LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hawthorne School District

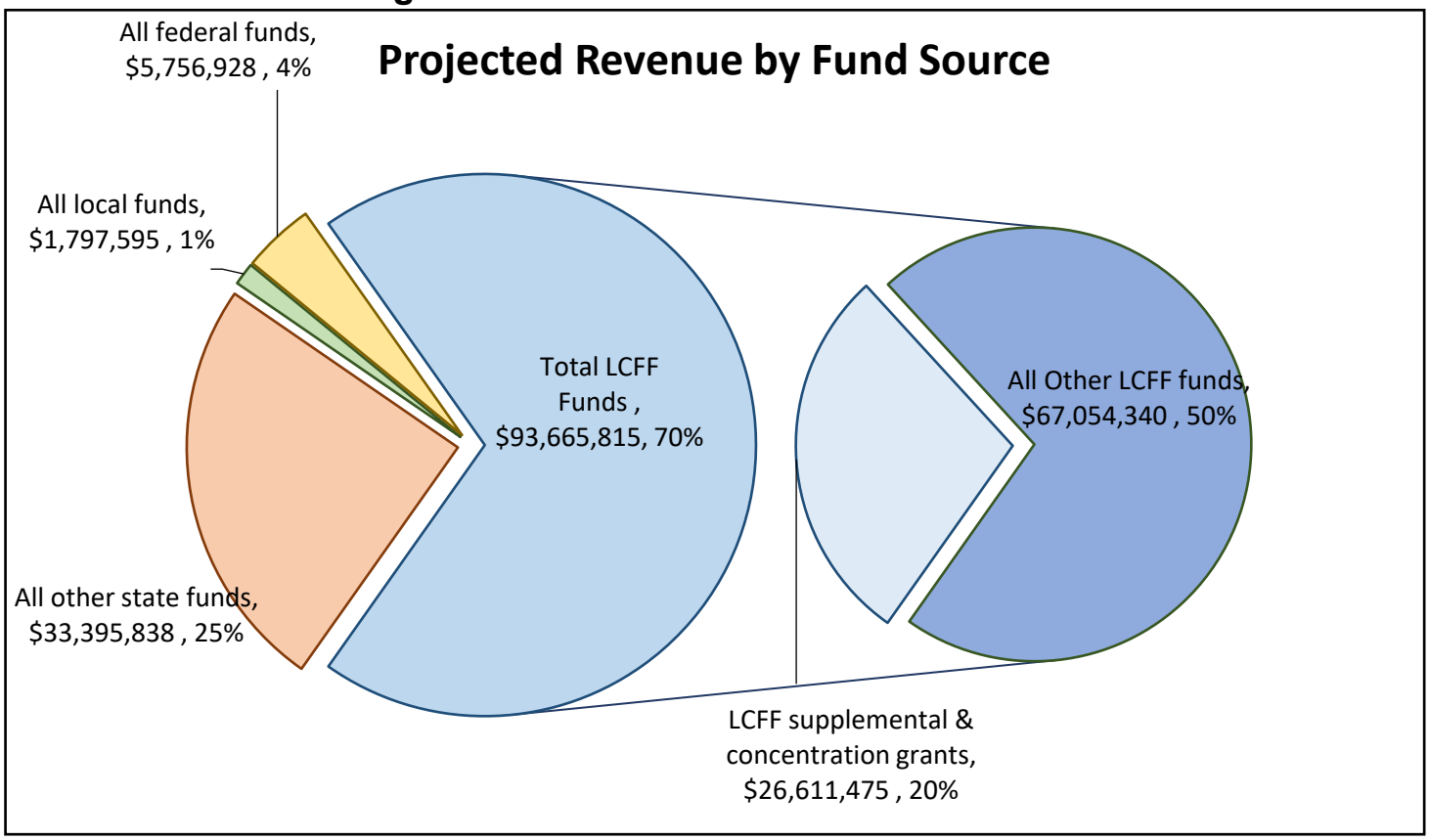
CDS Code: 19-64592

School Year: 2025-26

LEA contact information: Mara Pagniano

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

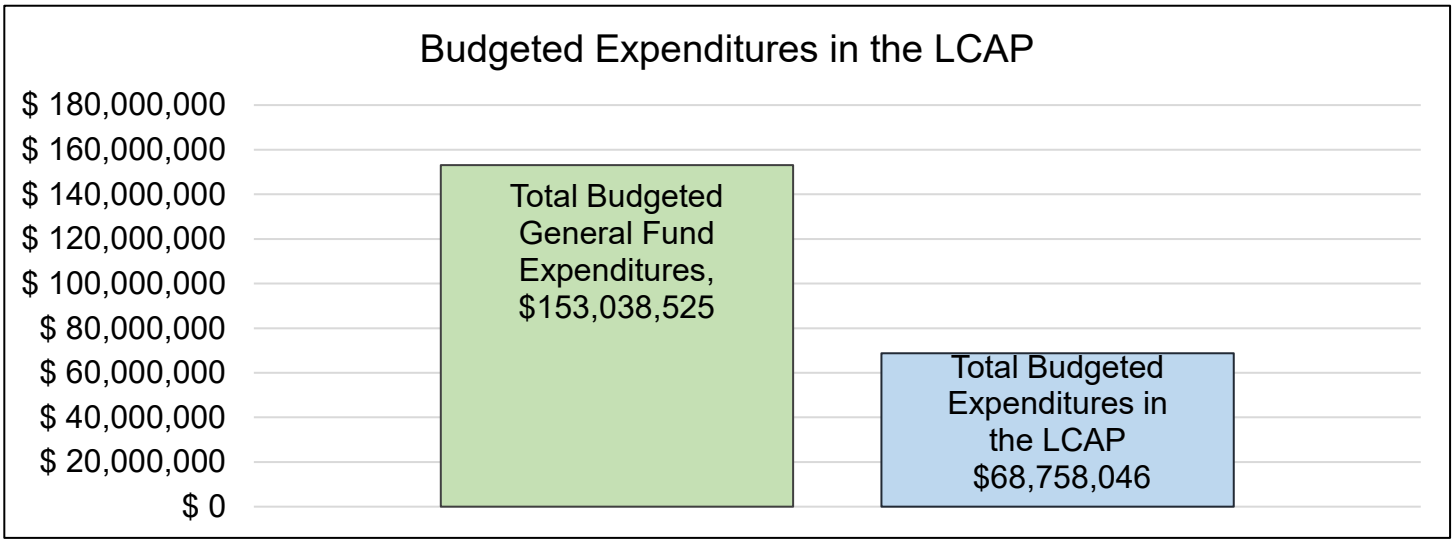


This chart shows the total general purpose revenue Hawthorne School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hawthorne School District is $134,616,176.00, of which $93,665,815.00 is Local Control Funding Formula (LCFF), $33,395,838.00 is other state funds, $1,797,595.00 is local funds, and $5,756,928.00 is federal funds. Of the $93,665,815.00 in LCFF Funds, $26,611,475.00 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 Hawthorne 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: Hawthorne School District plans to spend $153,038,525.00 for the 2025-26 school year. Of that amount, $68,758,046.00 is tied to actions/services in the LCAP and $84,280,479.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

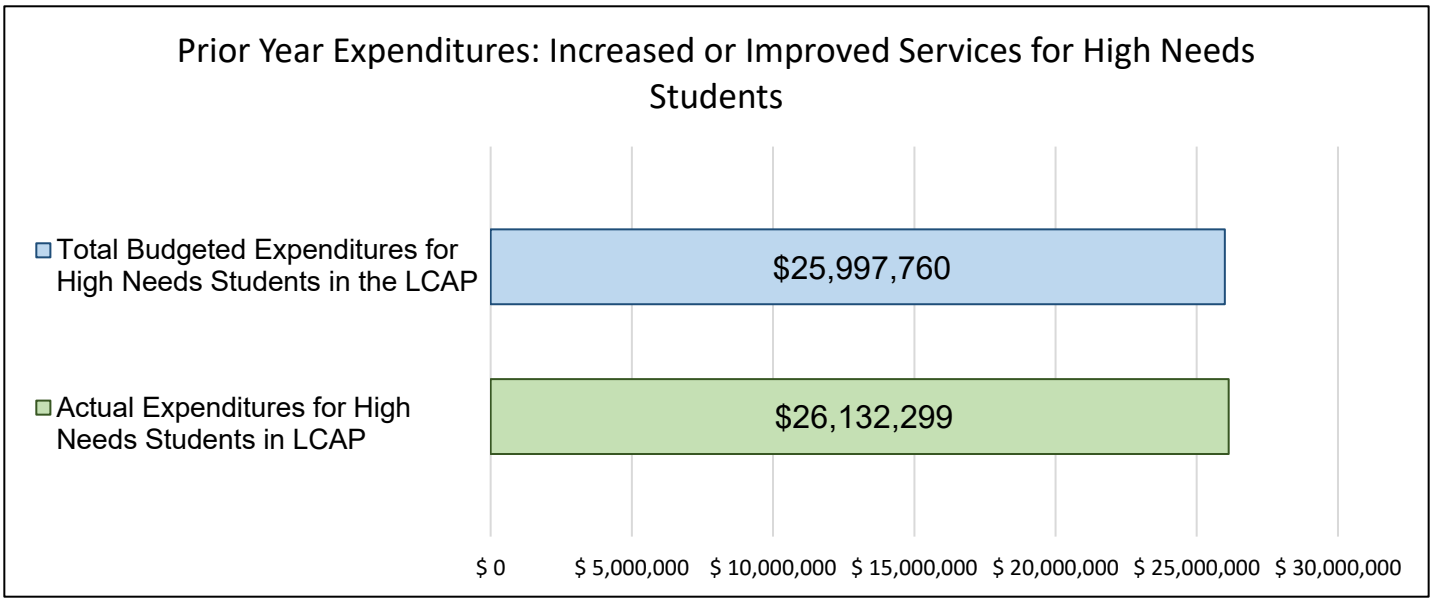
Expenditures related to the District's core educational program are not included in the LCAP. These expenditures encompass salaries and benefits for administration, custodial staff, maintenance, business services, human resources, special education teachers, psychologists, educational services, pupil personnel, clerical staff, aides, and substitutes. Additionally, costs include utilities, legal fees, insurance, routine restricted maintenance, special education contracts/services, transportation, audit costs, general materials and supplies, special education preschool, and debt service.

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

In 2025-26, Hawthorne School District is projecting it will receive $26,611,475.00 based on the enrollment of foster youth, English learner, and low-income students. Hawthorne School District must describe how it intends to increase or improve services for high needs students in the LCAP. Hawthorne School District plans to spend $26,656,000.00 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 Hawthorne 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 Hawthorne 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, Hawthorne School District's LCAP budgeted $25,997,760.00 for planned actions to increase or improve services for high needs students. Hawthorne School District actually spent $26,132,299.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hawthorne	Erika Ayala Assistant Superintendent, Educational Services	eayala@hawthorne.k12.ca.us 3106762276

Plan Summary 2025-2026

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 Hawthorne School District (HSD) serves approximately 6,500 students in kindergarten through 8th grade, with an additional 550 students enrolled at its dependent charter high school, Hawthorne Math and Science Academy (HMSA). In addition, the District offers preschool instruction at a designated early learning center.

The student population in HSD reflects the diversity of the community it serves: approximately 72% Hispanic/Latino, 20% Black/African American, 2% Asian, 1% Filipino, and 2.5% White, with 1% of students identifying as multiracial or not reporting an ethnic affiliation. Roughly 83% of students are socioeconomically disadvantaged, 28% are English learners, and an additional 8% have been reclassified as fluent English proficient (RFEP). Approximately 0.6% of students are in foster care.

HSD provides a comprehensive instructional program and a broad range of support services spanning preschool through high school. The District builds upon a strong early learning foundation by offering full-day Transitional Kindergarten for eligible students at all elementary sites. In grades K–5, students receive rigorous instruction in English language arts and mathematics, supported by enrichment and exploratory opportunities. At the middle school level, students attend one of three career-focused academies emphasizing fine arts, business, or STEM (science, technology, engineering, and mathematics).

Students who continue on to Hawthorne Math and Science Academy participate in a highly challenging academic program that has earned the school multiple accolades, including two National Blue Ribbon School awards, California Distinguished School recognition in 2019, and designation as the state’s only ACT College and Career Transition School.

The District plays a critical role in the broader Hawthorne community, with campuses and staff serving as essential resources for students and families. Guided by its mission to maximize each student’s potential and ensure educational excellence, the HSD Board of Trustees has adopted a five-year strategic plan (2021–2026). This plan outlines goals in student achievement, educational environment, fiscal responsibility, district culture, family engagement, and community outreach.

Reflections: Annual Performance

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

As part of our ongoing commitment to continuous improvement, we have reviewed our annual performance using data from the 2024 California School Dashboard and local assessment measures. This reflection has highlighted both notable successes to celebrate and key areas for growth.

California School Dashboard – 2024 CAASPP Results

English Language Arts (ELA):
According to the 2024 CA Dashboard, the District saw a 1.70 percentage point decrease in the overall percentage of students meeting or exceeding the standard on the ELA CAASPP assessments.

Mathematics:
Similarly, the 2024 CA Dashboard indicates a 1.60 percentage point decrease in the percentage of students achieving Standard Met or Standard Exceeded on the mathematics CAASPP assessments.

While these outcomes highlight areas for continued focus, it is important to note that we have seen encouraging trends in our internal progress monitoring data.

i-Ready Diagnostic Results (2025)
Throughout the academic year, we have used i-Ready assessments to monitor student progress in both ELA and mathematics. These mid-year results show significant gains from the beginning of the year (T1) to the second testing window (T2):

ELA – i-Ready Growth:

Grade Level	T1 (%)	T2 (%)	Growth (%)
Overall	18.98	28.87	+9.90
3rd Grade	31.15	44.89	+13.74
4th Grade	17.91	26.76	+8.85
5th Grade	18.85	25.14	+6.29
6th Grade	15.41	18.28	+2.87
7th Grade	16.85	20.51	+3.66
8th Grade	20.03	24.54	+4.51

Mathematics – i-Ready Growth:

Grade Level	T1 (%)	T2 (%)	Growth (%)
Overall	16.18	26.81	+10.63
3rd Grade	10.46	24.47	+14.01
4th Grade	16.83	24.71	+7.88
5th Grade	20.93	31.04	+10.11
6th Grade	17.31	29.22	+11.91
7th Grade	15.81	19.56	+3.75
8th Grade	14.85	22.43	+7.58

These increases are a testament to the hard work of our students, teachers, and support staff. They also reflect the positive impact of targeted instructional strategies and timely interventions.

As we move forward, we remain committed to addressing the challenges identified through state assessments while building upon the momentum demonstrated in our local data. Our goal is to ensure that every student continues to grow and thrive academically.

2024–25 Academic Challenges in English Language Arts (ELA) and Mathematics
As identified in the 2024 California School Dashboard, the District is facing several challenges in both English Language Arts (ELA) and Mathematics, particularly among certain student groups and school sites.

---Student Group Performance in ELA (2024 Dashboard)
The following student groups received the lowest performance level in ELA across the District:

Students Experiencing Homelessness: Average Distance from Standard (DFS) declined from -45.9 to -74.7

English Learners (ELs): DFS declined from -62.4 to -70.8

Long-Term English Learners (LTELs): DFS declined from -92.3 to -103.7

Students with Disabilities (SWD): DFS slightly declined from -117.5 to -118.5

---Student Group Performance in Mathematics (2024 Dashboard)
The following student groups received the lowest performance level in mathematics:

Long-Term English Learners (LTELs): DFS declined from -146 to -154

Students with Disabilities (SWD): DFS improved slightly from -140 to -138, but the group remains in the lowest performance category.

---School Sites with Lowest Performing Student Groups (2024)
Bud Carson Middle School (BCMS): ELs and LTELs (ELA/Math)

Hawthorne Middle School (HMS): SWD and LTELs in ELA; ELs in Math

Prairie Vista Middle School (PVMS): SWD and African American student groups in Math

Kornblum Elementary: Socioeconomically Disadvantaged (SED), ELs, and Hispanic student groups in ELA

Ramona School: SWD in both ELA and Math

District Response and Action Steps
In response to these findings, the District has implemented a series of strategic actions at the site and district level:

Increased frequency of data analysis check-ins with site administrators.

Expanded support from literacy and math coaches.

Increased the number of learning walks to strengthen instructional practices.

Enhanced intervention support by adding an additional Learning Loss Teacher at Kornblum Elementary School.

Therefore, actions implemented to increase ELA and Math academic outcomes

The literacy, mathematics coaches, and admin at these schools' sites will complete biweekly planning and observations of data-driven small group instruction and interventions implemented to provide students with explicit support on what they need to obtain access to their grade-level standards-based lessons. Content coaches will help provide more direct services to students and increase professional development offerings based on the data needs of their school site teachers. Last, content coaches will utilize their UDL knowledge to facilitate school-wide staff development sessions and assist classroom teachers in developing core lessons that provide Universal Design Learning opportunities for our students with disabilities. (Actions 1.1, 1.2, 1.3,1.4, 1.5, 1.6,1.11,1.12,1.15)

Increase the frequency of data meetings in which the general Education teacher and resource teacher will dig deeper into the support for students with IEPs, whether they are for ELA, Math, or Speech. We will also be contracting with Novick Education to provide a series of four sessions on UDL for all RSP teachers. (Actions 1.1, 1.2,1.3. 1.4,1.5,1.12,1.15)

To increase services and support for all EL students, the middle schools are implementing AVID Emerge: a catalyst for accelerating academic language acquisition, purposefully weaving reading, writing, listening, and speaking into every facet of instructional practice. AVID Emerge will be embedded into all content areas for LTELS. All All-School Site EL Special Projects Teacher will provide training for classroom teachers, demonstration lessons, and conduct classroom observations.
Data Analysis:
All EL Special Projects teachers will facilitate and maintain a data room, closely monitoring the progress of individual ELs by generating a post-it note for each student with assessment data and support they are receiving.

Targeted actions implemented to address the identified needs at the specific schools and specific student groups (Actions 1.2,1.3,1.4, 1.5, 1.6, 1.11, 1.12,1,15):
EL special projects TOSA, and admin will complete biweekly instructional rounds of intervention data-driven ELD-designated and or integrated lessons.
EL special projects TOSA will provide daily intervention group ELD-designated lessons
EL special projects TOSA will work with the District EL TOSA to provide ongoing classroom supports

District-wide, the implementation of the EL road map, revision of the EL master plan, continued training and implementation of inclusive practices, and a multi-tiered system of support will increase support and resources for our students.

The District will also maintain and increase, where needed, the following services:
-the continued support and building of internal instructional leadership capacity through the maintenance of Instructional Leadership Teams (ILTs) in ELA and mathematics, and continue the learning of universal design for learning
- The provision of the common core state standards-aligned instructional materials and resources to all students
- continued focus and professional development in the areas of increasing student collaboration, academic discourse to solve problems, using mathematical reasoning to justify and explain their thinking,g as confirmed by numerous classroom observations and data collection tools
-literacy and math coaches
-English learner special projects teachers
-extended year program offerings (summer and spring/winter breaks)
-continue and increase extended learning and enrichment opportunities
--data-driven unit planning, collaborations, and instructional rounds
-STEM Teacher on Special Assignment
-standards-aligned instructional materials
-expanded learning and enrichment opportunities
-professional development sessions
-Footsteps2Brilliance early literacy program
-AVID college and career program at all middle schools
-ST Math elementary math program
-increase technology and Ed Tech tools
-Implementation of the Learning Loss Mitigation Team – consists of the principal and learning loss intervention teachers
-Maintain Smart Tutors

The lowest performance levels identified in the 2023 California School Dashboard will continue to be addressed annually throughout the three-year LCAP cycle. These

outcomes continue to inform and guide the development of targeted actions within the LCAP. As noted in the 2024 Dashboard reflection stated above, improvement was observed in various previously identified red indicators; however, those student groups of the original 2023 lowest performance indicators remain a focus area, whether they remain at the lowest performance level or not.

--- ACADEMIC CHALLENGES IN 2022-2023 Per the 2023 CA Dashboard
The following student groups received teh lowest performing levels in ELA and Math.

No schools in the District received the lowest performance level in either ELA or Mathematics.

However, the District received the lowest performance level in ELA for the Students with Disabilities group.

No student groups received the lowest performance level in mathematics districtwide.

**Bud Carson Middle School:

ELs and SWD received the lowest performance level in ELA.

SWD also received the lowest level in Mathematics.

***Prairie Vista Middle School:

ELs and SWD received the lowest level in ELA.

African American, ELs, SWD, Hispanic, and SED student groups received the lowest level in Mathematics.

***Kornblum School:

ELs received the lowest performance level in ELA.

***Eucalyptus, Ramona, and Zela Davis:

ELs received the lowest performance level on the 2023 ELPI indicator.

2024 CHRONIC ABSENTEEISM DATA AND TRENDS
According to the 2024 California School Dashboard, no schools within the Hawthorne School District (HSD) received the lowest performance level for chronic absenteeism.

Districtwide Improvement
Currently, our internal documentation demonstrates that the District has demonstrated a positive trend in reducing chronic absenteeism, with the overall rate decreasing from 25% to 21.84%, reflecting a 3.16 percentage point improvement.

---Per the 2024 CA Dashboard, the Student Group Chronic Absenteeism Rates that result in the lowest performance levels have all demonstrated significant improvements.

Several student groups have shown measurable improvement in attendance:

Low-Income (LI): decreased from 25% to 22.27%

English Learners (ELs): decreased from 26.28% to 20.09%

Students with Disabilities (SWD): decreased from 33.69% to 27.72%

Hispanic/Latino: decreased from 25% to 21.66%

Students Experiencing Homelessness: decreased slightly from 60.94% to 60.27%

Despite these reductions, chronic absenteeism remains a critical area of concern for students experiencing homelessness, who were identified as performing at the lowest performance level in this category on the 2024 Dashboard. This group's chronic absenteeism rate increased significantly from 52.6% to 66.2%.

---School Sites with Lowest Performing Student Groups (Chronic Absenteeism – 2024)
The following school sites had student groups identified as performing at the lowest level for chronic absenteeism:

Hawthorne Middle School (HMS): African American, Long-Term English Learners (LTELs), and Students with Disabilities (SWD)

Bud Carson Middle School (BCMS): English Learners (ELs), Long-Term English Learners (LTELs)

Ramona Elementary School: English Learners (ELs)

Zela Davis Elementary School: African American students

This data underscores the importance of ongoing, targeted attendance interventions, particularly for highly impacted student groups such as those experiencing homelessness. The District will continue to prioritize multi-tiered systems of support (MTSS), increased engagement strategies, and partnerships with families and community agencies to address the root causes of chronic absenteeism.

Targeted actions implemented to address the identified needs at the specific schools and specific student groups:
(Actions, 1.5, 2.1,2.4,2.7,2.8.,2.10, 2.12)

***For these specific schools absenteeism reports will be reviewed daily by the counselor, and students identified at risk will be conferenced with and checked in daily, focus groups of students will be checked in with by the counselor for small group or individual counseling, parent workshops will be designed around the interest of the identified students/ families interest, and provide student incentives at the school level, grade level, and classroom level.

Based on the review of a local evaluation rubric in the form of LCAP surveys collected from parents, students, and staff, an identified need can be found in the area of student engagement/motivation in our middle schools. The District will continue to work with the three middle schools to implement more student engagement activities, as well as explore other options for enhancing student engagement opportunities. With regard to reconnecting with students, the District will increase access to school site social workers, counselors, and SEL support by increasing staff and professional development to increase student and teacher connectedness. The District will also increase its implementation and support as a Capturing Kids Hearts district

---In 2022-2023, the district did not have a school or any student group that received the lowest performance level on Chronic Absenteeism.

In 2022-2023, Bud Carson Middle School, Washington School, and York School students with disabilities received the lowest performance level for chronic absent.

---Chronic absenteeism among students with disabilities can be particularly challenging due to a range of factors, including health issues, transportation difficulties, and the need for specialized services. Implementing tailored strategies to address these challenges is essential for schools in Additional Targeted Support and Improvement (ATSI) status. Early Identification and Personalized Monitoring of attendance data, specifically for students with disabilities, allows us to identify patterns of absenteeism and intervene.

---These schools will review and update Individualized Education Programs (IEPs) to ensure they address attendance issues and include specific goals and interventions. The school teacher, counselor, and case carrier will establish frequent, open communication channels with parents and caregivers to discuss the importance of attendance and collaboratively address barriers. Using the management system for MTSS analytics attached to our Student Information System, the school support staff, counselor, deans, and

attendance clerk will track absences, communicate with families regarding students' attendance, conduct site-level and district-attendance intervention meetings, and work collaboratively to implement tier-one interventions and incentives. The,n direct support for tier two if needed. (Actions, 1.5, 2.1,2.4,2.7, 2.8, 2.10,2.12)

HSD continues to develop programs to provide social-emotional support for students, including access to counseling support through elementary and middle school counselors, as well as counseling interns and behavior intervention assistants. HSD also provides site administrators with comprehensive California Healthy Kids Survey data. In addition, the district's Social workers will provide referrals to community organizations and healthcare providers to offer resources and support for families, such as medical care, counseling, and transportation assistance.

The Eucalyptus School student group of English Learners received the lowest performance level in chronic absenteeism.

Kornblum School’s Hispanic students received the lowest performance level in chronic absenteeism.

--- 2024 Suspension Data and Trends

According to the 2024 California School Dashboard, Prairie Vista Middle School (PVMS) received the lowest performance level for overall suspension rates.

In 2024, PVMS recorded 100 student suspensions, resulting in a 12.8% suspension rate.

As of 4/1/ 2025, the school has suspended 33 students, which represents 5.1% of the English Learner (EL) student population.

Based on current trends, PVMS is projected to fall into the “Yellow” performance band on the Dashboard's 5x5 color grid for suspensions in the 2024–2025 school year, reflecting an anticipated 7.7 percentage point decline in suspension rates.

---Districtwide Suspension Rate Improvement per student groups
The District has demonstrated significant progress in reducing suspension rates across multiple student groups. As of April 1, 2025, the suspension data is as follows:

Student Group 2024 Rate 2025 Rate Change
All Students 3.80% 1.60% –2.20%
Low-Income (LI) 4.00% 1.43% –2.57%
African American (AA) 8.98% 2.52% –6.46%
Hispanic/Latino 3.14% 1.04% –2.10%
Students with Disabilities (SWD) 4.11% 2.76% –1.35%
Students Experiencing Homelessness 15.63% 4.17% –11.46%

These reductions reflect the success of districtwide efforts to implement restorative practices, expand socio-emotional learning supports, and provide targeted interventions.

---2024 Student Groups with Lowest Performance Levels (Suspension Indicator)
At the district level, the following student groups were identified as performing at the lowest performance level on the 2024 CA Dashboard for suspension:

Students Experiencing Homelessness

Long-Term English Learners (LTELs)

----School Sites with Student Groups at the Lowest Performance Level (Suspension – 2024)
The following school sites were identified as having student groups with the lowest performance level on the suspension indicator:

Bud Carson Middle School (BCMS): English Learners (ELs), Long-Term English Learners (LTELs)

Hawthorne Middle School (HMS): African American students

Prairie Vista Middle School (PVMS): Socioeconomically Disadvantaged (SED)

Zela Davis Elementary School: African American students

The District remains committed to reducing exclusionary discipline practices and promoting inclusive, supportive learning environments across all school sites.

These actions demonstrate improvements as evidenced by the most recent data sets:

SUSP AA HMS - two years in a row:
HMS SUSP AA is projected to land in yellow with a projected decline of 14.7% in their suspensions for the 2024-25 school year. In 2024, they suspended 23 AA. That was 19.2% of the AA student population. As of 5/2/2025, HMS has suspended 4 AA students, that is 4.5% of the AA student population. Their projected 5 by 5 grid color is Yellow.

SUSP SED PVMS- two years in a row:
PVMS SUS ED is projected to land in Green with a projected decline of 9.7% in their suspensions for the 2024-2025 school year. In 2024, they suspended 93 ED students, for a 13.1% suspension rate. As of 5/2/2025, PVMS has suspended 23 ED students, which is 3.4% of the ED student population. Their projected 5 by 5 grid color is Green.

SUSP AA Zela Davis:
Zela Davis SUS ED is projected to land in Green with a projected decline of 2% to their suspensions for the 2024-2025 school year. In 2024, they suspended 11 AA students, for a 4.2% suspension rate. As of 5/2/2025, ZD has suspended 6 AA students, 2.2% of the AA student population. Their projected 5 by 5 grid color is Green.

SUSP ELs BCMS:
BCMS SUS ELs is projected to land in Yellow with a projected decline of 9% to their suspensions for the 2024-2025 school year. In 2024, they suspended 20 ELs students, for a 12.4% suspension rate. As of 5/2/2025, BCMS has suspended 5 Els students, 3.4% of the Els student population. Their projected 5 by 5 grid color is Yellow

SUSP LTEL BCMS:
BCMS SUS LTEL is projected to land in Green with a projected decline of 13.9% in their suspensions for the 2024-2025 school year. In 2024, they suspended 11 LTEL students, for a 16.9% suspension rate. As of 5/2/2025, BCMS has suspended 2 LTEL students, 3.0% of the LTEL student population. Their projected 5 by 5 grid color is Green.

The action mentioned below has demonstrated these positive results:

WestEd student listening circles offer a structured and supportive forum for African American students to voice their thoughts, experiences, and concerns. Implementing these circles specifically for African American student groups can provide numerous benefits, addressing unique challenges and fostering a more inclusive and supportive school environment.

Student Listening Circles enhance student engagement and empowerment. Listening circles allow students to express their ideas and feelings, fostering a sense of ownership and involvement in their school community. Facilitates a culture where student input is valued and considered in school policies and practices. Fosters empathy by allowing students to hear diverse viewpoints and experiences from their peers.
(Actions, 1.5, 2.1,2.3,2.4,2.5, 2.6, 2.7,2.10,2.12)

Monitoring suspension data is vital for the student groups that were identified. Therefore, the District behavior coach will review data biweekly and meet with the school site deans to facilitate observations of the implementation of PBS, Capturing Kids Hearts.

The District is committed to fully supporting all students in their learning, which includes providing behavioral interventions similar to how academic interventions are provided. There is a strong implementation of Positive Behavioral Interventions and Supports (PBIS) and Olweus Bullying Prevention Program (OBPP) throughout all schools in the District. Every elementary and middle school maintains a dean of students with the purpose of reducing bullying behaviors and improving peer relations. These individuals' responsibilities are to ensure that positive student behaviors are encouraged and that inappropriate student behavior is addressed in an appropriate manner, in which minimal loss of instructional time is affected. Deans of students will continue to receive and deliver professional development designed to equip all staff members with the knowledge and skills necessary to support students who are experiencing behavioral challenges.

In addition to having Deans of Students promote positive behaviors and address inappropriate behaviors. The District also implemented support in the form of Social worker

interns in schools to provide brief interventions, ongoing individual and group therapy, social-emotional lessons, professional development for administration on intervention toolkits, and support site-based and community counseling referrals. The District also hired two district social workers and will be seeking to increase staff in that area. (Actions, 1.5, 2.1,2.3,2.4,2.5, 2.6, 2.7, 2.12)

The following actions were developed in this three-year plan to address the lowest performance indicators from the 2023 Dashboard (Goal 2: Actions, 1.5, 2.1,2.3,2.4,2.5, 2.6, 2.7, 2.12) and will continue.

We also plan to maintain and increase the following services:

- District-wide implementation of a social-emotional learning curriculum (Second Step) -implementation of a common anti-bullying program
--increase access to School Counselors and SEL support, implementation of a reading intervention program in the middle schools
-social workers
-social worker interns
-Deans of students
-continue to maintain and increase the number of counselors
-security officers
-continue to maintain and expand community school resources and staff
-Increase social and emotional professional development sessions for school site staff
-Increase access to School Counselors and SEL support, implementation of a reading intervention program in the middle schools.

2023-2024 Challenges:

*Bud Carson and Prairie Vista Middle Schools received the lowest performance levels for their overall suspension rates on the 2023 CA dashboard.

*Per the 2023 CA Dashboard, the following student groups at the district level received the lowest performance levels in suspension:
Students with disabilities, Students experiencing Homelessness, and African American student groups

*-The schools with the student groups that received the lowest performance levels in the 2023 CA Dashboard state indicator pertaining to suspension are the following:

Bud Carson Middle School’s Hispanic, overall, and socioeconomically disadvantaged student groups received the lowest performance level in the suspension state indicator.

Prairie Vista Middle School’s socioeconomically disadvantaged, African American, SWD, and overall student groups received the lowest performance level in the suspension state indicator.

Hawthorne Middle School, the African American student group, received the lowest performance level in the suspension state indicator.

Kornblum Elementary, the SWD, and the African American student groups received the lowest performance level in the suspension state indicator.
All actions mentioned above were implemented and maintained.

LREBG:

The district has unexpended LREBG funds for the 2025-26 school year, which can be found in goal one action 12.

As part of our ongoing commitment to academic excellence and equity, we prioritize maintaining highly qualified personnel, comprehensive training, and robust curriculum and materials to deliver evidence-based interventions. Our dedicated Learning Loss Mitigation (LLM) teachers provide targeted, data-driven support in Reading and Math both during and after the school day. These educators are specifically trained to implement research-backed strategies tailored to meet the diverse learning needs of our students.

Extensive educational research underscores the effectiveness of sustained, evidence-based interventions in addressing learning gaps. According to the Institute of Education Sciences (IES), interventions that are grounded in data and delivered by trained professionals significantly improve student achievement, particularly when implemented

consistently over time. Moreover, studies from the National Center for Education Evaluation and Regional Assistance (NCEE) show that high-dosage tutoring and supplemental instruction—especially in foundational subjects like Reading and Math—are among the most effective tools for mitigating learning loss, particularly when integrated with the regular school day.

By investing in skilled educators (providing the appropriate training when necessary) and structured supports, we ensure that students not only catch up but also gain the skills and confidence needed for long-term academic success. Goal 1 action 12 reflects our strategic focus on deploying proven instructional practices to accelerate learning recovery and support every student's growth.

Our needs assessment revealed significant needs regarding reading intervention based on the i-Ready diagnostic results among our low-income students. In response, Goal 1 Action 12 focuses on learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both. The action aligns with allowable fund uses in the area of Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.

The metrics on how we will measure this will be through the outcomes of our ELA and Math CAASPP scores.

Reflections: Technical Assistance

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

The Hawthorne School District has been identified for Differentiated Assistance based on performance data from the 2024 California School Dashboard. Specifically, the Long-Term English Learner (LTEL) student group has been flagged for support due to indicators in suspension rates, English Language Arts (ELA), and mathematics. Additionally, the students experiencing homelessness subgroup has been identified for intervention based on performance in ELA, mathematics, chronic absenteeism, and suspension. (G1,A12)

This designation enables the District to access additional support and resources from the Los Angeles County Office of Education (LACOE) and the California Department of Education (CDE) to address the unique needs of these student groups and enhance outcomes in the identified areas.

Thus far, the District has demonstrated effectiveness in the implementation of its actions in goals one and two of this plan. HSD will continue to implement targeted actions because of the outcomes mentioned below:

LTEL Suspension Rates: Based on internal records, LTEL suspension rates are projected to fall within the Green performance level, with a9.5% decline from 2024. In 2024, 29 LTEL students were suspended, resulting in an 11.4% suspension rate. As of May 2, 2025, 5 LTEL students have been suspended, representing 1.9% of the LTEL student population. The projected performance color for this group is Green.

Homeless Student Suspension Rates: The suspension rate for students experiencing homelessness is projected to fall within the Yellow performance level, with a 3.1% decline for the 2024-2025 school year. In 2024, 12 students from the homeless subgroup were suspended, resulting in a 16.4% suspension rate. As of May 2, 2025, 8 homeless students have been suspended, representing 13.3% of the homeless student population. The projected performance color for this group is Yellow.

Homeless Student Chronic Absenteeism: The chronic absenteeism rate for the homeless student subgroup is also projected to fall within the Yellow performance level, with a 5.5% decline in the 2024-2025 school year. In 2024, 71 homeless students, or 66.2% of the homeless population, were chronically absent. As of May 2, 2025, this number has decreased to 34 students, or 60.7% of the homeless student population. The projected performance color for this group is Yellow.

To support these student groups, the District is continuing with several key initiatives and interventions:

Capturing Kids' Hearts: The District will continue to implement this program to create a safe, nurturing environment that supports student well-being and academic success. We are also focusing on promoting inclusive practices and fostering a collaborative relationship between general and special education teachers to meet the needs of all students. G2,A1,2,3,4,5,6)

LACOE Support: The District will continue working with the Learning Acceleration Unit of LACOE to provide training on Universal Design for Learning (UDL), and LACOE will also provide regular check-ins to monitor progress. (G1,A15)

Support for Homeless Students: The Child Welfare and Attendance Coordinator is dedicated to supporting our 70 homeless students by offering behavioral, social, emotional, and academic assistance. Additionally, our Multi-Tiered Systems of Support (MTSS) Principal has been providing targeted academic interventions for all homeless students. (G1,A12)

LTEL Support: To better support LTEL students, the District has implemented the AVID Emerge program at the middle school level. This program focuses on accelerating academic language acquisition through reading, writing, listening, and speaking integration across all content areas. Our EL Special Projects Teacher will provide training for classroom teachers, deliver demonstration lessons, and conduct classroom observations to ensure effective implementation. (G1,A3,4,5)

Data Monitoring: The EL Special Projects teachers will also maintain a data room to track the progress of individual LTEL students. This will involve regular data reviews and the use of post-it notes to track assessment data and the support services each student is receiving. (G1,A3,4,5)

Through these strategies and ongoing support from LACOE, the District is committed to addressing the challenges faced by our LTEL and homeless student groups and improving academic outcomes across the board.

The District was identified as needing differentiated Assistance. The district was receiving differentiated assistance because the student group of students with disabilities received the lowest performance level in suspension state indicator, ELA, and Mathematics performance in the 2023 CA Dashboard.

In addition to targeting the supports and resources mentioned above to the schools that received the lowest performance and were schools that contributed to this designation, the District will also work with G1, A15, and A16.
- The Speech and Language Pathologist to provide professional development for the school sites
-RSP teachers providing PD at the school sites for classroom teachers, for example: reviewing IEPs, goals, and appropriate supports, and how to support discrepancies in reading and math.
-continue to work in the implementation of Capturing Kids Hearts, provide a safe and nurturing environment for students to thrive, provide inclusive practices school-wide, and work on demonstrating a symbiotic relationship between special and general ed teachers on how to support the whole child.
-LACOE with the Learning Acceleration unit to provide training on UDL
-LACOE also supports with regular check-ins.

However, performance in the 2024 CA dashboard demonstrated improvement by this student group, and they were identified to be out of DA. We will continue to monitor to support the actions mentioned above.

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 Advisory Committee	District Advisory Committee (DAC) meets once a month and is composed of eleven school site members including the Director of Special Projects. Meeting topics are centered around categorical requirements, student achievement, community partnerships, curriculum and instruction, staff, school and community events, and initiatives for school improvement. DAC members are members of their school site council and help develop their Single Plan for Student Achievement which is similar and in alignment with the district LCAP goals and actions. Therefore, monthly consultations and LCAP updates are shared in regard to goals and actions that were also in alignment with their SPSA. The draft of LCAP was presented at their May meeting. feedback and input were gathered by the District administration.
School Site Councils	The School site admin attends their School Site Council (SSC) meetings once a month and shares and obtains parent input and feedback regarding the results from their ThoughtExchange outcomes.
Bargaining units-Hawthorne Federation of Classified Employees/Hawthorne Education Teachers Association	The Associate Superintendent of the Business Office and Assistant Superintendent of Educational Services met with the team to review and collaborate regarding the LCAP metrics and the actions to improve academic social and emotional outcomes for students and their families. The draft of LCAP was presented at their May meeting. feedback and input were gathered by the District administration
Administrative Team -comprised of coordinators, principals, and assistant principals.	Cabinet with the administrative team regularly to review and collaborate regarding the LCAP metrics and the actions to improve academic, social, and emotional outcomes for students and their families.
Community School Advisory Councils	The Assistant Superintendent of Ed Services and Ed Services staff met with the Community Schools Partnership Program administrative staff team regularly to review and collaborate regarding the LCAP metrics, goals, and actions to improve academic, social, and emotional outcomes for students and their families, and how to align our CCSPP work to work more collaboratively and increase support from our community partners. The draft of the LCAP was presented at their May meeting. Feedback and input were gathered by the administration.
School Site Leadership Teams	School Site Leadership Teams - meet regularly and share input and feedback regarding academic, social, and emotional progress as well as LCAP actions to support the work.
Teachers, Other School Personnel, Parents and Students	The District created comprehensive surveys differentiated for parents/guardians, staff (including but not limited to classified staff at school sites and district, Teachers, and support staff), and students and made them available via a QR code in print and digital form using the ThoughtExchange software. The parent/guardian surveys were created in both English and Spanish.

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

The LCAP survey collection and debrief process provided valuable feedback and meaningful opportunities for collaboration among stakeholders, including parents, students, and staff. These sessions fostered group discussions that further explored and contextualized the survey results.

Parents expressed a strong desire to increase:

After-school offerings that provide enrichment opportunities for students.

Parent workshops and outreach programs, including computer classes, adult education, and parenting classes.

Anti-bullying initiatives and activities across all middle school grade levels.

Educational partners were invited to participate in surveys conducted from March 1 through April 4. The results were compiled and disseminated to site administrators. District-level presentations were developed and shared with certificated and classified bargaining units, school site administrators, and during school site meetings. These presentations included an overview of the LCAP goals, actions, current services, budget considerations, and fiscal implications. Stakeholder input was solicited with a deadline of June 1.

Numerous meetings and consultations were held with educational partners prior to finalizing the LCAP. These engagements included parent meetings, administrative meetings across seven elementary and three middle schools, support staff sessions, and leadership team discussions. Beginning in January, this process led to the development of the updated LCAP, incorporating recommendations and feedback gathered through April and May.

Consultations with the District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC) were held on May 13, followed by meetings with certificated and classified associations on May 20. These sessions confirmed that stakeholder feedback had already been thoroughly integrated into the LCAP. No additional modifications to the plan were required as a result of these meetings.

Common themes from staff feedback included the need for:
Increased professional development in Universal Design for Learning (UDL), classroom behavior support, and additional planning time.

Continued implementation and accountability for programs such as Capturing Kids' Hearts and Positive Behavioral Interventions and Supports (PBIS) at the middle school level.
These priorities are reflected in LCAP Actions 1.2, 1.15, 2.3, and 2.5.

Students indicated the following areas of concern and interest:
A continued lack of motivation to attend school.
A desire for more opportunities to engage in clubs and other student interest-based activities.
Increased access to enrichment activities and positive reinforcement during the school day.
These student-driven priorities are addressed in LCAP Actions 2.5 and 4.14.

As a direct result of stakeholder input, the District plans to enhance monitoring of program implementation and expand staff training and professional development offerings.
These efforts will focus on addressing the academic, behavioral, social, and emotional needs of students.

Specific improvements include:
Increased professional development on managing challenging behaviors and implementing UDL.
Strengthened Multi-Tiered System of Supports (MTSS) to ensure comprehensive academic, behavioral, and social-emotional support.
Expanded training in the District's anti-bullying program (Olweus) to reinforce safe and inclusive school environments.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students will demonstrate increased levels of academic achievement.	Broad Goal

State priorities addressed by this goal.

2, 4

An explanation of why the LEA has developed this goal.

The Hawthorne School District has a clear mission to maximize each student's potential to achieve educational excellence. This goal was developed in alignment with the District's adopted strategic plan, core beliefs, and goals which are in the areas of student achievement, educational environment, fiscal responsibility, district culture, parent and family involvement, and community outreach as a means of achieving this mission. Thus, it was imperative that our LCAP goals were aligned with the District's mission and core beliefs that all students will learn and demonstrate increased levels of academic achievement.

These overarching District Priorities guide the 2024-25 LCAP goals and are reiterated in the actions generated for the success of all students and families, especially students identified in the special populations of Students with Disabilities, English Language Learner Progress, Socioeconomic Disadvantaged and Foster Youth needing additional opportunities and supports to access equitable learning and ensure the equal success of their peers.

2024-25 Local Control and Accountability Plan for Hawthorne School District Goal #1 to "Support academic success for all students to demonstrate increased levels of academic achievement with the BEST first instruction and additional supports as needed throughout MTSS model was the guide for the actions, metrics, and priorities which grouped together will help achieve the increase of student achievement.

By implementing the following actions:
content coaches, EL special projects teachers, professional development, multi tiered system of supports,data system to implement data driven decision making , CSR, expanding transportation and printing capabilities we expect to improve student achievement in the ELA and Math CAASPP, ELPAC, and Reclassification Rate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	ELA CAASPP Results	Per the 2023 California Dashboard, the District's percentage of all students scoring at the Meeting or Exceeding level on the 2023 ELA CAASPP assessments was 41.02%.	2024 CAASPP English Language Arts (ELA) Performance – California School Dashboard Results According to the 2024 California School Dashboard, 39.32% of all		The District's California Dashboard will demonstrate that a percentage of all students scoring at the Meeting or Exceeding level on the 2026 ELA CAASPP assessments will be 46% or higher. LI will demonstrate 46%	This was a 1.7 % decrease from 41.02%. Performance among specific student groups is summarized as follows: Low-Income (LI) Students: went from 40.04% to 37.77% met or exceeded standards. This was a

		LI: 40.04% Met or Exceeded standards for ELA. EL:13.43% Met or Exceeded standards for ELA. SWD: 9.12% Met or Exceeded standards for ELA. 3rd grade overall: 38% 3rd grade ELA CAASPP for LI: 36%	students in the District met or exceeded standards on the CAASPP English Language Arts (ELA) assessment. This was a 1.7 % decrease from 41.02%. Performance among specific student groups is summarized as follows: Low-Income (LI) Students: went from 40.04% to 37.77% met or exceeded standards. This was a 2.27% decrease. English Learners (ELs): went from 13.43% to 7.66% met or exceeded standards. This was a 5.77% decrease. Students with Disabilities (SWD): went from 9.12% to 9.27% met or exceeded standards. This was a .15% increase. Third Grade – All Students: went from 38% to 34.56% met or exceeded standards. This was a 3.44% decrease. Third Grade – Low-Income Students: went from 36% to 32.27% met or exceeded standards.		Meeting or Exceeding standards for ELA. ELs will demonstrate 16% Meeting or Exceeding standards for ELA. SWD will demonstrate 14% Meeting or Exceeding standards for ELA. 3rd grade overall and LI will demonstrate 40% meeting or Exceeding standards in ELA.	2.27% decrease. English Learners (ELs): went from 13.43% to 7.66% met or exceeded standards. This was a 5.77% decrease. Students with Disabilities (SWD): went from 9.12% to 9.27% met or exceeded standards. This was a .15% increase. Third Grade – All Students: went from 38% to 34.56% met or exceeded standards. This was a 3.44% decrease. Third Grade – Low-Income Students: went from 36% to 32.27% met or exceeded standards. This was a 3.73% decrease. These results provide important insight into student progress and highlight areas of continued focus as the District works to ensure equitable outcomes for all learners. We have actively been monitoring our i-Ready data and the effectiveness of four additional data analysis practices throughout the year, and we are projecting to see increases in our CAASPP 2025 results.

			This was a 3.73% decrease. These results provide important insight into student progress and highlight areas of continued focus as the District works to ensure equitable outcomes for all learners. We have actively been monitoring our i-Ready data and the effectiveness of four additional data analysis practices throughout the year, and we are projecting to see increases in our CAASPP 2025 results.			
2	Math CAASPP Results	Per the 2023 California Dashboard, the District's percentage of all students scoring at the Meeting or Exceeding level on the 2023 Mathematics CAASPP assessments was 31.5%. LI: 30.37% African American: 30.04% Hispanic Latino: 30.61% ELs: 12.19% SWD: 9.21% Met or Exceeded standards for mathematics.	Per the 2024 California Dashboard, the District's percentage of all students scoring at the Meeting or Exceeding level on the 2024 Mathematics CAASPP assessments went from 31.5% to 29.87%. This was a 1.63% decrease. LI: went from 30.37% to 28.67%, meeting or exceeding. This was a 1.7% decrease. African American: went from 30.04% to 26.76%, meeting or exceeding. This was a 3.28% decrease.		The District's California Dashboard will demonstrate a percentage of all students scoring at the Meeting or Exceeding level on the 2026 Math CAASPP assessments will be 36.5% or higher. LI: 35% African American: 35% Hispanic Latino:35% ELs: 15% SWD: 14% will demonstrate meeting or exceeding standards for mathematics.	This was a 1.63% decrease. LI: went from 30.37% to 28.67%, meeting or exceeding. This was a 1.7% decrease. African American: went from 30.04% to 26.76%, meeting or exceeding. This was a 3.28% decrease. Hispanic Latino: went from 30.61% to 29.26%, meeting or exceeding. This was a 1.35% decrease. ELs: went from 12.19% to 9.49%, meeting or exceeding. This was a 2.7% decrease. SWD: went from 9.21% to 8.01%, meeting or exceeding. This was a 1.2% decrease. These results provide important insight into student progress and highlight areas of continued focus as the District works to ensure

			Hispanic Latino: went from 30.61% to 29.26%, meeting or exceeding. This was a 1.35% decrease. ELs: went from 12.19% to 9.49%, meeting or exceeding. This was a 2.7% decrease. SWD: went from 9.21% to 8.01%, meeting or exceeding. This was a 1.2% decrease. These results provide important insight into student progress and highlight areas of continued focus as the District works to ensure equitable outcomes for all learners. We have actively been monitoring our i-Ready data and the effectiveness of four additional data analysis practices throughout the year, and we are projecting to see increases in our CAASPP 2025 results.			equitable outcomes for all learners. We have actively been monitoring our i-Ready data and the effectiveness of four additional data analysis practices throughout the year, and we are projecting to see increases in our CAASPP 2025 results.

3	English Learner Performance on the ELPAC	Per the 2023 Summative ELPAC results, the District's ELPAC percentage of all English Learner students scoring at Level 3 or Level 4 on the 2023 ELPAC was 50.27%. 49.46 % LI demonstrate proficiency level 3 or level 4.	Per the 2024 Summative ELPAC results, the District's ELPAC percentage of all English Learner students scoring at Level 3 or Level 4 went from 50.27% to 47.41%. This was a 2.86 % decrease. However, our 2025 internal results are in; they went from 47.41% to 49.97%, scoring in level 3 or level 4. This is a 2.56% increase. LI: went from 49.46 % to 46.92%, demonstrating proficiency level 3 or level 4. This was a 2.54% decrease. However, our internal 2025 results are in; they went from 46.92 % to 50.65%, scoring in level 3 or level 4. This is a 3.73% increase.		The District's Summative ELPAC results will demonstrate an increased percentage of 55% scoring at Level 3 or Level 4 on the 2026 ELPAC assessments. 55% LI demonstrate proficiency level 3 or level 4.	This was a 2.86 % decrease. However, our 2025 internal results are in; they went from 47.41% to 49.97%, scoring in level 3 or level 4. This is a 2.56% increase. LI: went from 49.46 % to 46.92%, demonstrating proficiency level 3 or level 4. This was a 2.54% decrease. However, our internal 2025 results are in; they went from 46.92 % to 50.65%, scoring in level 3 or level 4. This is a 3.73% increase.
4	Equity Report	Per the 2023 California School Dashboard report the Student with Disabilities student group scored one performance level behind the performance level for all students in ELA and mathematics CAASPP assessments.	Per the 2024 California School Dashboard report, the Student with Disabilities student group scored one performance level behind the performance level for all students in ELA and at the same level as the overall in the mathematics CAASPP assessments.		The District's California School Dashboard will report no student group will perform below the District's overall performance level in ELA and mathematics CAASPP assessments	There was no difference in ELA; however an increase in mathematics by one performance level.

5	Reclassification Rate	The District's reclassification rate in 2023 was 7.94%.	The District's reclassification rate in 2024-25 is 11.5%. This was an 8% increase.		The District's desired outcome for 2026 is for the District's reclassification rate to be at or above 10%.	This was an 8% increase.
6	CAST (California Science Test)	The percentage of all students scoring at the Meeting or Exceeding level on the 2023 CAST assessments was 23.36%. LI students demonstrated 22.73% met or exceeded standards in science.	The percentage of all students scoring at the Meeting or Exceeding level on the 2024 CAST assessments was 23.27%. LI students showed a 22.07% rate of meeting and exceeding, down from 22.73%. This represents a .66% decrease.		Our desired goal is to increase the number of students achieving the level Met or Exceeded by 5 % by the 2026 administration of the CAST. LI students will demonstrate 27% meeting or exceeding standards in science.	This was a 0.09% decrease. LI students showed a 22.07% rate of meeting and exceeding, down from 22.73%. This represents a .66% decrease.

Goal Analysis for 2024-2025

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.

All actions were fully implemented during the 2024–2025 school year.
The Hawthorne School District implemented all planned actions outlined in its LCAP, with a strong alignment between planned initiatives and actual implementation. There were no deviations from the actions proposed; however, a few enhancements were made to better respond to evolving needs and real-time data.

The District successfully maintained content coaches (literacy and math), English Learner Special Projects staff, and provided ongoing professional development aligned with evidence-based strategies on providing best first instruction. These efforts were consistent with planned actions and demonstrated measurable improvements in local progress monitoring assessment data and effective data analysis practices (e.g., i-Ready growth in ELA and Math). (G1, A: 2,3,4,5,10)

Targeted student group support was provided to students through tutoring, classroom teachers providing tier one, Learning Loss Mitigation (LLM) teachers, and interventions specifically targeting Long-Term English Learners (LTELs), English Learners (ELs), and students experiencing homelessness were fully implemented. These included AVID Emerge integration, designated ELD support, classroom coaching, and intensive progress monitoring via site data rooms. (G1, A:1,11,12,15)

If any gaps in academic outcomes were identified, an increase in support was provided to teachers and students (G1, A: 1-16)

Some challenges have been experienced in our student group experiencing homelessness in receiving their intended interventions or supports. Due to the instability and challenges associated with housing insecurity, many of our homeless students struggle to maintain regular attendance. This inconsistency significantly hinders their ability to make sustained academic progress, as they often miss key instructional time, continuity in learning, and opportunities for intervention.

Irregular attendance limits their access to essential academic, behavioral, and mental health supports. These students are among our most vulnerable populations and often rely on consistent school-based services. To support this student group, we will continue addressing this challenge by a more coordinated effort that includes proactive outreach, flexible support systems, and strengthened partnerships with families and community agencies.

Data monitoring practices improved, and maintaining real-time, actionable student data across all sites was successful. However, some challenges occurred in the system integration of new software programs. (G1, A: 5)

We have experienced success with positive results aligned with student academic achievement and have deemed actions 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15 to be appropriate in increasing
student academic achievement. Preliminary 2025 CAASPP results look promising, demonstrating academic success in various areas.

Gains were also observed in i-Ready benchmarks in both ELA and math, suggesting that targeted academic interventions, increased coaching, and the implementation of evidence-based instructional models were yielding positive outcomes.

In conclusion, the District remains on track with LCAP implementation and will continue to refine and scale effective practices. Ongoing analysis of both state and local data will guide adjustments in the upcoming LCAP cycle to sustain momentum and address persistent areas of need.

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 (=10% variance) between planned actions and estimated actual expenditures within Goal 1 include Actions 3, 5, 6, 8, 9, 10, 11, 12, 14, and 15:

1.3 The variation is due to increased demand at school sites, including an expanded scope of purchases such as materials and training, along with unanticipated cost growth driven by negotiated salary increases.

1.5 Underspending occurred as a result of implementation delays tied to the selected data analysis developer. The district is reevaluating existing systems to maximize effectiveness and therefore chose not to invest additional funds in new systems during this cycle.

1.6 The increase in expenditures reflects heightened needs among foster youth, including the provision of school uniforms, educational supplies, and other essential supports to ensure equitable access to school success.

1.8 The overspending was due to increased usage of bus transportation, particularly for field trips and special programming. Additional costs were also incurred through contracted drivers to supplement district transportation services.

1.9 The variance reflects higher-than-expected demand for printing capabilities across the district. This included the purchase of printers and provision of printed materials, particularly to support afterschool and extended-year programs.

1.10 The district made a strategic decision to replace aging classroom computers, resulting in significantly higher expenditures than originally planned. This investment supports the district's commitment to maintaining a robust 1:1 learning environment.

1.11 The district's investment in Learning Loss Mitigation (LLM) staff reduced the need for contracted after-school tutoring services. As instructional time is being closely monitored and structured, fewer external supports were required than anticipated.

1.12 The district's ongoing commitment to a Multi-Tiered System of Supports (MTSS) led to natural expansion and scaling of intervention efforts. This included additional staffing and resources to meet growing student needs, resulting in significant overspending.

1.14 Although professional development opportunities in credentialing were offered, participation was low. This was primarily due to a limited number of newly hired staff and the availability of a variety of other district-wide training opportunities that drew greater interest.

1.15 Overspending in this area was due to increased demand and the expansion of professional development offerings in inclusive practices and co-teaching. The scope of the initiative grew to address site-based needs, and cost growth also contributed to the final expenditure.

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

The actions implemented by the Hawthorne School District during the 2024–2025 school year have demonstrated effectiveness in advancing the District's LCAP goals. Progress has been notable. All actions (G1, A1-16) interwoven together have been effective in improving academic outcomes in CAASPP as evidenced by our 2025 preliminary results.

As depicted through the use of i-Ready assessments, data to monitor student progress has been highly effective (G1: A 2,3,4,5,6,11,12,15 with the contributing actions demonstrating effectiveness on our preliminary CAASPP results. Across grade levels, the District recorded significant gains from T1 to T2 in both ELA and mathematics. For example, overall ELA proficiency increased by nearly 10 percentage points, while math proficiency rose by over 10.6 percentage points. These improvements suggest that the

instructional supports and interventions (Instructional Coaching, data analysis, tutoring, MTSS supports, and Targeted PD) are positively impacting student learning outcomes. The alignment between the resources from educational services and human resources initiatives has also demonstrated effectiveness.

Content coaches and EL Special Projects teachers provided site-level instructional support, demonstration lessons, and data-driven coaching. These actions were effective in strengthening Tier 1 instruction and supporting teacher capacity, especially in classrooms with high populations of English Learners and Students with Disabilities. (G1 7 contributing actions demonstrating effectiveness on our preliminary CAASPP results) Also, evidence is provided by the increase in the academic CAASPP results in third grade.

Furthermore, a concern that continues to impact the academic success and overall well-being of students experiencing homelessness is their inconsistent school attendance, irregular attendance limits their access to essential academic, behavioral, and mental health supports.

Our District i-Ready results provide important insight into student progress and highlight areas of continued focus as the District works to ensure equitable outcomes for all learners. We have actively been monitoring our i-Ready data and the effectiveness of four additional data analysis practices throughout the year, and we are projecting to increase in our CAASPP 2025 results. (G1: A 8,9,10,11,12,13,14, 15 action 9, 11,12,13,14,15 are contributing actions, including maintaining class size reduction, implementing technology effectiveness to enhance instruction, and supporting the implementation of UDL has demonstrated effectiveness, has been supported by demonstrated increase on our preliminary CAASPP results and our teacher feedback and input).

Our contributed actions are demonstrating effectiveness as evidenced by our I-Ready results below:
LI
Fall results- 18% met and exceeded
Winter results 28% met and exceeded
Spring results 35% met and exceeded

I-Ready math results below:
LI
Fall results- 13% met and exceeded
Winter results 23% met and exceeded
Spring results 37% met and exceeded

All actions for all students and UPP subgroups that actions were intended for were effective the metrics used to measure their effectiveness. Per Ed Partners' feedback mentioned it was appropriate to continue implementation. Based on our educational partners' feedback, we think these actions should be held harmless and stay in place.

These actions were highly effective for the academic achievement growth of English learners based on 6% growth growth on ELPAC.

Actions 8 and 10 were effective at increasing engagement among LI students, as evidenced by a highly effective decrease of 2.72% in chronic absenteeism and an increase in attendance rate for LI students, as well as a moderate decrease of 4% in student suspensions.

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

As a result of the District's reflection on implementation outcomes and data trends from both the 2024 California School Dashboard and local assessments, no changes to the goals, metrics, or actions are being recommended.

The District will enhance its use of i-Ready diagnostic data by increasing the frequency and depth of progress monitoring reviews. Metrics will now include T1 to T3 growth targets by grade level and student group, with regular site-level analysis to support real-time instructional adjustments. (G1, A: 1,2,3,4,5,6,10,11,12)

Disaggregated data monitoring will be expanded to track the progress of Long-Term English Learners (LTELs) and students experiencing homelessness more precisely. This will include monitoring instructional minutes for Designated ELD and student engagement in tiered LLM interventions.

AVID Emerge implementation will be expanded and more supported by the EL Special Projects teachers to deeply embed it into all content areas at the middle school level. Teachers will receive targeted training and coaching to ensure consistent integration of academic language development strategies.

Site-based data rooms will be implemented and utilized more systematically. EL Special Projects Teachers will lead data reviews focused on EL progress, and instructional staff will use this data to inform differentiation and supports.

Instructional coaching will be refined to focus more heavily on Tier 1 instructional quality, including co-teaching, formative assessment, and inclusive practices for English Learners and Students with Disabilities.

Additional collaborative planning and sub-released time will be allocated to support teacher teams in reviewing data, planning targeted instruction, and sharing effective practices.

These strategic enhancements to our current LCAP actions under Goal One are directly informed by reflection on prior year practices, student outcome data, and educational partners' input. They are designed to ensure more precise and equitable academic support, accelerate growth for historically underperforming student groups, and promote high-quality instruction across all classrooms.

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	Ensure 100% of teachers fully credentialed and appropriately assigned.	Maintain instructional staff at all sites in an effort to ensure 100% of teachers will be fully credentialed and appropriately assigned to provide high-quality instruction to all of our students including our EL and Long Term English Learners by providing designated and integrated ELD programs. Studies demonstrate that with high-quality instruction, students increase in levels of academic achievement. Therefore, it is critical that we increase the opportunities for our student population to receive high-quality instruction. (Priority 4)	$30,639,046.00	No
2	Maintain literacy and math	Maintain literacy and math content experts for elementary and middle school sites to support	$3,500,000.00	Yes

	content experts for elementary and middle school sites.	teachers with the implementation of standards-based instruction, providing differentiated supports for students and interventions. This will increase student access to strong implementation of core (tier one) instruction to our vulnerable student population. (Priority 4)		
3	Provide professional development, materials, and personnel to support the learning needs of our identified unduplicated students.	Continue to provide district-wide professional development training, materials, and personnel to support teachers with addressing the learning needs using evidence-based strategies for our identified unduplicated students.	$2,300,000.00	Yes
4	Maintain English Learner Special Projects staff at each site.	Maintain English Learner Special Projects staff at each site to implement learning walks, provide PD for teachers on how to support English Learners and long-term English Learners with data-driven instructional supports for small group time, and specific services to English Learner students, and provide direct small group support to EL students.	$1,600,000.00	Yes
5	Data management system for effective data analysis practices.	Maintain and support the utilization of a data management system and effective data analysis practices to identify low-income pupils and to provide evidence-based programming and support for targeted intervention. (Priority 4)	$150,000.00	Yes
6	Provide materials to facilitate success at school for foster youth.	HSD is committed to provide specific materials per needs assessment such as: Age / Grade specific backpacks with or without school supplies Age / Grade specific school supply bags with school supplies such as a box of crayons, a box of markers, Pencils, Erasers, Highlighter, pencil sharpeners, rulers, glue sticks, graph paper notebooks, lined paper, spiral notebooks, and grade-specific resource materials for English language arts, math, science, history, and physical education, tennis Shoes, Hats, underwear, socks, personal hygiene kits, Wi-Fi Devices, and Chromebooks to facilitate success at school for foster youth. (Priority 4)	$15,000.00	Yes
7	Provide preschool support to increase student achievement.	Provide preschool support in the area of professional development sessions and unit planning to increase student achievement. Students who attend preschool programs are more prepared for school and are less likely to be identified as having special needs or to be held back in elementary school than children who did not attend preschool. Studies also demonstrate clear positive effects on children's early literacy and mathematics skills. Access to a high-quality instructional program and structured school environment at the earliest point possible is seen as being critical for our student population which is what drives the District's continued commitment to maintaining a robust preschool program. (Priority 4)	$250,000.00	Yes
8	Provide expanded student transportation.	Provide expanded student transportation to increase attendance which will result in an increase in access to standards-based instruction for our vulnerable student population. A high number of student absences affect the frequency and duration of the services and support that students receive.	$300,000.00	Yes
9	Provide expanded access to printing capabilities	Provide expanded access to printing capabilities to increase student and family access to our vulnerable student population. Such examples are printing parent resources packets, homework support resources, parent workshop packets, and packets with translations for parents to better support their children with homework. We have a high percentage of families that still request for their home-to-school communication to be in a print or hand-out form.	$400,000.00	Yes
10	Technology infrastructure enhance teaching and	Provide technology infrastructure and training to effectively support staff and students who will now utilize and depend upon technology at school and at home to increase access and training (	$600,000.00	Yes

	learning in a 1:1 school environment	on interactive boards, AI, and Ed TechTools, to our vulnerable student population the same learning and technology experiences as in affluent areas.		
11	Expand student support through after school tutoring utilizing contracts or district staff.	Expand student support via after-school effective tutoring utilizing third-party contracts or district staff that is trained on the skills and standards our students are missing. Increase access to tutoring and intervention support for our vulnerable student population. (Priority 4)	$155,000.00	Yes
12	MTSS Intervention Model	Maintain personnel, training, curriculum, and materials to provide evidence-based interventions through our highly trained Learning Loss Mitigation teachers who provide supplementary and intensified data-driven support in Reading and Math during and after the school day. (Priority 4). LREBG: The district has unexpended LREBG funds for the 2025-26 school year, which can be found in goal one action 12. As part of our ongoing commitment to academic excellence and equity, we prioritize maintaining highly qualified personnel, comprehensive training, and robust curriculum and materials to deliver evidence-based interventions. Our dedicated Learning Loss Mitigation (LLM) teachers provide targeted, data-driven support in Reading and Math both during and after the school day. These educators are specifically trained to implement research-backed strategies tailored to meet the diverse learning needs of our students. Extensive educational research underscores the effectiveness of sustained, evidence-based interventions in addressing learning gaps. According to the Institute of Education Sciences (IES), interventions that are grounded in data and delivered by trained professionals significantly improve student achievement, particularly when implemented consistently over time. Moreover, studies from the National Center for Education Evaluation and Regional Assistance (NCEE) show that high-dosage tutoring and supplemental instruction—especially in foundational subjects like Reading and Math—are among the most effective tools for mitigating learning loss, particularly when integrated with the regular school day. By investing in skilled educators (providing the appropriate training when necessary) and structured supports, we ensure that students not only catch up but also gain the skills and confidence needed for long-term academic success. Goal 1 action 12 reflects our strategic focus on deploying proven instructional practices to accelerate learning recovery and support every student's growth. The metrics on how we will measure this will be through the outcomes of our ELA and Math CAASPP scores. $5,600,000 of LREGB funds will be utilized to support this action.	$5,625,000.00	Yes
13	Maintain Class Size Reduction.	Maintain adequate numbers of teachers to ensure smaller class sizes. A smaller class size environment in which the classroom teacher provides core instruction in a small group setting with more laser-focused and prescribed supports for our vulnerable student population. It is also imperative to note that having large groups of students is not a research or evidence-based strategy when providing instruction for students with diverse needs. Research indicates that our vulnerable student population needs more one-to-one support and feedback, and a strong classroom setting where a strong relationship with the teacher can be cultivated. Therefore, some specific actions that can be implemented in a small class setting are the following:	$5,300,000.00	Yes

		-more laser-focused and differentiated per student needs, -more prescriptive in mitigating learning loss, -more consistent and precise when providing immediate intervention which will result in fewer students needing tier two or tier three support and less remediation needed in the future, which ultimately means more students achieving their true potential. Maintaining a smaller class setting will allow for an increased amount of opportunities for to our vulnerable student population to build a strong trust connection with their teachers, and a closer sense of community, which has also been linked to contributing factors for students in high-poverty areas to succeed academically. This action will increase and improve support for our already vulnerable student population. (Priority 4)		
14	Increase credentialing programming opportunities for those interested in advance or obtain example literacy specialist or reading certificate	Provide opportunities for staff interested in obtaining a teaching credential, or interested in obtaining additional units or courses to develop expertise in a specific area of focus. Nationally, there is abundant evidence that teachers with stronger and more credentials tend to teach in schools with more advantaged and higher-performing students. The disparity between the caliber of teachers found in a high-poverty or high-minority school and that of a teacher found in a low-poverty or low-minority school has a massive impact on student achievement. If the effects were to accumulate, having a top-quartile teacher rather than a bottom-quartile teacher for four years in a row would be enough to close the black-white test score gap.	$175,000.00	Yes
15	Professional development in the area of more inclusive practices and co-teaching	The district will work to provide and build the knowledge, training, and support of the staff by contracting with experts to support this work and the journey we are about to embark on. Furthermore, educational partners' input and feedback for more training on the best first instruction (UDL), mainstreaming, and support with difficult behaviors have resulted in adding this action related to more inclusive practices and support to better support our to our vulnerable student population. As a result of federal legislation and related policy changes, MTSS, co-teaching, and Universal Design for Learning have evolved rapidly as a strategy for ensuring that all students have access to the same curriculum and rigor while still receiving specialized instruction when needed. Therefore, as the District prepares to implement more inclusive practices for our students, it is critical that we learn more about this research-based model.	$55,000.00	Yes
16	Specialized support and professional development from special education staff (repeated expenditure, Goal 1, Action 1)	Provide teachers with professional development by the speech and language pathologist, RSP teachers, and EL Special Projects coordinator on topics such as reviewing IEP goals, appropriate supports, how to support discrepancies in reading and math, and how to foster collaborations with grade-level teams or classroom teachers. (DA Action)	$0.00	No

Goal

Goal #	Description	Type of Goal
2	Students will be actively engaged in their education and feel safe and supported at school.	Broad Goal

State priorities addressed by this goal.

5, 6, 8

An explanation of why the LEA has developed this goal.

The Hawthorne School District has a clear mission to maximize each student's potential to achieve educational excellence. This goal was developed in alignment with the District's adopted strategic plan, core beliefs, and goals which are in the areas of student achievement, educational environment, fiscal responsibility, district culture, parent and family involvement, and community outreach as a means of achieving this mission. Thus, it was imperative that our LCAP goals were aligned with the District's mission and core beliefs that all students will be provided a safe, respectful, and welcoming learning community that fosters student connectedness and engagement.

Hawthorne School District Goal #2 by ensuring students have access to a safe, welcoming, supportive, and nurturing environment supports the academic success of students in addition, this goal supports the decrease of chronic absenteeism and suspension rates for all students especially those identified in the Annual Performance section of the LCAP. This goal was also developed based on feedback and input from our educational partners which guided the development of the actions, metrics, and priorities which grouped together will help students to be actively engaged in their education and feel safe and supported at school.

By implementing the following actions:
counselors, deans, therapist, PBIS PD for yard supervisors, teachers, PBIS staff, professional development, multi tiered system of supports for behaviors and mental health, maintain school uniform policy, we expect to improve student climate perceptions,increase attendance, decrease suspension rate, chronic absenteeism, and drop-out rate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	Overall Suspension Rate	The District's suspension rate as of April 1, 2024 All: 3.8% LI: 4% AA: 8.98% Hispanic Latino: 3.14% SWD:4.11% Homeless:15.63%	The District's suspension rate as of April 1, 2025 All: 3.8% decreased to 1.6%. This is a decrease of 2.44%. LI: 4% decreased to 1.43%. This is a decrease of 2.57%. AA: 8.98% decreased to 2.52%. This is a decrease of 6.46%. Hispanic Latino: 3.14% decreased to 1.04%. This is a decrease of 2.1%. SWD:4.11% decreased to 2.76%. This is a decrease of 1.35% Homeless: 15.63% decreased to 4.17%. This is a decrease of 11.46%.		The District's desired outcome is to obtain a suspension percentage rate of : All: 3% LI: 3% AA: 5% Hispanic Latino: 2% Homeless: 10% SWD: 3% or lower	This is a decrease of 2.44%. LI: 4% decreased to 1.43%. This is a decrease of 2.57%. AA: 8.98% decreased to 2.52%. This is a decrease of 6.46%. Hispanic Latino: 3.14% decreased to 1.04%. This is a decrease of 2.1%. SWD:4.11% decreased to 2.76%. This is a decrease of 1.35% Homeless: 15.63% decreased to 4.17%. This is a decrease of 11.46%.
2	Suspension Disproportionality	As of April 1, 2024, 99 of our African American students were suspended out of the total 246 students who were suspended. That was 40.24% of the total suspensions. That was a 7.13% decreased from the previous year.	As of April 1, 2025, 36 of our African American students were suspended, out of the total 90 students who were suspended. That was 40% of the total suspensions. That was a .24% decrease from the previous year.		African American students make up 20% of the student population in the District, so the disproportionality in suspensions for this student group is 40.24%. The District's desired outcome is to obtain a 0% in disproportionality in suspensions for this group.	That was a .24% decrease from the previous year.
3	School Climate Perceptions	Research shows that students learn best when they feel safe and cared for and connected to their teachers and classmates. Below are the 2024 internal LCAP survey results on key items regarding school	Research shows that students learn best when they feel safe and cared for and connected to their teachers and classmates. Below are the 2025 internal LCAP survey results on key items regarding school climate,		Our desired outcomes is for our internal LCAP survey results on key items regarding school climate, will demonstrate the following: Item 9- My school is safe and secure. (above 80% agree) Item 14- I am treated fairly and with respect. (above	Research shows that students learn best when they feel safe and cared for and connected to their teachers and classmates. Below are the 2025 internal LCAP survey results on key items regarding school climate, active engagement, and feeling safe and supported. Therefore, we asked them the

		climate, active engagement, and feeling safe and supported. Therefore, we asked them the following questions: Item 9- My school is safe and secure. (72% agreed) Item 14- I am treated fairly and with respect. (66% agreed) Item 15- I feel that there are caring adults that I can talk to at school if there is a problem. (77% agreed) Parent results demonstrate the following, Item 8- My child feels safe at school. (91% agreed) Item 10- My child is treated with respect and dignity. (93% agreed) School Staff results are disaggregated per elementary and middle school. Elementary School Staff results demonstrate the following, Item 17- Students are treated with respect and dignity at school. (97% agreed)	active engagement, and feeling safe and supported. Therefore, we asked them the following questions: Item 9- My school is safe and secure. (72% agreed) . This year we separated between elementary and middle school students. (K-5 students 85% Agreed and 6-8, 66% agreed). Item 14- I am treated fairly and with respect. (66% agreed). This year we separated between elementary and middle school students. (K-5 students 75% Agreed and 6-8, 65% agreed). Item 15- I feel that there are caring adults whom I can talk to at school if there is a problem. (77% agreed) This year we separated between elementary and middle school students. (K-5 students 81% Agreed and 6-8, 72% agreed). Parent results demonstrate the following, Item 8- My child feels safe at school. (90% agreed)			80% agree) Item 15- I feel that there are caring adults that I can talk to at school if there is a problem. (above 80% agree) Parent results demonstrate the following, Item 10- My child is treated with respect and dignity. (maintain or increase above 90%) Item 8- My child feels safe at school. (maintain or increase above 90%) Elementary School Staff results demonstrate the following, Item 17- Students are treated with respect and dignity at school. (maintain or increase above 90%) Item 18 - Students are provided with a caring and welcoming school environment. (maintain or increase above 90%) Item 20- Our school is safe. (maintain or increase above 90%) Middle School Staff results demonstrate the following, Item 17- Students are treated with respect and dignity at school. (maintain or increase above 90%) Item 18 - Students are provided with a caring and welcoming school environment. (maintain or increase above 90%) Item 20- Our school is safe. (maintain or increase above 90%)	following questions: Item 9- My school is safe and secure. (72% agreed) . This year we separated between elementary and middle school students. (K-5 students 85% Agreed and 6-8, 66% agreed). Item 14- I am treated fairly and with respect. (66% agreed). This year we separated between elementary and middle school students. (K-5 students 75% Agreed and 6-8, 65% agreed). Item 15- I feel that there are caring adults whom I can talk to at school if there is a problem. (77% agreed) This year we separated between elementary and middle school students. (K-5 students 81% Agreed and 6-8, 72% agreed). Parent results demonstrate the following, Item 8- My child feels safe at school. (90% agreed). This was a 1% decrease. Item 10- My child is treated with respect and dignity. (91% agreed). This was a 2% decrease. School Staff results are disaggregated per elementary and middle school. Elementary School Staff results demonstrate the following, Item 17- Students are treated with respect and dignity at school. (96% agreed). This was a 1% increase. Item 18 - Students are provided with a caring and welcoming school environment. (97% agreed). This was a 2% decrease. Item 20- Our school is safe. (90% agreed). This was the same. Middle School Staff results demonstrate the following,

		Item 18 - Students are provided with a caring and welcoming school environment. (99% agreed) Item 20- Our school is safe. (90% agreed) Middle School Staff results demonstrate the following, Item 17- Students are treated with respect and dignity at school. (94% agreed) Item 18 - Students are provided with a caring and welcoming school environment. (95% agreed) Item 20- Our school is safe. (77% agreed)	Item 10- My child is treated with respect and dignity. (91% agreed) School Staff results are disaggregated per elementary and middle school. Elementary School Staff results demonstrate the following, Item 17- Students are treated with respect and dignity at school. (96% agreed) Item 18 - Students are provided with a caring and welcoming school environment. (97% agreed) Item 20- Our school is safe. (90% agreed) Middle School Staff results demonstrate the following, Item 17- Students are treated with respect and dignity at school. (85% agreed) Item 18 - Students are provided with a caring and welcoming school environment. (92% agreed) Item 20- Our school is safe. (84% agreed)			Item 17- Students are treated with respect and dignity at school. (85% agreed). This was a 5% decrease. Item 18 - Students are provided with a caring and welcoming school environment. (92% agreed). This was a 3% decrease. Item 20- Our school is safe. (84% agreed). This was a 7% increase.

4	Attendance Rate	As of April 1, 2024, the District's average daily attendance rate was 92.71 %.	As of April 1, 2025, the District's average daily attendance rate was 93.19%.		The District's desired outcome for the average daily attendance rate is 95% or higher.	This was a 0.48% increase.
5	Chronic Absenteeism	As of April 1, 2024, the District's rate of chronic absenteeism is 25%. As a result of the pandemic and its health implications, the District's chronic absenteeism rate has decreased from 38.62% to 25%. This is a 13.62% decrease in chronic absenteeism. The following student groups chronically absent are: LI-25% EL-26.28% SWD-33.69% Hispanic Latino-25% Homeless0- 60.94%	As of April 1, 2025, the District's rate of chronic absenteeism is 25%. The District's chronic absenteeism rate has decreased from 25% to 21.84%. This is a 3.16% decrease in chronic absenteeism. The following student groups are chronically absent: LI decreased from 25% to 22.27%. EL- decreased from 26.28% to 20.09% SWD- decreased from 33.69% to 27.72% Hispanic Latino- decreased from 25% to 21.66% Homeless- decreased from 60.94% to 60.27%		The District's desired outcome is to obtain a chronic absenteeism rate of 20% or lower as overall and for our low-income students. Our desired outcome is also for the following student groups: LI:20% EL-21% SWD-28% Hispanic Latino-20% Homeless: 55%	This is a 3.16% decrease in chronic absenteeism. The following student groups are chronically absent: LI decreased from 25% to 22.27%. This is a 2.73% decrease. EL- decreased from 26.28% to 20.09%. This is a 6.19% decrease. SWD- decreased from 33.69% to 27.72%. This is a 5.97% decrease. Hispanic Latino- decreased from 25% to 21.66%. This is a 3.34% decrease. Homeless- decreased from 60.94% to 60.27%. This is a 0.67% decrease.

6	Middle School Dropout Rate	The 2023 Fall CALPDS submission for the District demonstrates 12 middle school dropouts or students whose current enrollment status could not be verified.	The 2024 Fall CALPDS submission for the District demonstrates 9 middle school dropouts or students whose current enrollment status could not be verified.		The number of recorded middle school dropouts associated with the District will remain below 10 students. (Students who transfer to other districts but who are not enrolled properly by those districts in the state student database show up as dropouts on the District's state report, making it difficult to ever achieve the desired level of 0 middle school dropouts.)	This was a 3-student decrease.
7	Expulsion Rate	As of April 1, 2024, there were no expulsions. The expulsion rate for the District is 0%.	As of April 1, 2025, there were no expulsions. The expulsion rate for the District is 0%.		There will be no expulsions. The expulsion rate for the District will remain at 0%.	No change. O expolsions

Goal Analysis for 2024-2025

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

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

The services and actions related to Goal #2 were all fully implemented. They predominantly focused on increasing positive disciplinary outcomes and providing a more engaging and supportive school environment.
To that end, every school in the District employed both a full-time counselor and a dean of students to provide effective and proactive support for students, staff, and families. The outcomes of the services and actions have demonstrated positive results. (G2A: 1,6)

Implementation efforts were well-aligned with the LCAP, and while no changes occurred, several responsive adjustments to the frequency or duration of certain actions were made to strengthen outcomes and address emerging needs. (G2A: 2, 3, 4,5, 8, 11)

Districtwide efforts included: increasing MTSS meetings, debriefs, analysis of data, social-emotional learning supports, implementation of PBIS, increased counseling services, and restorative practices, which led to a significant reduction in suspension rates. For instance, the suspension rate for African American students dropped by 6.46%, and for students experiencing homelessness by 11.46%. These outcomes reflect the effectiveness of interventions such as student check-ins, behavioral coaching, and WestEd student listening circles. (G2A: 2, 3, 4,5, 8, 7, 9, 11)

Internal LCAP survey data and focus group results demonstrated positive trends in school climate indicators. Elementary students reported higher levels of feeling safe and respected, and staff surveys indicated strong agreement that students are treated with dignity and provided a welcoming environment

Daily absenteeism reviews, counseling outreach, family outreach to provide resources or services, and incentive systems were implemented at schools with high chronic absenteeism. Counselors and MTSS teams provided consistent Tier 1 and Tier 2 behavioral and emotional support (G2A: 9, 10).

Challenges:
Inconsistent Attendance among Homeless Students:
Despite academic interventions not demonstrating success, the chronic absenteeism rate for students experiencing homelessness decreased from 66.2% to 60.7%, placing them in the yellow band moving forward. Inconsistent attendance limited their access to academic, behavioral, and mental health supports. However, it is important to note that their attendance rate is increasing, and that is step one to provide access to all additional supports.

The implementation of Goal Two was largely successful in reducing suspensions, improving climate perceptions, and enhancing support systems. However, persistent challenges in chronic absenteeism—especially for students experiencing homelessness—highlight the need for continued focus on access, consistency, and cross-agency support. As a result, the District remains committed to refining strategies and scaling practices that foster inclusive, connected, and supportive school environments for all learners.

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 (=10% variance) between planned actions and estimated actual expenditures within Goal 2 include Actions 2, 3, 4, 5, 6, 7, 8, 9, and 11:
2.2 A portion of these salaries were assigned to another funding stream. There were not changes in services.
2.3 Although mental health and behavioral needs continue to be an area of focus, there are competing PDs and scheduling constraints for staff, which resulted in savings.
2.4 The overspending was due to increased demand and expanded scope. The need for SEL support continues to grow district-wide.
2.5 The need for support from professionals in the area of behavioral support continues to grow district-wide. Additional staffing hours were provided and staff was secured in order to meet this need.
2.6 The savings are due to vacancies and staffing shortages.
2.7 The Healthy Kids Survey was less expensive than anticipated. Additionally, the District utilized ThoughtExchange to support data gathering, which complemented the formal survey and reduced overall costs.
2.8 The District significantly expanded professional development opportunities for staff, with a focus on Positive Behavioral Interventions and Supports (PBIS), restorative practices, and self-care. This increase reflects a strategic investment in improving school climate and supporting staff well-being.
2.9 While the District's approach to supporting the school uniform policy remained consistent, the number of families requesting uniform assistance varied. This year, fewer requests were made, resulting in lower expenditures.
2.11 The variation is due to increases in negotiated pay range changes, salaries, and benefits as well as an increase in extra hours for support.

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

Goal Two of the Hawthorne School District's LCAP focuses on creating a safe and supportive learning environment where students feel connected, respected, and supported socially, emotionally, and behaviorally. The District has made measurable progress toward this goal through the implementation of key actions.

The successes of the implementation of their services and actions have been effective thus far.

Effective Actions (G2A 1,2,3, 4,5,6, 7, 8, 11, actions 1,2,3,5, and 6 are contributing actions demonstrating effectiveness on our end-of-year reports on suspensions)
Implementation of Social-Emotional and Behavioral Supports (MTSS) by maintaining both the dean and the counselor at each one of our school sites has been effective and demonstrated positive outcomes this year.

The District's multi-tiered system of support (MTSS), including professional development, counseling services, behavior intervention staff, and school-based wellness initiatives, reviewing data (from HKS), has been effective in reducing suspension rates across nearly all student groups. Notably:

Suspension rates for African American students declined by 6.46%.

Suspension rates for students experiencing homelessness dropped by 11.46%.
These results suggest that consistent access to behavioral support trained staff and teams, early intervention strategies, and emotional regulation tools is positively influencing student behavior and school culture.

Training and implementation of Capturing Kids' Hearts, coupled with site-based professional development on trauma-informed practices and inclusive discipline strategies, have contributed to improved perceptions of safety and connectedness, especially at the elementary level. (G2 A1,4,10,11 are contributing actions demonstrating effectiveness on our end-of-year reporting of chronic absenteeism).

Staff survey data demonstrated increased agreement that students are treated with dignity and that campuses maintain welcoming environments.

Listening circles, student focus groups, and student feedback sessions conducted with support from WestEd confirmed improved school climate perceptions among students.

The District implemented daily reviews of attendance and implemented student engagement action plans. The coordination at the site-level and their responsiveness to absenteeism through student check-ins, family outreach, and incentive programs also increased the students' sense of safety and engagement, evidenced by student and parent feedback and input on LCAP survey results. These efforts were partially effective. (G2, A10 contributing actions demonstrating effectiveness on our end-of-year reporting of chronic absenteeism).

The District's actions under Goal Two have been largely effective in improving school climate and reducing exclusionary discipline, especially when supported by MTSS frameworks and trauma-informed practices. Moving forward, the District will continue to refine intervention strategies, expand inclusive practices, and strengthen partnerships with families and community organizations to ensure all students benefit equitably from these supports. (G2,A9)

All actions for all students and UPP subgroups that actions were intended for were effective the metrics used to measure their effectiveness. Per Ed Partners' feedback mentioned it was appropriate to continue implementation.

The actions in Goal 2 were effective in increasing engagement among low-income students. Evidenced by a 2.73% decrease in chronic absenteeism.

These actions were effective at increasing student safety among low-income students, as evidenced by a decrease in suspensions and an increase in favorable responses to survey questions related to student safety.

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

As part of the District's ongoing reflection process, no changes to the goal, metrics, targets, or actions are recommended at this time; however, several enhancements have been made to Goal Two: Provide a Safe and Supportive Learning Environment for the 2024–2025 school year. These enhancements are informed by the analysis of local implementation efforts, California School Dashboard performance data, and stakeholder input.

Last, the metric reporting data was revised based on the LCAP survey input that was received in the spring of 2024. In consultation with our educational partners, it was recommended to disaggregate the student survey results by elementary and middle school feedback so that more granular data can be examined based on grade levels.

The District will enhance and increase the frequency with which the disaggregated suspension and chronic absenteeism data by student group and school site are reviewed and analyzed. This change aims to provide more actionable insight into trends affecting all our students and, more specifically, Long-Term English Learners (LTELs) and students experiencing homelessness.

Based on our educational partners' feedback, we think the current LCAP actions should be held harmless and stay in place.

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	Maintain a full-time counselor at each school site.	Maintain a full-time counselor at each school site to provide additional classroom-based social-emotional lessons that nurture students' social-emotional development competence and foundational learning skills. Counselors facilitate additional group setting discussions with and build social-emotional skills with our unduplicated student population. Various enhanced sessions utilizing a variety of media, activities, and interactive components help engage every learner and provide opportunities for culturally relevant teaching. Additional sessions are offered for our unduplicated student population which include: Growth Mindset and Goal Setting, Recognizing Bullying, Emotion Management, Managing Relationships, and Social Conflict, Empathy and Kindness, and Problem-Solving (Priority 5 and 6).	$1,350,000.00	Yes
2	Maintain or increase the number of yard supervisors and security officers to support PBIS at each school site	Maintain or increase the number of yard supervisors and security officers to support Positive Behavior Intervention and Support in the District. Yard supervisors and security play a unique role in the Hawthorne School District (HSD). Here in the Hawthorne School District, we redesign the role of yard supervisors and security officers to be restorative-where students feel safe, known, supported, and fully engaged in learning. School staff prioritize building and nurturing relationships of mutual support and high expectations among students, families, and staff.	$1,400,000.00	Yes

		Campus security and playground supervisors receive paid professional learning time, including trauma-informed, social-emotional learning, relationship-centered, family engagement, and other whole-child practices grounded in the science of learning and development. Campus security and playground supervisors focus on making sure students and educators feel safe, known, supported, and engaged at school by: Connecting 1:1 with every family and student Welcome and greet students and families as they enter the school campus Home Checks: provide support to the student and family Dedicated time and space for relationship-building 2 by 10- meeting with a student for 2 minutes for 10 consecutive days. Implementing Positive Behavior Intervention and Supports Participating and implementing de-escalation strategies Quit Taking It Personal: offering the benefit of the doubt Communicating with I-Statements: During Victories, Challenges, and Redirect Ask vs Tell: Recognize and ask what you need, rather than tell what is wrong Story Telling: Tell stories to relate feelings, rather than make appoint Walk the Talk: Model in words, actions, and attitudes what you expect from students Recognizing students following school norms Conference with students away from peers Model appropriate behavior and interactions Refer student to peer mediators and support staff Campus security and playground supervisors' interactions with the surrounding community have a significant influence on expanding the school culture into the wider community, connecting school activities with parents, caretakers, and community members, building relationships, preventing conflict, and promoting peaceful resolutions to conflict, focusing on what students have in common, identify student strengths and further demonstrate to them how to move forward and work side-by-side Staff and student interaction and learning don't just happen in the classroom — it happens on school buses, in cafeterias, on the playground, and in school counselor offices. Campus security and playground supervisors contribute to and maintain a safe physical space, a supportive school climate, an academically and developmentally appropriate environment, and healthy relationships between students, peers, and staff. Through consistent training and inclusion in PBIS team meetings, these staff members can extend the tenets of PBIS beyond the walls of the classroom, ensuring that students are able to learn and grow in safe and supportive school environments. (Priority 5 and 6)"		
3	Provide professional development opportunities to address classroom management, positive learning environments, and effective strategies to address at-risk behaviors.	Provide training sessions and professional development opportunities for the Dean of students to receive further coaching on how to implement and support teachers with more positive behavior interventions and provide a positive learning environment with evidence-based strategies to address at-risk behaviors in our already extremely vulnerable student population. We have contracted with LACOE for PBIS support and training for our deans. We are in year two of PBIS support and PBIS observation walks. (Priority 5 and 6)	$370,000.00	Yes
4	Implementation of an SEL multi tiered system of support	Implement a data-driven SEL MTSS support system- implement universal screeners, diagnostic assessments, personnel (social workers), and training to provide intensified mental health and social and emotional support.	$360,000.00	Yes

5	Personnel to facilitate and monitor effective implementation of Positive Behavioral Support (PBS)	Provide district personnel (District Behavior coach, BCBAs, therapist, etc.) that will support the implementation of Positive Behavioral Interventions and Support (PBIS) strategies and how to effectively implement PBIS at all school sites resulting in an increase of PBIS access by our staff and students. This personnel will provide training for teachers to gain an understanding of student and family identity by respectfully exploring students' backgrounds, cultures, and values. This knowledge enables school staff to make more genuine connections with their students and families, rather than perpetuating stereotypes. Provide insight and teachings on valuing student and family experiences on a daily basis through a set of strategies known as Validation, Affirmation, Building, and Bridging. Train school staff to foster strong student and family connections by engaging families in two-way communication about what students are learning at school and providing support at home for learning. Train school staff to monitor positive behavior intervention data to identify strengths to build upon for increasing success, address barriers, and create positive and lasting student outcomes. These additional training sessions and implementation of strategies will increase support for our vulnerable student population. (Priority 5 and 6)	$820,000.00	Yes
6	Maintain a full-time Dean of Students at each school site.	Maintain a full-time Dean of Students at each school site to increase access to students to more Social and Emotional Learning programs and support our vulnerable student population. The dean of students at HSD receives extensive training and works in a highly visible leadership capacity to maintain a supportive, productive, and enriching school culture. The dean plays an instrumental role in establishing and reinforcing high expectations for positive student behavior. The dean maintains consistent and constructive communication with teachers, administrators, and student families in an effort to ensure that school culture norms are effectively defined and reinforced. Deans also collaborate with school, district, and community resources to support students' academic, social emotional, and mental health development. Deans support teachers to create and sustain classroom management systems that ensure our unduplicated student population is supported and that their needs are being met. They maintain systems for collecting and tracking data on school culture metrics, to ensure students are receiving their support and additional resources.	$1,400,000.00	Yes
7	Support the administration of the Healthy Kids Survey or a local equivalent measure.	Support the administration of the Healthy Kids Survey or a local equivalent measure to obtain thorough student data centered on student needs.	$1,000.00	No
8	Provide professional development opportunities and resources to address school climate, customer service and the physical environment.	A need exists to increase opportunities for parents to be visible and valued partners in their child's education by providing opportunities to be on campus based on their availability therefore annual family-friendly walk-throughs are completed per site and ongoing customer services training. Based on the educational partners' survey results additional professional development training, and resources (example in CKH) are to be provided to school site staff to address school climate, customer service, and the physical environment.	$100,000.00	No
9	Maintain school uniform policy.	Resources are maintained to support families in need and maintain the school uniform policy.	$50,000.00	No
10	Maintain processes and appropriate staff to ensure regular school attendance for unduplicated students	Improving attendance of our unduplicated student population at all school levels benefits students as well as the community at large. School staff begins at the early elementary level to teach the importance of attending school every day. This message carries through middle school and high school. The social-emotional connections that school staff build with students through PBIS help	$1,550,000.00	Yes

		to build a positive school climate. Students who see school as a positive place to be are more apt to attend regularly. Students who feel a sense of community and acceptance at school will make every effort to be there every time the school opens its doors. Therefore, the District will maintain and increase appropriate staff (attendance clerks, and counselors) and provide them with ongoing training opportunities and structures to ensure that regular school attendance is closely monitored and systems are implemented to increase attendance for our unduplicated students. (Priority 5 and 6)		
11	Maintain therapist to provide students with mental health support	Maintain a therapist to provide students with mental health support and therapy when necessary. Provide clinical therapists to provide in-person, individual, small group, crisis intervention, and mental health support for students. The therapist will provide input on mental health strategic planning and needs assessment. Provide Tier 1 professional development for school staff, administrators, and Social-Emotional Learning. Provide Tier 2 services for students with mild to moderate challenges. Provide Crisis Assessment and Crisis Re-entry programs. Provide Tier 3 programming for students with the most intensive mental health challenges. Provide “wrap-around” services that serve as preventative support for general education students.	$580,000.00	Yes

Goal

Goal #	Description	Type of Goal
3	Families will be visible and valued partners in their child's education.	Broad Goal

State priorities addressed by this goal.

3

An explanation of why the LEA has developed this goal.

The Hawthorne School District has a clear mission to maximize each student's potential to achieve educational excellence. This goal was developed in alignment with the District's adopted strategic plan, core beliefs, and goals which are in the areas of student achievement, educational environment, fiscal responsibility, district culture, parent and family involvement, and community outreach as a means of achieving this mission. Thus, our LCAP goals needed to be aligned with the District's mission and core beliefs that families will be visible and valued in their children's education.

The Hawthorne School District developed this goal based on input from multiple educational partner groups that consistently communicated the importance of constantly working to improve opportunities for parents to become engaged in their child's educational process and play an active role in the school community. In addition, the District Priorities and it’s California Community School Partnership Program (CCSPP) provide direction that the staff should work to sustain and enhance the inclusive, caring, and collaborative culture which has been a pillar of the HSD District since its inception.

By implementing the following actions:
community school staff, adult education classes, maintain family resources rooms,literacy program to the community, translation supports, parent workshops, we expect to improve parent engagement and parent awareness in decision making opportunities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	Family Engagement Count	As of April 2024, internal records demonstrate at least 43,471 documented instances of family participation. This was an increase of 18,324 instances of family participation from the previous year.	As of April 2025, internal records demonstrate at least 60,601 documented instances of family participation. This was an increase of 17,130 instances of family participation from the previous year.		The District's desired outcome is to document instances of family participation of 50,000 or higher.	This was an increase of 17,130 instances of family participation from the previous year.
2	Awareness of Opportunities to Make Decisions	As of April 2024, 88% or more of parents and guardians who responded to the associated item on the 2024 District's LCAP parent survey indicated that they feel that parents and guardians are presented with opportunities to take part in decisions made at the school and district levels.	As of April 2025, 87% or more of parents and guardians who responded to the associated item on the 2025 District's LCAP parent survey indicated that they feel that parents and guardians are presented with opportunities to take part in decisions made at the school and district levels.		The District desired outcome if for 90% or above or our parents or guardians indicate on the 2027 District's LCAP parent survey that they feel that parents and guardians are presented with opportunities to take part in decisions made at the school and district levels.	This was a 1% decrease.

Goal Analysis for 2024-2025

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

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

Goal Three of the Hawthorne School District LCAP is centered on increasing meaningful family and community engagement, ensuring all families, particularly those of historically underserved student groups, are informed, involved, and empowered as partners in their child's education.

Overall, the District successfully implemented its planned actions aligned with Goal Three. The following actions were implemented as intended (G3 A 1,2,3,4,5, 6, 7):

Parent Education Workshops were offered in multiple formats (in-person, virtual, and hybrid) to support accessibility. Topics included academic strategies, social-emotional development, technology use, and navigating school systems.

Translation and Interpretation Services are provided by translators and a software program called Wordly. Translation services provided consistency across schools to ensure language access for non-English-speaking families, particularly Spanish-speaking parents.

Expanded Use of PeachJar and Communication Tools district-wide. The District utilized digital platforms to improve timely and multilingual communication with families.

The principals and site teams actively supported parent engagement efforts, with several sites creating site-specific family engagement plans that reflected the needs of their communities.

Implementation Successes that Parent attendance at workshops and school events increased due to the variety of offerings and the enhanced community schools initiative.

The implementation of Goal Three has been largely successful in expanding family engagement efforts across the District, evidenced by the internal records of our HSD Family Event Attendance Form, which demonstrated 60,711 families' attendance numbers in 2024-25. This was an increase from 43,471 in 2023-2024.

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 (=10% variance) between planned actions and estimated actual expenditures within Goal 3 include Actions 1, 2, 3, and 5:
3.1 There were additional carry forward funds made available under this initiative, which opened the door for additional expenditures in Community School Funds.
3.2 The District's adult education program for parents continues to grow in both interest and impact. However, new partnerships with local community colleges have reduced the associated costs of offering these classes, resulting in lower expenditures than originally anticipated.
3.3 While the intent to maintain or establish Family Resource Centers at school sites remained unchanged, actual implementation varied by site, and needs varied within the designated spaces. Some sites already had certain levels of resources or infrastructure in place, which reduced the level of additional investment required.
3.5 The District secured an AI vendor which has been exceptional and has reduced the need for extra staff hours to provide this service, resulting in a savings.

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

The actions and services associated with Goal #3 were focused on increasing meaningful family and community engagement by improving communication, access to information, and opportunities for families to partner in their child's education. The District has taken a variety of strategic actions (G3, A 1-7, actions 1,5,7, contributing actions demonstrating effectiveness in our internal records of parent participation numbers) to achieve this goal, with overall strong effectiveness.

The District offered a series of workshops designed to support our UPP (low income, EL and Foster student groups) throughout the year, covering topics such as social-emotional learning, academic strategies, digital literacy, and college/career readiness, ESL classes, financial literacy, how to help your child with math or reading, and parenting classes. These were delivered in both in-person and virtual formats to maximize accessibility.

These sessions received positive feedback from families, with increased attendance and engagement reported at several sites, evidenced by the number of sign-in sheets, internal participation records, and an increase in participation numbers, and one-to-one feedback provided to our Community School TOSAs.

All district and school communications were made available in multiple languages, and interpreters were provided for events and meetings to support non-English-speaking families. It supported inclusive participation and helped build trust.

The District's actions under Goal Three have shown clear progress in fostering more inclusive and accessible engagement practices. Key successes include the effective use of communication platforms, language access supports, and flexible workshop formats. However, continued effort is needed to reach and engage families of the most vulnerable student groups. Moving forward, the District will continue its outreach strategies, build stronger partnerships with community organizations, and tailor supports (based on the parents and family members' needs assessments) to ensure all families are empowered to actively participate in their child's education.

All actions for all students and UPP subgroups that actions were intended for were effective the metrics used to measure their effectiveness. Per Ed Partners' feedback mentioned it was appropriate to continue implementation.

These actions were effective at increasing the engagement of families of low-income students, as evidenced by the favorable survey responses, and the positive impact on student achievement resulting from increased family engagement is provided in Goal 1.

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

As a result of our educational partners' feedback and reflection on implementation data from the 2024-2025 school year, it is not recommended for the District to make any changes.

The actions (1-7) under goal three will continue to reflect the District's continued commitment to building inclusive, responsive, and impactful partnerships with families and the community. They are designed to ensure that all families, regardless of background or circumstance, have meaningful opportunities to engage in their child's education and contribute to the success of our schools.

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	Community School Initiative	Maintain Community School staff (Community School Coordinator, TOSAs, Liaisons, and clerk) to support the community schools initiative and build relationships with parent groups, provide parent resources and supports, and increase access for parent participation and engagement for our vulnerable student population. (Priority 3)	$2,775,000.00	Yes
2	Provide and maintain opportunities for parents to participate in adult education classes held within the District.	Provide opportunities for parents to participate in adult education classes held within the District.	$35,000.00	No
3	Maintain or establish school site Family Resource Centers	Maintain or establish at each school site, Family Resource Centers and programs with materials and resources to ensure parents/ guardians are receiving access and effective communication.	$35,000.00	No
4	Provide materials and resources in both English and Spanish to all Family resources Centers to facilitate increased use of the center.	Provide materials and resources in both English and Spanish to all Family Resources Centers to facilitate increased use of the center. Ensuring that all communication is translated and provided in both English and Spanish will increase parent access and parent engagement.	$35,000.00	No
5	Maintain additional translation support for school sites.	A high percentage of our parents/ guardians of our unduplicated student population have indicated that a need exists to increase district-wide and at the school site level for additional translation support and technology. The district will implement an increase of support and increase of modalities to now implement translations in various formats, and platforms with new more advanced, and diverse tools such as emails, teleservices, and video conferencing instead of just translating paper packets or flyers.	$160,000.00	Yes
6	Provide supports to increase literacy within the community, specifically targeting children from birth to second grade.	Provide support to increase literacy within the community from birth to third grade with the program Footsteps to Brilliance. All students in the Hawthorne community may have access to this literacy program.	$2,000.00	No
7	Provide trainings and support that engage, empower and transform parent to actively engage in their child's education (during their transitional years and beyond)	Increase access for parent participation and engagement in training and support for our families in the form of parent academies or institutes. Provide evidence-based workshops that engage, empower, and transform parents to actively engage in their children's education and strengthen parent-school collaboration. These workshops are provided with empowering information, skills development, and support systems for low-income families, English Learners.	$6,000.00	Yes

Goal

Goal #	Description	Type of Goal
4	Students will have access to a well-maintained school facilities, standards-aligned instruction materials, and broad course of study.	Broad Goal

State priorities addressed by this goal.

1, 7, 8, 2

An explanation of why the LEA has developed this goal.

The Hawthorne School District has a clear mission to maximize each student's potential to achieve educational excellence. This goal was developed in alignment with the District's adopted strategic plan, core beliefs, and goals which are in the areas of student achievement, educational environment, fiscal responsibility, district culture, parent and family involvement, and community outreach as a means of achieving this mission. Thus, our LCAP goals needed to be aligned with the District's mission and core beliefs that all students will have access to well-maintained school facilities, current standards-aligned instructional materials and programs, and a broad course of study that will serve to prepare them for college or career.

HSD developed this goal in alignment to their strategic plan goal of ensuring student have the best educational environment. In addition, based on input from multiple educational partner groups that consistently communicated the importance of ensuring students have access to a well-maintained school facilities, standards-aligned instruction materials, and a broad course of study. The metrics, actions, and priorities mentioned in this goal as aligned to help accomplish this goal.

By implementing the following actions:
- PD, upgrade of network, increase support from staff for the physical environment, increase staff and services to support technology implementation, technology applications, furniture enhancements for STEM rooms, teacher collaboration for planning, contracts with consultants to implement state standards, after school enrichment and clubs, college/career opportunities, we expect to improve school facilities, instructional materials, district implementation, improved classroom observation, the number of students access broad course of studies.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	School Facility Inspection Reports	In 2023-24, all schools exhibited an overall "Exemplary" condition as determined by the utilization of the State of California's Facilities Inspection Tool (FIT).	In 2024-25, overall, the schools received a "Good" level as determined by the utilization of the State of California's Facilities Inspection Tool (FIT).		The District's desired year 3 outcome is for all schools to remain at the "Exemplary" level as determined by the utilization of the State of California's Facilities Inspection Tool (FIT).	This is a decrease by one level.

2	LACOE and Internal Instructional Materials Sufficiency Verification documents	2023-24 Inspections conducted by the Williams Compliance Unit at the Los Angeles County Office of Education (LACOE) resulted in a finding of fully sufficient access to adopted standards-based instructional materials to ensure implementation of state standards.	2024-2025 internal textbook inspections and records resulted in a finding of fully sufficient access to adopted standards-based instructional materials to ensure implementation of state standards.		The District's desired three-year outcome is for all inspections conducted by the Williams Compliance Unit at the Los Angeles County Office of Education (LACOE) to continue to result in a finding of fully sufficient access to adopted instructional materials.	No difference.
3	Districtwide implementation of standards-based programs, utilization of pacing guides and instructional schedules, classroom observations, demonstration lessons, and learning walks to collect internal evidence of implementation of standards.	The District implements with fidelity pacing guides at all grade levels and each school site participates in two learning walks cycles a year for ELA and Math. The district also collects internal evidence and records from all school sites' instructional schedules, classroom observations data collection from digiCOACH, and demonstration lesson calendars, for evidence of implementation of standards. District Instructional plans, classroom observations, and learning walks include evidence of: *implementation with the fidelity of standards-based curriculum,	The District implements with fidelity pacing guides at all grade levels and each school site participates in two learning walks cycles a year for ELA and Math.		The District implements with fidelity pacing guides at all grade levels and each school site participates in two learning walks cycles a year for ELA and Math. The district also collects internal evidence and records from all school sites' instructional schedules, classroom observations data collection from digiCOACH, and demonstration lesson calendars, for evidence of implementation of standards. District Instructional plans, classroom observations, and learning walks include evidence of: *implementation with the fidelity of standards-based curriculum, *implementation of strategies that support the implementation of state standards such as accessing rigorous text through close reading activities, *implementation of collaborative strategies to support comprehension and communication of ELA standards	NO difference

		*implementation of strategies that support the implementation of state standards such as accessing rigorous text through close reading activities, *implementation of collaborative strategies to support comprehension and communication of ELA standards *and implementation of activities designed to promote the articulation of mathematics practices and mathematical reasoning.			*and implementation of activities designed to promote the articulation of mathematics practices and mathematical reasoning.	
4	Classroom Observations	Classroom observations and internal data collection by the site administrators during the 2023-24 school year yielded evidence of appropriate levels of student collaboration, critical thinking, and conceptual understanding as well as instructional practices designed to support these outcomes.	Classroom observations and internal data collection by the site administrators during the 2024-25 school year yielded evidence of appropriate levels of student collaboration, critical thinking, and conceptual understanding, as well as instructional practices designed to support these outcomes.		Classroom observations and internal data collection by the site administrators the will yield evidence of appropriate levels of student collaboration, critical thinking, and conceptual understanding as well as instructional practices designed to support these outcomes.	Same as last year
5	Appropriately Assigned and Fully Credentialed Teachers	Per the 2022-23 CalSAAS report, we have 98% fully credentialed teachers.	Per the 2023-24 CalSAAS report, we had 6 teachers misassigned. We have 99% fully credentialed teachers.		The District's desired three-year outcome is for all teachers to have 100% appropriately assigned and fully credentialed.	This is a one percent increase.

6	Course enrollment reports developed in the district's student information system identify access and enrollment based upon grade spans, unduplicated student groups and students with special needs.	In 2023-24, quantitatively, 100% of Hawthorne School District's (HSD) students had full access to a broad course of studies as defined by California Education Code 51210 and 51220.	In 2024-25, quantitatively, 100% of Hawthorne School District's (HSD) students had full access to a broad course of studies as defined by California Education Code 51210 and 51220.		The District's desired three-year outcome is to maintain, quantitatively, 100% of Hawthorne School District's (HSD) students have full access to broad course of studies as defined by California Education Code 51210 and 51220.	100% , no change.

Goal Analysis for 2024-2025

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 2024–2025 school year, the services and actions related to Goal #4 were all implemented. Goal four actions and services consist of staff, initiatives, support, and materials related to maintaining high-quality facilities, providing appropriate tools for learning, and delivering professional development and programs designed to maximize student access to an effective and broad course of study..

These actions and services within Goal #4 work in tandem to create a clean, safe, and comprehensive learning environment. Some key successes from implementing actions 1-17.

Key Successes included:

In collaboration with the LACOE technology and AI unit, we provided technology-targeted professional development to help staff integrate technology, leverage AI to provide UDL (Universal Design for Learning), and track instructional impact of technology. (G4, A: 4,7,9)

As the use of instructional technology expanded, the need for additional technical support and coaching became more apparent in the after-school setting and the STEM and elective courses. (G4,A:1,4,7,9,15,16)

An ongoing challenge is to keep training updated with the new technology advancements and keep enhancing our teachers' skills and development.

Goal Four was implemented effectively, contributing to instructional improvement and operational alignment. The District will continue to refine monitoring systems, build technology support capacity, and balance long-term planning with immediate instructional needs.

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 (=10% variance) between planned actions and estimated actual expenditures within Goal 4 include Actions 1, 2, 5, 6, 7, 10, 11, 12, and 13:
4.1 The District determined that there was a reduced need for WiFi and network upgrades, as existing infrastructure was functioning well and already in place. As a result, fewer expenditures were necessary during the reporting period.
4.2 Several planned maintenance and outdoor improvement projects were postponed due to competing district initiatives. Additionally, donations for structures such as futsal courts took priority, causing deferral of other scheduled projects.
4.5 No change in implementation. Furniture and equipment were replaced or added as needed across sites, with spending coming in below projections due to reduced demand and cost-effective purchasing.
4.6 The District moved forward with the purchase of a new mathematics curriculum as part of its standards-aligned instructional materials initiative. The adoption was more expensive than originally anticipated; however, the selected program best reflects the needs of both classrooms and teachers. This investment is considered to be in the District's best long-term interest, supporting high-quality instruction and curriculum alignment.
4.7 This initiative is still emerging, and there were many competing opportunities to engage in parent workshops and trainings, resulting in a savings.
4.10 Expenditures exceeded the planned amount due to increased participation in training sessions, additional days of consultant support, and expanded professional development needs tied to the implementation of CCSS and other curriculum areas. These additional investments were necessary to build educator capacity district-wide.
4.11 The slight increase in expenditures was due to salary adjustments, additional extra-duty hours, and expanded staffing needs to support the middle school academy model. These staffing enhancements helped maintain program integrity and address student needs effectively.
4.12 School sites and extended year programs focused heavily on arts support through vendors, which increased overall costs under this action.
4.13 Trainings were performed in-house rather than through external providers, resulting in notable savings.

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

The actions and services related to Goal#4 consist of staff, initiatives, support, and materials related to maintaining high-quality facilities, providing appropriate tools for learning, and delivering professional development and programs designed to maximize student access to an effective and broad course of study.

About facilities, a variety of actions and services were executed. Adequate staff responsible for improving the physical school environment were maintained to ensure the proper condition of all schools and the District. Furniture and other items were purchased as needed or required to provide a safe and clean environment.

The network and technology infrastructure are continuously being enhanced to allow for the District to be 1:1 . Additional technology teaching tools were purchased for teachers, such as Newline Interactive Boards. These interactive boards allowed teachers to teach using their Google Apps and programs. Using these boards also allowed students to sync their devices to the teacher's interactive board to project student screens and their learning assignments. (G4:A,4,7,8,9, contributing actions demonstrating effectiveness through LCAP survey feedback and educational partners feedback, as well as evidence in our increase of preliminary CAASPP results in ELA and Math, and our i-Ready results for our low-income students group).

Our contributed actions are demonstrating effectiveness as evidenced by our I-Ready reading results below:
LI
Fall results- 18% met and exceeded
Winter results 28% met and exceeded
Spring results 35% met and exceeded

I-Ready math results below:
LI
Fall results- 13% met and exceeded
Winter results 23% met and exceeded
Spring results 37% met and exceeded

Regular classroom observations in a variety of forms (formal and informal administrator observations) were conducted with school coaches and administration staff to identify areas of strength and need with regard to instructional practice. Significant efforts have been made to ensure that the instructional experience provided for students is rigorous, robust, meaningful, and relevant to today's demands beyond high school. In addition to implementing current, standard-aligned programs, large teams of classroom teachers, instructional coaches, and administrators met regularly to explore evident struggles and how to accelerate learning. These ELA and Mathematics instructional Leadership Teams (ILTs) also facilitated these professional learning sessions with colleagues at each school site. In the 2024-2025 school year, a similar structure was maintained in the areas of science, History, Social Science, and physical education, to build internal capacity to expand and improve programming in each of these areas. All of these teams were coordinated by the Curriculum, Instruction, and Assessment Coordinator.

The District STEM coach coordinated support for the science teams and the PLTW teachers. All district coaches implement monthly professional development sessions for teachers focused on closing the learning gaps that were exacerbated by the pandemic. The year a math adoption team came together and did a fantastic job meeting to complete the work as an adoption committee. We will be purchasing a new math adoption curriculum program next year.

As an Arts for All District, arts integration activities were implemented (G4, A12) in accordance with the District's Strategic Plan for Arts Education. The District contracted with PS Arts to provide ongoing PD in the areas of ARTS Integration and different modalities.

Internal verifications of the good condition of facilities throughout the District and appropriate access to instructional materials for all students serve as evidence of the effectiveness of actions and services designed to ensure these outcomes.

District professional development records and data from classroom observations document extensive exposure for teachers to a wide range of standards-based professional development opportunities and the translation of these efforts into shifts in instructional practices and meaningful learning experiences for students. Data from classroom observations indicate widespread and ever-growing utilization of strategies that support the implementation of state standards-aligned instruction.

The indicators and evidence listed above serve to validate the effectiveness of the actions and services undertaken in connection with Goal #4.

These actions have effectively laid a strong foundation for innovation and operational alignment. All actions for all students and UPP subgroups that actions were intended for were effective the metrics used to measure their effectiveness. Per Ed Partners' feedback mentioned it was appropriate to continue implementation.

The positive effects of actions related to well-maintained school facilities and a strong course of study extend to low-income students, as evidenced by improvement on i-Ready assessment results demonstrated above and a 2.73% decrease in chronic absenteeism.

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.

No changes

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	Upgrade and maintain WIFI and network	Upgrade and maintain WIFI and network as our technology demands continue to increase.	$100,000.00	No
2	Purchase equipment and materials necessary for maintenance of structures and outdoor areas.	Purchase outdoor equipment and materials necessary for the maintenance of safe and healthy outdoor structures and areas of play and exercise.	$100,000.00	No
3	Increase beyond the base need of services, support by staff for physical school environment.	Increase staff responsible for improving and providing a clean, safe, and positive physical school environment. The increase of staff in this area of focus will provide additional services and increase the frequency of service beyond the regular school day to ensure the physical school environment is clean and safe for an increasing number of afterschool activities and parent workshops.	$1,600,000.00	Yes
4	Increase beyond the base need of services from staff responsible for technology support.	Increase staff and supports to increase technology access, applications, and software for our vulnerable unduplicated pupil population. This staff will be responsible for maintaining ongoing access to technology hubs, providing teachers with data analysis reports of specific program and application usage to track accessibility and progress for our unduplicated student population. (Priority 7)	$1,300,000.00	Yes
5	Replace/add furniture and equipment as needed.	Replace/add furniture and equipment as needed per the demands and the teacher and students' needs that continue to change.	$200,000.00	No
6	Purchase standards-aligned instructional materials and resources.	Purchase standards-aligned instructional materials and resources to ensure that students have access to standards-aligned instructional materials related to curriculum, instruction, and resources.	$700,000.00	No
7	Increase beyond the base, access to technology applications that focus on the needs of our At Promised students.	This action will support the increase of access and training to implement and sustain additional technology software and digital programs (such as Footsteps2Brilliance, ST Math, IXL, PowerUp, UDL apps, digital books, increase Ed Tech tools and more) that focus on the needs in reading and math. (Priority 7)	$60,000.00	Yes
8	Provide instructional	The district will provide an increase of instructional materials and training UDL, best first	$60,000.00	Yes

	materials that have components for universal access.	instruction, and intervention (scaffolds) components to increase access to grade-level standards and standards-based program components by our vulnerable student population. An increasing number of students have experienced unfinished learning over the last few years—and school systems now face a critical choice about how to respond. Research shows that traditional remediation is the wrong approach to helping students catch up. Why remediation: "By analyzing math assignments given to students, the research found that students of color and those from low-income backgrounds were more likely than their white, wealthier peers to experience remediation — even when they had already shown they could succeed on grade-level math content. The Biltmore Sun, July 20, 2021." An evidence-based approach is learning acceleration: using proven strategies that help students engage with the most critical work of their grade (grade-level standards) as quickly as possible while providing just-in-time targeted supports/ interventions. The research shows that when we give students the chance to tackle challenging, grade-appropriate problems, and give them strategic support when they demonstrate they need it, all students can succeed. (Priority 7)		
9	Support collaboration, and professional development opportunities specific to the needs of our identified unduplicated students.	Increase the collaboration, and professional development opportunities that address how to improve teaching and learning (instruction) of our identified unduplicated students to identify results in an increase of student access to grade-level standards and standards-based program components. Implement additional training sessions for staff on how and why Accelerated Learning works.(Priority 7)	$1,000,000.00	Yes
10	Execute contracts and utilize related resources for training sessions and implementation of CCSS and other standards-aligned curriculum program	Execute contracts and utilize related resources from outside agencies if necessary to provide training and support for standards-aligned curricula, instruction, and programs.	$50,000.00	No
11	Maintain additional staff (teachers and contracted staff) beyond regular staffing levels to support expanded middle school academy focus.	Maintain or increase additional staff (teachers and contracted staff in STEM, fine arts, and entrepreneurship) beyond regular staffing levels to support and expand middle school academy courses, or activities for example training of staff, materials, and resources for implementation of programs or activities focused on STEM, fine arts, and entrepreneurship.	$1,170,000.00	Yes
12	Support instruction and professional development in the arts.	Maintain or increase support for arts integration and increase professional development in the arts by a provider (PS Arts).	$240,000.00	Yes
13	Maintain staff and provide professional development for the physical education program	Maintain and increase staff (teacher trainers) and provide professional development sessions for the physical education program in the District. Increase access by training additional staff to promote and advocate for more courses and after-school activities within the area of physical education to help combat the health and wellness issues that affect so many of our students in poverty.	$5,000.00	Yes
14	Maintain/increase after-school supports, clubs, and enrichment activities for our identified unduplicated students to promote access to a broad course of study	Maintain or increase after-school supports, clubs, and enrichment activities for our identified unduplicated students who would otherwise not have the opportunity to participate in such activities as the Drama club, Dance club, MESA, AVID, robotics, STEM gals, etc. to promote access to a broad course of study and college and career opportunities.	$0.00	Yes

	and college and career opportunities. (repeated expenditure, Goal 1, Action 3)			
15	Provide opportunities for exposure to college/career experience for all unduplicated middle school students.	Provide opportunities as depicted from the annual feedback survey for more exposure to courses or offerings to college/career experience for all unduplicated middle school students. In partnership with California State University Dominguez Hills (CSUDH), we hope to continue to offer a coding club facilitated by college students and maintain and increase college tours and study trips to the Center for Innovation in STEM Education at CSUDH.	$50,000.00	No
16	Provide stipend for GATE Liaison at each site.	Provide stipend for GATE Liaison at each site to support school site GATE implementation, monitoring of programming, and ongoing support for families.	$18,000.00	No
17	Provide training to support standards of maintenance.	Provide an increase of ongoing training to support standards of maintenance to ensure that our staff is receiving the most appropriate and top-of-the-line training on how to keep our schools well maintained. Therefore, we need to elevate the training and support for staff to become familiar with the new additional equipment, 21st-century furniture, and technology devices (such as the newline devices teachers have received) and how to clean it and keep it in exemplary condition for our PLTW, Engineering, and STEM courses.	$12,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$26,611,475.00	$3,434,262.00

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
40.44%	0.00%	$0.00	40.44%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	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

Goal 1 Action 2, 3,5	Low-income student population outcomes on the district's local assessments and CAASPP assessments in reading and mathematics indicate that our low-income students are performing at or below 40 % meeting or exceeding the CAASPP assessments. it is evident that our students have skill gaps and are far below their reading levels. This is a discrepancy between our student's academic progress in affluent areas. Research shows, that students experiencing poverty are exposed to a lack of resources and opportunities. Therefore, strong implementation of research-based strategies and strong core instruction along with evidence-based interventions are key.	Therefore, to address these needs in Action 2,3, 5 HSD maintains literacy and math content experts for elementary and middle school sites will support teachers with the implementation with fidelity of standards-based instruction, providing direct services and differentiated support and interventions for students. This action is implemented to provide students access to strong implementation of core (tier one) instruction for our vulnerable student population. All literacy are participating in a Language Essentials for Teachers of Reading and Spelling (LETRS) two-year course. LETRS is an important professional development course program that equips teachers with the latest research-based methods to effectively teach reading, and ensure our students receive the best possible foundations for their literacy journey. In addition to the content coaches participating in the LETRS course, there are an additional 40 (K- 5) teachers enrolled in this course. For math support for the coaches, the District contracted with the UCLA Math project to provide our mathematics coaches and instructional leadership teams (comprised of site teachers leaders, administration, and coaches) with professional development sessions in implementing math labs and Cognitively Guided Instruction (CGI) Mathematics pedagogy with the District's Math TOSA teams. The content coaches play a critical role in providing ongoing grade-level-specific professional development aligned to their specific student data outcomes. Ongoing PD, data analysis meetings, and support planning small group instruction are essential for staff that serve low-income students. Action 5, maintain and support the utilization of a data management system and effective data analysis practices for low-income pupils and provide evidence-based programming and support for targeted intervention. This will assist staff in better supporting our low-income student population by ensuring that we are facilitating data analysis meetings that focus on making data-driven decisions to improve student outcomes. We are providing 1.2, 1.3, and 1.5 district-wide because it will benefit all students.	We will monitor professional Development, data analysis meetings, and planning meetings: Agendas, Sign-in Sheets, and Feedback Forms. The CAASPP and local assessments will be utilized to monitor effectiveness.

Goal 1 Action 7	Through our preschool meetings with staff and families, it was evident that there was a need for our low-income preschoolers to obtain early access to research-based literacy and foundational skills. A need to also increase professional development sessions in the areas of the diverse needs of our low-income students and families were needed. A need for topics such as: Improved School Readiness Early Literacy Supports Foundations Skills Importance of School Attendances Healthy Social Interaction Attendance and long-term outcomes	The students' foundational years are imperative to identifying academic success and reading by third grade, therefore, ongoing professional development is essential for preschool teachers to establish a strong foundation for our low-income students who are vulnerable and may be underserved by their community. These PD sessions will enhance teacher skills, improve student outcomes, address specific challenges, boost confidence, encourage reflective practice, build supportive communities, promote educational equity, and adapt to changing needs. These actions are being provided on an LEA-wide basis because all students can benefit.	We will monitor the 3rd ELA CAASPP results.
Goal 1 Action 9	Low-income students and families have limited access to technology and expertise to support their students at home, thus through our consultation meetings with our parents of low-income and EL learners, their input and feedback were considered to provide expanded access to printing resources.	This action addressed their need by increasing printing accessibility for our families who requested print copies per their preferences of items such as student work packets to better assist their students with homework or copies of the resources being provided at family workshops or parent meetings. This action will be provided on an LEA-wide basis because all our students can benefit from this action.	We will monitor ELA and mathematics CAASPP results for low-income students.
Goal 1 Action 10	Families and teachers' indicated that low-income students need an increase in technology components, technology usage strategies, and practices aligned to increase student engagement with our low-income students during instruction. Research demonstrates that student that is engaged in their studies re less likely to be suspended from school. Therefore, the metric that will be utilized to measure the effectiveness of this action is our suspension rate metric.	the action will provide teachers with the latest technology equipment, tools, and ongoing PD, to implement effective technology that supports 21st-century skills, collaboration, critical thinking, communication, and creativity and promotes student engagement. This action is being provided on an LEA-wide basis because all our students can benefit from this action.	We will monitor the suspension rate.
Goal 1 Action 11	Through teacher meetings and collaborations a need to provide extra tutoring for our low-income students in the area of math and ELA was identified through our data analysis meetings. Through data meetings that used our aimsweb universal screeners an identified need evolved that our low-income students were reading two or more grade levels below their grade level.	SMART Tutors (through contract services) in ELA and math will provide small-group after-school tutoring. Thus far has been effective as stated by the district math coach and the extended learning opportunities staff who connected with the Smart Tutors biweekly to obtain updates on the delivery of math content support and monitored the implementation process. This action is being provided on an LEA-wide basis because all our students can benefit from this action.	Will be monitored with the ELA and mathematics CAASPP results.

Goal 1 Action 12	After the pandemic, our academic assessment data demonstrated that our low-income students' reading gaps had been exacerbated. More specifically, using our aimsweb universal screeners an identified need evolved that our low-income students were reading two or more grade levels below their grade level.	an MTSS intervention model was developed to focus on supporting students with supplemental and intensified reading support through data-driven science of reading intervention programs implemented by trained intervention teachers. Through the analysis of aimsweb screeners, diagnostic, and progress monitoring assessments this action verified that we are closing the gap for students who are reading 2-3 grade levels below grade level. This action was deemed effective by the data analysis review completed by the MTSS principals and the intervention teachers using the aimsweb student progress data reports. This action is being provided on an LEA-wide basis because all our students can benefit from this action.	We will monitor the ELA/Math CAASPP results.
Goal 1 Action 13	Research also states, that providing classroom core instruction in a small group setting allows for more laser-focused prescribed support. Research also supports that our low-income students need more one-to-one and small-group instruction, support, and feedback, and a strong classroom setting with strong relationships cultivated with teachers can provide a positive learning environment. This need was identified in analyzing our aimsweb universal screeners an identified need evolved that our low-income students were reading two or more grade levels below their grade level.	With CSR teachers will provide the following: more laser-focused and differentiated per student needs, -more prescriptive in mitigating learning loss, -more consistent and precise when providing immediate intervention which will result in fewer students needing tier two or tier three support and less remediation needed in the future, which ultimately means more students achieving their true potential. Maintaining a smaller class setting will allow for an increased amount of opportunities for students to build a strong trust connection with their teachers, and a closer sense of community which has also been linked to being contributing factors for students in high-poverty areas to succeed academically. This action will increase and improve support for our already vulnerable student population. This action is being provided on an LEA-wide basis because all our students can benefit from this action.	We will monitor the ELA CAASPP resutlts.
Goal 1 Action 14	With the scarcity of teachers, last year we experienced starting the school year with 12 vacancies. Having this many vacancies was considered in identifying a need to increase the teacher pool. The inconsistency in the learning environment with substitute rotating is impactful on our low-income students' academic success and provides larger learning gaps in their progress. Per our aims web data, our low-income students come with a lack of foundational skills and gaps in their reading development.	increasing credential program opportunities for our classified staff to become credentialed will allow us to have more highly qualified and credentialed teachers and will provide consistency and a high-quality academic program for our vulnerable student population. This action is being provided on an LEA-wide basis because all our students can benefit from this action.	We will monitor the ELA and Math CAASPP results.

Goal 1 Action 15	The academic results of universal screeners and 2023 CAASPP results for our low-income students which demonstrated that 60% of our students are not meeting or exceeding standards were considered when identifying a need for classroom teachers to receive training and implement UDL strategies and to provide our low-income students with the BEST first instruction and universal access to their grade level standards.	To address these needs we will provide ongoing PD and training on UDL as well as after-school planning time so that teachers can plan lessons using UDL strategies. Therefore, this action will be provided on a LEA-wide basis because it will benefit all of our students.	We will monitor the ELA and Math CAASPP results.
Goal 2 Actions 1,2,3,5,6	The high numbers of suspension rates and the low student engagement levels of our low-income student population and their LCAP student survey results were considered when identifying a need to better engage low-income students because they are struggling with coming to school, staying engaged, and being involved in their learning. We know research states there is a direct link between student motivation (engagement) at school and student relationships (with peers and their teachers). Students need to have a sense of belonging and connecting with others in a safe and nurturing learning environment to be engaged.	To address this need of engaging students and decreasing suspensions actions 1,2,3,5, and 6 will need to work in tandem. Thus, we will also implement a comprehensive and coordinated system of support, consisting of counselors, deans of students, campus security officers, District Behavior Coach, and yard supervisors, combined with the broad implementation of Positive Behavioral Interventions and Supports (PBIS) to ensure that the social, emotional, and behavioral needs of our low-income students are properly addressed. Support staff, including campus security officers and yard supervisors, are also an integral part of the District's PBIS initiative. We will continue to provide them with ongoing training on PBIUS strategies. Through consistent training and inclusion in PBIS team meetings, these staff members are able to extend the tenets of PBIS beyond the walls of the classroom, ensuring that students are able to learn and grow in safe and supportive school environments. These actions will also assist in implementing a comprehensive and coordinated system of support consisting of the PBIS personnel facilitating learning walks training for deans and teachers, and the deans and counselors providing small group behavior interventions. This action is being provided on an LEA-wide basis because all our students can benefit from this action.	We will monitor the number of suspensions per trimester and make adjustments to the implementation of services as needed. We will also monitor attendance rates.

Goals 2 Action 1,4, 10, 11	The high numbers of chronic absenteeism rates and the low student engagement levels of our low-income student population were considered when identifying a need to better engage low-income students because they are struggling with coming to school, staying engaged, and being involved in their learning.	To address this need we have developed a comprehensive SEL MTSS consisting of the counselor, working with the attendance personnel to reach out to students as recently as their first absence. When additional absences occur students and families are referred to support with the social worker or therapist. However, implementing SEL screeners will help provide support to students in the area of staying engaged and motivated. More prescribed support will be provided using this data point. This action is being provided on an LEA-wide basis because all our students can benefit from this action.	We will monitor attendance and chronic absenteeism rates for these actions.

Goal 3 Actions 1,7,5	As demonstrated in our feedback from our educational partners through LCAP surveys, DELAC, DAC, and parent advisory meetings, Metrics identified a low number of parent participation from our low-income families. With that said, we know research states that there is a direct link between parent involvement, engagement, and student academic success. Parental and family engagement crosses the boundary between schools and communities. Such engagement can influence how well-connected students are to the academic and social expectations of schools. Many studies related to poverty and student success focus on the role of parents, families, and their engagement in their children's education (Hoover-Dempsey & Sandler, 1997). Based on the shared knowledge, additional research, LCAP survey results, and Educational Partners we considered our low-income student needs as follows: A need exists to increase opportunities for families and parents to be visible and valued partners in their child's education by providing additional parent workshops (on how to empower them on how to support their children through their educational journey) at various times throughout the day and in the mornings to better meet the needs of their availability (if they work long hours), provide translation and have translators at all school events because of lack of access when English is not the parent's primary language. Also, per the LCAP survey results, parents are requesting access to, and a space to come together with other parents and collaborate on their own SEL or academic support.	To address these needs, we will implement the following actions and services (Goal 3): Action 1, 7, increase community school staff members to have one community school TOSA per school site to better address specific needs per school community and strengthen relationships with our families, parent and community groups, and increase access to parent meetings, events, and assemblies by providing translations personnel at all meetings and workshops. A high percentage of our low-income students have indicated that a need exists to increase district-wide and at the school site level for additional translation support and technology (action 5). The District will implement an increase of support and increase of modalities to now implement translations in various formats, and platforms with new more advanced, and diverse tools such as emails, tele-devices, and video conferencing instead of just translating paper packets or flyers. This action is being provided on an LEA-wide basis because all our students can benefit from this action.	The following metrics will be utilized internally to measure the effectiveness of actions 1,5,7: - parent event participation numbers at all school sites -parent attendance and participation at the training session or meetings they are requesting. We will also monitor ELA/Math CAASPP results

Goal 4 Action 4	Access and support on how to implement technology are important so that we close the digital divide between low-income students and students in affluent areas. Parent and staff meetings were considered in identifying a need that indicated that for our students to compete in the global society they need to build their 21st-century skills and for this, they need increased support in technology for their students and for themselves.	The increase of staff in this action will increase services beyond the regular school day base so that technology needs are met for its expansion and maintenance of the network infrastructure, the 1:1 Chromebook monitoring and upkeep, newline devices, and the programs and upkeep of the site and classroom level for all after school programming and parent workshops. This action is being provided on an LEA-wide basis because all our students can benefit from this action.	When the staff was asked, (LCAP survey) if the integration of technology into the instructional data has enhanced student (21st-century skills) collaboration, communication, creativity, and student engagement, 95 % said they agreed. Therefore we will monitor the effectiveness of this action by monitoring the ELA and Math CAASPP results.
Goal 4 Action 7, 8	LCAP survey results from our low-income families and educational partners' feedback were considered in identifying the need to provide increased amount and additional access to high-interest print and virtual materials, and resources to increase their learning and increase their opportunities for reading and math development in English and their primary language. More specifically, data from our aimsweb universal screeners demonstrated that our low-income students were reading two or more grade levels below their grade level.	Action 4.7 supports access to technology beyond the regular school day to applications (such as ST Math, IXL, PowerUp, UDL apps, digital books, and more) that focus on their reading and math needs. Action 4.8 supports access to print materials that have components for universal access to scaffold and provide access to grade-level standards in small groups. These actions will be utilized by the coaches to develop lesson plans with classroom teachers to provide collaborative teaching to increase small-group instruction. For reading small group instruction these actions and tools will help address concepts of print, [honic awareness, fluency, vocabulary, and reading comprehension. Literacy coaches will also provide parent training sessions to support literacy at home. This action is being provided on an LEA-wide basis because all our students can benefit from this action.	we will monitor ELA/ Math CAASPP results.
Goal 4 Action 9	The aimsweb reading screener results that demonstrated over 60% of our low-income student population was reading below two or three grade levels and the outreach parent meetings with our low-income families were considered when identifying a need to increase PD on evidence-based practices for UPP student population to better support them.	Action 4.9 supports collaboration and professional development opportunities specific to the data results being analyzed by the classroom teacher, intervention teacher, and EL Special Projects teacher, literacy, and math coach all collaborate to develop PD sessions specific to the grade level data results. This action is being provided on an LEA-wide basis because all our students can benefit from this action.	This will be monitor ELA/Math CAASPP results.

Goal 4 Action 3,11, 14	Low-income students and families have limited access and resources to enhanced, fine arts, STEM, and academy-focus courses and the LCAP survey results were considered when identifying that low-income students need an increased number of staff (teachers, contracted staff, and staff to keep clean and safe physical school) when increasing the academy courses, clubs, and activities (beyond the school day) in the areas of STEM, Fine arts, PLTW, and Entrepreneurship. Because there was an increased number of after-school classes and activities there was a need to increase staff beyond the base the staff to keep the schools safe and clean.	Action 11 will help increase the after-school offerings allow teachers to act in leadership roles with clubs, and expand offerings focused on their academies such as VAPA concerts, performances, and dances. Action 14 , will increase offerings and activities before and after school, that are enrichment and promote college and career opportunities. Action 3, will increase the services needed to keep the physical school environment clean and in well conditioned beyond the regular school day for the increased number of after-school activities and parent workshops. There is a direct link that if student are engaged in meaningful disguised learning activities, projects, and clubs they are more likely to attend school in a regular basis which will indirectly result in an increase in their academic performance. This action is being provided on an LEA-wide basis because all our students can benefit from this action.	We will monitor attendance rates of low-income students and ELA/math caaspp results,
Goal 4 Action 12, 13	Parents and CCSPP advisory council need assessments and feedback indicated that low number of low-income students were participating in arts and sports programs. Therefore, to increase accessibility additional arts and sports programs are needed.	Action 4.12 will support art integration and provide an increase in PD offerings beyond the school day for Tk-8 teachers. Action 4.13, will maintain and increase PD sessions for physical education lessons integrating sports in the regular school day through PE. This year contracted with Play Works for these increased number of PD sessions. There is a direct link that if student are engaged in sports or a well-developed fine arts program they are more likely to attend school on a regular basis, which will indirectly cause an increase in their academic performance. This action is being provided on an LEA-wide basis because all our students can benefit from this action.	This will be monitored through the attendance rate of low-income students and ELA/Math CAASPP results.

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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1 Action 4	The EL students' performance on the 2023 CAASPP assessments (of 12% meeting or exceeding) was considered when identifying the need to provide an increase in the frequency and duration of designated and integrated EDL minutes of support by an EL Specialist. Research has indicated that there is a direct link between early childhood intervention and increased social and cognitive ability. Thus, early remediation, strong scaffolds during instruction, and evidence-based practices that target students' learning or language gaps result in increased cognitive ability and in closing learning gaps. Academic or language learning gaps must be identified and supported through a range of supports and services. The underlying goal is to develop the skills lacking in children that have already developed in other children who are of a similar age. There is general agreement that during the pandemic low-income, EL students, and foster youth's academic and language learning needs have been exacerbated.	Based on these identified needs for our already vulnerable student population, we will create and expand a learning environment that implements the following actions, services, and resources to achieve outcomes and address their exacerbated learning gaps (in Goal 1 Action 4): EL Special Project staff will provide evidence-based strategies, scaffolds, and interventions (for academic or language deficiencies) that are data-driven, assess students, and monitor their language development closely. EL SP staff will engage in activities of language support that include the following: -assessing and designing instruction to meet the specific needs of EL students -designing and presenting professional development to meet the needs of EL students -providing opportunities for parents to engage in the learning process to assist their students -providing targeted small-group support/interventions for EL students -Utilization of a data management system and effective data analysis meetings to identify EL students - facilitate the schoolwide implementation of the EL Road Map	Increase in ELPAC results and CAASPP ELA results of EL students.
Goal 1 Action 6	Student and family input of the foster youth students were considered in identifying that there is a need to provide materials and resources to remove their fear and barriers of not being welcomed on campus because of their lack of resources.	Action 6 will provide the dissemination of the resources or materials they are in of so that they can focus on performing their best in school.	Monitored student CAASPP results.
Goal 1 Action 8	The parent advisory council identified low-income students struggling with not having transportation for their children to attend school.	To address this need, we will provide additional transportation to increase attendance rates. This action will be provided to all schools on a limited basis only to those families who demonstrate they are in need of this resource.	We will monitor the effectiveness of this action with our attendance metrics.

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 - LCFF funds are used to fully meet the increased or improved services requirement.

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.

All schools within the school district have concentration populations above 55% percent. Support positions that have been targeted for increased support with add-on funding include counselors (Goal 2-1), therapists (Goal 2-11), playground supervisors (Goal 2-2), community school staff, (Goal 3-1), and staff to support school attendance initiatives (Goal 2-10).

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	HSD does not have comparison schools. All schools have concentration eligible populations.	HSD does not have comparison schools. All schools have concentration eligible populations.
Staff-to-student ratio of certificated staff providing direct services to students	HSD does not have comparison schools. All schools have concentration eligible populations.	HSD does not have comparison schools. All schools have concentration eligible populations.

Action Tables

2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2025-2026	$65,807,753.00	$26,611,475.00	40.44%	0.00%	40.44%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$58,401,046.00	$9,751,000.00	$50,000.00	$556,000.00	$68,758,046.00	$53,777,046.00	$14,981,000.00

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	Ensure 100% of teachers fully credentialed and appropriately assigned.	All	No				three years	$30,639,046	$0	$30,639,046	$0	$0	$0	$30,639,046	0.00%
1	2	Maintain literacy and math content experts for elementary and middle school sites.	All	Yes	LEA-wide	Low Income	All Schools	three years	$350,000	$3,150,000	$3,500,000	$0	$0	$0	$3,500,000	0.00%
1	3	Provide professional development, materials, and personnel to support the learning needs of our identified unduplicated students.	All	Yes	LEA-wide	Low Income	All Schools	three years	$1,600,000	$700,000	$2,000,000	$100,000	$0	$200,000	$2,300,000	0.00%
1	4	Maintain English Learner Special Projects staff at each site.	All	Yes	Limited	English learner (EL)	All Schools	three years	$1,600,000	$0	$1,600,000	$0	$0	$0	$1,600,000	0.00%
1	5	Data management system for effective data analysis practices.	All	Yes	LEA-wide	Low Income	All Schools	three years	$0	$150,000	$100,000	$50,000	$0	$0	$150,000	0.00%
1	6	Provide materials to facilitate success at school for foster youth.	Foster Youth	Yes	Limited	Foster Youth	All Schools	three years	$0	$15,000	$15,000	$0	$0	$0	$15,000	0.00%
1	7	Provide preschool support to increase student achievement.	All	Yes	LEA-wide	Low Income	Specific Grade Spans, preschool	three years	$250,000	$0	$250,000	$0	$0	$0	$250,000	0.00%

1	8	Provide expanded student transportation.	All	Yes	Limited	Low Income	All Schools	three years	$180,000	$120,000	$200,000	$100,000	$0	$0	$300,000	0.00%
1	9	Provide expanded access to printing capabilities	All	Yes	LEA-wide	English learner (EL), Low Income	All Schools	three years	$0	$400,000	$400,000	$0	$0	$0	$400,000	0.00%
1	10	Technology infrastructure enhance teaching and learning in a 1:1 school environment	All	Yes	LEA-wide	Low Income	All Schools	three years	$0	$600,000	$500,000	$100,000	$0	$0	$600,000	0.00%
1	11	Expand student support through after school tutoring utilizing contracts or district staff.	Low Income, All	Yes	LEA-wide	Low Income	All Schools	three years	$0	$155,000	$5,000	$150,000	$0	$0	$155,000	0.00%
1	12	MTSS Intervention Model	All	Yes	LEA-wide	Low Income	All Schools	three years	$0	$5,625,000	$25,000	$5,600,000	$0	$0	$5,625,000	0.00%
1	13	Maintain Class Size Reduction.	All	Yes	LEA-wide	Low Income	All Schools	three years	$5,300,000	$0	$5,300,000	$0	$0	$0	$5,300,000	0.00%
1	14	Increase credentialing programming opportunities for those interested in advance or obtain example literacy specialist or reading certificate	All	Yes	LEA-wide	Low Income	All Schools	three years	$0	$175,000	$25,000	$0	$0	$150,000	$175,000	0.00%
1	15	Professional development in the area of more inclusive practices and co-teaching	All	Yes	LEA-wide	Low Income	All Schools	three years	$0	$55,000	$5,000	$50,000	$0	$0	$55,000	0.00%
1	16	Specialized support and professional development from special education staff (repeated expenditure, Goal 1, Action 1)	Student with Disabilities (SWD)	No				three years	$0	$0	$0	$0	$0	$0	$0	0.00%
2	1	Maintain a full-time counselor at each school site.	All	Yes	LEA-wide	Low Income	All Schools	three years	$1,350,000	$0	$1,350,000	$0	$0	$0	$1,350,000	0.00%
2	2	Maintain or increase the number of yard supervisors and security officers to support PBIS at each school site	All	Yes	LEA-wide	Low Income	All Schools	three years	$1,150,000	$250,000	$1,400,000	$0	$0	$0	$1,400,000	0.00%
2	3	Provide professional development opportunities to address classroom management, positive learning environments, and effective strategies to address at-risk behaviors.	All	Yes	LEA-wide	Low Income	All Schools	three years	$190,000	$180,000	$220,000	$150,000	$0	$0	$370,000	0.00%
2	4	Implementation of an SEL multi tiered system of support	All	Yes	LEA-wide	Low Income	All Schools	three years	$360,000	$0	$360,000	$0	$0	$0	$360,000	0.00%
2	5	Personnel to facilitate and monitor effective implementation of Positive Behavioral Support (PBS)	All	Yes	LEA-wide	Low Income	All Schools	three years	$820,000	$0	$820,000	$0	$0	$0	$820,000	0.00%
2	6	Maintain a full-time Dean of Students at each school site.	All	Yes	LEA-wide	Low Income	All Schools	three years	$1,400,000	$0	$1,400,000	$0	$0	$0	$1,400,000	0.00%

2	7	Support the administration of the Healthy Kids Survey or a local equivalent measure.	All	No				three years	$0	$1,000	$1,000	$0	$0	$0	$1,000	0.00%
2	8	Provide professional development opportunities and resources to address school climate, customer service and the physical environment.	All	No				three years	$0	$100,000	$100,000	$0	$0	$0	$100,000	0.00%
2	9	Maintain school uniform policy.	All	No				three years	$0	$50,000	$0	$0	$50,000	$0	$50,000	0.00%
2	10	Maintain processes and appropriate staff to ensure regular school attendance for unduplicated students	All	Yes	LEA-wide	Low Income	All Schools	three years	$1,490,000	$60,000	$1,550,000	$0	$0	$0	$1,550,000	0.00%
2	11	Maintain therapist to provide students with mental health support	All	Yes	LEA-wide	Low Income	All Schools	three years	$380,000	$200,000	$380,000	$200,000	$0	$0	$580,000	0.00%
3	1	Community School Initiative	All	Yes	LEA-wide	Low Income	All Schools	three years	$2,100,000	$675,000	$175,000	$2,600,000	$0	$0	$2,775,000	0.00%
3	2	Provide and maintain opportunities for parents to participate in adult education classes held within the District.	All	No				three years	$0	$35,000	$0	$35,000	$0	$0	$35,000	0.00%
3	3	Maintain or establish school site Family Resource Centers	All	No				three years	$0	$35,000	$0	$35,000	$0	$0	$35,000	0.00%
3	4	Provide materials and resources in both English and Spanish to all Family resources Centers to facilitate increased use of the center.	All	No				three years	$0	$35,000	$0	$5,000	$0	$30,000	$35,000	0.00%
3	5	Maintain additional translation support for school sites.	All	Yes	LEA-wide	Low Income	All Schools	three years	$100,000	$60,000	$160,000	$0	$0	$0	$160,000	0.00%
3	6	Provide supports to increase literacy within the community, specifically targeting children from birth to second grade.	All	No				three years	$0	$2,000	$0	$1,000	$0	$1,000	$2,000	0.00%
3	7	Provide trainings and support that engage, empower and transform parent to actively engage in their child's education (during their transitional years and beyond)	All	Yes	LEA-wide	Low Income	All Schools	three years	$0	$6,000	$1,000	$5,000	$0	$0	$6,000	0.00%
4	1	Upgrade and maintain WIFI and network	All	No				three years	$0	$100,000	$100,000	$0	$0	$0	$100,000	0.00%
4	2	Purchase equipment and materials necessary for maintenance of structures and outdoor areas.	All	No				three years	$0	$100,000	$50,000	$50,000	$0	$0	$100,000	0.00%

4	3	Increase beyond the base need of services, support by staff for physical school environment.	All	Yes	LEA-wide	Low Income	All Schools	three years	$1,600,000	$0	$1,600,000	$0	$0	$0	$1,600,000	0.00%
4	4	Increase beyond the base need of services from staff responsible for technology support.	All	Yes	LEA-wide	Low Income	All Schools	three years	$1,300,000	$0	$1,300,000	$0	$0	$0	$1,300,000	0.00%
4	5	Replace/add furniture and equipment as needed.	All	No				three years	$0	$200,000	$100,000	$100,000	$0	$0	$200,000	0.00%
4	6	Purchase standards-aligned instructional materials and resources.	All	No				three years	$0	$700,000	$700,000	$0	$0	$0	$700,000	0.00%
4	7	Increase beyond the base, access to technology applications that focus on the needs of our At Promised students.	All	Yes	LEA-wide	Low Income	All Schools	three years	$0	$60,000	$20,000	$20,000	$0	$20,000	$60,000	0.00%
4	8	Provide instructional materials that have components for universal access.	All	Yes	LEA-wide	Low Income	All Schools	three years	$0	$60,000	$30,000	$0	$0	$30,000	$60,000	0.00%
4	9	Support collaboration, and professional development opportunities specific to the needs of our identified unduplicated students.	All	Yes	LEA-wide	Low Income	All Schools	three years	$500,000	$500,000	$750,000	$150,000	$0	$100,000	$1,000,000	0.00%
4	10	Execute contracts and utilize related resources for training sessions and implementation of CCSS and other standards-aligned curriculum program	All	No				three years	$0	$50,000	$25,000	$0	$0	$25,000	$50,000	0.00%
4	11	Maintain additional staff (teachers and contracted staff) beyond regular staffing levels to support expanded middle school academy focus.	All	Yes	LEA-wide	Low Income	All Schools	three years	$1,100,000	$70,000	$1,170,000	$0	$0	$0	$1,170,000	0.00%
4	12	Support instruction and professional development in the arts.	All	Yes	LEA-wide	Low Income	All Schools	three years	$0	$240,000	$40,000	$200,000	$0	$0	$240,000	0.00%
4	13	Maintain staff and provide professional development for the physical education program	All	Yes	LEA-wide	Low Income	All Schools	three years	$0	$5,000	$5,000	$0	$0	$0	$5,000	0.00%

4	14	Maintain/increase after-school supports, clubs, and enrichment activities for our identified unduplicated students to promote access to a broad course of study and college and career opportunities. (repeated expenditure, Goal 1, Action 3)	All	Yes	LEA-wide	Low Income	All Schools	three years	$0	$0	$0	$0	$0	$0	$0	0.00%
4	15	Provide opportunities for exposure to college/career experience for all unduplicated middle school students.	All	No				three years	$0	$50,000	$0	$50,000	$0	$0	$50,000	0.00%
4	16	Provide stipend for GATE Liaison at each site.	All	No				three years	$18,000	$0	$18,000	$0	$0	$0	$18,000	0.00%
4	17	Provide training to support standards of maintenance.	All	No				three years	$0	$12,000	$12,000	$0	$0	$0	$12,000	0.00%

2025-2026 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
$65,807,753.00	$26,611,475.00	40.44%	0.00% - No Carryover	40.44%	$26,656,000.00	0.00%	40.51%	**Total:**	$26,656,000.00
								LEA-wide Total:	$24,841,000.00
								Limited Total:	$1,815,000.00
								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	2	Maintain literacy and math content experts for elementary and middle school sites.	Yes	LEA-wide	Low Income	All Schools	$3,500,000.00	0.00%
1	3	Provide professional development, materials, and personnel to support the learning needs of our identified unduplicated students.	Yes	LEA-wide	Low Income	All Schools	$2,000,000.00	0.00%
1	4	Maintain English Learner Special Projects staff at each site.	Yes	Limited	English learner (EL)	All Schools	$1,600,000.00	0.00%

1	5	Data management system for effective data analysis practices.	Yes	LEA-wide	Low Income	All Schools	$100,000.00	0.00%
1	6	Provide materials to facilitate success at school for foster youth.	Yes	Limited	Foster Youth	All Schools	$15,000.00	0.00%
1	7	Provide preschool support to increase student achievement.	Yes	LEA-wide	Low Income	Specific Grade Spans, preschool	$250,000.00	0.00%
1	8	Provide expanded student transportation.	Yes	Limited	Low Income	All Schools	$200,000.00	0.00%
1	9	Provide expanded access to printing capabilities	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$400,000.00	0.00%
1	10	Technology infrastructure enhance teaching and learning in a 1:1 school environment	Yes	LEA-wide	Low Income	All Schools	$500,000.00	0.00%
1	11	Expand student support through after school tutoring utilizing contracts or district staff.	Yes	LEA-wide	Low Income	All Schools	$5,000.00	0.00%
1	12	MTSS Intervention Model	Yes	LEA-wide	Low Income	All Schools	$25,000.00	0.00%
1	13	Maintain Class Size Reduction.	Yes	LEA-wide	Low Income	All Schools	$5,300,000.00	0.00%
1	14	Increase credentialing programming opportunities for those interested in advance or obtain example literacy specialist or reading certificate	Yes	LEA-wide	Low Income	All Schools	$25,000.00	0.00%
1	15	Professional development in the area of more inclusive practices and co-teaching	Yes	LEA-wide	Low Income	All Schools	$5,000.00	0.00%
2	1	Maintain a full-time counselor at each school site.	Yes	LEA-wide	Low Income	All Schools	$1,350,000.00	0.00%

2	2	Maintain or increase the number of yard supervisors and security officers to support PBIS at each school site	Yes	LEA-wide	Low Income	All Schools	$1,400,000.00	0.00%
2	3	Provide professional development opportunities to address classroom management, positive learning environments, and effective strategies to address at-risk behaviors.	Yes	LEA-wide	Low Income	All Schools	$220,000.00	0.00%
2	4	Implementation of an SEL multi tiered system of support	Yes	LEA-wide	Low Income	All Schools	$360,000.00	0.00%
2	5	Personnel to facilitate and monitor effective implementation of Positive Behavioral Support (PBS)	Yes	LEA-wide	Low Income	All Schools	$820,000.00	0.00%
2	6	Maintain a full-time Dean of Students at each school site.	Yes	LEA-wide	Low Income	All Schools	$1,400,000.00	0.00%
2	10	Maintain processes and appropriate staff to ensure regular school attendance for unduplicated students	Yes	LEA-wide	Low Income	All Schools	$1,550,000.00	0.00%
2	11	Maintain therapist to provide students with mental health support	Yes	LEA-wide	Low Income	All Schools	$380,000.00	0.00%
3	1	Community School Initiative	Yes	LEA-wide	Low Income	All Schools	$175,000.00	0.00%
3	5	Maintain additional translation support for school sites.	Yes	LEA-wide	Low Income	All Schools	$160,000.00	0.00%

3	7	Provide trainings and support that engage, empower and transform parent to actively engage in their child's education (during their transitional years and beyond)	Yes	LEA-wide	Low Income	All Schools	$1,000.00	0.00%
4	3	Increase beyond the base need of services, support by staff for physical school environment.	Yes	LEA-wide	Low Income	All Schools	$1,600,000.00	0.00%
4	4	Increase beyond the base need of services from staff responsible for technology support.	Yes	LEA-wide	Low Income	All Schools	$1,300,000.00	0.00%
4	7	Increase beyond the base, access to technology applications that focus on the needs of our At Promised students.	Yes	LEA-wide	Low Income	All Schools	$20,000.00	0.00%
4	8	Provide instructional materials that have components for universal access.	Yes	LEA-wide	Low Income	All Schools	$30,000.00	0.00%
4	9	Support collaboration, and professional development opportunities specific to the needs of our identified unduplicated students.	Yes	LEA-wide	Low Income	All Schools	$750,000.00	0.00%
4	11	Maintain additional staff (teachers and contracted staff) beyond regular staffing levels to support expanded middle school academy focus.	Yes	LEA-wide	Low Income	All Schools	$1,170,000.00	0.00%
4	12	Support instruction and professional development in the arts.	Yes	LEA-wide	Low Income	All Schools	$40,000.00	0.00%

4	13	Maintain staff and provide professional development for the physical education program	Yes	LEA-wide	Low Income	All Schools	$5,000.00	0.00%
4	14	Maintain/increase after-school supports, clubs, and enrichment activities for our identified unduplicated students to promote access to a broad course of study and college and career opportunities. (repeated expenditure, Goal 1, Action 3)	Yes	LEA-wide	Low Income	All Schools	$0.00	0.00%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$66,937,727.00	$70,486,851.00

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	Ensure 100% of teachers fully credentialed and appropriately assigned.	No	$29,963,578.00	$30,186,253.00
1	2	Maintain literacy and math content experts for elementary and middle school sites.	Yes	$3,500,000.00	$3,438,971.00
1	3	Provide professional development, materials, and personnel to support the learning needs of our identified unduplicated students.	Yes	$2,328,839.00	$2,566,191.00
1	4	Maintain English Learner Special Projects staff at each	Yes	$1,534,887.00	$1,594,617.00

		site.			
1	5	Data management system for effective data analysis practices.	Yes	$500,000.00	$136,357.00
1	6	Provide materials to facilitate success at school for foster youth.	Yes	$15,000.00	$22,013.00
1	7	Provide preschool support to increase student achievement.	Yes	$274,555.00	$253,300.00
1	8	Provide expanded student transportation.	Yes	$250,000.00	$301,175.00
1	9	Provide expanded access to printing capabilities	Yes	$260,000.00	$438,744.00
1	10	Technology infrastructure enhance teaching and learning in a 1:1 school environment	Yes	$500,000.00	$1,208,359.00
1	11	Expand student support through after school tutoring utilizing contracts or district staff.	Yes	$200,000.00	$175,955.00
1	12	MTSS Intervention Model	Yes	$3,815,582.00	$5,590,157.00
1	13	Maintain Class Size Reduction.	Yes	$5,281,951.00	$5,490,588.00
1	14	Increase credentialing programming opportunities for those interested in advance or obtain example literacy specialist or reading certificate	Yes	$500,000.00	$186,878.00
1	15	Professional development in the area of more inclusive practices and co-teaching	Yes	$50,000.00	$89,429.00
1	16	Specialized support and professional development from special education staff (repeated expenditure, Goal 1, Action 1)	No	$0.00	$0.00
2	1	Maintain a full-time counselor at each school site.	Yes	$1,342,478.00	$1,334,499.00
2	2	Maintain or increase the number of yard supervisors	Yes	$1,816,685.00	$1,321,116.00

		and security officers to support PBIS at each school site			
2	3	Provide professional development opportunities to address classroom management, positive learning environments, and effective strategies to address at-risk behaviors.	Yes	$444,749.00	$212,778.00
2	4	Implementation of an SEL multi tiered system of support	Yes	$278,694.00	$423,930.00
2	5	Personnel to facilitate and monitor effective implementation of Positive Behavioral Support (PBS)	Yes	$645,063.00	$812,846.00
2	6	Maintain a full-time Dean of Students at each school site.	Yes	$1,734,545.00	$1,419,796.00
2	7	Support the administration of the Healthy Kids Survey or a local equivalent measure.	No	$50,000.00	$300.00
2	8	Provide professional development opportunities and resources to address school climate, customer service and the physical environment.	No	$100,000.00	$239,817.00
2	9	Maintain school uniform policy.	No	$55,000.00	$26,791.00
2	10	Maintain processes and appropriate staff to ensure regular school attendance for unduplicated students	Yes	$1,588,775.00	$1,557,121.00
2	11	Maintain therapist to provide students with mental health support	Yes	$728,684.00	$807,330.00
3	1	Community School Initiative	Yes	$1,837,928.00	$2,795,513.00
3	2	Provide and maintain opportunities for parents to participate in adult education classes held within the District.	No	$75,000.00	$33,300.00
3	3	Maintain or establish school site Family Resource	No	$70,000.00	$16,248.00

		Centers			
3	4	Provide materials and resources in both English and Spanish to all Family resources Centers to facilitate increased use of the center.	No	$30,000.00	$25,763.00
3	5	Maintain additional translation support for school sites.	Yes	$178,304.00	$154,023.00
3	6	Provide supports to increase literacy within the community, specifically targeting children from birth to second grade.	No	$1,000.00	$4,200.00
3	7	Provide trainings and support that engage, empower and transform parent to actively engage in their child's education (during their transitional years and beyond)	Yes	$20,000.00	$21,000.00
4	1	Upgrade and maintain WIFI and network	No	$330,000.00	$96,984.00
4	2	Purchase equipment and materials necessary for maintenance of structures and outdoor areas.	No	$600,000.00	$165,007.00
4	3	Increase beyond the base need of services, support by staff for physical school environment.	Yes	$1,535,348.00	$1,584,119.00
4	4	Increase beyond the base need of services from staff responsible for technology support.	Yes	$1,279,617.00	$1,284,585.00
4	5	Replace/add furniture and equipment as needed.	No	$300,000.00	$156,104.00
4	6	Purchase standards-aligned instructional materials and resources.	No	$700,000.00	$1,891,734.00
4	7	Increase beyond the base, access to technology applications that focus on the needs of our At Promised students.	Yes	$50,000.00	$34,045.00

4	8	Provide instructional materials that have components for universal access.	Yes	$60,000.00	$56,513.00
4	9	Support collaboration, and professional development opportunities specific to the needs of our identified unduplicated students.	Yes	$789,809.00	$713,456.00
4	10	Execute contracts and utilize related resources for training sessions and implementation of CCSS and other standards-aligned curriculum program	No	$75,000.00	$156,602.00
4	11	Maintain additional staff (teachers and contracted staff) beyond regular staffing levels to support expanded middle school academy focus.	Yes	$1,113,276.00	$1,154,514.00
4	12	Support instruction and professional development in the arts.	Yes	$100,000.00	$273,732.00
4	13	Maintain staff and provide professional development for the physical education program	Yes	$5,000.00	$3,898.00
4	14	Maintain/increase after-school supports, clubs, and enrichment activities for our identified unduplicated students to promote access to a broad course of study and college and career opportunities. (repeated expenditure, Goal 1, Action 3)	Yes	$0.00	$0.00
4	15	Provide opportunities for exposure to college/career experience for all unduplicated middle school students.	No	$0.00	$0.00
4	16	Provide stipend for GATE Liaison at each site.	No	$18,380.00	$18,000.00
4	17	Provide training to support	No	$10,000.00	$12,200.00

		standards of maintenance.			

2024-2025 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$26,118,568.00	$25,997,760.00	$26,132,299.00	($134,539.00)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed 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	2	Maintain literacy and math content experts for elementary and middle school sites.	Yes	$3,377,728.00	$3,438,971.00	0.00%	0.00%
1	3	Provide professional development, materials, and personnel to support the learning needs of our identified unduplicated students.	Yes	$2,328,839.00	$1,980,982.00	0.00%	0.00%
1	4	Maintain English Learner Special Projects staff at each site.	Yes	$1,534,887.00	$1,594,617.00	0.00%	0.00%
1	5	Data management system for effective data analysis practices.	Yes	$50,000.00	$86,777.00	0.00%	0.00%
1	6	Provide materials to facilitate success at school for foster youth.	Yes	$10,000.00	$22,013.00	0.00%	0.00%
1	7	Provide preschool support to increase student achievement.	Yes	$244,555.00	$253,300.00	0.00%	0.00%

1	8	Provide expanded student transportation.	Yes	$250,000.00	$301,175.00	0.00%	0.00%
1	9	Provide expanded access to printing capabilities	Yes	$260,000.00	$438,744.00	0.00%	0.00%
1	10	Technology infrastructure enhance teaching and learning in a 1:1 school environment	Yes	$20,000.00	$0.00	0.00%	0.00%
1	11	Expand student support through after school tutoring utilizing contracts or district staff.	Yes	$5,000.00	$0.00	0.00%	0.00%
1	12	MTSS Intervention Model	Yes	$25,000.00	$56,325.00	0.00%	0.00%
1	13	Maintain Class Size Reduction.	Yes	$5,281,951.00	$5,490,588.00	0.00%	0.00%
1	14	Increase credentialing programming opportunities for those interested in advance or obtain example literacy specialist or reading certificate	Yes	$25,000.00	$2,000.00	0.00%	0.00%
1	15	Professional development in the area of more inclusive practices and co-teaching	Yes	$5,000.00	$89,429.00	0.00%	0.00%
2	1	Maintain a full-time counselor at each school site.	Yes	$1,342,478.00	$1,334,499.00	0.00%	0.00%
2	2	Maintain or increase the number of yard supervisors and security officers to support PBIS at each school site	Yes	$1,124,724.00	$1,321,116.00	0.00%	0.00%
2	3	Provide professional development opportunities to address classroom management, positive learning environments, and effective strategies to address at-risk behaviors.	Yes	$234,749.00	$212,778.00	0.00%	0.00%
2	4	Implementation of an SEL multi tiered system of support	Yes	$278,694.00	$357,500.00	0.00%	0.00%
2	5	Personnel to facilitate and monitor effective implementation of Positive Behavioral Support (PBS)	Yes	$645,063.00	$812,846.00	0.00%	0.00%

2	6	Maintain a full-time Dean of Students at each school site.	Yes	$1,734,545.00	$1,419,796.00	0.00%	0.00%
2	10	Maintain processes and appropriate staff to ensure regular school attendance for unduplicated students	Yes	$1,588,775.00	$1,557,121.00	0.00%	0.00%
2	11	Maintain therapist to provide students with mental health support	Yes	$448,990.00	$404,234.00	0.00%	0.00%
3	1	Community School Initiative	Yes	$337,928.00	$173,747.00	0.00%	0.00%
3	5	Maintain additional translation support for school sites.	Yes	$148,304.00	$154,023.00	0.00%	0.00%
3	7	Provide trainings and support that engage, empower and transform parent to actively engage in their child's education (during their transitional years and beyond)	Yes	$5,000.00	$6,000.00	0.00%	0.00%
4	3	Increase beyond the base need of services, support by staff for physical school environment.	Yes	$1,535,348.00	$1,584,119.00	0.00%	0.00%
4	4	Increase beyond the base need of services from staff responsible for technology support.	Yes	$1,279,617.00	$1,284,585.00	0.00%	0.00%
4	7	Increase beyond the base, access to technology applications that focus on the needs of our At Promised students.	Yes	$20,000.00	$34,045.00	0.00%	0.00%
4	8	Provide instructional materials that have components for universal access.	Yes	$30,000.00	$56,513.00	0.00%	0.00%
4	9	Support collaboration, and professional development opportunities specific to the needs of our identified unduplicated students.	Yes	$689,809.00	$458,730.00	0.00%	0.00%
4	11	Maintain additional staff (teachers and contracted staff) beyond regular staffing levels to support expanded middle school academy focus.	Yes	$1,113,276.00	$1,154,514.00	0.00%	0.00%

4	12	Support instruction and professional development in the arts.	Yes	$20,000.00	$47,314.00	0.00%	0.00%
4	13	Maintain staff and provide professional development for the physical education program	Yes	$2,500.00	$3,898.00	0.00%	0.00%
4	14	Maintain/increase after-school supports, clubs, and enrichment activities for our identified unduplicated students to promote access to a broad course of study and college and career opportunities. (repeated expenditure, Goal 1, Action 3)	Yes	$0.00	$0.00	0.00%	0.00%

2024-2025 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)
$66,202,003.00	$26,118,568.00	0.00%	39.45%	$26,132,299.00	0.00%	39.47%	$0.00 - No Carryover	0.00% - No Carryover

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

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If “Yes” is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).