summer). **Scope:** LEA-wide	to invest in reducing the adult-to-student ratios for certificated staff. These actions are being provided on an LEA-wide basis, and we expect that all students benefit. However, because of the significantly lower academic rates of low-income, English learner, and foster youth students, these actions meet needs most associated with experiences of socioeconomically disadvantaged status, English learner, and foster youth students. We expect that the achievement gaps for our low-income, English learner, and foster youth students will improve compared to all other students. The district expects to increase the percentage of students meeting or exceeding standards in math and language arts as measured by CAASPP results. The district's goal was to increase 3 - 5% each year and increase English Learner reclassification rates by 2% each year.	
2.4	**Action:** Course Access and Extracurricular Supplemental Enrichment Activities (Metric 2.8) **Need:** These actions are based on our need to improve outcomes for student groups with academic gaps, as identified by our educational partners and data. Specifically, low-income, English learners, students with disabilities, and Foster Youth students performed below standard on CAASPP and local assessments in ELA and mathematics.	To address the achievement gap for our low-income, English Learners, and foster youth students, the district has developed Goal 2, which will develop and implement an academic plan designed to address the major causes of the academic educational disparities. The plan includes after-school supplemental support, course access (elective wheel), and English learner supplemental supports (EL TOSA and additional intervention support). Ensuring additional course access supports academic achievement in all core subject areas (language arts, math, ELD, etc.) by offering students a broad range of educational opportunities tailored to their needs and interests. By providing access to	Metric 2.8 Self-reflection Tool for Course Access (Priority 7) will be completed, measured, and reported to the community on an annual basis. (Met Local Indicator)

Goal and Action#	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Analyzing the student data from the most recent state assessments (2023-24) shows that 47.11% of students are 'Meeting or Exceeding Standard' in English Language Arts (ELA). For Math, the rate is 34.84%. Performance gaps exist for multiple student groups, including: English Learners: ELA 26.45% and Math 22.56% Long-term English Learners: ELA- 6.15% and Math 4.62% Socioeconomically Disadvantaged: ELA 40.89% and Math 31.75% Students with Disabilities: ELA 10.20 % and Math 7.14%. Educational partners, students, and staff feedback have shared the need for comprehensive interventions coupled with rigorous access to a broad course of study. Parents also expressed a desire to continue extended day opportunities (both after school and in the summer). **Scope:** LEA-wide	diverse courses, the district can empower students to develop essential skills, explore their passions, and achieve success in their academic pursuits. Goal 2, Actions 3, 4, 6, and 7 are district-wide educational plans to support closing the achievement gaps. The district will provide after-school intervention programs for students reading two or more levels below grade level. English Learner TOSA intervention push-in support, course access (visual and performing arts, elective wheel), and extended school year to decrease learning loss or regression and easier transition to begin the school year. The district will continue with action 7 to invest in reducing the adult-to-student ratios for certificated staff. These actions are being provided on an LEA-wide basis, and we expect that all students benefit. However, because of the significantly lower academic rates of low-income, English learner, and foster youth students, these actions meet needs most associated with experiences of socioeconomically disadvantaged status, English learner, and foster youth students. We expect that the achievement gaps for our low-income, English learner, and foster youth students will improve compared to all other students. The district expects to increase the percentage of students meeting or exceeding standards in math and language arts as measured by CAASPP results. The district's goal was to increase 3 - 5% each year and increase English Learner reclassification rates by 2% each year.	

Goal and Action#	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.6	**Action:** Extended School Year Intervention Program (Metric 2.1, 2.2, 2.4) **Need:** These actions are based on our need to improve outcomes for student groups with academic gaps, as identified by our educational partners and data. Specifically, low-income, English learners, students with disabilities, and Foster Youth students performed below standard on CAASPP and local assessments in ELA and mathematics. Analyzing the student data from the most recent state assessments (2023-24) shows that 47.11% of students are 'Meeting or Exceeding Standard' in English Language Arts (ELA). For Math, the rate is 34.84%. Performance gaps exist for multiple student groups, including: English Learners: ELA 26.45% and Math 22.56% Long-term English Learners: ELA- 6.15% and Math 4.62% Socioeconomically Disadvantaged: ELA 40.89% and Math 31.75% Students with Disabilities: ELA 10.20 % and Math 7.14%. CA School Dashboard English Learner Progress Indicator (ELPI) 2023-24 Percent of English Learner students making progress toward English language proficiency 46.66%.	To address the achievement gap for our low-income, English Learners, and foster youth students, the district has developed Goal 2, which will develop and implement an academic plan designed to address the major causes of the academic educational disparities. The plan includes after-school supplemental support, course access (elective wheel), and English learner supplemental supports (EL TOSA and additional intervention support). The Extended School Year (ESY) Intervention Program, part of the LCAP plan, supports academic achievement by providing targeted support during summer school. It offers individualized instruction, and enrichment activities, and addresses learning gaps. Metrics like standardized test scores, course completion rates, attendance, and long-term outcomes assess their impact on students' academic success. Goal 2, Actions 3, 4, 6, and 7 are district-wide educational plans to support closing the achievement gaps. The district will provide after-school intervention programs for students reading two or more levels below grade level. English Learner TOSA intervention push-in support, course access (visual and performing arts, elective wheel), and extended school year to decrease learning loss or regression and easier transition to begin the school year. The district will continue with action 7 to invest in reducing the adult-to-student ratios for certificated staff. These actions are being provided on a Districtwide basis, and we expect that all students benefit. However, because of the significantly lower academic rates of low-income, English learner, and foster youth students, these actions meet	Metrics 2.1, 2.2, and 2.4 2.1 SBAC Math percent of students met or exceeded standards 2.2 SBAC ELA percent of students met or exceeded standards 2.4 ELPI - Percent of English Learner students making progress toward English language proficiency

Goal and Action#	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The district's reclassification rate for the 2024-25 school year was 15%. Feedback from educational partners, students, and staff has highlighted the need for comprehensive interventions, alongside rigorous access to a wide range of courses. Parents have also expressed a desire to continue extended day opportunities, both after school and during the summer. There is a clear need to provide additional support through extended school year academic programs (summer school) to address learning loss and support students' social-emotional needs. **Scope:** LEA-wide	needs most associated with experiences of socioeconomically disadvantaged status, English learner, and foster youth students. We expect that the achievement gaps for our low-income, English learner, and foster youth students will improve compared to all other students. The district expects to increase the percentage of students meeting or exceeding standards in math and language arts as measured by CAASPP results. The district's goal was to increase 3-5% each year and increase English Learner reclassification rates by 2% each year.	
2.7	**Action:** Class-size reduction (Metric 2.1, 2.2, 2.4) **Need:** These actions are based on our need to improve outcomes for student groups with academic gaps, as identified by our educational partners and data. Specifically, low-income, English learners, students with disabilities, and Foster Youth students performed below standard on CAASPP and local assessments in ELA and Mathematics. Analyzing the student data from the most recent state assessments (2023-24) shows	To address the achievement gap among our low-income, English Learner, and foster youth students, the district has established Goal 2. This goal focuses on creating and implementing an academic plan designed to address the key factors contributing to educational disparities. The plan includes after-school supplemental support, course access through elective classes, elective wheels, and/or after-school programs, and additional English Learner supports provided by our Teachers on Special Assignment (TOSAs). These TOSAs deliver direct instruction to students and offer coaching support to teachers.	Metrics 2.1, 2.2, and 2.4 2.1 SBAC Math percent of students met or exceeded standards 2.2 SBAC ELA percent of students met or exceeded standards 2.4 ELPI - Percent of English Learner students making progress toward English language proficiency

Goal and Action#	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	that 47.11% of students are 'Meeting or Exceeding Standard' in English Language Arts (ELA), and for Math, the rate is 34.84%. Even though we saw an increase of 2-4 percentile points in both ELA and Math, we continue to have academic gaps amongst subgroups. Performance gaps exist for multiple student groups, including: English Learners: ELA 26.45% and Math 22.56% Long-term English Learners: ELA- 6.15% and Math 4.62% Socioeconomically Disadvantaged: ELA 40.89% and Math 31.75% Students with Disabilities: ELA 10.20 % and Math 7.14%. CA School Dashboard English Learner Progress Indicator (ELPI) 2023-24 Percent of English Learner students making progress toward English language proficiency is 46.66%. The district's reclassification rate for the 2024-25 school year was 15%. Educational partners, students, and staff feedback have shared the need for comprehensive interventions coupled with rigorous access to a broad course of study, such as having "elective classes or exploratory wheel". Parents also expressed a desire to continue extended day opportunities (both after school and in the summer) for students who have academic gaps.	The district believes this LEA-wide initiative will enhance academic achievement by offering more personalized instruction, targeted support for at-risk students, expanded learning opportunities, and strengthened social-emotional support. Goal 2, along with Actions 3, 4, 5, 6, and 7, represent district-wide efforts aimed at closing achievement gaps. Specific actions include after-school intervention programs for students reading two or more levels below grade level, push-in intervention support for English Learners from TOSAs, access to elective courses (such as visual and performing arts and the elective wheel), and an extended school year to prevent learning loss and ease students' transitions to the new academic year. Additionally, the district will continue Action 7, investing in reducing adult-to-student ratios in grade levels lacking funding for class-size reduction. These actions will be implemented across the entire district, with the expectation that all students will benefit. However, because low-income, English Learner, and foster youth students face significantly lower academic achievement rates, these actions are specifically designed to address the unique challenges faced by socioeconomically disadvantaged students. We anticipate that the achievement gaps for these students will narrow compared to other student groups. The district aims to increase the percentage of students meeting or exceeding standards in Math and Language Arts as measured by CAASPP results, with a target increase of 3-5% each year. Additionally, the district plans to raise the English Learner reclassification rate by 2% annually.	

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
	There is a need to provide additional support from the extended school year academic programs (summer school) to help students with learning loss and social-emotional needs. There is a need to increase staff to help support academic achievement and provide supplemental instruction and, additional targeted support. **Scope:** LEA-wide		
3.1	**Action:** Social Emotional Support (Metric 3.1, 3.2, 3.3, 3.4, 3.5, 3.6) **Need:** After reviewing data, consulting with educational partners, and assessing our English learners, foster youth, and low-income students' needs, conditions, and circumstances, we learned that there is a need to provide social-emotional support and improve the school climate. The district analyzed suspension rates and the increase in referrals for behavior and social-emotional support and noticed that suspension rates and referrals are slightly higher for English Learners, low-income, foster youth, and students with disabilities compared to all students in the district. Suspension data from the 2023-2024 CA School Dashboard: All students -1.6., Students with Disabilities (SWD) - 2.8%, English	To address this condition of our low-income, students with disabilities, English learners, and foster youth students, the district has developed and implemented an MTSS program designed to address the causes of increased suspensions and social-emotional needs, including a school climate that emphasizes the importance of providing a tiered support system for behavior, academics, and social-emotional support. Goal 3, Actions 1 and 2 are a district-wide effort on the benefits of improving school climate and social-emotional support. The counselors and the clinical social worker will continue to promote positive behavior through classroom presentations, group counseling, and school engagement activities. The counselors and the clinical social worker will also provide parent workshops to create wrap-around services to support parents and students. These actions are being implemented district-wide, with the expectation that all students will benefit. However, due to suspension rates, behavior referrals, and a need for additional social-	Metric: 3.1 - Average Daily Attendance (ADA) Reports 3.2 - CA School Dashboard data for suspensions percentage 3.3 - Middle School Dropout Rate Percentage 3.4 - CA Healthy Kids Survey (Priority 6) 3.5 - Chronic Absenteeism percentage 3.6 - Expulsion Percentage Rate

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
	Learners - 1.8 %, Socioeconomically Disadvantaged students (SEO) - 1.7%, and Long-term English Learners - 4.1. **Scope:** LEA-wide	emotional support among low-income and unduplicated students, the district is providing these targeted actions. Since these initiatives address the needs of most students, including English learners, socially disadvantaged students, and foster youth, they are especially important. There has been a slight improvement in suspension rates, and behavior referrals have remained stable for unduplicated students, English learners, and students with disabilities compared to last year. However, the district continues to observe a gap between the outcomes for all students and those for unduplicated students.	
3.2	**Action:** School Climate, Safety and School Connectedness (Metric 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7) **Need:** After reviewing data, consulting with educational partners, and assessing the needs, conditions, and circumstances of our English learners, foster youth, and low-income students, we have identified a significant need for social-emotional support and an improvement in school climate. The district's analysis of suspension rates and an increase in behavior and social-emotional support referrals reveals that suspension rates and referrals are slightly higher for English Learners, low-income students, foster youth, and students with disabilities compared to the general student population.	To address this condition of our low-income, students with disabilities and English learners, foster youth students, the district has developed and implemented an engagement and MTSS program designed to address the causes of increased suspensions and social-emotional needs, including a school climate that emphasizes the importance of providing a tiered support system for behavior, academics, and social-emotional support. Goal 3, Actions 1 and 2 are a district-wide effort on the benefits of improving school climate and social-emotional support. The district will train support staff (pupil supervisors and instructional assistants) on the district-wide character-building programs to support a safe and positive school climate. These actions are being provided on an LEA-wide basis, and we expect all students to benefit. The strategies implemented in the character education program will help to address problem behaviors	Metric: 3.1 - Average Daily Attendance (ADA) Percentage rate 3.2 - CA School Dashboard data for suspensions percentage 3.3 - Middle School Dropout Rate Percentage 3.4 - CA Healthy Kids Survey (Priority 6) 3.5 - Chronic Absenteeism percentage 3.6 - Expulsion Percentage Rate 3.7 -Facility Inspection Tool (FIT)

Goal and Action#	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The suspension data from the 2023-2024 CA School Dashboard highlights the following trends for various student subgroups: All Students: 1.6% suspension rate, a decrease of 0.5 percentile points. Students with Disabilities (SWD): 2.8% suspension rate, an increase of 0.3 percentile points. English Learners (EL): 1.8% suspension rate, a decrease of 0.9 percentile points. Socioeconomically Disadvantaged (SEO): 1.7% suspension rate, a decrease of 0.8 percentile points. Long-Term English Learners (LTEL): 4.1% suspension rate, with no reported change or decrease. The subgroup in greatest need of targeted support is Long-Term English Learners (LTEL), whose suspension rate is notably higher than other groups. This indicates a clear need for focused interventions to address both behavioral and academic challenges within this subgroup. The district has identified a need to have this action LEA-wide increase supplemental services for all our students, particularly those classified as unduplicated, to increase average daily attendance, reduce suspension and expulsion rates, and maintain a safe school	and improve the learning environment to decrease absences and impact attendance, suspensions, dropout rate, chronic absenteeism, and expulsion rates to create a positive school climate.	

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
	environment. To facilitate these efforts, the district will utilize counselors at each school, a clinical social worker, safety pupil supervisors, and attendance and welfare specialists to strengthen the initiatives under this goal. The district also has included basic needs under this action as facilities need to be repaired and the FIT report showed a rating of "Good" at Heber School, showing growth from last year's "Fair" rating in 2022-2023. **Scope:** LEA-wide		
3.3	**Action:** Pupil Engagement (Metric 3.1, 3.5) **Need:** After reviewing the latest data from the California School Dashboard, the district has made significant progress in reducing chronic absenteeism across all demographic subgroups. Overall, chronic absenteeism for all students decreased by 8.1 percentile points, with students with disabilities showing a decrease of 10.2 percentile points. Chronic absenteeism for English Learners dropped by 8.7 percentile points, while socioeconomically disadvantaged students experienced a reduction of 8.4 percentile points. The district is committed to further reducing chronic absenteeism across all groups, with a particular focus on students with subgroups	To support our foster youth, socioeconomically disadvantaged students, students with disabilities, and English Learners, we will continue to enhance our attendance and engagement program. This program will address key factors contributing to absenteeism, including creating a school climate that prioritizes the importance of attendance and student engagement. As part of Goal 3, Action 3, we will launch a district-wide campaign highlighting the benefits of high engagement rates and a positive school climate. The CCSPP program staff will focus on creating "feel-good" activities for students and families, while counselors, teachers, and administrators will encourage attendance through monthly incentives, parent meetings, attendance workshops, and school-wide and district-wide recognition programs. These actions are being implemented district-wide, and we anticipate that all students with attendance rates below 100% will benefit. However, due to the	Metric: 3.1 - Average Daily Attendance (ADA) Reports 3.5 - Chronic Absenteeism percentage

Goal and Action#	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	such as students with disabilities, foster youth, and socioeconomically disadvantaged students. We recognize that strong attendance is closely linked to higher academic achievement and plays a crucial role in preparing students for success in both college and career pathways. **Scope:** LEA-wide	historically lower attendance rates among low-income and unduplicated students, and because these actions address the unique challenges faced by socioeconomically disadvantaged students, we expect a continued reduction in chronic absenteeism. Specifically, the attendance rate for our low-income students is expected to improve more significantly than the overall attendance rate for all other students.	

Limited Actions

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

Goal and Action#	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.5	**Action:** Increased and Improved Services for Unduplicated and English Learner Students (Metric 2.1, 2.2 and 2.4) **Need:** Analyzing the student data from the most recent state assessments (2023-24) shows that 47.11% of students are 'Meeting or Exceeding Standard' in English Language Arts (ELA). For Math, the rate is 34.84%. Performance gaps exist for multiple student groups, including:	In addition to the district-wide actions previously outlined, HESD is implementing a targeted action (Goal 2, Action 5) specifically designed to support our English Learners. The district's targeted actions include: Supporting language acquisition programs and offering supplemental professional development for English learner teachers, focusing on best practices to effectively support students. Providing additional supplemental support to newcomers, long-term English learners, and other English learner students to help close	Metrics 2.1, 2.2, and 2.4 2.1 SBAC Math percent of students met or exceeded standards 2.2 SBAC ELA percent of students met or exceeded standards 2.4 ELPI - Percent of English Learner students making progress toward

Goal and Action#	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Learners: ELA 26.45% and Math 22.56% Long-term English Learners: ELA- 6.15% and Math 4.62% Socioeconomically Disadvantaged: ELA 40.89% and Math 31.75% Students with Disabilities: ELA 10.20 % and Math 7.14%. The need to have appropriately credentialed teachers, curriculum-aligned instructional material, implementation of state standards, course access, and up-to-date technology and access to online resources has a great impact on student learning and will help close the achievement gap. The district's data has indicated a learning gap between English Learner students and all students. In a concerted effort to close the achievement gap, the district will set this action to improve and increase service for English learners and improve SBAC reading and Math scores and ELPI percentages of students making progress. **Scope:** Limited to Unduplicated Student Group(s)	achievement gaps. The District's TOSAs will offer push-in and pull-out academic support to English learner students who are not meeting grade-level standards. Ensuring all teachers receive professional development specifically for English Learners, with a focus on refining teaching practices during integrated and designated ELD (English Language Development) time. This will enable teachers to provide both integrated and designated ELD for English Learners. These supplemental services, provided by TOSAs, teachers, and instructional assistants, will focus on key areas such as language acquisition, vocabulary development, grammar, reading comprehension, and communication skills. By offering ELD courses tailored to students' language proficiency levels, the district aims to help English Language Learners make significant progress.	English language proficiency
2.9	**Action:** Long-term English Learners Academic Supplemental Support Programs and professional development (Metric 2.1, 2.2, 2.4, 2.9)	In addition to the district-wide actions previously outlined, HESD is implementing a targeted action (Goal 2, Action 5) specifically designed to support our English Learners. The district's targeted actions include:	Metrics 2.1, 2.2, 2.4, and 2.9 2.1 SBAC Math percent of students met or exceeded standards

Goal and Action#	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: In reviewing data, there is a need to have additional support for Long-term English Learners (LTEL) as there is an academic gap in Math, Language Arts, and English Language Development according to SBAC, ELPAC scores, LTEL, and reclassification rates. Analyzing the student data from the most recent state assessments (2023-24) shows that 47.11% of students are 'Meeting or Exceeding Standard' in English Language Arts (ELA). For Math, the rate is 34.84%. Performance gaps exist for multiple student groups, including: English Learners: ELA 26.45% and Math 22.56% Long-term English Learners: ELA- 6.15% and Math 4.62% Socioeconomically Disadvantaged: ELA 40.89% and Math 31.75% Students with Disabilities: ELA 10.20 % and Math 7.14%. Having appropriately credentialed teachers, curriculum-aligned instructional materials, the effective implementation of state standards, access to courses, and up-to-date technology with online resources is crucial for improving student learning and closing the achievement gap. District data shows a significant learning gap between English Learner students and the	Supporting language acquisition programs and offering supplemental professional development for English learner teachers, focusing on best practices to effectively support students. Providing additional supplemental support to newcomers, long-term English learners, and other English learner students to help close achievement gaps. The District's TOSAs will offer push-in and pull-out academic support to English learner students who are not meeting grade-level standards. Ensuring all teachers receive professional development specifically for English Learners, with a focus on refining teaching practices during integrated and designated ELD (English Language Development) time. This will enable teachers to provide both integrated and designated ELD for English Learners. These supplemental services, provided by TOSAs, teachers, and instructional assistants, will focus on key areas such as language acquisition, vocabulary development, grammar, reading comprehension, and communication skills. By offering ELD courses tailored to students' language proficiency levels, the district aims to help English Language Learners make significant progress.	2.2 SBAC ELA percent of students met or exceeded standards 2.4 ELPI - Percent of English Learner students making progress toward English language proficiency 2.9 DataQuest at-risk and LTEL student counts

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

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

N/A

Additional Concentration Grant Funding

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

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

To utilize these funds effectively, the district intends to allocate them toward additional certificated staff Goal 2, Action 2.7. These educators will be strategically placed in schools with unduplicated student enrollments exceeding 55%, aiming to create a more supportive learning environment. By deploying these certificated teachers, our goal is to enhance academic progress and optimize the student-to-teacher ratio, ensuring that each student receives the necessary attention to succeed.

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

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	$11,860,012.00	$3,894,028.00	32.833%	0.000%	32.833%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,894,028.00	$464,454.00	$10,000.00	$0.00	$4,368,482.00	$3,708,666.00	$659,816.00

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	Parent Communication (Metric 1.1)	English Learners Foster Youth Low Income		LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$81,451.00	$26,000.00	$107,451.00	$0.00	$0.00	$0.00	$107,451.00	0
	1.2	Parent Workshops (Metric 1.1)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$0.00	$3,000.00	$3,000.00	$0.00	$0.00	$0.00	$3,000.00	0
	1.3	Parent Engagement (Metric 1.1)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$10,000.00	$39,012.00	$49,012.00	$0.00	$0.00	$0.00	$49,012.00	0
2	2.1	Professional Development to support implementation of state standards (Metric 2.3 and 2.7)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$397,949.00	$108,595.00	$506,544.00	$0.00	$0.00	$0.00	$506,544.00	0
2	2.2	Technology and enhanced learning (Metric 2.1, 2.2, 2.4)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$214,977.00	$187,500.00	$402,477.00	$0.00	$0.00	$0.00	$402,477.00	0
2	2.3	Student Academic Supplemental Support Programs (Metric 2.1, 2.2, 2.4)	English Learners Foster Youth Low Income	**Yes**	LEA-**wide**	English Learners Foster Youth Low Income	**All** Schools	**3 years**	$695,460.00	$112,479.00	$427,905.00	$380,034.00	$0.00	$0.00	$807,939.00	0
2	2.4	Course Access and Extracurricular Supplemental Enrichment Activities (Metric 2.8)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$287,374.00	$64,430.00	$351,804.00	$0.00	$0.00	$0.00	$351,804.00	0
2	2.5	Increased and Improved Services for Unduplicated and English Learner	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools	3 years	$907,778.00	$45,000.00	$868,358.00	$84,420.00	$0.00	$0.00	$952,778.00	0

Goal #	Action#	Action Title	Student Group(s)	Contributing to Increased or Improved Services?		Unduplicated Student Group(s)		Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Students (Metric 2.1, 2.2 and 2.4)														
2	2.6	Extended School Year Intervention Program (Metric 2.1, 2.2, 2.4)	English Learners Fosier Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$14,486.00	$0.00	$14,486.00	$0.00	$0.00	$0.00	$14,486.00	0
2	2.7	Class-size reduction (Metric 2.1, 2.2, 2.4)	English Learners Fosier Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$217,853.00	$0.00	$217,853.00	$0.00	$0.00	$0.00	$217,853.00	0
2	2.8	Students with Disabilities (SWD) Academic Supplemental Support Programs (English leaner, foster youth, and low income) (Metric 2.1, 2.2, 2.4)	Students with Disabilities	No				3 years	$0.00	$10,000.00	$0.00	$0.00	$10,000.00	$0.00	$10,000.00	0
2	2.9	Long-term English Learners Academic Supplemental Support Programs and professional development (Metric 2.1, 2.2, 2.4, 2.9)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Heber Elementary School and Dogwood School 3rd - 8th Grade	3 years	$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	0
3	3.1	Social Emotional Support (Metric 3.1, 3.2, 3.3, 3.4, 3.5, 3.6)	English Learners Fosier Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$161,932.00	$18,875.00	$180,807.00	$0.00	$0.00	$0.00	$180,807.00	0
3	3.2	School Climate, Safety and School Connectedness (Metric 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7)	English Learners Fosier Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$688,826.00	$10,000.00	$698,826.00	$0.00	$0.00	$0.00	$698,826.00	0
3	3.3	Pupil Engagement (Metric 3.1, 3.5)	English Learners Fosier Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$30,580.00	$24,925.00	$55,505.00	$0.00	$0.00	$0.00	$55,505.00	0
3	3.4															0

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
$11,860,012.00	$3,894,028.00	32.833%	0.000%	32.833%	$3,894,028.00	0.000%	32.833 %	**Total:**	$3,894,028.00
								LEA-wide Total:	$3,015,670.00
								Limited Total:	$878,358.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Parent Communication (Metric 1.1)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		0
1	1.2	Parent Workshops (Metric 1.1)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	0
1	1.3	Parent Engagement (Metric 1.1)	Yes	**LEA-wide**	English Learners Foster Youth Low Income	All Schools	$49,012.00	0
2	2.1	Professional Development to support implementation of state standards (Metric 2.3 and 2.7)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$506,544.00	0
2	2.2	Technology and enhanced learning (Metric 2.1, 2.2, 2.4)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$402,477.00	0
2	2.3	Student Academic Supplemental Support Programs (Metric 2.1, 2.2, 2.4)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$427,905.00	0

Goal	Action#	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services(%)
2	2.4	Course Access and Extracurricular Supplemental Enrichment Activities (Metric 2.8)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		0
2	2.5	Increased and Improved Services for Unduplicated and English Learner Students (Metric 2.1, 2.2 and 2.4)	Yes	Limited to Unduplicated Student Group(s)	English Learners	**All Schools**	**$868,358.00**	0
2	2.6	Extended School Year Intervention Program (Metric 2.1, 2.2, 2.4)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,486.00	0
2	2.7	Class-size reduction (Metric 2.1, 2.2, 2.4)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$217,853.00	0
2	2.9	Long-term English Learners Academic Supplemental Support Programs and professional development (Metric 2.1, 2.2, 2.4, 2.9)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Heber Elementary School and Dogwood School 3rd - 8th Grade	$10,000.00	0
3	3.1	Social Emotional Support (Metric 3.1, 3.2, 3.3, 3.4, 3.5, 3.6)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$180,807.00	0
3	3.2	School Climate, Safety and School Connectedness (Metric 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$698,826.00	0
3	3.3	Pupil Engagement (Metric 3.1, 3.5)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$55,505.00	0

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,026,191.00	$145,852.00

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	Parent Communication (Metric 1.1)	Yes		$93,540.00
1	1.2	Parent Workshops (Metric 1.1)	Yes	$9,000.00	$3,250.00
1	1.3	Parent Engagement (Metric 1.1)	Yes	$70,023.00	$49,062.00
2	2.1	Professional Development to support implementation of state standards (Metric 2.3 and 2.7)	Yes	$521,792.00	$ 562,034.00
2	2.2	Technology and enhanced learning (Metric 2.1, 2.2, 2.4)	Yes	$382,477.00	$382,477.00
2	2.3	Student Academic Supplemental Support Programs (Metric 2.1, 2.2, 2.4)	Yes	$542,630.00	$415,974.00
2	2.4	Course Access and Extracurricular Supplemental Enrichment Activities (Metric 2.8)	Yes	$233,230.00	$229,781.00
2	2.5	Increased and Improved Services for Unduplicated and English Learner Students (Metric 2.1, 2.2 and 2.4)	Yes	$618,320.00	$ 528,160.00
2	2.6	Extended School Year Intervention Program (Metric 2.1, 2.2, 2.4)	Yes	$24,151.00	$19,342.00
2	2.7	Class-size reduction (Metric 2.1, 2.2, 2.4)	Yes	$459,998.00	$ 746,577.00

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	2.8	Students with Disabilities (SWD) Academic Supplemental Support Programs (English leaner, foster youth, and low income) (Metric 2.1, 2.2, 2.4)	Yes		$10,000.00
2	2.9	Long-term English Learners Academic Supplemental Support Programs and professional development (Metric 2.1, 2.2, 2.4, 2.9)	Yes	$10,000.00	$10,000.00
3	3.1	Social Emotional Support (Metric 3.1, 3.2, 3.3, 3.4, 3.5, 3.6)	Yes	$326,093.00	$177,250.00
3	3.2	School Climate, Safety and School Connectedness (Metric 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7)	Yes	$691,954.00	$ 713,419.00
3	3.3	Pupil Engagement (Metric 3.1, 3.5)	Yes	$104,023.00	$78,671.00

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)
$3,901,116	$4,026,191.00	$3,901,116.00	$125,075.00	0.000%	0.000%	0.000%

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Parent Communication (Metric 1.1)	Yes		$93,540.00	0	
1	1.2	Parent Workshops (Metric 1.1)	Yes	$9,000.00	$3,250.00	0	
1	1.3	Parent Engagement (Metric 1.1)	Yes	$70,023.00	$49,062.00	0	
2	2.1	Professional Development to support implementation of state standards (Metric 2.3 and 2.7)	Yes	$521,792.00	$562,034.00	0	
2	2.2	Technology and enhanced learning (Metric 2.1, 2.2, 2.4)	Yes	$382,477.00	$382,477.00	0	
2	2.3	Student Academic Supplemental Support Programs (Metric 2.1, 2.2, 2.4)	Yes	$542,630.00	$415,974.00	0	
2	2.4	Course Access and Extracurricular Supplemental Enrichment Activities (Metric 2.8)	Yes	$233,230.00	$229,781.00	0	
2	2.5	Increased and Improved Services for Unduplicated and English Learner Students (Metric 2.1, 2.2 and 2.4)	Yes	$618,320.00	$528,160.00	0	
2	2.6	Extended School Year Intervention Program (Metric 2.1, 2.2, 2.4)	Yes	$24,151.00	$19,342.00	0	
2	2.7	Class-size reduction (Metric 2.1, 2.2, 2.4)	Yes	$459,998.00	$721,696.00	0	

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.8	Students with Disabilities (SWD) Academic Supplemental Support Programs (English leaner, foster youth, and low income) (Metric 2.1, 2.2, 2.4)	Yes		$10,000.00	0	
2	2.9	Long-term English Learners Academic Supplemental Support Programs and professional development (Metric 2.1, 2.2, 2.4, 2.9)	Yes	$10,000.00	$10,000.00	0	
3	3.1	Social Emotional Support (Metric 3.1, 3.2, 3.3, 3.4, 3.5, 3.6)	Yes	$326,093.00	$177,250.00	0	
3	3.2	School Climate, Safety and School Connectedness (Metric 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7)	Yes	$691,954.00	$713,419.00	0	
3	3.3	Pupil Engagement (Metric 3.1, 3.5)	Yes	$104,023.00	$78,671.00	0	

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)
$11,848,732	$3,901,116	0.0%	32.924%	$3,901,116.00	0.000%	32.924%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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(9) and *EC* Section 52066(9) 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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