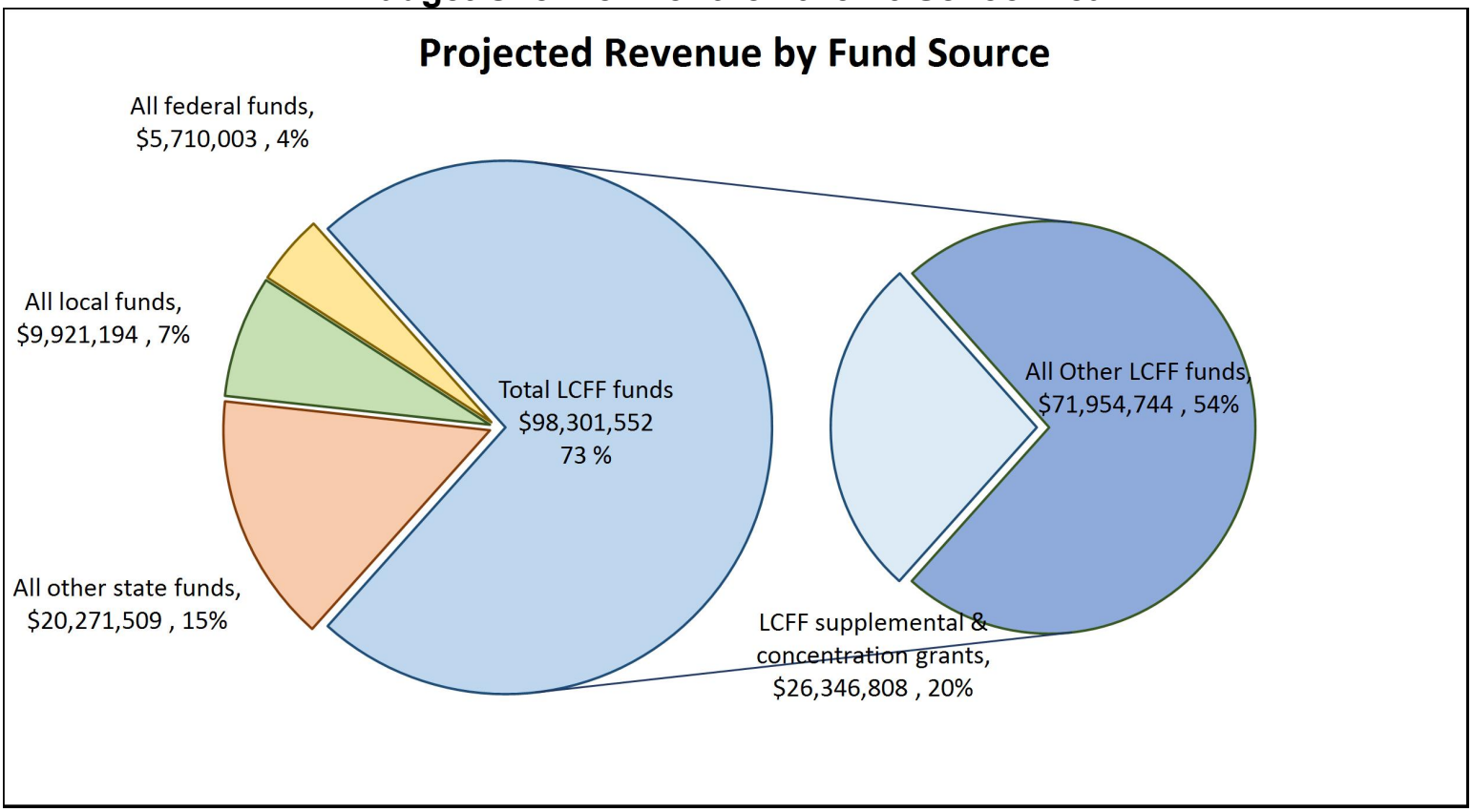
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hueneme Elementary School District
CDS Code: 56724620000000
School Year: 2025-26
LEA contact information:
Dr. Christine Walker
Superintendent
cwalker@hueneme.org
(805) 488-3588

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

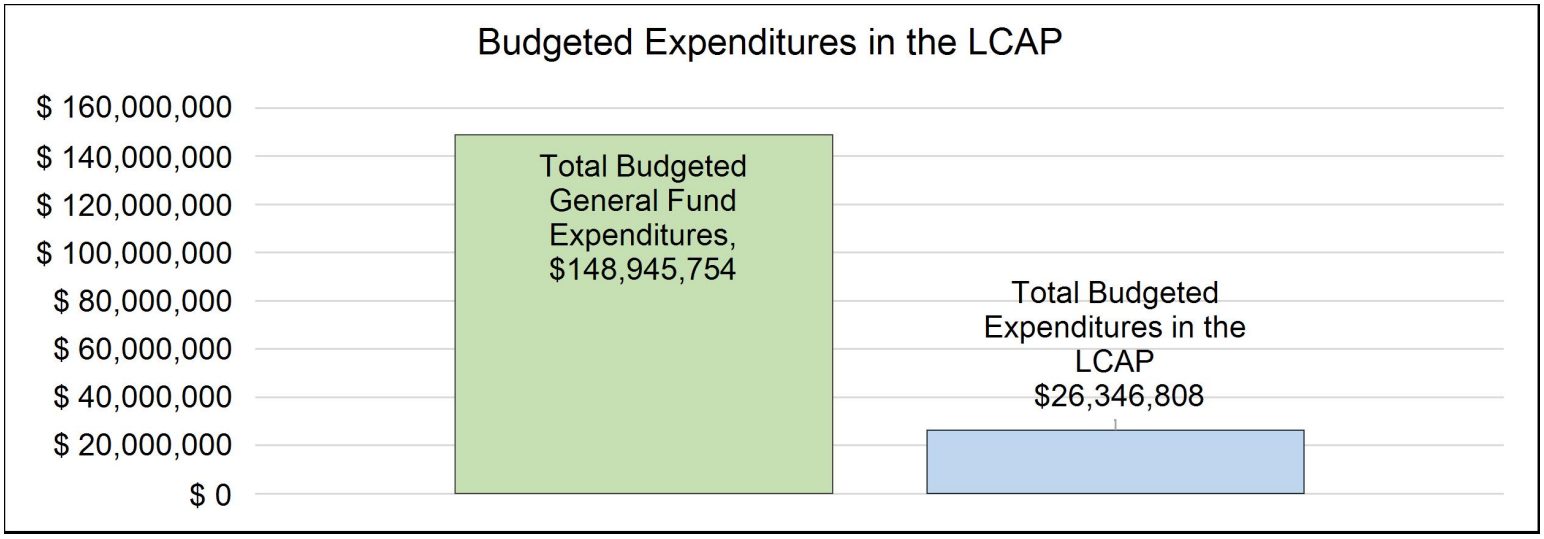


This chart shows the total general purpose revenue Hueneme Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hueneme Elementary School District is $134,204,258, of which $98,301,552 is Local Control Funding Formula (LCFF), $20,271,509 is other state funds, $9,921,194 is local funds, and $5,710,003 is federal funds. Of the $98,301,552 in LCFF Funds, $26,346,808 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 Hueneme Elementary School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Hueneme Elementary School District plans to spend $148,945,754 for the 2025-26 school year. Of that amount, $26,346,808 is tied to actions/services in the LCAP and $122,598,946 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The total revenue projected for Hueneme Elementary School District is $134,204,258, of which $98,301,552.00 is Local Control Funding Formula (LCFF), $20,271,509.00 is other state funds, $9,921,194.00 is local funds, and $5,710,003.00 is federal funds. Of the $98,301,552.00 in LCFF Funds, $26,346,808.00 is generated based on the enrollment of high-needs students (foster youth, English learners, and low-income students).

Hueneme Elementary School District plans to spend $151,486,526 for the 2024-25 school year. Of that amount, $26,739,225 is tied to actions/services in the LCAP, and $124,747,301 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The total general fund expenditures not listed in the LCAP are $124,747,301. This consists of all expenditures related to the district's core educational program, including teacher salaries, administration, and maintenance. Other non-salary and benefits expenditures include utilities, legal fees, and property insurance. This list does not include all funds.

In 2024-25, Hueneme Elementary School District's LCAP budgeted $27,605,748 for planned actions to increase or improve services for high-needs students. Hueneme Elementary School District spent $27,605,748 on these actions.

In 2025-26, Hueneme Elementary School District is projecting to receive $26,739,225.00 based on the enrollment of foster youth, English learners, and low-income students.

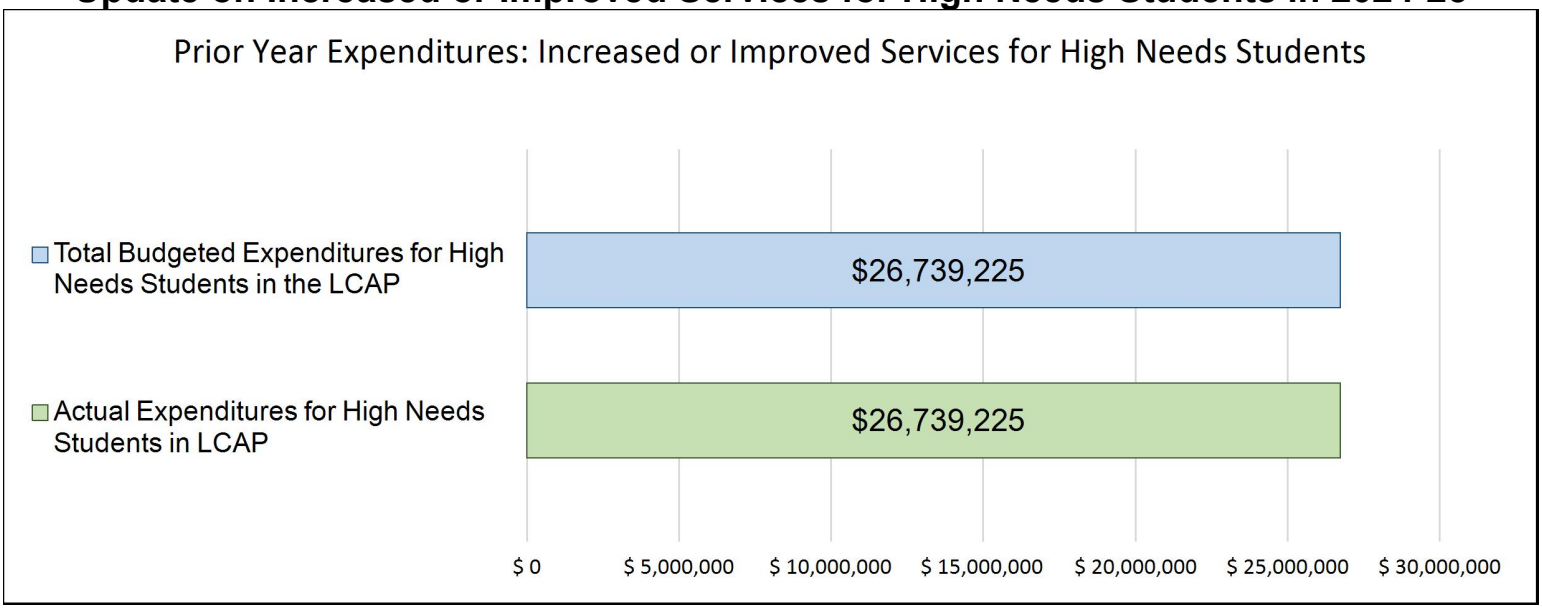
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Hueneme Elementary School District is projecting it will receive $26,346,808 based on the enrollment of foster youth, English learner, and low-income students. Hueneme Elementary School District must describe how it

intends to increase or improve services for high needs students in the LCAP. Hueneme Elementary School District plans to spend $26,346,808 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 Hueneme Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Hueneme Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Hueneme Elementary School District's LCAP budgeted $26,739,225 for planned actions to increase or improve services for high needs students. Hueneme Elementary School District actually spent $26,739,225 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
Hueneme Elementary School District	Dr. Christine Walker Superintendent	cwalker@hueneme.org (805) 488-3588

Plan Summary [2025-26]

General Information

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

The Hueneme Elementary School District (HESD) is located in Ventura County, and district boundaries include urban areas in south Oxnard, Port Hueneme, and the unincorporated communities of Silver Strand and Hollywood Beach. Our 7,000-student district, with classes from transitional kindergarten to eighth grade, was founded in 1873 and has since grown to include nine elementary schools and two junior high campuses. The city of Port Hueneme has one military base and a commercial port. Hueneme (pronounced "why NEE me") is derived from a Chumash Indian word (Wynema) meaning "halfway" or "resting place." It is believed that central California's original inhabitants, the Chumash Indians (part of the Chumash nation), used this coastal point of land (approximately halfway between today's Point Mugu and the mouth of the Santa Clara River) as a resting place as well as from which they departed on fishing expeditions. The point at Hueneme is the closest spot (11 miles) to cross the Santa Barbara channel between the mainland and Anacapa Island, a prime Chumash fishing area.

The district's origins can be traced to the establishment of the Hueneme School, founded in 1873 to serve the educational needs of children in the area. Initially, the school operated as a one-room schoolhouse, providing essential instruction to students from the surrounding agricultural community. Hueneme Grammar School was later replaced by a Spanish-style building in 1928, now a designated California historic site. As the region's population grew and the demand for education increased, the Hueneme School expanded its facilities and curriculum to accommodate more students and offer a more comprehensive range of educational opportunities. Over time, additional schools were established within the district to serve the growing population of children in the area. The district feeds into the Oxnard Union High School District, specifically Channel Islands and Hueneme High Schools.

Throughout its history, the Hueneme Elementary School District has experienced various changes and developments in response to demographic shifts, educational trends, and community needs. In 2023, the district celebrated its 150th anniversary with a program that included student performances, a pop-up exhibit from the Port Hueneme Historical Museum, and displays showcasing each school's history. The district will continue to evolve to meet the changing needs of its students, families, and staff while remaining committed to providing high-quality education to all children.

Our students attend nine elementary schools and two junior high schools. HESD's current enrollment is 7,022 students.

District - Enrollment by Ethnicity:

Hueneme Elementary School District
Enrollment - 7,022 students
African American - 0.9%
American Indian or Alaska Native - 0.1%
Asian - 0.4%
Filipino - 2.5%
Hispanic or Latino - 86.1%
Pacific Islander - 0.2%
White - 8.0%
Two or More Races - 1.9%

School Sites - Total Enrollment and Enrollment (%) by Ethnicity:

Richard Bard Elementary School
Enrollment - 530 students
African American - 3.4%
American Indian or Alaska Native - 0.0%
Asian - 0.4%
Filipino - 3.6%
Hispanic or Latino - 84.5%
Pacific Islander - 0.2%
White - 4.7%)
Two or More Races - 3.2%

Hollywood Beach Elementary School
Enrollment - 303 students
African American - 2.0%
American Indian or Alaska Native - 0.0%

Asian - 2.3%
Filipino - 2.6%
Hispanic or Latino 40.6%
Pacific Islander - 0.0%
White - 43.6%
Two or More Races - 8.9%

Julien Hathaway Elementary School:
Enrollment: 466 students
African American - 0.4%
American Indian or Alaska Native - 0.0%
Asian - 0.2%
Filipino - 1.3%
Hispanic or Latino - 95.7%
Pacific Islander - 0.0%
White - 0.2%
Two or More Races - 2.1%)

Hueneme Elementary School:
Enrollment: 342 students
African American - 1.5%
American Indian or Alaska Native - 0.0%
Asian - 0.9%
Filipino - 1.5%
Hispanic or Latino - 76.9%
Pacific Islander - 1.2%
White - 13.5%
Two or More Races - 4.7%

Art Haycox Elementary School:
Enrollment: 745 students
African American - 0.0%
American Indian or Alaska Native - 0.3%
Asian - 0.1%
Filipino - 0.7%
Hispanic or Latino - 98.4%
Pacific Islander - 0.0%
White - 0.5%
Two or More Races - 0.0%

Ansgar Larsen Elementary School:
Enrollment: 579 students
African American - 0.2%
American Indian or Alaska Native - 0.0%
Asian - 0.3%
Filipino - (0.7%)
Hispanic or Latino - 93.3%
Pacific Islander - 0.2%
White - 4.8%
Two or More Races - 0.5%

Parkview Elementary School:
Enrollment: 566 students
African American - 0.5%
American Indian or Alaska Native - 0.2%
Asian - 0.4%
Filipino - 1.4%
Hispanic or Latino - 92%
Pacific Islander - 0.2%
White - 4.6%)
Two or More Races - 0.7%

Sunkist Elementary School:
Enrollment: 544 students
African American - 0.6%
American Indian or Alaska Native - 0.4%
Asian - 0.2%
Filipino - 1.5%
Hispanic or Latino - 95%
Pacific Islander - 0.0%
White - 1.7%
Two or More Races - 0.7%

Fred L. Williams Elementary School:
Enrollment: 583 students
African American - 0.3%
American Indian or Alaska Native - 0.0%
Asian - 0.5%
Filipino - 8.4%
Hispanic or Latino - 87.3%

Pacific Islander - 0.3%
White - 2.1%
Two or More Races - 1.0%

Charles F. Blackstock Junior High:
Enrollment: 1,317 students
African American - 0.6%
American Indian or Alaska Native - 0.1%
Asian - 0.2%
Filipino - 3.5%
Hispanic or Latino - 76.8%
Pacific Islander - 0.0%
White - 16.7%
Two or More Races - 2.1%

E.O. Green Junior High:
Enrollment: 1,041 students
African American - 1.2%
American Indian or Alaska Native - 0.1%
Asian - 0.4%
Filipino - 1.8%
Hispanic or Latino - 88.9%
Pacific Islander - 0.2%
White - 5.6%
Two or More Races -1.9%

* Dual language programs are now offered at five schools - Richard Bard Elementary, Parkview Elementary, Ansgar Larsen Elementary, Sunkist Elementary, and E.O. Green Junior High School.
* A continuum of unique education options is available to students identified as individuals with special needs. Related services are available when such services are deemed necessary. The Individual Education Program determines each student's program placement and services.
* The district feeds into the Oxnard Union High School District, specifically Channel Islands and Hueneme High Schools.

District Enrollment by English Language Acquisition:

English Only - 33.4%
Initial English Proficient - 3.0%
English Learner - 43.1 %
Reclassified Fluent English Proficient - 20.4%

SOURCE: DataQuest

HESD Vision and Mission Statement

HESD's mission is "We will inspire our students to explore, dream big, and develop social and civic responsibility through a balanced learning program. They will thrive as we foster perseverance and resiliency in a safe, culturally responsive, inclusive community. We will empower our students by teaching them critical thinking skills through a rigorous academic experience in a digitally rich environment." Our vision is "Inspiring and empowering every student to thrive every day."

Our district is committed to preparing ALL students to function in a diverse, inclusive, and multicultural society. To achieve this goal, we will provide our students with the highest quality education utilizing innovative and evidence-based programs that prepare them to reach their fullest potential and participate in a global economy.

Core Beliefs and Values

* We believe every student has limitless potential and deserves equitable opportunities to succeed.

* We value diversity as a strength and cultivate an environment where every student’s identity is respected and celebrated.

* We are committed to fostering curiosity, creativity, and a lifelong love of learning.

* We believe resilience, perseverance, and civic engagement are essential life skills that must be intentionally taught and modeled.

Strategic Priorities

* Equity and Access: Ensure all students, regardless of background, have access to high-quality, culturally relevant instruction and resources.

* Academic Excellence: Deliver rigorous, evidence-based instruction that challenges students to think critically and solve real-world problems.

* Student Wellness: Promote physical, emotional, and mental well-being through a safe and inclusive learning environment.

* Innovation and Technology: Equip students with digital literacy skills that prepare them for college and career success.

* Community and Civic Engagement: Foster meaningful partnerships with families and communities to support student learning and civic responsibility.

Reflections: Annual Performance

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

Section 1: Successes
Upon reflection of annual performance based on a review of the California School Dashboard and local data, HESD made progress and experienced successes in the following areas this school year:

Successes - Outcomes

Success 1: English Language Arts Performance Across the District and Schools - Improved Performance Among English Learners and Socio-Economically Disadvantaged Students

Several schools saw meaningful gains for English Learners and Socio-Economically Disadvantaged students.
* Fred L. Williams Elementary: English Learners improved by 14.6 points; Socio-Economically Disadvantaged students improved by 12.7 points.
* Julien Hathaway Elementary: English Learners improved by 18.1 points; Socio-Economically Disadvantaged students improved by 9.5 points.
* Charles Blackstock Junior High: English Learners improved by 18 points; Socio-Economically Disadvantaged students improved by 9.5 points.

Overall Growth in Key Student Groups:
* English Learners improved by 6.6 points.
* Socio-Economically Disadvantaged students improved by 3.8 points.

Significant Gains at Individual Schools:
* Julien Hathaway Elementary showed across-the-board growth, including a notable 11.1-point gain among Hispanic students.
* Charles Blackstock Junior High saw substantial improvement for Hispanic and White students (7.4 and 18.9 points, respectively).

Consistent Growth Across All Grade Levels (Every grade (3 through 8) showed significant increases in average scale scores for all students, indicating system-wide improvement in English Language Arts instruction):

* Grade 3: +58 points
* Grade 4: +46.7 points
* Grade 5: +45.6 points
* Grade 6: +46.6 points
* Grade 7: +55.8 points
* Grade 8: +55.1 points

Steady Progress Among Socio-Economically Disadvantaged Students - This student group made notable gains in every grade level:
* Grade 3: +41.6
* Grade 4: +30.3
* Grade 5: +25.7
* Grade 6: +28.2
* Grade 7: +32.4
* Grade 8: +36.7

Improvement Among English Learners and Students with Disabilities:
* English Learners showed improvement at all grade levels, with growth ranging from +13.1 (Grade 6) to +30.1 (Grade 3).
* Students with Disabilities also improved in all grades:
- Grade 3: +47.4
- Grade 4: +40.5
- Grade 6: +38.5
- Grade 8: +45.8

Success 2: Mathematics Performance Across the District and Schools

District-Wide Gains in Key Student Groups - The district showed overall progress in mathematics:
* All students improved by 5 points.
* English Learners improved by 5 points.
* Socio-Economically Disadvantaged students improved by 5.8 points.

Significant School-Level Gains for English Learners - Three schools made considerable strides in supporting English Learners in mathematics:
* Julien Hathaway Elementary improved by 19.2 points.
* Charles Blackstock Junior High improved by 18 points.
* Art Haycox Elementary improved by 9.6 points.

Improved Outcomes for Socio-Economically Disadvantaged Students at Three Schools:
* Art Haycox Elementary improved by 8.5 points.
* Charles Blackstock Junior High improved by 9.5 points.
* E.O. Green Junior High improved by 5.5 points.

Notable Gains in Overall School Performance:
* Charles Blackstock Junior High showed substantial overall improvement (+10.4 points), including gains among Hispanic and White students (+7.4 and +18.9 points, respectively).
* Art Haycox Elementary improved in all reported student groups, with overall performance increasing by 8.4 points.

Widespread Growth Across All Grades - Mean Scale Scores - All grade levels demonstrated substantial overall gains in mathematics:
* Grade 3: +56.3
* Grade 4: +52.7
* Grade 5: +53.9
* Grade 6: +55.5
* Grade 7: +74.8 (most significant gain across all grades)
* Grade 8: +62.6

Significant Improvement for Socio-Economically Disadvantaged Students - This group made consistent gains in every grade:
* Grade 3: +39.6
* Grade 4: +37.4
* Grade 5: +32.4
* Grade 6: +32.3
* Grade 7: +47.6
* Grade 8: +35.8

Positive Trends Among English Learners - English Learners saw strong growth across all grades:
* Grade 3: +30.3
* Grade 4: +29.3
* Grade 5: +32.6
* Grade 6: +25.5
* Grade 7: +32.0
* Grade 8: +17.6

Students with Disabilities Show Substantial Gains - Though this group remains the lowest-performing, their growth is notable:
* Grade 3: +40.2
* Grade 4: +45.0
* Grade 5: +45.1
* Grade 6: +43.9
* Grade 7: +40.0
* Grade 8: +37.8

Improvement Among Hispanic Students Across Grades - Hispanic students posted consistent and meaningful gains:
* Grade 3: +38.1
* Grade 4: +34.6
* Grade 5: +33.1
* Grade 6: +32.4
* Grade 7: +42.2
* Grade 8: +29.5

Success 3: California Healthy Kids Survey Results

Across both years, fifth-grade students consistently reported high levels of positive school experience:
* Academic Motivation: 80% (no change)
* High Expectations: 84% (no change)
* School Safety: 72% (no change)
* School Connectedness: 70% (no change)
* Caring Adult Relationships: increased slightly from 67% to 68%
* Meaningful Participation: increased slightly from 41% to 42%

Improvement in Middle School Students' Perceptions - Some areas of Grade 7 student experience improved:
* Academic Motivation: increased from 59% to 63%

* School Connectedness: increased slightly from 44% to 45%
* High Expectations: increased from 69% to 70%
* Meaningful Participation: increased from 22% to 24%
* School Safety: increased from 44% to 51%

Success 4: Panorama Social and Emotional Learning Survey Results

Improved Self-Management Across Grades - Significant growth in Self-Management is evident, especially in upper grades:
* Grade 5: increased from 71% to 73%
* Grade 6: increased from 69% to 73%
* Grade 7: increased from 67% to 72%
* Grade 8: increased from 67% to 70%

Recovery in Middle School Climate and Belonging:

Sense of Belonging:
* Grade 6: improved from 49% to 56%
* Grade 7: improved from 40% to 50%
* Grade 8: improved from 35% to 47%

Teacher-Student Relationships:
* Grade 7: increased from 54% to 60%
* Grade 6: improved from 69% to 71%

Stable or Slightly Improved Climate in Early Grades
* Grade 3 School Climate: increased from 66% to 67%
* Grade 4 Climate: remained relatively high at 66% to 63%

Success 5: District and Schools Five-by-Five Placement Reports - Performance Level Indicators on the California Dashboard (Performance Levels for Indicators on the California School Dashboard from highest to lowest: Blue, Green, Yellow, Orange, Red)

English Language Arts Placement Report - Increased to Yellow Status:
* District
* Charles Blackstock Junior High
* Fred Williams School
* Julien Hathaway School

Mathematics Placement Report - Increased to Yellow Status:
* District
* Hueneme School
* Julien Hathaway School
* Sunkist School

Chronic Absenteeism Placement Report - Declined to Orange (positive change):
* District
* Ansgar Larsen School
* Hollywood Beach School
* Richard Bard School

Chronic Absenteeism Placement Report - Declined to Yellow (positive change)
* Art Haycox School
* Fred Williams School
* Parkview School
* Hueneme School
* Julien Hathaway School
* Sunkist School

Success 6: Local Indicators on the California School Dashboard (https://www.cde.ca.gov/ta/ac/cm/localindicators.asp)
The achievements and progress described in this section are based on HESD's 2024 California Dashboard results. This year's Dashboard data is available within the Dashboard Communication Toolkit (cde.ca.gov/ta/ac/cm/dashboardtool)

HESD achieved "STANDARD MET" on all local indicators. These include:

- Basics: Teachers, Instructional Materials, and Facilities: This measure addresses the percentage of appropriately assigned teachers, students' access to curriculum-aligned instructional materials, and safe, clean, and functional school facilities.
- Implementation of Academic Standards: This measure covers the implementation of state academic standards.
- Parent and Family Engagement: This measure addresses Parent and Family Engagement, including how HESD builds relationships between school staff and families, student outcomes, and seeks input for decision-making.
- Local Climate Survey: This measure addresses information regarding the school environment based on a local climate survey administered every other year on school safety and connectedness.
- Access to a Broad Course of Study: This measure explores whether students have access to and are enrolled in a broad course of study, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

Successes - Actions

Success 1: Universal Screening in Reading and Mathematics
HESD uses AimswebPlus each trimester as a kindergarten through grade 8 universal screener in reading and mathematics (English and Spanish). The AimswebPlus Universal Screener (https://app.aimswebplus.com/) offers nationally normed, skills-based benchmark assessments and progress monitoring integrated into one application across reading and math domains. Results inform daily instruction and provide growth results in reading and math achievement using curriculum-based assessment and standards-aligned content. Additionally, AimswebPlus links to instructional resources to support growth in reading, writing, and math skills. AimswebPlus uncovers learning gaps quickly, identifies at-risk students, and assesses growth at the individual and group levels.

Success 2: Universal Screening in Social-emotional Learning Competencies
Panorama Social-Emotional Survey (https://www.panoramaed.com/products/social-emotional-learning-sel) is a universal screener given each trimester from kindergarten through grade 8 to measure students' Social-Emotional Learning (SEL) competencies. SEL skills are critical to school, career, and life success. Panorama's assessment tools measure and support each student's soft skills like growth mindset, self-efficacy, social awareness, and self-management. Staff use Panorama's on-demand resources and partner with Panorama's team to reflect on student voices and plan for the next steps. This universal screening has supported HESD in establishing a common understanding of SEL among staff, students, and our community. Multi-tiered Systems of Support (MTSS) teams at each site use Panorama data to create goals and implement plans for social-emotional learning. District and site administrators use the data to design high-quality professional development and build educator capacity around developing students' social-emotional skills.

Success 3: California Healthy Kids Survey
The California Healthy Kids Survey (https://www.cde.ca.gov/ls/he/at/chks.asp) is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency. It is administered to students in grades five and seven. It enables HESD to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence. The CHKS is part of a comprehensive data-driven decision-making process to improve the school climate and student learning environment for overall school improvements.

Success 4: Use of California School Dashboard with Educational Partners to Guide Decision-Making
HESD continually shares and monitors data reported annually on the California School Dashboard (https://www.caschooldashboard.org/). The Dashboard contains reports that display the performance of our district, schools, and student groups on state and local measures to assist in identifying strengths and challenging areas needing improvement. State measures for HESD include chronic absenteeism, suspension rate, and academic performance (which provides for performance in English language arts/literacy, mathematics, and science. Local measures are reported by our district based on data available only at the local level. These measures include clean and safe buildings, school climate, parent engagement, and access to a broad course of study. This information is not available for individual schools or student groups.

Success 5: Multi-Tiered System of Supports (MTSS) - MTSS Leadership Teams with Strong District Support - MTSS (https://www.cde.ca.gov/ci/cr/ri/mtsscomprti2.asp) is a framework all our schools use to give targeted student support. It is designed to identify struggling students early and intervene quickly. The supports offered focus on the "whole child" - academic growth, behavior, social and emotional needs, and absenteeism. MTSS supports the adults at school, too. It is a way to increase teacher, administrator, and classified employee effectiveness.

Key elements of our MTSS framework:
* Universal screening for all students early and throughout each school year
* Increasing levels of targeted support for those who are struggling
* Integrated plans that address students' academic, behavioral, social, and emotional needs
* A school-wide approach to student support with teachers, counselors, psychologists, administrators, classified staff, and other specialists working as a team
* Professional development for all staff
* Family involvement so parents and caregivers can understand and give support at home
* The use of evidence-based strategies at every tier of student support.

Success 6: Professional Learning for Staff
HESD provided the following professional learning for staff during the 2024-2025 school year:
* Multi-Tiered System of Supports with Panorama Student Success - Panorama Student Success (https://www.panoramaed.com/products/student-success) is an all-in-one platform to strengthen systems of support. The dashboards bring together information about student academics, attendance, behavior, and social-emotional learning so HESD educators can make data-driven decisions about student support. Panorama Student Success provided workshops to build a strong foundation in our staff, using Student Success to support students holistically. The training focused on applying data and inquiry protocols while building core platform knowledge and navigation skills.

* Sobrato Early Academic Language (SEAL) - Professional learning started in 2023-2024 (with Haycox and Hathaway Elementary) and expanded to train all nine elementary schools this year. SEAL (https://seal.org/) is a research-based, evidence-based approach to establishing systems and practices that support language development, literacy, and engaging, joyful learning for English Learners, Dual Language Learners, and ALL students.
* California Reading & Literature Project (CRLP) - Professional learning in foundational/comprehension reading skills and Content Area Language and Literacy (CALL) institutes (https://www.callutheran.edu/education/crlp/programs/index.html) focused on the tools and skills needed to analyze the academic language demands of course-specific texts and material (junior highs).
* Hatching Results (School Counselor Training): Professional learning designed to improve school counseling programs by utilizing evidence-based practice models (https://www.hatchingresults.com/).
* Dual Immersion - Professional learning for dual immersion staff on the importance of bilingualism and biliteracy in a dual language program, how to obtain high achievement in both program languages and sociocultural competence, how the dual immersion models work, what specific language teachers focus on and reinforce, how to structure your time teaching two sets of students and/or two languages in one class and collaborating with a partner teacher daily (https://www.cde.ca.gov/sp/el/er/edgedli.asp).
* Nonviolent Crisis Intervention Training - Provides staff with the skills to recognize and respond to everyday crises and de-escalate disruptive behavior (https://www.crisisprevention.com/our-programs/nonviolent-crisis-intervention/).
* LETRS (Language Essentials for Teachers of Reading and Spelling) - Five cohorts participated this school year (two elementary, one junior high, one early childhood, and all administrators) for training in Lexia LETRS® (Language Essentials for Teachers of Reading and Spelling) Suite (https://www.lexialearning.com/letrs), which is a comprehensive professional learning designed to provide educators and administrators with deep knowledge to be literacy and language experts in the science of reading.

Section 2: Challenges/Opportunities
Upon reflection of annual performance based on a review of the California School Dashboard and local data, HESD identified the following challenges/opportunities during the LCAP development process:

Challenge/Opportunity 1: English Language Arts

Students with Disabilities Consistently Underperforming
* District-wide, this group had the lowest performance with a distance from standard of -136.1 and a decline of 4.3 points.
* At the school level:
- Hueneme Elementary: -136.1 (declined 20 points).
- Parkview Elementary: -127.7 (declined 13.8 points).
- Charles Blackstock Junior High: -146.2 (declined 4.8 points).
- E.O. Green Junior High was the exception, showing improvement (+8.4 points), though performance remained low at -143.4.

Unhoused Students Facing Persistent Academic Challenges
* District-wide, unhoused students remained significantly below standard at -85.5 and showed no improvement.
* Art Haycox Elementary and E.O. Green Junior High both report very low scores for unhoused students (-125 and -78.4, respectively), with minimal or no improvement.

Schools with Declining or Maintained Performance
* Hueneme Elementary had substantial declines among multiple groups:
- English Learners declined by 23.1 points.
- Students with Disabilities declined by 20 points.
- Hispanic students declined by 14.3 points.

Despite growth, average scale scores for several student groups—especially English Learners, Students with Disabilities, and Unhoused students—remain below the "Standard Met" threshold in every grade.

Challenge/Opportunity 2: Mathematics

Students with Disabilities Underperforming - This student group had the lowest scores across the district and schools:
* District-wide: -154.8, with minimal change (+0.3 points).
* Charles Blackstock Junior High: -193.3 (declined 4.8 points).
* E.O. Green Junior High: -185.7 (maintained 2.1 points).
* Parkview Elementary: -134.8 (declined 11.1 points).
* Hueneme Elementary: -122.3 (declined 20 points).

Hueneme Elementary Declines Across All Groups:
* English Learners declined by 23.1 points.
* Socio-Economically Disadvantaged students declined by 21.9 points.
* Students with Disabilities declined by 20 points.
* Hispanic students declined by 14.3 points.

Persistent Low Performance Among African American and Unhoused Students:
*District-wide, African American students declined significantly by 12.3 points, reaching -102.5.
* Unhoused students remain well below standard at -109.3, with no improvement (-1.4 points).

Moderate Gains but Still Low Achievement at Junior Highs - Although Charles Blackstock and E.O. Green Junior High Schools made gains, their overall and subgroup scores remain very low:
* Charles Blackstock: All students at -110.9; English Learners at -135.7; Students with Disabilities at -193.3.
* E.O. Green: All students at -113.6; English Learners at -147.4; Students with Disabilities at -185.7.

Persistently Low Achievement for Key Student Groups - Despite growth, average scale scores for English Learners and Students with Disabilities remain below the "Standard Met" range across all grades.
Overall Grade 8:
* English Learners: 2408.6 (well below 2503 cutoff for "Nearly Met")
* Students with Disabilities: 2416.5
* Unhoused students: 2454.4
Decline Among Unhoused Students in Grade 8 - While this group improved in Grades 3 through 7, Grade 8 scores declined by 6.1 points—the only drop among all student groups across grades.

Foster Youth Performance Still Below Proficiency and No Growth Data - While some scale scores are reported for Foster Youth, there is no year-over-year comparison, and all values remain below standard:
* Grade 3: 2365.4
* Grade 4: 2394.2
* Grade 5: 2408.8
* Grade 6: 2419.2
* Grade 7: 2422.4
* Grade 8: 2428.5

Challenge/Opportunity 3: Science

Mixed Outcomes in Grade 5 Science Performance:
* All Grade 5 students: 17.79% met standards—an increase of 3.83 percentage points over the prior year.
* Students with Disabilities: Improved by 2.61 percentage points, reaching 3.64%.
* English Learners: Performance declined slightly to 0.47%, a 0.35 percentage point decrease.

Declines in Grade 8 Science Performance
* All Grade 8 students: 10.96% met standards—a 1.62 percentage point decline.

* English Learners and Students with Disabilities: Both groups scored 0%, with Students with Disabilities showing a 2.46 percentage point decrease.

Challenge/Opportunity 4: English Learner Progress Indicator

Overall Decline in English Learner Progress:
* Only 44.7% of English Learners in the district made progress toward English language proficiency—a decrease of 9.9% from the previous year.

Significant Decline at Julien Hathaway School:
* Only 27.6% of English Learners are making progress, a dramatic drop of 37.9%.

Challenge/Opportunity 5: Chronic Absenteeism Rate

High Overall Chronic Absenteeism - At 21.7%, more than 1 in 5 students across the district are chronically absent. This significantly exceeds the state's expectation and reflects a systemic attendance issue.

Red Indicator for Multiple Student Groups - The district received the lowest performance level (red) for the following groups:
* Foster Youth: 40%
* Filipino students: 16.3%
* Students of Two or More Races: 22.8%

School-Level Attendance Challenges - Several schools reported absenteeism rates well above the district average:
* Hollywood Beach School: All Students: 24.9%, White students: 29.6%
* E.O. Green Junior High: White students: 28.1%
* Ansgar Larsen School: All Students: 23.6%, Socio-economically Disadvantaged students: 23.7%, Homeless Youth: 23.6%, Hispanic students: 23%

Challenge/Opportunity 6: California Healthy Kids Survey Results

Persistent Gaps Between Elementary and Middle School - The drop-off in student perceptions from Grade 5 to Grade 7 remains significant:
* School Connectedness: 70% (Grade 5) to 45% (Grade 7)
* Caring Adult Relationships: 68% (Grade 5) to 53% (Grade 7)
* Meaningful Participation: 42% (Grade 5) to 24% (Grade 7)
* School Safety: 72% (Grade 5) to 51% (Grade 7)

Challenge/Opportunity 7: Pamnorama Social and Emotional Learning Survey Results

Drop in Self-Efficacy - A sharp decline in student confidence in their ability to succeed is seen across grades:
* Grade 5: dropped from 54% to 44%
* Grade 6: from 48% to 42%
* Grade 7: from 42% to 40%
* Grade 8: from 38% to 35%

Climate in Upper Grades:
* Grade 8 School Climate: declined from 37% to 40% (slight improvement, but still very low)
* Grade 5 School Climate: dropped significantly from 66% to 57%

Consistency in Low Grit and Perseverance - Grit levels remain unchanged or weakly improved, showing minimal year-over-year change:
* Grade 3: 63% to 62%
* Grade 5: remained at 59%
* Grade 8: 48% to 50%

Challenge/Opportunity 8: District and Schools Five-by-Five Placement Reports - Performance Level Indicators on the California Dashboard (Performance Levels for Indicators on the California School Dashboard from highest to lowest: Blue, Green, Yellow, Orange, Red)

- English Learner Indicator Progress Placement Report:

Declined to Orange:
* District
* Charles Blackstock Junior High
* Parkview School
* Art Haycox School
* Richard Bard School
* Ansgar Larsen School
* Sunkist School

Declined to Red:
* Fred Williams School
* Julien Hathaway School

- Chronic Absenteeism Placement Report

Increased significantly to Red:
* Charles Blackstock Junior High
* EO Green Junior High

Section 3: Schools, Student Groups, and Indicators in the Lowest Performance Level (Red)

Based on the 2024 California School Dashboard, the following schools, student groups, and indicators have been identified as performing at the lowest level. The results highlight the need to investigate further through root cause analysis to identify and address the identified needs through targeted interventions and support to close the persistent disparities and performance gaps. Root cause analysis involves identifying the underlying causes behind the priority performance challenges identified during data analysis. Root causes describe the deepest underlying cause, or causes, of performance challenges, and they become the focus of major improvement strategies. Determining root causes can be considered a funnel, starting with the broadest thinking possible about causes related to each prioritized performance challenge and systematically narrowing and deepening the collective understanding until the team arrives at a root cause.

HESD student groups performing in the lowest performance level on one or more state indicators on the 2024 Dashboard

(https://www.caschooldashboard.org/reports/56724620000000/2023):

* Foster Youth (Suspension Rate)
* Homeless (English Language Arts, Mathematics, Chronic Absenteeism)
* Students with Disabilities (English Language Arts, Mathematics)
* African American (Mathematics, Chronic Absenteeism)

* English Language Arts - how well students meet grade-level English Language Arts assessment standards. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11.

Student Groups in Red:

2023 - English Learners, Hispanic, Homeless, Socio-economically Disadvantaged, Students with Disabilities
2024 - Homeless, Students with Disabilities

(English Learners, Hispanic, and Socio-economically Disadvantaged advanced to orange.)

* Mathematics—how well students meet grade-level standards on the Mathematics assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11.

Student Groups in Red:

2023 - English Learners, Hispanic, Socio-economically Disadvantaged, Students with Disabilities
2024 - African American, Homeless, Students with Disabilities

(English Learners, Hispanic, and Socio-economically Disadvantaged advanced to orange)

* Chronic Absenteeism - the percentage of students in kindergarten through grade 8 absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=District&cds=56724620000000&year=2022-23.

Student Groups in Red:

2023 - Filipino, Foster Youth, Two or More Races
2024 - African American, Homeless

(Filipino advanced to yellow; Foster Youth and Two or More Races advanced to orange)

* Suspension Rate - the percentage of kindergarten through grade 12 students suspended for at least one aggregate day in a given school year. Students suspended multiple times or for multiple days are only counted once.

Student Groups in Red\:

2023 - Asian, White
2024 - Foster Youth

(Asian has no performance color; White advanced to orange)

HESD schools performing in the lowest performance level on one or more state indicators on the 2024 Dashboard (https://www.caschooldashboard.org/reports/56724620000000/2023):

* Bard Elementary School
2023 - None
2024 - None

* Beach Elementary School
2023 - Chronic Absenteeism
2024 - None
(Chronic absenteeism advanced to orange.)

* Hathaway Elementary School
2023 - English Language Arts
2024 - English Learner Progress
(English Language Arts advanced to yellow.)

* Haycox Elementary School
2023 - English Language Arts, Mathematics, Suspension Rate, Chronic Absenteeism
2024 - English Language Arts
(Mathematics advanced to orange; Suspension Rate advanced to green; Chronic Absenteeism advanced to yellow.)

* Hueneme Elementary School
2023 - None
2024 - English Language Arts

* Larsen Elementary School
2023 - Chronic Absenteeism
2024 - English Language Arts
(Chronic Absenteeism advanced to orange.)

* Parkview Elementary School
2023 - English Language Arts
2024 - English Language Arts

* Sunkist Elementary School
2023 - None
2024 - None

* Williams Elementary School
2023 - None
2024 - English Learner Progress

* Blackstock Junior High School
2023 - Mathematics
2024 - Chronic Absenteeism
(Mathematics advanced to orange.)

* Green Junior High School
2023 - Mathematics, English Learner Progress, English Language Arts
2024 - Chronic Absenteeism
(Mathematics and English Language Arts advanced to orange; English Learner Progress advanced to yellow.)

Student groups within HESD schools performing in the lowest performance level on one or more state indicators on the 2024 Dashboard (https://www.caschooldashboard.org/reports/56724620000000/2023):

* Bard Elementary School
2023:
None

2024:
English Language Arts: English Learners, Students with Disabilities
Mathematics: Students with Disabilities
Chronic Absenteeism: Unhoused Youth
Suspension Rate: White

* Beach Elementary School
2023:
Chronic Absenteeism: All students, White

2024:
Chronic Absenteeism; Student with Disabilities (White advanced to orange.)

* Hathaway Elementary School
2023:
English Language Arts: English Learners, Hispanic, Socio-economically Disadvantaged
Mathematics: English Learners

2024:
English Language Arts: None (English Learners and Socio-economically Disadvantaged advanced to orange; Hispanic advanced to yellow.)
Mathematics: English Learners

* Haycox Elementary School
2023:
English Language Arts: All students, English Learners, Homeless, Socio-economically Disadvantaged, Hispanic
Math: All students, English Learners, Socio-economically Disadvantaged, Hispanic
Chronic Absenteeism: Unhoused Youth

2024:
English Language Arts: English Learners, Hispanic, Socio-economically Disadvantaged, Students with Disabilities (Unhoused Youth advanced to orange.)
Math: None (English Learners, Socio-economically Disadvantaged, and Hispanic advanced to orange.)
Chronic Absenteeism: None (Unhoused Youth advanced to orange.)

* Hueneme Elementary School
2023:
English Language Arts: English Learners, Students with Disabilities, Hispanic
Math: English Learners, Students with Disabilities, Hispanic, Socio-economically Disadvantaged

2024:
English Language Arts: English Learners, Hispanic, Socio-economically Disadvantaged, Students with Disabilities
Math: None (English Learners and Students with Disabilities advanced to orange; Hispanic and Socio-economically Disadvantaged advance to yellow.)

* Larsen Elementary School
2023:
Chronic Absenteeism: All Students, Unhoused Youth, Socio-economically Disadvantaged, Hispanic

2024:
English Language Arts: English Learners, Hispanic, Unhoused Youth, Socio-economically Disadvantaged, Students with Disabilities
Mathematics: Hispanic, Students with Disabilities

* Parkview Elementary School
2023:
English Language Arts: All students, English Learners, Socio-economically Disadvantaged, Students with Disabilities, Hispanic
Math: English Learners, Students with Disabilities

2024:
English Language Arts: All students, English Learners, Socio-economically Disadvantaged Students with Disabilities, Hispanic
Math: English Learners, Students with Disabilities
Chronic Absenteeism: Unhoused Youth

* Sunkist Elementary School
2023:
None

2024:
English Language Arts: Homeless, Students with Disabilities
Mathematics: Students with Disabilities
Chronic Absenteeism: Students with Disabilities

* Williams Elementary School
2023:
English Language Arts: English Learners, Socio-economically Disadvantaged
Chronic Absenteeism: Filipino

2024:
English Language Arts: None (English Learners advanced to orange; Socio-economically Disadvantaged advanced to yellow.)
Mathematics: Homeless, Students with Disabilities
English Learner Progress: English Learners
Chronic Absenteeism: None (Filipino advanced to yellow.)

* Blackstock Junior High School
2023:
English Language Arts: English Learners, Socio-economically Disadvantaged, Students with Disabilities, Hispanic, White
Math: All students, English Learners, Socio-economically Disadvantaged, Students with Disabilities, Hispanic, White

2024:
English Language Arts: Unhoused Youth, Students with Disabilities (English Learners advanced to orange; Socio-economically Disadvantaged, Hispanic, and White advanced to yellow.)
Math: Students with Disabilities (All students, English Learners, Socio-economically Disadvantaged, and Hispanic advanced to orange; White advanced to yellow.)
Chronic Absenteeism: All students, English Learners, Hispanic, Unhoused Youth, Socio-economically Disadvantaged, Students with Disabilities, White
Suspension Rate: Students with Disabilities

* Green Junior High School
2023:
English Language Progress: All students, English Learners
English Language Arts: All students, English Learners, Socio-economically Disadvantaged, Students with Disabilities, Hispanic
Math: All students, English Learners, Socio-economically Disadvantaged, Students with Disabilities, Hispanic
Chronic Absenteeism: Unhoused Youth, White

2024:
English Language Progress: Hispanic, Unhoused Youth, Long-Term English Learners, Students with Disabilities (All students and English Learners advanced to orange.)
English Language Arts: Hispanic, Unhoused Youth (All students, English Learners, Socio-economically Disadvantaged, and Students with Disabilities advanced to orange.)
Math: Students with Disabilities, Hispanic, Unhoused Youth, Long-term English Learners (All students, English Learners, and Socio-economically Disadvantaged advanced to orange.)
Chronic Absenteeism: English Learners, Hispanic, Unhoused, White, Socio-economically Disadvantaged, Students with Disabilities

Section 4: Actions to Address the Identified Needs

To address the identified needs of student groups and schools within the Local Control and Accountability Plan (LCAP), HESD is implementing targeted strategies tailored to the specific challenges faced by these groups:

* Data Analysis and Monitoring using Panorama Student Success Platform and the California School Dashboard: The District and site will conduct detailed analyses of student performance data from our Panorama Student Success Platform and the 2024 Dashboard, identifying schools and student groups that have scored lowest on state and local indicators to identify the specific areas where improvement is needed.

* Targeted Interventions: Once the areas of improvement are identified, the district and sites will continue to develop tailored interventions and support programs to address the needs of underperforming schools and student groups. These interventions might include additional instructional support, mentoring programs, or specialized resources.

* Professional Development: HESD will provide professional development opportunities for teachers and staff members to equip them with the tools and strategies to better support struggling students. Professional learning sessions may include differentiated instruction, culturally responsive teaching practices, or strategies for supporting diverse learners.

* Community Engagement: Engaging parents, caregivers, and community members is essential in supporting student success. HESD will

continue to organize outreach events, workshops, or forums to involve the community in the improvement efforts and to solicit input on how best to support students.

* Resource Allocation: Strategically allocating resources to prioritize the needs of underperforming schools and student groups is crucial to HESD, ensuring these groups receive the support they need to succeed.

* Continuous Improvement and Evaluation: HESD will strive to continuously improve, regularly evaluating the effectiveness of interventions and making adjustments as needed, ensuring resources are being used effectively and that progress is being made toward improving student outcomes.

Addressing State Priority 7A (Access to a Broad Course of Study):

HESD will utilize the following locally selected measures to track the extent to which all students have access to and are enrolled in a broad course of study: Junior High: Master Schedule, Teacher Credentials, Student Rosters - Electives, Student Rosters - Enrichment Activities/Programs Elementary: School-wide Daily Schedules, PE and Music Specialist Schedules, Student Rosters - Enrichment Activities/Programs

A review of the locally selected measures and tools listed above shows that students in HESD have access to and are enrolled in a broad course of study. There are no identified differences across school sites and student groups regarding access to and enrollment in a broad course of study. In addition, each middle school has developed elective programs and/or strands in several career areas, vertically aligning with our feeder high schools: Charles F. Blackstock: Arts and Entertainment (Journalism elective and Mariachi Club), Engineering (STEM elective, MakerSpace Club, Engineering Club) E.O. Green: Engineering (STEM elective), Coding and Robotics, and Multimedia.

No identified barriers prevent the LEA from providing all students access to a broad course of study. In alignment with Local Indicator for State Priority 7A, HESD strives to give all students, including unduplicated pupils and individuals with exceptional needs, access to and enrollment in a broad course of study. Our comprehensive curriculum encompasses core academic subjects, including English Language Arts, Mathematics, Science, and History-Social Science, as well as a diverse range of additional subjects such as visual and performing arts and physical education.

Throughout the academic year, we continually evaluate and adapt our course offerings to ensure they meet our student population's evolving needs and interests. Our dedicated faculty and staff collaborate to develop inclusive, engaging, standards-aligned lessons that promote critical thinking, creativity, and real-world applications. We also provide targeted support and interventions for students needing additional assistance to access the full curriculum.

We will continue to monitor our locally selected measures to ensure access to a broad course of study for all students. Moving forward, we remain committed to maintaining and expanding our broad course of study, regularly reviewing student data and educational partner feedback to identify areas for improvement and innovation. By providing a well-rounded education that challenges and supports all learners, we aim to ensure that every student has the opportunity to reach their full potential.

The Learning Recovery Emergency Block Grant (LREBG) was established in response to the COVID-19 pandemic to support schools' long-term recovery efforts. The grant addresses student learning, mental health, and overall well-being. LREBG provides one-time funds to LEAs for learning recovery initiatives through the 20276-28 school year. HESD currently does not have any unexpended LREBG funding.

Reflections: Technical Assistance

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

Based on a review of the Fall 2024 Dashboard data, two student groups—African-American and homeless — are eligible for Differentiated Assistance.

Priority 4, 5 African American - Pupil Achievement, Chronic Absenteeism
Priority 4, 5 Homeless- Pupil Achievement, Chronic Absenteeism

HESD participated in a differentiated assistance support meeting with the Ventura County Office of Education on January 28, 2025. The following was addressed at this planning support meeting:

* California School Dashboard - Outcomes
* Current LCAP - Goals, actions, and metrics
* Student achievement data for identified student groups
* Identification of specific actions addressing the implementation of technical assistance:
    - Goal 1: Action 1: Support for Professional Learning—Enhancing expertise and efficacy in literacy, English language development, math, history/social science, technology, and science to better support diverse learners.

Goal 2, Action 2: Support for Social and Emotional Health—School counselors assist students in making decisions, managing emotions, coping with crises, overcoming barriers to learning, and seeking access to the core curriculum.

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.

E.O. Green Junior High School was identified for Comprehensive Support and Improvement (CSI) in the 2023-24 school year based on the 2022/23 California School Dashboard state indicators results. Green’s eligibility for CSI was based on being “not less than the lowest-performing five percent of Title I schools” and receiving all orange and red indicators on the California School Dashboard.

Support for Identified Schools

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

The district will support E.O. Green Junior High School to develop a responsive, comprehensive support and improvement plan in the following ways:

Support #1: Multi-Tiered Systems of Support (MTSS) Model

HESD will support Green as they continue to build (initiated in 2018/19) a site MTSS plan to address the academic, social/emotional, and behavioral aspects of effective instruction and acceleration. The Senior Director of Student Support Services and the Associate Superintendent of Educational Services will regularly meet and guide the Green MTSS team in developing academic, social-emotional, and behavioral support.

Objectives include:
* Focusing on aligning Green's initiatives, supports, and resources system.
* Systematically addressing support for all students.
* Enabling a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesigning integrated services and supports.
* Endorsing Universal Design for Learning (UDL) instructional strategies so all students have opportunities for learning through differentiated content, processes, and products.
* Integrating instructional and acceleration support so systemic changes are sustainable and based on CCSS-aligned classroom instruction.

Support #2: Within the MTSS model, HESD will support Green in focusing on struggling students. Actions to include:

* Universal screeners - aimsWeb Benchmark Screener for Language Arts and Mathematics, and the Panorama Social-Emotional Screener
* High-quality classroom (Tier 1) instruction
* High expectations
* Multiple, intensified tiers of support
* Data-driven decision-making
* Problem-solving systems approach
* Research/evidence-based lesson design, scaffolding, and accelerations
* Positive behavioral support
* Professional development
* Staff collaboration - within and between departments and vertically, grades 6-8
* Parent/family involvement

Support #3: Needs Assessment

Educational partners (to include certificated, classified, parents, administration, and students) will participate in needs assessments to examine the current implementation status of school-wide practices demonstrated through research and provide a basis for successfully including all students in the school community. Green will use the results to:

* Identify and prioritize practices for transformation or continuous improvement (including identifying resource inequities and how types of inequities are addressed).
* Internal decision-making about actions to install and implement those practices.
* Follow-up on the impact/results of action plans and practices.

Support #4: Principal and Assistant Principal - Leadership Coaching and Support
* Leadership Development: Coaching to help site administration develop leadership skills. To include effective communication, conflict resolution, and decision-making techniques to lead their school community better.
* Strategic Planning: Assist site administration in developing school strategic plans. This involves setting goals, creating action plans, and identifying key performance indicators to measure success.
* Problem-Solving Skills: Support in developing problem-solving skills and thinking critically about issues affecting the school.
* Professional Growth: Encourage site administrators to reflect on their practices and seek continuous improvement. To provide feedback, offer insights, and suggest resources for professional development.
* Team Building: Support the development of a positive school culture and foster collaboration among staff members; develop strategies for team building and improving morale.

Monitoring and Evaluating Effectiveness

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

The district will monitor and evaluate Green's plan to support student and school improvement in the following ways:

1. Multi-Tiered Systems of Support (MTSS) Model/RtI2 Processes
Green will use an MTSS/RtI2 Self Assessment Tool to monitor and evaluate the implementation and effectiveness of their MTSS/RtI2 model and processes. This assessment tool assists educational partners in determining the "next steps" toward implementing a multi-tiered Response to Instruction and Intervention (RtI2) approach for meeting the learning needs of all students. The tool addresses California's RtI2 Core Components along with specific quality sub-indicators. The tool will be completed with input from certificated staff members, classified staff members, administration, grade level/department teams, and the school MTSS leadership team to formulate/update the school profile, develop and monitor goals, identify support needed, and encourage team conversations/collaboration.

2. Results for Green Junior High on the 2025 California School Dashboard - Monitor and evaluate growth in English language arts/literacy, mathematics, science, behavior, social and emotional measures, and attendance.

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
LCAP Educational Partner Advisory Committee * Principals - 4 * District Administrators - 4 * Local bargaining units (HEA and CSEA) - 8 * Parents - 10 * Students - 8 (four elementary and four junior high) * Community members - 1	Meeting Dates: October 23, November 20, January 15, February 26, April 30, May 28
Special Education Local Plan Area Administrator (SELPA)	Consultation on March 10, 2025 - The meeting emphasized accountability and transparency for special education support, social-emotional support, and increased professional learning for alignment between special education and general education.
District English Learner Advisory Committee	Meeting Dates: October 30, November 14, December 12, January 9, March 13
Public Hearing and Board Adoption	A public hearing is scheduled for June 9, 2025. no comments from the public were provided. The HESD governing board adoption occurred on June 23, 2025.

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

Section 1: Process/Steps Used by the LCAP Educational Partner Advisory Committee

* Analysis and Synthesis: Once input is gathered, it is analyzed to identify common themes, areas of concern, and priorities. Educational partners' input highlighted key areas needing attention, such as curriculum enhancements, student support services, and professional

development needs.

* Alignment with Goals: The feedback provided by educational partners is aligned with the overarching vision and goals of HESD. This ensured that the LCAP reflects the shared vision and priorities of the entire educational community.

* Action Planning: Based on the input received, specific actions and strategies are developed within the LCAP to address identified needs and priorities.

* Budget Allocation: Educational partner input provides insights into resource allocation preferences. Educational partners' input influences how funds are allocated across different actions outlined in the LCAP, ensuring that resources are directed toward areas of greatest need and impact.

* Monitoring and Revision: Throughout the implementation of the LCAP, ongoing monitoring and evaluation metrics were established to assess progress towards goals. Feedback loops such as surveys, focus groups, meetings, and workshops will continue to gather input on the strategies' effectiveness and inform any revisions to the LCAP plan.

The annual and ongoing engagement of educational partners is a key component of the Hueneme Elementary School District's Local Control Accountability Plan (LCAP) development process. The goals, actions, expenditures, metrics, and targets within the LCAP are informed by the voices of students, families, staff, and community members. Consistent with the statute, such engagement supports 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 HESD educational partners is an ongoing, annual process.

Section 2: How educational partners' engagement influences the decisions reflected in the adopted LCAP from September 2024 through June 2025

Our district's goal is to allow educational partners who participate in the LCAP development process and the broader public to understand how HESD engages educational partners and the impact of that engagement.

Engagement Process: Our educational partners were actively engaged in the LCAP development process through various means, such as surveys, focus groups, meetings, and workshops. This ensured diverse perspectives were collected and considered.

Examples:
- Community Meetings: The district holds community meetings at Haycox Elementary School to discuss the Local Control Accountability Plan Survey and assist parents and community members complete the survey. These meetings were organized for Spanish and Mixteco-speaking

families to ensure full language access to the survey questions and answers. Other community meetings include, but are not limited to, Cafe con Leche, Coffee with the Principal, English learner parent meetings, staff meetings, Triple P and Parent Project parenting classes, Back to School Nights, Spring Open Houses, and Parent Teacher Association (PTA) meetings.
- Multilingual Learner Advisory Committee (MLAC): This committee comprises parents and community members who provide ongoing information and solicit feedback on multilingual programs and the Local Control Accountability Plan. The committee meets regularly throughout the year and provides feedback on draft versions of the LCAP.
- District Multilingual Learner Advisory Committee (DMLAC) meetings. The committee advises the district on programs and services for multilingual learners. It provides input on developing the Local Control and Accountability Plan's goals, actions, and expenditures for improving student outcomes. They also work to review the effectiveness of current programs and make recommendations for improvement. The committee participates in developing the Title III plan, which outlines how the district will use federal funds to support LCAP goals and actions specific to multilingual learners.
- Special Education Local Plan Area Administrator (SELPA) Engagement - The meeting on March 10, 2025, emphasized accountability and transparency for special education support, Social-emotional support, Increased professional learning for alignment between special education and general education
- District Collaboration Team (representatives from labor, administration, and governing board that meet monthly before each governing board meeting) Based on The California Labor Management Initiative (CA LMI) Model, a project of the CDE Foundation, this team brings together union and management leaders to co-develop structures and practices that lift staff voices and build systems for continuous improvement to create better outcomes for students and staff, parents and communities. The CA LMI fosters and supports labor-management partnerships as a foundational element of improving public schools and advancing educational equity in California.

Process:
* Educational Partner Input: Input from educational partners is systematically collected, ensuring all voices are heard. Surveys are distributed to teachers, classified staff, administrators, parents, community members, and students, asking about their priorities, concerns, and suggestions for improving educational outcomes. The district conducts various surveys to gather input and feedback regarding the Local Control Accountability Plan, administered online, via email, text, newsletter, district website, and in person. These surveys include the Local Control Accountability Plan (LCAP) Educational Partners Survey, the Panorama Family Engagement Survey, and the Panorama Socio-Emotional (SEL) Surveys.

* Analysis and Synthesis: Once input is gathered, it is analyzed to identify common themes, areas of concern, and priorities. Educational partners' input highlighted key areas needing attention, such as curriculum enhancements, student support services, and professional development needs.

* Alignment with Goals: The feedback provided by educational partners is aligned with the overarching vision and goals of HESD. This ensured that the LCAP reflects the shared vision and priorities of the entire educational community.

* Action Planning: Based on the input received, specific actions and strategies are developed within the LCAP to address identified needs and priorities.

* Budget Allocation: Educational partner input provides insights into resource allocation preferences. Educational partners' input influences

how funds are allocated across different actions outlined in the LCAP, ensuring that resources are directed toward areas of greatest need and impact.

* Monitoring and Revision: Throughout the implementation of the LCAP, ongoing monitoring and evaluation metrics were established to assess progress towards goals. Feedback loops such as surveys, focus groups, meetings, and workshops will continue to gather input on the strategies' effectiveness and inform any revisions to the LCAP plan.

In summary, the adopted LCAP was and will continue to be influenced by the input provided by educational partners through a collaborative process of engagement, analysis, alignment, action planning, budget allocation, and ongoing monitoring. This ensures that the LCAP plan reflects our educational community's priorities and needs, aiming to improve student outcomes and enhance educational equity.

Section 3: LCAP Educational Partners Advisory Committee

The district holds regular meetings with Spanish translation, during which educational partners—parents, classified employees, certificated employees, administrators, students, and community members—provide input on the Local Control Accountability Plan. These meetings are announced through email, phone calls, and notices. The committee met eight times this school year.

HESD educational partners were consulted when developing the LCAP:

* Teachers
* Principals
* Administrators
* Other school personnel
* Local bargaining units (HEA and CSEA)
* Parents
* Students
* Community members

Meeting Dates:
October 23, November 20, January 15, February 26, April 30, May 28

District English Learner Advisory Committee

The district holds regular meetings in Spanish, during which educational partners—parents, administrators, and community members—provide input on the Local Control Accountability Plan related to English Learners/Multilingual Learners. These meetings are announced through email, phone calls, and notices. The committee met five times this school year.

HESD educational partners were consulted when developing the LCAP:

* Administrators
* Parents
* Community members

Meeting Dates:
October 30, November 14, December 12, January 9, March 13

Section 4:
Summary of Feedback Received from Educational Partners:
The feedback provided by our educational partners reaffirmed and built upon key priorities communicated in the previous LCAP and annual updates. The following summary outlines information from our educational partner engagement opportunities regarding LCAP goals, actions, and expenditures.

* Local Control Accountability Plan (LCAP) Educational Partner Survey

Topic Descriptions:

- Barriers to Engagement- Factors that can create challenges for families to interact with or become involved with their child's school. Survey-takers responded, "How big of a problem are the following issues for becoming involved with your child's current school?"
- School Fit- Families' perceptions of how well a school matches their child's developmental needs.
- Social Awareness- How well students consider the perspectives of others and empathize with them.
- Roles and Responsibilities- Perceptions of who should be primarily responsible for school success. Survey-takers responded to the statement, "Many different factors play a role in school success. Each statement below represents something that may contribute to children's success in schools. Please indicate who you think is primarily responsible for each factor."
- School Climate- Perceptions of the school's overall social and learning climate.
- Background Questions- Demographic information about survey-takers.
- Family Engagement- The degree to which families become involved with and interact with their child's school.
- Classroom Effort- How much effort students exert in key behaviors corresponds to successful learning and course performance.
- Learning Behaviors- Families' perceptions of their child's learning-related behaviors.
- Teacher-Student Relationships- How strong is the social connection between teachers and students within and beyond the classroom?

Analysis of LCAP Educational Partner Survey Results:

The 2024/25 HESD LCAP Survey gathered valuable input from three key educational partner groups—students, families, and employees—to assess perceptions across various school climate and engagement categories. These perspectives offer insight into the district's strengths

and areas of need.

Across most areas, families and employees reported highly favorable perceptions, often in the 90% range. Families, in particular, expressed strong confidence in categories such as Barriers to Engagement (96%), School Fit (97%), and Social Awareness (97%). Similarly, employees showed strong favorability in Barriers to Engagement (97%), School Climate (96%), and Teacher-Student Relationships (93%). These results indicate that adults in the home and school see the learning environment as supportive and accessible.

In contrast, students—while generally positive—reported notably lower levels of favorability in several key areas. For instance, students rated Learning Behaviors at just 55%, compared to 97% from families and 88% from employees. Likewise, students rated Teacher-Student Relationships at only 55%, despite the strong ratings from families (88%) and staff (93%). These discrepancies suggest that while adults perceive relationships and learning conditions as positive, many students are not experiencing them in the same way. This gap emphasizes the need to amplify student voice and create more intentional opportunities for relationship-building and student engagement.

Another area of disconnect appears in the category of Family Engagement. While 87% of families expressed favorable views of engagement efforts, only 59% of employees agreed, marking the lowest rating among staff responses. This contrast points to a potential misalignment between family and staff perspectives and may signal a need to strengthen collaboration, communication, and mutual understanding between school and home.

Despite these areas of concern, the alignment among educational partners in categories such as Barriers to Engagement, School Fit, and Social Awareness highlights common ground and shared priorities. These areas can serve as a foundation for building further coherence and trust among partners.

Conclusion and Next Steps

The LCAP survey results show that while families and staff primarily view the district's efforts favorably, student perceptions—especially around relationships, learning behaviors, and belonging—highlight opportunities for growth. Moving forward, the district can enhance outcomes by:
* Prioritizing student-centered engagement strategies to improve self-efficacy and connection.
* Developing more targeted family-school partnerships that are responsive to the lived experiences of both families and educators.
* Using this data to inform professional learning and strategic planning that reflects the voices of all educational partners.

By honoring these perspectives and acting upon them, HESD can continue to foster an inclusive, supportive, and equitable learning environment for all students.

Results:

* HESD Student LCAP Survey - % Favorable

Barriers to Engagement 88%
School Fit 87%
Social Awareness 85%
Roles and Responsibilities 76%
School Climate 78%
Background Questions 69%
Family Engagement 74%
Classroom Effort 68%
Learning Behaviors 55%
Teacher-student Relationships 55%

* HESD Family LCAP Survey - % Favorable

Barriers to Engagement 96%
School Fit 97%
Social Awareness 97%
Roles and Responsibilities 95%
School Climate 94%
Background Questions 95%
Family Engagement 87%
Classroom Effort 95%
Learning Behaviors 97%
Teacher-student Relationships 88%

* HESD Employee (Teachers & Staff) LCAP Survey - % Favorable

Barriers to Engagement 97%
School Fit 96%
Social Awareness 94%
Roles and Responsibilities 93%
School Climate 96%
Background Questions 95%
Family Engagement 59%
Family Support 92%
Classroom Effort 92%
Learning Behaviors 88%
Teacher-student Relationships 93%

Top resources and services that educational partners feel will support increased academic achievement for all students:

- Special Programs such as STEM, the Arts, and AVID
- Additional instructional resources such as supplies, hands-on experiences, and field trips
- Classroom instructional aide support
- Targeted intervention support and programs for students
- Technology Integration
- Reduced student/teacher class size ratios

DATA SOURCE: 2024/25 Panorama LCAP Educational Partner Surveys (Student, Family, Employee-Teachers & Staff)

Section 5:

HESD LCAP Goal Statements - The 2023/24 to 2026/27 LCAP goals reflect key priorities voiced by educational partners and align with the input results discussed in the previous section.

Goal 1 (student academic outcomes): Our educational partners continue to express the need to have students participate in a rigorous academic experience, and our reduced class sizes in all grades help to ensure opportunities for focused and explicit delivery of instruction. Educational partners also expressed the need for students to participate in extended learning opportunities and receive academic intervention support. As a result, continued effort in providing these opportunities to our students will remain a priority and ensure that student groups with the highest need are targeted for extra support. The actions supporting this goal are linked tightly to developing an effective Multi-Tiered System of Support (MTSS) across all school sites.

HESD will provide a high-quality educational program that improves all students' academic achievement.

Our core curricular program will remain a primary area of focus to ensure that it is standards-based and uniformly implemented across the district.

Major components of this goal include:
- Focus on equity and access for students through our curriculum, instruction, and assessment
- Accurate collection and analysis of data
- Evidence-based programs/services to maximize learning for our students
- Value the strengths that diverse students bring to the classroom

Goal 2 (student engagement): Educational partners continue to stress the importance of each student being provided the specific academic, behavioral, social-emotional, mental, and physical health supports to meet their individual needs. Educational partners have indicated the continued need to provide all students with targeted social and emotional support. The LCAP will continue to fund counseling at each school site to support students, families, and staff. In addition, professional learning around social and emotional learning, positive behavior intervention support, and restorative practices will continue to be a district-wide priority.

HESD will promote the health, safety, and well-being of all students.

- Major components of this goal include:
- Focus on the whole child - attendance, academic, behavioral, and social-emotional
- Meet the needs of all students, especially student groups whose data indicate the need for additional support
- Engage students as active participants in their education

Goal 3 (educational partners engagement): Educational partners agree that the district encourages parent involvement in educational opportunities and that efforts to engage parents in the education of their students are a district priority. However, there was a call for more social and community-building activities, opportunities for families to share their funds of knowledge, and a transparent process for volunteer opportunities. HESD will continue to expand educational opportunities and increase the number of community engagement events. In addition, increased translation services will be provided to assist all educational partners in being informed and staying connected.

HESD will increase and strengthen family and community engagement.

Major components of this goal include:
Safe and welcoming school and classroom environments that honor the diversity of all families
Positive school culture and climate
Opportunities for families and the community to participate in school activities

Goal 4 (maintenance/conditions of learning): Maintaining sufficient instructional materials, safe and clean facilities, classroom staffing, and other basic conditions helps foster a safe and positive school environment. Educational partners appreciate the increased efforts made over the past three years to address students and staff's health and safety concerns. Efforts to ensure our campuses are clean and safe, with student access to credentialed teachers and instructional materials, will be maintained.

In developing the LCAP, the Hueneme Elementary School District measures its progress in meeting the specific requirements of the LCFF priorities. This also includes the review of Local Indicators measured by the State Board of Education. (SBE) -Adopted self-reflection tools. The LCAP Goals include metrics that will show 'met' when the California Dashboard opens to the public in the fall of 2024. "Met" indicates that the district completed a reflection for each state's priorities aligned to the local indicators. The California Dashboard will indicate each reflection on the public website. The information from the self-reflection supports the development of actions & services in the following local

indicators:

Basic Services and Conditions (Priority 1)
Implementation of State Academic Standards (Priority 2)
Parent and Family Engagement (Priority 3)
School Climate (Priority 6)
Access to a Broad Course of Study (Priority 7)

HESD will provide sufficient instructional materials, safe and clean facilities, appropriately credentialed teachers, and other basic conditions necessary to implement actions across all LCAP goals effectively.

Major components of this goal include:
Implementation of state academic standards
Parent and family engagement
School climate
Access to a broad course of study

For more information on Local Indicators, visit https://www.caschooldashboard.org.

Section 6:

Before the HESD governing board considers the adoption of the LCAP and annual updates, all of the following have and will occur:

(1) The superintendent and/or designee of HESD shall present the LCAP and annual updates to the applicable committees according to Section 52063 for review and comment. The superintendent shall respond, in writing, to comments received from the parent advisory committee. The superintendent did not receive any requests to respond in writing from this committee.

(2) The superintendent and/or designee shall present the LCAP or annual update to the English learner parent advisory committee established according to Section 52063, if applicable, for review and comment. The superintendent shall respond, in writing, to the remarks received from the English learner parent advisory committee. The superintendent did not receive any requests to respond in writing from this committee.

(3) The superintendent and/or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP and annual updates using the most efficient notification method possible. The superintendent shall ensure that all written notifications related to the LCAP and yearly updates are provided consistently with Section 48985.

(4) The superintendent and/or designee shall review school plans submitted according to Section 64001 for schools within the school district and ensure that the specific actions included in the LCAP and annual updates are consistent with strategies in the school plans submitted according to Section 64001.

(5) The superintendent and/or designee shall consult with the special education local plan area administrator or administrators to determine that specific actions for individuals with exceptional needs are included in the LCAP and annual updates are consistent with strategies included in the yearly assurances support plan for the education of individuals with exceptional needs. HESD consulted with the special education local plan area administrators from the Ventura County Office of Education when developing the LCAP on March 10, 2025.

(6) The superintendent and/or designee shall present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the school district's governing board. The report shall include both of the following:

(i) All available mid-year outcome data related to metrics identified in the current year's LCAP.

(ii) All available mid-year expenditure and implementation data on all actions identified in the current year's LCAP.

(7) HESD shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP and annual updates. The agenda for the public hearing shall be posted at least 72 hours before the public hearing and shall consist of the location where the LCAP and annual updates will be available for public inspection. The public hearing shall be held at the same meeting as the public hearing required by paragraph (1) of subdivision (a) of Section 42127.

(8) HESD shall adopt the LCAP and annual updates in a public meeting. This meeting shall be held after, but not on the same day as, the public hearing.

(9) HESD may adopt revisions to the LCAP during the plan's effect period. However, it may only adopt a revision if it follows the required process and holds a public meeting.

Public Hearing Date: June 9, 2025
The committee members requested no written responses from the superintendent.
Board Adoption Date: June 23, 2025

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	HESD will provide a high-quality educational program that improves all students' academic achievement Our core curricular program will remain a primary area of focus to ensure that it is standards-based and uniformly implemented across the district. Major components of this goal include: • Focus on equity and access for students through our curriculum, instruction, and assessment • Accurate collection and analysis of data • Evidenced-based programs/services to maximize learning for our students • Value the strengths that diverse students bring to the classroom HESD will monitor this goal using a combination of state-required and local indicators, as evidenced on the California State Dashboard. State Indicators: * English Language Arts - How well students meet grade-level English Language Arts assessment standards; This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8. * Mathematics - How well students meet grade-level standards on the mathematics assessment; This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8. * English Learner Progress - The percentage of current EL students progressing towards English language proficiency or maintaining the highest level. Local Indicators * Basics: Teachers, instructional Materials, Facilities * Implementation of Academic Standards * Access to a Broad Course of Study	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

HESD has developed this goal for several important reasons:

Overall, HESD has developed this goal as part of our ongoing commitment to providing a high-quality education that meets the needs of all students and prepares them for success in school and beyond. By focusing on equity, data-driven decision-making, evidence-based practices, and celebrating diversity, HESD aims to create an educational environment where every student can thrive.

Analysis of student data from the most recent state assessments (2024) shows our overall status (reporting points below standard met) in English Language Arts as 64.8 points below standard (an increase of 3.3 points from 2023). In mathematics, our overall status is 94.8 points below standard (an increase of 5 points from 2023).

Results from the 2024 California School Dashboard show that two student groups - unhoused and students with disabilities - scored in the "Very Low" performance level in English language arts. This is an improvement from 2023, where six of our student groups - African American, English learners, Hispanic, unhoused, socioeconomically disadvantaged, and students with disabilities - scored in the "Very Low" performance level in English language arts.

In Mathematics, three of our student groups—African American, unhoused, and students with disabilities—scored in the "Very Low" performance level on the 2024 CAASPP assessment. This is an improvement from 2023, when five of our student groups—English learners, Hispanic, unhoused, socioeconomically disadvantaged, and students with disabilities—scored in the "Very Low" performance level in Mathematics.

Educational partner input has emphasized the urgent need for coherence and consistency across the district and the expectation that all students, regardless of the school site, program participation, or classroom, have equitable access to a high-quality educational experience. This includes integrity in adopted district programs/practices and alignment with the California Common Core State Standards.

This goal aligns with the district's ongoing efforts to support a Multi-Tiered System of Support (MTSS) across all schools. The goal speaks to the critical importance of a high-quality Tier 1 instructional program for all students, which is the foundation for an effective MTSS. With a strong and effective Tier 1 program, the district can assess the full range of existing needs and necessary supports.

Multi-tiered System of Supports (MTSS) Model
A multi-tiered system of support (MTSS) is a proactive framework that integrates data and instruction to maximize student achievement and support students' social, emotional, and behavioral needs from a strengths-based perspective. MTSS offers a framework for educators to engage in data-based decision-making related to program improvement, high-quality instruction and intervention, social and emotional

learning, and positive behavioral supports necessary to ensure positive outcomes. The MTSS framework comprises four essential components: screening, progress monitoring, a multi-level response system, and data-based decision-making.

The strategies at each tier of instruction include:
Tier 1: ALL students will receive standards-aligned instruction focused on priority standards. This will allow the depth of instructional focus on the key critical skills and concepts for the respective grade level/content area.
Tier 2: Supports will be provided primarily through synchronous, small-group instruction targeted to identified student needs. Teachers will engage in ongoing assessment of learning loss and each student's learning needs. This will enable teachers to schedule small group or individual sessions to provide additional support.
Tier 3: Students requiring even more intensive support will receive small-group and individualized support.

HESD philosophy driving the quality and process of LCAP goal development:

* Commitment to Equity: HESD recognizes that not all students have equal educational opportunities due to socioeconomic status, race, ethnicity, language proficiency, and special needs. By prioritizing equity and access, HESD aims to level the playing field and ensure that all students, regardless of background, have the opportunity to succeed academically.
* Data-Driven Decision Making: HESD understands the importance of using data to drive decision-making processes. Collecting and analyzing student performance data can identify areas of need, track progress over time, and make informed decisions about allocating resources and supporting services effectively. This data-driven approach helps HESD identify disparities in student achievement and implement targeted interventions to address them.
* Focus on Evidence-Based Practices: HESD is committed to implementing evidence-based programs and services to maximize student learning and achievement. Research has shown that certain instructional practices, interventions, and support services are more effective than others in improving student outcomes. By prioritizing evidence-based practices, HESD can ensure it provides its students with the most effective support possible.
* Celebrating Diversity: HESD recognizes the value of diversity in the classroom. Students come from various backgrounds and bring unique strengths, perspectives, and experiences to the learning environment. By valuing diversity and fostering an inclusive classroom culture, HESD creates a learning environment where all students feel respected, supported, and empowered to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP English Language Arts (ELA) Assessment	Source: 2022/23 California School Dashboard	Source: 2023/24 California School Dashboard		Source: 2025/26 California School Dashboard	Source: 2023/24 California School Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Distance points from "Standard Met" on English Language Arts (ELA) Smarter Balanced Summative Assessment for Grades 3-8	Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS): District All: -68.1 English Learners: -94.4 Foster Youth: NA Unhoused: -83.2 Socio-Economically Disadvantaged: -75.4 Students with Disabilities: -131.8 Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS): District English Learners: -94.4 Unhoused: -83.2 Socio-Economically Disadvantaged: -75.4 Students with Disabilities: -131.8 Hispanic: -74.7 Schools	Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS): District All: -64.8 (increased 3.3 points) English Learners: -87.8 (increased 6.6 points) Foster Youth: NA Unhoused: -85.5 (maintained -2.3 points) Socio-Economically Disadvantaged: -71.6 (increased 3.8 points) Students with Disabilities: -136.1 (declined 4.3 points) Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS):		All students meet grade-level standards on the English Language Arts assessment based on distance from standard (DFS).	The formula for the current difference from the baseline: (Year 1 Outcome) - (Baseline) = Current Difference from Baseline Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS): District All: +3.3 English Learners: +6.6 Foster Youth: NA Unhoused: - Maintained 2.3 Socio-Economically Disadvantaged: +3.8 Students with Disabilities: -4.3 Lowest performance (red indicator) on the Dashboard -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Art Haycox Elementary All: -102.1 English Learner: -103.5 Unhoused: -128.2 Socio-Economically Disadvantaged: -102.8 Hispanic: -102.4 Fred L. Williams Elementary English Learners: -89 Socio-Economically Disadvantaged: -71.4 Hispanic: -76 Hueneme Elementary English Learners: -94.3 Student with Disabilities: -136.5 Hispanic:-77.3 Julien Hathaway Elementary All: -75 English Learners: -95.6 Socio-Economically Disadvantaged: -81.9 Hispanic: -80.3 Parkview Elementary All: -72.3 English Learners: -87 Socio-Economically Disadvantaged: -76.8 Student with Disabilities: -113.8 Hispanic: -73	District Unhoused: -85.5 (maintained -2.3 points) Students with Disabilities: -136.1 (declined 4.3 points) Schools Art Haycox Elementary All: -103.6 (maintained -1.5 points) English Learner: -105.1 (maintained -1.5 points) Unhoused: -125 (increased 3.2 points) Socio-Economically Disadvantaged: -105.1 (maintained -2.3 points) Hispanic: -104 (maintained -1.6 points) Fred L. Williams Elementary			Distance from Standard (DFS): District Unhoused: Maintained - 2.3 Students with Disabilities: - 4.3 Schools Art Haycox Elementary All: -1.5 English Learner: Maintained -1.5 Unhoused: +3.2 Socio-Economically Disadvantaged: Maintained -2.3 Hispanic: Maintained -1.6 Fred L. Williams Elementary English Learners: +14.6 Socio-Economically Disadvantaged: +12.7 Hispanic: +14.3 Hueneme Elementary

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Charles Blackstock High English Learners: -105.7 Socio-Economically Disadvantaged: -72.9 Students with Disabilities: -141.4 Hispanic: -73.3 White: -70.4 E.O. Green Junior High All: -70.6 English Learners: -104.4 Unhoused: -77.8 Socio-Economically Disadvantaged: -79.1 Students with Disabilities -151.8 Hispanic: -76 Note: Performance on the state measures is based on data from the current and prior years. Any district, school, or student group with at least 30 students in the current and previous years receives a performance level for each applicable state	English Learners: -52.8 (increased 14.6 points) Socio-Economically Disadvantaged: -58.7 (increased 12.7 points) Hispanic: -61.7 (increased 14.3 points) Hueneme Elementary English Learners: -64.8 (declined 23.1 points) Student with Disabilities: -136.1 (declined 20 points) Hispanic: -85.5 (declined 14.3 points) Julien Hathaway Elementary All: -66.8 (increased 8.2 points) English Learners: -77.4 (increased 18.1 points) Socio-Economically Disadvantaged: -			English Learners: -23.1 Student with Disabilities: -20 Hispanic: -14.3 Julien Hathaway Elementary All: +8.2 English Learners: +18.1 Socio-Economically Disadvantaged: +9.5 Hispanic: +11.1 Parkview Elementary All: Maintained .2 English Learners:-Maintained 1.3 Socio-Economically Disadvantaged: Maintained -.1 Student with Disabilities: -13.8 Hispanic: -Maintained -2.2 Charles Blackstock High English Learners: +18 Socio-Economically

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		measure. There are five performance levels; each is assigned a different color: Red is the lowest performance level, Orange is the second lowest, Yellow is the middle point, Green is the second highest, and Blue is the highest performance level. Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.	72.4 (increased 9.5 points) Hispanic: -69.1 (increased 11.1 points) Parkview Elementary All: -72.1 (maintained 0.2 points) English Learners: -85.7 (maintained 1.3 points) Socio-Economically Disadvantaged: -76.9 (maintained -0.1 points) Student with Disabilities: -127.7 (declined 13.8 points) Hispanic: -75.2 (maintained -2.2 points) Charles Blackstock High English Learners: -58.9 (increased 18 points) Socio-Economically Disadvantaged: -63.4 (increased 9.5 points)			Disadvantaged: +9.5 Students with Disabilities: -4.8 Hispanic: +7.4 White: +18.9 E.O. Green Junior High All: Maintained 2.7 English Learners: +7.6 Unhoused: -Maintained -.6 Socio-Economically Disadvantaged: +4.7 Students with Disabilities: +8.4 Hispanic: Maintained 2.8 Note: Performance on the state measures is based on data from the current and prior years. Any district, school, or student group with at least 30 students in the current and previous years

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities: -146.2 (declined 4.8 points) Hispanic: -65.9 (increased 7.4 points) White: -51.4 (increased 18.9 points) E.O. Green Junior High All: -67.9 (maintained 2.7 points) English Learners: -96.7 (increased 7.6 points) Unhoused: -78.4 (maintained -0.6 points) Socio-Economically Disadvantaged: -74.3 (increased 4.7 points) Students with Disabilities: -143.4 (increased 8.4 points) Hispanic: -73.2 (maintained 2.8 points) Note:			receives a performance level for each applicable state measure. There are five performance levels; each is assigned a different color: Red is the lowest performance level, Orange is the second lowest, Yellow is the middle point, Green is the second highest, and Blue is the highest performance level. Distance from Standard measures how far students are, on average, from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Performance on the state measures is based on data from the current and prior years. Any district, school, or student group with at least 30 students in the current and previous years receives a performance level for each applicable state measure. There are five performance levels; each is assigned a different color: Red is the lowest performance level, Orange is the second lowest, Yellow is the middle point, Green is the second highest, and Blue is the highest performance level. Distance from Standard measures how far students are, on			track for college and careers.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			average, from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and careers.			
1.2	CAASPP Mathematics Assessment Distance points from "Standard Met" on Mathematics Smarter Balanced Summative Assessment for Grades 3-8	Source: 2022/23 California School Dashboard Students meeting grade-level standards on the Mathematics assessment based on distance from standard (DFS) District All: -99.8 English Learners: -119.5 Foster Youth: NA Unhoused: -107.8 Socio-Economically Disadvantaged: -106.6 Students with Disabilities: -155.1	Source: 2023/24 California School Dashboard Students meeting grade-level standards on the Mathematics assessment based on distance from standard (DFS) District All: -94.8 (increased 5 points) English Learners: -114.5 (increased 5 points) Foster Youth: NA		Source: 2025/26 California School Dashboard All students meet grade-level standards on the Mathematics assessment based on distance from standard (DFS).	Source: 2023/24 California School Dashboard The formula for the current difference from the baseline: (Year 1 Outcome) - (Baseline) = Current Difference from Baseline Students meeting grade-level standards on the Mathematics assessment based on distance from standard (DFS) District All: +5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District All: -99.8 English Learners: -119.5 Socio-Economically Disadvantaged: -106.6 Students with Disabilities: -155.1 Hispanic: -105 Schools: Art Haycox Elementary All: -107.5 English Learners: -109.9 Socio-Economically Disadvantaged: -108.6 Hispanic: -108.4 Hueneme Elementary English Learners: -115.3 Socio-Economically Disadvantaged: -97.1 Students with Disabilities: -162.7 Hispanic: -98.5 Julien Hathaway Elementary	Unhoused: -109.3 (maintained -1.4 points) Socio-Economically Disadvantaged: -100.8 (increased 5.8 points) Students with Disabilities: -154.8 (maintained 0.3 points) Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District African American: -102.5 (declined 12.3) Unhoused: -109.3 (maintained -1.4 points) Students with Disabilities: -154.8 (maintained 0.3 points) Schools: Art Haycox Elementary			English Learners: +5 Foster Youth: N/A Unhoused: Maintained -1.4 Socio-Economically Disadvantaged: +5.8 Students with Disabilities: Maintained .3 Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District African American: -12.3 Unhoused: Maintained-1.4 Students with Disabilities: Maintained .3 Schools: Art Haycox Elementary All: +8.4 English Learners: +9.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: -102.5 Parkview Elementary English Learners: +97.8 Students with Disabilities: -123.7 Charles Blackstock Junior High All: -123.7 English Learners: -152 Socio-Economically Disadvantaged: -127.5 Students with Disabilities: -195.5 Hispanic: -126.9 White: -130.6 E.O. Green Junior High All: -117.6 English Learners: -154.1 Socio-Economically Disadvantaged: -125.9 Students with Disabilities: -187.8 Hispanic: -121.9 Note: Performance on the state measures is based on data from the current and prior years.	All: -99.2 (increased 8.4 points) English Learners: -100.4 (increased 9.6 points) Socio-Economically Disadvantaged: -100.1 (increased 8.5 points) Hispanic: -108.4 (increased 8.8 points) Hueneme Elementary English Learners: -98.2 (declined 23.1 points) Socio-Economically Disadvantaged: -79.6 (declined 21.9 points) Students with Disabilities: -122.3 (declined 20 points) Hispanic: -84.2 (declined 14.3 points) Julien Hathaway Elementary			Socio-Economically Disadvantaged: +8.5 Hispanic: +8.8 Hueneme Elementary English Learners: -23.1 Socio-Economically Disadvantaged: -21.9 Students with Disabilities: -20 Hispanic: -14.3 Julien Hathaway Elementary English Learners: +19.2 Parkview Elementary English Learners: Maintained -2.4 Students with Disabilities: -11.1 Charles Blackstock Junior High All: +10.4 English Learners: +18 Socio-Economically

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Any district, school, or student group with at least 30 students in the current and previous years receives a performance level for each applicable state measure. There are five performance levels; each is assigned a different color: Red is the lowest performance level, Orange is the second lowest, Yellow is the middle point, Green is the second highest, and Blue is the highest performance level. Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.	English Learners: -83.3 (increased 19.2 points) Parkview Elementary English Learners: -100.2 (maintained -2.4 points) Students with Disabilities: -134.8 (declined 11.1 points) Charles Blackstock Junior High All: -110.9 (increased 10.4 points) English Learners: -135.7 (increased 18 points) Socio-Economically Disadvantaged: -114.4 (increased 9.5 points) Students with Disabilities: -193.3 (declined 4.8 points) Hispanic: -121 (increased 7.4 points) White: -91.9 (increased 18.9 points)			Disadvantaged: +9.5 Students with Disabilities: -4.8 Hispanic: +7.4 White: +18.9 E.O. Green Junior High All: +4 English Learners: +6.7 Socio-Economically Disadvantaged: +5.5 Students with Disabilities: Maintained 2.1 Hispanic: Maintained 2.7 Note: Performance on the state measures is based on data from the current and prior years. Any district, school, or student group with at least 30 students in the current and previous years receives a performance level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			E.O. Green Junior High All: -113.6 (increased 4 points) English Learners: -147.4 (increased 6.7 points) Socio-Economically Disadvantaged: -120.4 (increased 5.5 points) Students with Disabilities: -185.7 (maintained 2.1 points) Hispanic: -119.2 (maintained 2.7 points) Note: Performance on the state measures is based on data from the current and prior years. Any district, school, or student group with at least 30 students in the current and previous years receives a performance level			for each applicable state measure. There are five performance levels; each is assigned a different color: Red is the lowest performance level, Orange is the second lowest, Yellow is the middle point, Green is the second highest, and Blue is the highest performance level. Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			for each applicable state measure. There are five performance levels; each is assigned a different color: Red is the lowest performance level, Orange is the second lowest, Yellow is the middle point, Green is the second highest, and Blue is the highest performance level. Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career			readiness at their grade level.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			readiness at their grade level.			
1.3	California Science Test (CAST) – Statewide Assessment Percentage of students meeting or exceeding standards on CAST (Grades 5 and 8) (State Priority 4A)	Source: 2022/23 DataQuest/CAASPP Test Results Grade 5 ALL: 13.96% EL: .82% FY: NA HOM: 5.63% LI: 12.59% SWD: 1.03% Grade 8 ALL: 12.58% EL: 82% FY: Student group too small to report HOM: 13.13% LI: 9.78% SWD: 2.46%	Source: 2023/24 DataQuest/CAASPP Test Results - California Science Test (CAST) Grade 5 All: 17.79% (increased 3.83%) English Learners: .47% (decreased .35%) Foster Youth: NA Unhoused: N/A Students with Disabilities: 3.64% (increased 2.61%) Grade 8 All: 10.96% (decreased 1.62%) English Learners: 0% Foster Youth: N/A Unhoused: N/A Students with Disabilities: 0% (decreased 2.46%)		Source: 2025/26 DataQuest/CAASPP Test Results All students in grades 5 and 8 meet or exceed standards on the CAST.	Source: 2023/24 DataQuest/CAASPP Test Results The formula for the current difference from the baseline: (Year 1 Outcome) - (Baseline) = Current Difference from Baseline Grade 5 All: +3.83% English Learners: -.35% Foster Youth: NA Unhoused: N/A Students with Disabilities: + 2.61% Grade 8 All: -1.62% English Learners: Maintained 0% Foster Youth: N/A Unhoused: N/A Students with Disabilities: -2.46%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	CAASPP English Language Arts Mean Scale Scores The sum of scale scores for students with valid scores is divided by the number of tests with valid scores.	Source: 2022/23 DataQuest/CAASPP Test Results The sum of scale scores for students with valid scores is divided by the number of tests with valid scores. * CAASPP English Language Arts District Grade 3: Scale Score Range: 2115-2650 Standard Not Met: 2115-2366 Standard Nearly Met: 2367-2431 Standard Met: 2432-2489 Standard Exceeded: 2490-2650 All: 2351.9 English Learners: 2314.7 Foster Youth: N/A Unhoused: 2335.3 Socio-Economically Disadvantaged: 2343.7 Students with Disabilities: 2299.7 Hispanic: 2344	Source: 2023/24 DataQuest/CAASPP Test Results The sum of scale scores for students with valid scores is divided by the number of tests with valid scores. * CAASPP English Language Arts District Grade 3: Scale Score Range: 2115-2650 Standard Not Met: 2115-2366 Standard Nearly Met: 2367-2431 Standard Met: 2432-2489 Standard Exceeded: 2490-2650 All: 2409.9 (increased 58) English Learners: 2344.8 (increased 30.1) Foster Youth: 2351.8 (N/A) Unhoused: 2355.3 (increased 20)		Source: 2025/26 DataQuest/CAASPP Test Results The sum of scale scores for students with valid scores is divided by the number of tests with valid scores. * CAASPP English Language Arts District Grade 3: Scale Score Range: 2115-2650 Standard Not Met: 2115-2366 Standard Nearly Met: 2367-2431 Standard Met: 2432-2489 Standard Exceeded: 2490-2650 All: 2367 English Learners: 2367 Foster Youth: NA Unhoused: 2367 Socio-Economically Disadvantaged: 2367	Source: 2023/24 DataQuest/CAASPP Test Results The formula for the current difference from the baseline: (Year 1 Outcome) - (Baseline) = Current Difference from Baseline The sum of scale scores for students with valid scores is divided by the number of tests with valid scores. * CAASPP English Language Arts District Grade 3: Scale Score Range: 2115-2650 Standard Not Met: 2115-2366 Standard Nearly Met: 2367-2431 Standard Met: 2432-2489 Standard Exceeded: 2490-2650 All: +58

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		District: Grade 4 Scale Score Range: 2140-2690 Standard Not Met: 2140-2415 Standard Nearly Met: 2416-2472 Standard Met: 2473-2532 Standard Exceeded: 2533-2690 All: 2405.3 English Learners: 2356.7 Foster Youth: N/A Unhoused: 2389.2 Socio-Economically Disadvantaged: 2395.6 Students with Disabilities: 2336.0 Hispanic: 2396.4 District: Grade 5 Scale Score Range: 2200-2730 Standard Not Met: 2200-2441 Standard Nearly Met: 2442-2501 Standard Met: 2502-2581	Socio-Economically Disadvantaged: 2385.6 (increased 41.6) Students with Disabilities: 2347.1 (increased 47.4) Hispanic: 2385 (increased 41) District: Grade 4 Scale Score Range: 2140-2690 Standard Not Met: 2140-2415 Standard Nearly Met: 2416-2472 Standard Met: 2473-2532 Standard Exceeded: 2533-2690 All: 2452 (increased 46.7) English Learners: 2375.7 (increased 19) Foster Youth: 2379.7 (N/A) Unhoused: 2395.1 (increased 5.9) Socio-Economically Disadvantaged:		Students with Disabilities: 2367 Hispanic: 2367 District: Grade 4 Scale Score Range: 2140-2690 Standard Not Met: 2140-2415 Standard Nearly Met: 2416-2472 Standard Met: 2473-2532 Standard Exceeded: 2533-2690 All: 2416 English Learners: 2416 Foster Youth: NA Unhoused: 2416 Socio-Economically Disadvantaged: 2416 Students with Disabilities: 2416 Hispanic: 2416 District: Grade 5 Scale Score Range: 2200-2730 Standard Not Met: 2200-2441	English Learners: +30.1 Foster Youth: N/A Unhoused: +20 Socio-Economically Disadvantaged: +41.6 Students with Disabilities: +47.4 Hispanic: +41 District: Grade 4 Scale Score Range: 2140-2690 Standard Not Met: 2140-2415 Standard Nearly Met: 2416-2472 Standard Met: 2473-2532 Standard Exceeded: 2533-2690 All: +46.7 English Learners: +19 Foster Youth: N/A Unhoused: +5.9 Socio-Economically Disadvantaged: +30.3 Students with Disabilities: +40.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Standard Exceeded: 2582-2730 All: 2445.1 English Learners: 2377.5 Foster Youth: N/A Unhoused: 2416.8 Socio-Economically Disadvantaged: 2437.7 Students with Disabilities: 2374.4 Hispanic: 2438.5 District: Grade 6 Scale Score Range: 2230-2770 Standard Not Met: 2230-2456 Standard Nearly Met: 2457-2530 Standard Met: 2531-2617 Standard Exceeded: 2618-2770 All: 2468.7 English Learners: 2407.7 Foster Youth: N/A Unhoused: 2455.0 Socio-Economically Disadvantaged: 2462.0 Students with Disabilities: 2384.3	2425.9 (increased 30.3) Students with Disabilities: 2376.5 (increased 40.5) Hispanic: 2425.5 (increased 29.1) District: Grade 5 Scale Score Range: 2200-2730 Standard Not Met: 2200-2441 Standard Nearly Met: 2442-2501 Standard Met: 2502-2581 Standard Exceeded: 2582-2730 All: 2490.7 (increased 45.6) English Learners: 2401.2 (increased 23.7) Foster Youth: 2418.7 (N/A) Unhoused: 2431.9 (increased 15.1) Socio-Economically Disadvantaged: 2463.4 (increased 25.7)		Standard Nearly Met: 2442-2501 Standard Met: 2502-2581 Standard Exceeded: 2582-2730 All: 2502 English Learners: 2442 Foster Youth: NA Unhoused: 2442 Socio-Economically Disadvantaged: 2442 Students with Disabilities: 2442 Hispanic: 2442 District: Grade 6 Scale Score Range: 2230-2770 Standard Not Met: 2230-2456 Standard Nearly Met: 2457-2530 Standard Met: 2531-2617 Standard Exceeded: 2618-2770 All: 2531	Hispanic: +29.1 District: Grade 5 Scale Score Range: 2200-2730 Standard Not Met: 2200-2441 Standard Nearly Met: 2442-2501 Standard Met: 2502-2581 Standard Exceeded: 2582-2730 All: +45.6 English Learners: +23.7 Foster Youth: N/A Unhoused: +15.1 Socio-Economically Disadvantaged: +25.7 Students with Disabilities: +28.3 Hispanic: +24.9 District: Grade 6 Scale Score Range: 2230-2770 Standard Not Met: 2230-2456 Standard Nearly Met: 2457-2530

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 2461.6 District: Grade 7 Scale Score Range: 2260-2810 Standard Not Met: 2260-2478 Standard Nearly Met: 2479-2551 Standard Met: 2552-2648 Standard Exceeded: 2649-2810 All: 2480.4 English Learners: 2406.7 Foster Youth: N/A Unhoused: 2468.3 Socio-Economically Disadvantaged: 2475.8 Students with Disabilities: 2396.7 Hispanic: 2474.8 District: Grade 8 Scale Score Range: 2290-2850 Standard Not Met: 2290-2486 Standard Nearly Met: 2487-2566	Students with Disabilities: 2402.7 (increased 28.3) Hispanic: 2463.4 (increased 24.9) District: Grade 6 Scale Score Range: 2230-2770 Standard Not Met: 2230-2456 Standard Nearly Met: 2457-2530 Standard Met: 2531-2617 Standard Exceeded: 2618-2770 All: 2515.3 (increased 46.6) English Learners: 2420.8 (increased 13.1) Foster Youth: 2446.8 (N/A) Unhoused: 2459.4 (increased 4.4) Socio-Economically Disadvantaged: 2490.2 (increased 28.2) Students with Disabilities: 2422.8 (increased 38.5)		English Learners: 2457 Foster Youth: NA Unhoused: 2531 Socio-Economically Disadvantaged: 2457 Students with Disabilities: 2457 Hispanic: 2531 District: Grade 7 Scale Score Range: 2260-2810 Standard Not Met: 2260-2478 Standard Nearly Met: 2479-2551 Standard Met: 2552-2648 Standard Exceeded: 2649-2810 All: 2552 English Learners: 2479 Foster Youth: NA Unhoused: 2479 Socio-Economically Disadvantaged: 2479 Students with Disabilities: 2479	Standard Met: 2531-2617 Standard Exceeded: 2618-2770 All: +46.6 English Learners: +13.1 Foster Youth: N/A Unhoused: +4.4 Socio-Economically Disadvantaged: +28.2 Students with Disabilities: +38.5 Hispanic: +28.3 District: Grade 7 Scale Score Range: 2260-2810 Standard Not Met: 2260-2478 Standard Nearly Met: 2479-2551 Standard Met: 2552-2648 Standard Exceeded: 2649-2810 All: +55.8 English Learners: +20.1 Foster Youth: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Standard Met: 2567-2667 Standard Exceeded: 2668-2850 All: 2493.6 English Learners: 2411.8 Foster Youth: N/A Unhoused: 2495.7 Socio-Economically Disadvantaged: 2485.2 Students with Disabilities: 2400.5 Hispanic: 2488.9	Hispanic: 2489.9 (increased 28.3) District: Grade 7 Scale Score Range: 2260-2810 Standard Not Met: 2260-2478 Standard Nearly Met: 2479-2551 Standard Met: 2552-2648 Standard Exceeded: 2649-2810 All: 2536.2 (increased 55.8) English Learners: 2426.8 (increased 20.1) Foster Youth: 2451.9 (N/A) Unhoused: 2477.5 (increased 9.2) Socio-Economically Disadvantaged: 2508.2 (increased 32.4) Students with Disabilities: 2435.7 (increased 39) Hispanic: 2508.4 (increased 33.6)		Hispanic: 2479 District: Grade 8 Scale Score Range: 2290-2850 Standard Not Met: 2290-2486 Standard Nearly Met: 2487-2566 Standard Met: 2567-2667 Standard Exceeded: 2668-2850 All: 2567 English Learners: 2487 Foster Youth: NA Unhoused: 2567 Socio-Economically Disadvantaged: 2487 Students with Disabilities: 2487 Hispanic: 2567	Unhoused: +9.2 Socio-Economically Disadvantaged: +32.4 Students with Disabilities: +39 Hispanic: +33.6 District: Grade 8 Scale Score Range: 2290-2850 Standard Not Met: 2290-2486 Standard Nearly Met: 2487-2566 Standard Met: 2567-2667 Standard Exceeded: 2668-2850 All: +55.1 English Learners: +18.5 Foster Youth: N/A Unhoused: -9 Socio-Economically Disadvantaged: +36.7 Students with Disabilities: +45.8 Hispanic: +32.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			District: Grade 8 Scale Score Range: 2290-2850 Standard Not Met: 2290-2486 Standard Nearly Met: 2487-2566 Standard Met: 2567-2667 Standard Exceeded: 2668-2850 All: 2548.7 (increased 55.1) English Learners: 2430.3 (increased 18.5) Foster Youth: 2463.9 (N/A) Unhoused: 2486.7 (decreased 9) Socio-Economically Disadvantaged: 2521.9 (increased 36.7) Students with Disabilities: 2446.3 (increased 45.8) Hispanic: 2521.5 (increased 32.6)			
1.6	CAASPP Mathematics Mean Scale Scores	Source: 2022-23 Dataquest * CAASPP Mathematics	Source: 2023/24 DataQuest/CAASPP Test Results		Source: 2025-26 Dataquest	Source: 2023/24 DataQuest/CAASPP Test Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	The sum of scale scores for students with valid scores is divided by the number of tests with valid scores.	District: Grade 3 Scale Score Range: 2190-2660 Standard Not Met: 2190-2380 Standard Nearly Met: 2381-2435 Standard Met: 2436-2500 Standard Exceeded: 2501-2660 All: 2366.6 English Learners: 2341.9 Foster Youth: N/A Unhoused: 2358.3 Socio-Economically Disadvantaged: 2360.8 Students with Disabilities: 2324.0 Hispanic: 2360.8 District: Grade 4 Scale Score Range: 2205-2700 Standard Not Met: 2205-2410 Standard Nearly Met: 2411-2484 Standard Met: 2485-2548	*CAASPP Mathematics District: Grade 3 Scale Score Range: 2190-2660 Standard Not Met: 2190-2380 Standard Nearly Met: 2381-2435 Standard Met: 2436-2500 Standard Exceeded: 2501-2660 All: 2422.9 (increased 56.3) English Learners: 2372.2 (increased 30.3) Foster Youth: 2365.4 (N/A) Unhoused: 2371.8 (increased 13.5) Socio-Economically Disadvantaged: 2400.4 (increased 39.6) Students with Disabilities: 2364.2 (increased 40.2) Hispanic: 2398.9 (increased 38.1)		* CAASPP Mathematics District: Grade 3 Scale Score Range: 2190-2660 Standard Not Met: 2190-2380 Standard Nearly Met: 2381-2435 Standard Met: 2436-2500 Standard Exceeded: 2501-2660 All: 2381 English Learners: 2381 Foster Youth: NA Unhoused: 2381 Socio-Economically Disadvantaged: 2381 Students with Disabilities: 2381 Hispanic: 2381 District: Grade 4 Scale Score Range: 2205-2700 Standard Not Met: 2205-2410	*CAASPP Mathematics The formula for the current difference from the baseline: (Year 1 Outcome) - (Baseline) = Current Difference from Baseline District: Grade 3 Scale Score Range: 2190-2660 Standard Not Met: 2190-2380 Standard Nearly Met: 2381-2435 Standard Met: 2436-2500 Standard Exceeded: 2501-2660 All: +56.3 English Learners: +30.3 Foster Youth: N/A Unhoused: +13.5 Socio-Economically Disadvantaged: +39.6 Students with Disabilities: +40.2 Hispanic: +38.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Standard Exceeded: 2549-2700 All: 2408.8 English Learners: 2373.3 Foster Youth: N/A Unhoused: 2393.7 Socio-Economically Disadvantaged: 2399.9 Students with Disabilities: 2350.3 Hispanic: 2401.0 District: Grade 5 Scale Score Range: 2220-2740 Standard Not Met: 2200-2454 Standard Nearly Met: 2455-2527 Standard Met: 2528-2578 Standard Exceeded: 2579-2740 All: 2429.4 English Learners: 2378.2 Foster Youth: N/A Unhoused: 2412.6 Socio-Economically Disadvantaged: 2423.7 Students with Disabilities: 2359.8	District: Grade 4 Scale Score Range: 2205-2700 Standard Not Met: 2205-2410 Standard Nearly Met: 2411-2484 Standard Met: 2485-2548 Standard Exceeded: 2549-2700 All: 2461.5 (increased 52.7) English Learners: 2402.6 (increased 29.3) Foster Youth: 2394.2 (N/A) Unhoused: 2410.3 (increased 16.6) Socio-Economically Disadvantaged: 2437.3 (increased 37.4) Students with Disabilities: 2395.3 (increased 45) Hispanic: 2435.6 (increased 34.6) District: Grade 5		Standard Nearly Met: 2411-2484 Standard Met: 2485-2548 Standard Exceeded: 2549-2700 All: 2411 English Learners: 2411 Foster Youth: NA Unhoused: 2411 Socio-Economically Disadvantaged: 2411 Students with Disabilities: 2411 Hispanic: 2411 District: Grade 5 Scale Score Range: 2220-2740 Standard Not Met: 2200-2454 Standard Nearly Met: 2455-2527 Standard Met: 2528-2578 Standard Exceeded: 2579-2740 All: 2455	District: Grade 4 Scale Score Range: 2205-2700 Standard Not Met: 2205-2410 Standard Nearly Met: 2411-2484 Standard Met: 2485-2548 Standard Exceeded: 2549-2700 All: +52.7 English Learners: +29.3 Foster Youth: N/A Unhoused: +16.6 Socio-Economically Disadvantaged: +37.4 Students with Disabilities: +45 Hispanic: +34.6 District: Grade 5 Scale Score Range: 2220-2740 Standard Not Met: 2200-2454 Standard Nearly Met: 2455-2527

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 2421.5 District: Grade 6 Scale Score Range: 2235-2780 Standard Not Met: 2235-2472 Standard Nearly Met: 2473-2551 Standard Met: 2552-2609 Standard Exceeded: 2610-2780 All: 2444.3 English Learners: 2382.6 Foster Youth: N/A Unhoused: 2434.6 Socio-Economically Disadvantaged: 2437.9 Students with Disabilities: 2358.4 Hispanic: 2435.1 District: Grade 7 Scale Score Range: 2250 - 2820 Standard Not Met: 2250-2483 Standard Nearly Met: 2484-2566	Scale Score Range: 2220-2740 Standard Not Met: 2200-2454 Standard Nearly Met: 2455-2527 Standard Met: 2528-2578 Standard Exceeded: 2579-2740 All: 2483.3 (increased 53.9) English Learners: 2410.8 (increased 32.6) Foster Youth: 2408.8 (N/A) Unhoused: 2428.2 (increased by 15.6) Socio-Economically Disadvantaged: 2456.1 (increased 32.4) Students with Disabilities: 2404.9 (increased 45.1) Hispanic: 2454.6 (increased by 33.1) District: Grade 6		English Learners: 2455 Foster Youth: NA Unhoused: 2455 Socio-Economically Disadvantaged: 2455 Students with Disabilities: 2455 Hispanic: 2455 District: Grade 6 Scale Score Range: 2235-2780 Standard Not Met: 2235-2472 Standard Nearly Met: 2473-2551 Standard Met: 2552-2609 Standard Exceeded: 2610-2780 All: 2473 English Learners: 2473 Foster Youth: NA Unhoused: 2473 Socio-Economically Disadvantaged: 2473 Students with Disabilities: 2473	Standard Met: 2528-2578 Standard Exceeded: 2579-2740 All: +53.9 English Learners: +32.6 Foster Youth: N/A Unhoused: +15.6 Socio-Economically Disadvantaged: +32.4 Students with Disabilities: +45.1 Hispanic: +33.1 District: Grade 6 Scale Score Range: 2235-2780 Standard Not Met: 2235-2472 Standard Nearly Met: 2473-2551 Standard Met: 2552-2609 Standard Exceeded: 2610-2780 All: +55.5 English Learners: +25.5 Foster Youth: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Standard Met: 2567-2634 Standard Exceeded: 2635-2820 All: 2438.2 English Learners: 2379.5 Foster Youth: N/A Unhoused: 2427.2 Socio-Economically Disadvantaged: 2433.0 Students with Disabilities: 2374.7 Hispanic: 2436.0 District: Grade 8 Scale Score Range: 2265-2860 Standard Not Met: 2265-2503 Standard Nearly Met: 2504-2585 Standard Met: 2586-2652 Standard Exceeded: 2653-2860 All: 2461.7 English Learners: 2391.0 Foster Youth: N/A Unhoused: 2460.5 Socio-Economically Disadvantaged: 2453.7	Scale Score Range: 2235-2780 Standard Not Met: 2235-2472 Standard Nearly Met: 2473-2551 Standard Met: 2552-2609 Standard Exceeded: 2610-2780 All: 2499.8 (increased 55.5) English Learners: 2408.1 (increased 25.5) Foster Youth: 2419.2 (N/A) Unhoused: 2437.5 (increased 2.9) Socio-Economically Disadvantaged: 2470.2 (increased 32.3) Students with Disabilities: 2402.3 (increased 43.9) Hispanic: 2467.5 (increased 32.4) District: Grade 7 Scale Score Range: 2250 - 2820		Hispanic: 2473 District: Grade 7 Scale Score Range: 2250 - 2820 Standard Not Met: 2250-2483 Standard Nearly Met: 2484-2566 Standard Met: 2567-2634 Standard Exceeded: 2635-2820 All: 2484 English Learners: 2484 Foster Youth: NA Unhoused: 2484 Socio-Economically Disadvantaged: 2484 Students with Disabilities: 2484 Hispanic: 2484 District: Grade 8 Scale Score Range: 2265-2860 Standard Not Met: 2265-2503	Unhoused: +2.9 Socio-Economically Disadvantaged: +32.3 Students with Disabilities: +43.9 Hispanic: +32.4 District: Grade 7 Scale Score Range: 2250 - 2820 Standard Not Met: 2250-2483 Standard Nearly Met: 2484-2566 Standard Met: 2567-2634 Standard Exceeded: 2635-2820 All: +74.8 English Learners: +32 Foster Youth: N/A Unhoused: +22.2 Socio-Economically Disadvantaged: +47.6 Students with Disabilities: +40 Hispanic: +42.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 2378.0 Hispanic: 2457.0	Standard Not Met: 2250-2483 Standard Nearly Met: 2484-2566 Standard Met: 2567-2634 Standard Exceeded: 2635-2820 All: 2513.0 (increased 74.8) English Learners: 2411.5 (increased 32) Foster Youth: 2422.4 (N/A) Unhoused: 2449.4 (increased 22.2) Socio-Economically Disadvantaged: 2480.6 (increased 47.6) Students with Disabilities: 2414.7 (increased 40) Hispanic: 2478.2 (increased 42.2) District: Grade 8 Scale Score Range: 2265-2860 Standard Not Met: 2265-2503		Standard Nearly Met: 2504-2585 Standard Met: 2586-2652 Standard Exceeded: 2653-2860 All: 2504 English Learners: 2504 Foster Youth: NA Unhoused: 2504 Socio-Economically Disadvantaged: 2504 Students with Disabilities: 2504 Hispanic: 2504	District: Grade 8 Scale Score Range: 2265-2860 Standard Not Met: 2265-2503 Standard Nearly Met: 2504-2585 Standard Met: 2586-2652 Standard Exceeded: 2653-2860 All: +62.6 English Learners: +17.6 Foster Youth: N/A Unhoused: -6.1 Socio-Economically Disadvantaged: +35.8 Students with Disabilities: +37.8 Hispanic: +29.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Standard Nearly Met: 2504-2585 Standard Met: 2586-2652 Standard Exceeded: 2653-2860 All: 2524.3 (increased 62.6) English Learners: 2408.6 (increased 17.6) Foster Youth: 2428.5 (N/A) Unhoused: 2454.4 (decreased 6.1) Socio-Economically Disadvantaged: 2489.5 (increased 35.8) Students with Disabilities: 2416.5 (increased 37.8) Hispanic: 2486.5 (increased 29.5)			
1.7	California Science Test (CAST) Mean Scale Scores The sum of scale scores for students with valid scores is divided by the	Source: 2022-23 Dataquest * California Science Test District: Grade 5 Scale Score Range: 150-250	Source: 2023/24 Dataquest * California Science Test District: Grade 5 Scale Score Range: 150-250		Source: 2025-26 Dataquest * California Science Test District: Grade 5 Scale Score Range: 150-250	Source: 2023/24 Dataquest * California Science Test The formula for the current difference from the baseline:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	number of tests with valid scores.	Standard Not Met: 150-178 Standard Nearly Met: 179-213 Standard Met: 214-230 Standard Exceeded: 231-250 All: 190.4 English Learners: 177.3 Foster Youth: N/A Unhoused: 185.2 Socio-Economically Disadvantaged: 188.8 Students with Disabilities: 176.5 Hispanic: 188.8 District: Grade 8 Scale Score Range: 350-450 Standard Not Met: 350-377 Standard Nearly Met: 378-414 Standard Met: 415-432 Standard Exceeded: 433-450 All: 390.5 English Learners: 376.2 Foster Youth: N/A Unhoused: 391.4 Socio-Economically Disadvantaged: 388.9	Standard Not Met: 150-178 Standard Nearly Met: 179-213 Standard Met: 214-230 Standard Exceeded: 231-250 All: 201.5 (increased 11.1) English Learners: 183.7 (increased 6.3) Foster Youth: 187.3 (N/A) Unhoused: 189.9 (increased 4.7) Socio-Economically Disadvantaged: 188.8 (increased 0) Students with Disabilities: 186.0 (increased 9.5) Hispanic: 195.5 (increased 6.7) District: Grade 8 Scale Score Range: 350-450 Standard Not Met: 350-377		Standard Not Met: 150-178 Standard Nearly Met: 179-213 Standard Met: 214-230 Standard Exceeded: 231-250 All: 214 English Learners: 179 Foster Youth: NA Unhoused: 214 Socio-Economically Disadvantaged: 214 Students with Disabilities: 179 Hispanic: 214 District: Grade 8 Scale Score Range: 350-450 Standard Not Met: 350-377 Standard Nearly Met: 378-414 Standard Met: 415-432 Standard Exceeded: 433-450	(Year 1 Outcome) - (Baseline) = Current Difference from Baseline District: Grade 5 Scale Score Range: 150-250 Standard Not Met: 150-178 Standard Nearly Met: 179-213 Standard Met: 214-230 Standard Exceeded: 231-250 All: +11.1 English Learners: +6.3 Foster Youth: N/A Unhoused: +4.7 Socio-Economically Disadvantaged: +0 Students with Disabilities: +9.5 Hispanic: +6.7 District: Grade 8 Scale Score Range: 350-450 Standard Not Met: 350-377

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 375.3 Hispanic: 389.6	Standard Nearly Met: 378-414 Standard Met: 415-432 Standard Exceeded: 433-450 All: 400.8 (increased 10.3) English Learners: 380.5 (increased 4.3) Foster Youth: 386.1 (N/A) Unhoused: 389.8 (decreased 1.6) Socio-Economically Disadvantaged: 388.9 (increased 0) Students with Disabilities: 384.8 (increased 9.5) Hispanic: 394.8 (increased 5.2)		All: 415 English Learners: 378 Foster Youth: NA Unhoused: 415 Socio-Economically Disadvantaged: 415 Students with Disabilities: 378 Hispanic: 415	Standard Nearly Met: 378-414 Standard Met: 415-432 Standard Exceeded: 433-450 All: +10.3 English Learners: +4.3 Foster Youth: N/A Unhoused: -1.6 Socio-Economically Disadvantaged: +0 Students with Disabilities: +9.5 Hispanic: +5.2
1.8	English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language	Source: 2022/23 California School Dashboard Percentage of English Learners making progress towards proficiency on the English Language	Source: 2023/24 California School Dashboard Percentage of English Learners making progress towards proficiency on the		Source: 2025/26 California School Dashboard Percentage of English Learners making progress towards proficiency on the	Source: 2023/24 California School Dashboard The formula for the current difference from the baseline: (Year 1 Outcome) - (Baseline) =

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Proficiency Assessments for California (ELPAC)	Proficiency Assessments for California (ELPAC) District: All English Learners: 54.6% Lowest performance (red indicator) on the Dashboard District: N/A School: E.O. Green Junior High All English Learners: 44.8%	English Language Proficiency Assessments for California (ELPAC) District: All English Learners: 44.7% (declined 9.9%) Lowest performance (red indicator) on the Dashboard District: N/A School: Julien Hathaway School All English Learners: 27.6% (declined 37.9%)		English Language Proficiency Assessments for California (ELPAC) = 100%	Current Difference from Baseline Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC) District: All English Learners: -9.9% Lowest performance (red indicator) on the Dashboard District: N/A School: Julien Hathaway School All English Learners: -37.9%
1.9	Reclassification Rate Percentage of English Learners reclassified to Fluent English Proficient (RFEP)	Source: 2022/23 DataQuest All English Learners: 31.9% (1,464 out of 4,585)	Source: 2023/24 DataQuest All English Learners:		Source: 2025/26 DataQuest All English Learners: 100%	Source: 2023/24 DataQuest The formula for the current difference from the baseline:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			32.2% (increase .3%) (1,435 out of 4,459)			(Year 1 Outcome) - (Baseline) = Current Difference from Baseline All English Learners: +.3%
1.10	Long Term English Learners (LTELs) Percentage of English Learners that have been classified as English Learners for 6+ years	Source: 2022/23 DataQuest * English Learner 4+ Years - Not at risk of LTEL or LTELS: 12.3% (562/4,585) * 4-5 Years English Learners at risk of LTEL: 13.1% (601/4,585) 6+ Years LTELS: 6.0% (274/4,585)	Source: 2023/24 DataQuest * English Learner 4+ Years - Not at risk of LTEL or LTELS: 9.6% (429/4,459) - decrease 2.7% * 4-5 Years English Learners at risk of LTEL: 11.3% (503/4,459) - decrease 1.8% 6+ Years LTELS: 6.8% (304/4,459) - increase .8%		Source: 2025/26 DataQuest Percentage of English Learners that have been classified as English Learners for 6+ years = 0%	Source: 2023/24 DataQuest The formula for the current difference from the baseline: (Year 1 Outcome) - (Baseline) = Current Difference from Baseline * English Learner 4+ Years - Not at risk of LTEL or LTELS: -2.7% * 4-5 Years English Learners at risk of LTEL: -1.8% 6+ Years LTELS: +.8%
1.11	Local Indicator for State Priority 1B	Source: 2022/23 California School Dashboard Local Indicators Report	Source: 2023/24 California School Dashboard Local Indicators Report		Source: 2025/26 California School Dashboard Local Indicators Report	Source: 2023/24 California School Dashboard Local Indicators Report

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Student access to standards-aligned instructional materials.	Percent of students WITHOUT access to their own copies of standards-aligned instructional materials for use at school and home: 0%	Percent of students WITHOUT access to their own copies of standards-aligned instructional materials for use at school and home: 0%		Percent of students WITHOUT access to their own copies of standards-aligned instructional materials for use at school and home: 0%	The formula for the current difference from the baseline: (Year 1 Outcome) - (Baseline) = Current Difference from Baseline Percent of students WITHOUT access to their own copies of standards-aligned instructional materials for use at school and home: Maintained 0%
1.12	Local Indicator for State Priority 1A Percent of fully credentialed and appropriately assigned teachers	Source: 2022/23 CA Dashboard Local Indicators Report Percent of Teachers FTE with Clear Credentials = 94.2% Comparison to Statewide Average = Above	Source: 2023/24 CA Dashboard Local Indicators Report Percent of Teachers FTE with Clear Credentials = 94.6% Comparison to Statewide Average = Above		Source: 2025/26 California School Dashboard Local Indicators Report Percent of Teachers FTE with Clear Credentials = 98% Comparison to Statewide Average = Above	Source: 2023/24 CA Dashboard Local Indicators Report The formula for the current difference from the baseline: (Year 1 Outcome) - (Baseline) = Current Difference from Baseline Percent of Teachers FTE with Clear Credentials = +4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Comparison to Statewide Average = Above
1.13	K-8 District: High school dropout rate, graduation rate, UC-AG requirements, CTE Pathways, and AP do not apply to elementary district	N/A	N/A		N/A	N/A
1.15	Implementation of State Standards – Local Indicators (State Priorities 2A & 2B) Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	Source: 2022/23 California School Dashboard Local Indicators Report * Professional Development Progress in providing professional learning for teaching to the recently adopted academic standards and curriculum frameworks is identified below. English Language Arts – Common Core State Standards for English Language Arts: 5 English Language Development (Aligned to English Language Arts Standards): 5	Source: 2023/24 California School Dashboard Local Indicators Report * Professional Development Progress in providing professional learning for teaching to the recently adopted academic standards and curriculum frameworks is identified below. English Language Arts – Common Core State Standards for English Language Arts: 5		Source: 2025/26 California School Dashboard Local Indicators Report * Professional Development Progress in providing professional learning for teaching to the recently adopted academic standards and curriculum frameworks identified below. English Language Arts – Common Core State Standards for English Language Arts: 5	Source: 2023/24 California School Dashboard Local Indicators Report The formula for the current difference from the baseline: (Year 1 Outcome) - (Baseline) = Current Difference from Baseline * Professional Development Progress in providing professional learning for teaching to the recently adopted academic standards and curriculum

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Mathematics – Common Core State Standards for Mathematics: 5 Next Generation Science Standards: 5 History-Social Science: 5 * Instructional Materials Progress has been made in making instructional materials aligned to the recently adopted academic standards and/or curriculum frameworks identified below, which are now available in all classrooms where the subject is taught. English Language Arts – Common Core State Standards for English Language Arts: 5 English Language Development (Aligned to English Language Arts Standards): 5	English Language Development (Aligned to English Language Arts Standards): 5 Mathematics – Common Core State Standards for Mathematics: 5 Next Generation Science Standards: 5 History-Social Science: 5 * Instructional Materials Progress has been made in making instructional materials aligned to the recently adopted academic standards and/or curriculum frameworks identified below, which are now available in all classrooms where		English Language Development (Aligned to English Language Arts Standards): 5 Mathematics – Common Core State Standards for Mathematics: 5 Next Generation Science Standards: 5 History-Social Science: 5 * Instructional Materials Progress has been made in making instructional materials aligned to the recently adopted academic standards and/or curriculum frameworks identified below, which are now available in all classrooms where the subject is taught.	frameworks is identified below. English Language Arts – Common Core State Standards for English Language Arts: Maintained 0 English Language Development (Aligned to English Language Arts Standards): Maintained 0 Mathematics – Common Core State Standards for Mathematics: Maintained 0 Next Generation Science Standards: Maintained 0 History-Social Science: Maintained 0 * Instructional Materials

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Mathematics – Common Core State Standards for Mathematics: 5 Next Generation Science Standards: 5 History-Social Science: 5 * Policy & Program Support Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing). English Language Arts – Common Core State Standards for English Language Arts: 4	the subject is taught. English Language Arts – Common Core State Standards for English Language Arts: 5 English Language Development (Aligned to English Language Arts Standards): 5 Mathematics – Common Core State Standards for Mathematics: 5 Next Generation Science Standards: 5 History-Social Science: 5 * Policy & Program Support Progress in implementing policies or programs to support staff in		English Language Arts – Common Core State Standards for English Language Arts: 5 English Language Development (Aligned to English Language Arts Standards): 5 Mathematics – Common Core State Standards for Mathematics: 5 Next Generation Science Standards: 5 History-Social Science: 5 * Policy & Program Support Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned	Progress has been made in making instructional materials aligned to the recently adopted academic standards and/or curriculum frameworks identified below, which are now available in all classrooms where the subject is taught. English Language Arts – Common Core State Standards for English Language Arts: Maintained 0 English Language Development (Aligned to English Language Arts Standards): Maintained 0 Mathematics – Common Core State Standards for Mathematics: Maintained 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Language Development (Aligned to English Language Arts Standards): 4 Mathematics – Common Core State Standards for Mathematics: 4 Next Generation Science Standards: 4 History-Social Science: 4 *Implementation of Standards Progress in implementing the following academic standards adopted by the State Board of Education for all students. Career Technical Education: 3 Health Education Content Standards: 4 Physical Education Model Content Standards: 4	identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing). English Language Arts – Common Core State Standards for English Language Arts: 4 English Language Development (Aligned to English Language Arts Standards): 4 Mathematics – Common Core State Standards for Mathematics: 4		to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing). English Language Arts – Common Core State Standards for English Language Arts: 5 English Language Development (Aligned to English Language Arts Standards): 5 Mathematics – Common Core State Standards for Mathematics: 5 Next Generation Science Standards: 5 History-Social Science: 5	Next Generation Science Standards: Maintained 0 History-Social Science: Maintained 0 * Policy & Program Support Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing). English Language Arts – Common

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Visual and Performing Arts: 3 World Language: Not applicable for elementary district	Next Generation Science Standards: 4 History-Social Science: 4 *Implementation of Standards Progress in implementing each of the following academic standards adopted by the State Board of Education for all students. Career Technical Education: 4 Health Education Content Standards: 4 Physical Education Model Content Standards: 5 Visual and Performing Arts: 5 World Language: 4		Career Technical Education: 5 Health Education Content Standards: 5 Physical Education Model Content Standards: 5 Visual and Performing Arts: 5 World Language: Not applicable for elementary district	Core State Standards for English Language Arts: Maintained 0 English Language Development (Aligned to English Language Arts Standards): Maintained 0 Mathematics – Common Core State Standards for Mathematics: Maintained 0 Next Generation Science Standards: Maintained 0 History-Social Science: Maintained 0 *Implementation of Standards Progress in implementing each of the following academic standards adopted by the State Board

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						of Education for all students. Career Technical Education: +1 Health Education Content Standards: Maintained 0 Physical Education Model Content Standards: +1 Visual and Performing Arts: +2 World Language: 4
1.16	Least Restrictive Environment (LRE) Indicator 5A – General Education Participation The percentage of students with IEPs served inside the regular class (State Priority 7C)	Source: 2023-24 Fall CALPADS Report 16.13 <40% ALL: 16.68% 40% - < 80% ALL: 14.67% >=80% ALL: 68.65%	Source: 2024-25 Fall CALPADS Report 16.13 <40% ALL: 17.03% (165/969) - increased .35% 40%-<80% ALL: 11.76% (114/969) - decreased 2.91% >=80%		Source: 2026-27 Fall CALPADS Report 16.13 <40% ALL: 12% 40% - < 80% ALL: 15% >=80% ALL: 73%	Source: 2024-25 Fall CALPADS Report 16.13 The formula for the current difference from the baseline: (Year 1 Outcome) - (Baseline) = Current Difference from Baseline <40% ALL: +.35% 40%-<80% ALL: -2.91%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ALL: 71.21% (690/969) - increased 2.56%			>=80% ALL: +2.56%

Goal Analysis [2024-25]

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

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

The district made significant progress in implementing our planned actions, while adapting to emerging needs and challenges throughout the year.

* Successful Implementation:

Action 1.1 Support for Professional Learning

- Provided teacher training through four designated professional learning days for all schools.
- Expanded the number of teachers receiving LETRS (Language Essentials for Teachers of Reading and Spelling) to two cohorts of K-5 LETRS. Administrators received two years of LETRS for Administrators training. All HESD TK teachers participated in Early Childhood LETRS.
- Increased the number of elementary schools trained in Sobrato Early Academic Language (SEAL) - Professional learning starting in 2023-2024 (with Haycox and Hathaway Elementary) to train all elementary schools by the end of the school year 2024-2025.

Action 1.2 Support for Multilingual Programs

- Each school had the services of a full-time Multilingual Support Teacher (MLST) to support the unique needs of its multilingual program, ensuring high-quality designated and integrated English Language Development (ELD) instruction and academic language support for multilingual learners. They also provide expanded services for long-term and newcomers, as well as data analysis to support all teachers with multilingual students. They also offer supplemental clerical and para-professional aide support for multilingual programs.
- Increased the number of schools offering a Dual Language Immersion (DLI) program - Bard, Parkview, Larsen, Sunkist, Haycox, Green

Implementation Challenges:

Action 1.1 Support for Professional Learning

- Attendance at professional learning days

Action 1.3 Support for Special Populations
- Increasing numbers of students are being identified for special education

* Modified Implementation:
None

* Non-Implemented Actions:
None

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 district experienced varying degrees of alignment between planned expenditures and actual spending, reflecting operational adaptations and implementation realities throughout the year. There are no significant differences between the Budgeted Expenditures and/or the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services.

Note: LEAs do not need to address minor variances in expenditures or percentages, 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.

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 1, as demonstrated by both quantitative and qualitative indicators.

_____
Action 1.1 Support for Professional Learning

District-Wide Trends:
- English Language Arts: There was notable progress among English Learners, Socio-economically Disadvantaged students, and Hispanic students. These student groups moved from the lowest performance level (red) to the next level (orange), indicating measurable academic gains.
- Mathematics: Improvement was even more widespread, with the “All Students” group and multiple targeted subgroups demonstrating progress from red to either orange or yellow performance levels. This reflects the broader impact of professional learning on instructional quality in mathematics.

School-Specific Highlights:

- Significant Gains: Hathaway Elementary School, Haycox Elementary School, Hueneme Elementary School, and Green Junior High School experienced substantial improvement among student subgroups, often showing advancement from red to orange or yellow performance levels. These improvements suggest that professional learning initiatives were especially effective at these sites.

Larsen Elementary School: While new areas of academic concern emerged in 2024, there was a noticeable increase in identifying specific student subgroups.

- Blackstock Junior High School and Green Junior High School: Both schools demonstrated widespread academic gains among various student subgroups in both English Language Arts and Mathematics, highlighting the effectiveness of professional learning in driving systemic improvement.

Minimal or Limited Progress:

- Beach Elementary School, Sunkist Elementary School, and Parkview Elementary School showed little to no change in performance levels.
- Williams Elementary School showed meaningful improvement in 2024, exiting focus status in several areas. This indicates successful support of targeted student groups and effective use of professional learning to address prior concerns.

Summary:
The district's professional learning initiatives were associated with improved academic outcomes at most schools, particularly in Mathematics. The most significant progress occurred at schools where targeted student groups received sustained, focused instructional support. These results reinforce the importance of ongoing professional development tailored to site-specific needs and student demographics.

A comparison of the lowest-performing focus areas (2023 and 2024):

* District:
-English Language Arts
2023: English Learners, Unhoused Youth, Socio-economically Disadvantaged, Students with Disabilities, Hispanic
2024: Unhoused Youth, Students with Disabilities (English Learners, Socio-economically Disadvantaged, Hispanic - progressed from red to orange performance level)
-Mathematics
2023: All Students, English Learners, Socio-economically Disadvantaged, Hispanic
2024: African American, Unhoused Youth, Students with Disabilities (All Students progressed from red to yellow performance level; English Learners, Socio-economically Disadvantaged, Hispanic progressed from red to orange performance level)

* Bard Elementary School:
-English Language Arts
2023: None
2024: English Learners, Students with Disabilities

-Mathematics
2023: None
2024: Students with Disabilities

* Beach Elementary School:
2023: None
2024: None

* Hathaway Elementary School:
- English Language Arts

2023: All Students, English Learners, Socio-economically Disadvantaged, Students with Disabilities, Hispanic
2024: None (All Students and Hispanic- progressed from red to yellow performance level; English Learners, Socio-economically Disadvantaged progressed from red to orange performance level; Students with Disabilities - no performance color)
- Mathematics

2023: English Learners
2024: None (English Learners progressed from red to yellow performance level)
- English Learner Progress Indicator:

2023: None
2024: All Students, English Learners

* Haycox Elementary School:
- English Language Arts

2023: All Students, English Learners, Unhoused Youth, Socio-economically Disadvantaged, Students with Disabilities, Hispanic
2024: All Students, English Learners, Hispanic, Socio-economically Disadvantaged, Students with Disabilities (Unhoused Youth progressed from red to orange performance level; no change for other student groups)
- Mathematics

2023: All Students, English Learners, Socio-economically Disadvantaged, Hispanic
2024: None (All Students, English Learners, Socio-economically Disadvantaged, Hispanic progressed from red to orange performance level)

* Hueneme Elementary School:
- English Language Arts

2023: English Learners, Unhoused Youth, Students with Disabilities, Hispanic
2024: English Learners, Hispanic, Socio-economically Disadvantaged, Students with Disabilities (Unhoused Youth - no performance color)
- Mathematics

2023: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
2024: None (English Learners and Students with Disabilities progressed from red to orange performance level; Socioeconomically

Disadvantaged and Hispanic progressed from red to yellow performance level)

* Larsen Elementary School:
- English Language Arts

2023: None
2024: All Students, English Learners, Hispanic, Unhoused Youth, Socio-economically Disadvantaged, Students with Disabilities
- Mathematics

2023: None
2024: Hispanic, Students with Disabilities

* Parkview Elementary School:
- English Language Arts

2023: All Students, English Learners, Socio-economically Disadvantaged, Students with Disabilities, Hispanic
2024: All Students, English Learners, Socio-economically Disadvantaged, Students with Disabilities, Hispanic (no change)
- Mathematics

2023: English Learners, Students with Disabilities
2024: English Learners, Students with Disabilities (no change)

* Sunkist Elementary School:
- English Language Arts

2023: None
2024: Unhoused Youth, Students with Disabilities
- Mathematics

2023: None
2024: Students with Disabilities

* Williams Elementary School:
- English Language Arts

2023: English Learners, Socio-economically Disadvantaged, Hispanic
2024: None (Socio-economically Disadvantaged, Hispanic progressed from red to yellow performance level; English Learners progressed from red to orange performance level)
- Mathematics

2023: None
2024: Unhoused Youth, Students with Disabilities

* Blackstock Junior High School:
- English Language Arts

2023: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White
2024: Unhoused Youth, Students with Disabilities (English Learners progressed from red to orange performance level; Socioeconomically Disadvantaged, Hispanic, and White progressed from red to yellow performance level)
- Mathematics

2023: All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White
2024: Students with Disabilities (All Students, English Learners, Socioeconomically Disadvantaged, Hispanic, and White progressed from red to orange performance level)

* Green Junior High School:
- English Language Arts

2023: All Students, English Learners, Unhoused Youth, Socio-economically Disadvantaged, Students with Disabilities, Hispanic
2024: Hispanic, Unhoused Youth (All Students, English Learners, Socio-economically Disadvantaged, Students with Disabilities progressed from red to orange performance level)
- Mathematics

2023: All Students, English Learners, Socio-economically Disadvantaged, Students with Disabilities, Hispanic
2024: Long-term English Learners, Unhoused Youth, Students with Disabilities, Hispanic (All Students, English Learners, Socio-economically Disadvantaged progressed from red to orange performance level)

Action 1.2 Support for Multilingual Programs

District-Wide and School Site Comparison:
- Year 2023: Nearly all schools across the district had English Language Arts and/or Mathematics identified as areas of low performance.
- Year 2024: The number of schools with English Language Arts or Mathematics identified as focus areas decreased, indicating overall improvement in these core academic domains. However, several schools began to show new areas of concern related to English Learner Progress Indicators, reflecting a shift in focus toward language acquisition and development.

School-Specific Changes:
- Green Junior High School: Demonstrated a reduction in the number of low-performing areas, though Mathematics remains an area that continues to require targeted support.

New or Ongoing Challenges:

- Parkview Elementary School, Haycox Elementary School, and Hueneme Elementary School continue to experience challenges in English Language Arts.
- Williams Elementary School and Hathaway Elementary School shifted from being identified for core academic concerns to focus on English Learner Progress.

Efforts to support multilingual education programs have reduced the number of schools flagged for low performance, particularly in English Language Arts and Mathematics. However, progress has been uneven across the district, and new areas of concern related to language development have emerged that will require sustained, strategic attention.

Notable Improvement: In 2024, the district overall and Blackstock Junior High School had no identified low-performing areas, representing a significant achievement and an example of effective implementation.

A comparison of the lowest-performing focus areas (2023 and 2024):

* District:
2023: English Language Arts, Mathematics
2024: None

* Bard Elementary School:
2023: None
2024: English Language Arts

* Beach Elementary School:
2023: None
2024: None

* Hathaway Elementary School:
2023: English Language Arts, Mathematics
2024: English Learner Progress Indicator

* Haycox Elementary School:
2023: English Language Arts, Mathematics
2024: English Language Arts

* Hueneme Elementary School:
2023: English Language Arts, Mathematics
2024: English Language Arts

* Larsen Elementary School:
2023: None
2024: English Language Arts

* Parkview Elementary School:
2023: English Language Arts, Mathematics
2024: English Language Arts, Mathematics

* Sunkist Elementary School:
2023: None
2024: None

* Williams Elementary School:
2023: English Language Arts
2024: English Learner Progress Indicator

* Blackstock Junior High School:
2023: English Language Arts, Mathematics
2024: None

* Green Junior High School:
2023: English Language Arts, Mathematics, English Learner Progress Indicator
2024: Mathematics

Action 1.3 Support for Special Populations

District and School-Level Trends:

- Across the district, performance concerns expanded from being limited to English Language Arts in 2023 to encompassing both English Language Arts and Mathematics in 2024.
- A greater number of schools were identified as being in the lowest-performing category in 2024.

Key Patterns:

- In 2024, new areas of concern emerged at Bard Elementary School, Larsen Elementary School, Sunkist Elementary School, Williams Elementary School, and Haycox Elementary School—none of which had previously been flagged in 2023.

Positive Development:

- Hathaway Elementary School exited the category of schools flagged for performance concerns by 2024.

The implementation of Action 1.3 appears to have supported academic improvement for some student groups. However, the concurrent rise in schools identified for concerns in English Language Arts and Mathematics points to a need for more comprehensive, consistent, and differentiated support strategies for special populations across the district.

A comparison of the lowest-performing focus areas (2023 and 2024):

* District:
2023: English Language Arts
2024: English Language Arts, Mathematics

* Bard Elementary School:
2023: None
2024: English Language Arts, Mathematics

* Beach Elementary School:
2023: None
2024: None

* Hathaway Elementary School:
2023: English Language Arts
2024: None

* Haycox Elementary School:
2023: None
2024: English Language Arts

* Hueneme Elementary School:
2023: English Language Arts, Mathematics
2024: English Language Arts

* Larsen Elementary School:
2023: None
2024: English Language Arts, Mathematics

* Parkview Elementary School:
2023: English Language Arts, Mathematics
2024: English Language Arts, Mathematics

* Sunkist Elementary School:
2023: None
2024: English Language Arts, Mathematics

* Williams Elementary School:
2023: None
2024: English Language Arts, Mathematics

* Blackstock Junior High School:
2023: English Language Arts, Mathematics
2024: English Language Arts, Mathematics

* Green Junior High School:
2023: English Language Arts, Mathematics
2024: Mathematics

Action 1.4 Support for Early Education

District-Wide Impact:

- At the district level, several student subgroups made notable improvements in English Language Arts and Mathematics. In particular, English Learners, students from socio-economically disadvantaged backgrounds, and Hispanic students moved from the lowest performance level (red) to a higher level (orange).
- The overall student group in Mathematics made significant progress, advancing from the lowest performance level (red) to a higher performance level (yellow).

School-Level Highlights:

- Significant Progress: Hathaway Elementary School, Haycox Elementary School, Hueneme Elementary School, and Green Junior High School demonstrated broad improvement across multiple student subgroups in both English Language Arts and Mathematics.
- Williams Elementary School and Blackstock Junior High School also showed substantial progress, particularly among English Learners and Hispanic students.

Mixed or Limited Progress:

- Parkview Elementary School showed no change in performance, despite being flagged as needing improvement in 2023. This indicates that revised strategies may be necessary to address the challenges faced at this school.
- Sunkist Elementary School and Larsen Elementary School emerged with new focus groups in 2024.

Subgroup Progress Patterns:

- English learners and students from socio-economically disadvantaged backgrounds were among the groups that showed the most improvement, with significant academic progress across multiple schools.

Unhoused Youth showed mixed results. There were some improvements, but this group continues to face persistent challenges at many school sites.

- Students with Disabilities remain the most consistently underperforming group across the district, with limited progress overall, indicating the need for continued support and targeted interventions.

Conclusion:
The efforts outlined in Action 1.4 led to clear academic improvements, particularly for English Learners and socio-economically disadvantaged students in early education. However, ongoing challenges with students with disabilities and Unhoused Youth point to the need for deeper and more differentiated support in the early years to sustain and expand upon the gains made.

A comparison of the lowest-performing focus areas (2023 and 2024):

* District:
-English Language Arts
2023: English Learners, Unhoused Youth, Socio-economically Disadvantaged, Students with Disabilities, Hispanic
2024: Unhoused Youth, Students with Disabilities (English Learners, Socio-economically Disadvantaged, Hispanic - progressed from red to orange performance level)
-Mathematics

2023: All Students, English Learners, Socio-economically Disadvantaged, Hispanic
2024: African American, Unhoused Youth, Students with Disabilities (All Students progressed from red to yellow performance level; English Learners, Socio-economically Disadvantaged, Hispanic progressed from red to orange performance level)

* Bard Elementary School:
-English Language Arts
2023: None
2024: English Learners, Students with Disabilities
-Mathematics
2023: None
2024: Students with Disabilities

* Beach Elementary School:
2023: None
2024: None

* Hathaway Elementary School:
- English Language Arts

2023: All Students, English Learners, Socio-economically Disadvantaged, Students with Disabilities, Hispanic
2024: None (All Students and Hispanic- progressed from red to yellow performance level; English Learners, Socio-economically Disadvantaged progressed from red to orange performance level; Students with Disabilities - no performance color)
- Mathematics

2023: English Learners
2024: None (English Learners progressed from red to yellow performance level)
- English Learner Progress Indicator:

2023: None
2024: All Students, English Learners

* Haycox Elementary School:
- English Language Arts

2023: All Students, English Learners, Unhoused Youth, Socio-economically Disadvantaged, Students with Disabilities, Hispanic
2024: All Students, English Learners, Hispanic, Socio-economically Disadvantaged, Students with Disabilities (Unhoused Youth progressed from red to orange performance level; no change for other student groups)
- Mathematics

2023: All Students, English Learners, Socio-economically Disadvantaged, Hispanic
2024: None (All Students, English Learners, Socio-economically Disadvantaged, Hispanic progressed from red to orange performance level)

* Hueneme Elementary School:
- English Language Arts

2023: English Learners, Unhoused Youth, Students with Disabilities, Hispanic
2024: English Learners, Hispanic, Socio-economically Disadvantaged, Students with Disabilities (Unhoused Youth - no performance color)
- Mathematics

2023: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
2024: None (English Learners and Students with Disabilities progressed from red to orange performance level; Socioeconomically Disadvantaged and Hispanic progressed from red to yellow performance level)

* Larsen Elementary School:
- English Language Arts

2023: None
2024: All Students, English Learners, Hispanic, Unhoused Youth, Socio-economically Disadvantaged, Students with Disabilities
- Mathematics

2023: None
2024: Hispanic, Students with Disabilities

* Parkview Elementary School:
- English Language Arts

2023: All Students, English Learners, Socio-economically Disadvantaged, Students with Disabilities, Hispanic
2024: All Students, English Learners, Socio-economically Disadvantaged, Students with Disabilities, Hispanic (no change)
- Mathematics

2023: English Learners, Students with Disabilities
2024: English Learners, Students with Disabilities (no change)

* Sunkist Elementary School:
- English Language Arts

2023: None
2024: Unhoused Youth, Students with Disabilities
- Mathematics

2023: None
2024: Students with Disabilities

* Williams Elementary School:

- English Language Arts

2023: English Learners, Socio-economically Disadvantaged, Hispanic
2024: None (Socio-economically Disadvantaged, Hispanic progressed from red to yellow performance level; English Learners progressed from red to orange performance level)

- Mathematics

2023: None
2024: Unhoused Youth, Students with Disabilities

* Blackstock Junior High School:

- English Language Arts

2023: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White
2024: Unhoused Youth, Students with Disabilities (English Learners progressed from red to orange performance level; Socioeconomically Disadvantaged, Hispanic, and White progressed from red to yellow performance level)

- Mathematics

2023: All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White
2024: Students with Disabilities (All Students, English Learners, Socioeconomically Disadvantaged, Hispanic, and White progressed from red to orange performance level)

* Green Junior High School:

- English Language Arts

2023: All Students, English Learners, Unhoused Youth, Socio-economically Disadvantaged, Students with Disabilities, Hispanic
2024: Hispanic, Unhoused Youth (All Students, English Learners, Socio-economically Disadvantaged, Students with Disabilities progressed from red to orange performance level)

- Mathematics

2023: All Students, English Learners, Socio-economically Disadvantaged, Students with Disabilities, Hispanic
2024: Long-term English Learners, Unhoused Youth, Students with Disabilities, Hispanic (All Students, English Learners, Socio-economically Disadvantaged progressed from red to orange performance level)

Action 1.5 Support for Extended Learning

Implementing extended learning opportunities—such as after-school programs, intersession courses, and targeted academic interventions—contributed to measurable academic progress among several historically underserved student populations. Across the school district and at many individual school sites, performance improved notably in English Language Arts and Mathematics. However, these gains were not

consistent for all student groups. In particular, Students with Disabilities and Unhoused Youth face significant and persistent academic challenges.

District-Level Trends:

- English Language Arts: District data indicates that English Learners, students from socio-economically disadvantaged backgrounds, and Hispanic students demonstrated academic growth, improving from the red to the orange performance level. However, Unhoused Youth and Students with Disabilities remained in the lowest-performing tier, showing no measurable improvement in 2024.
- Mathematics: The overall student population improved from the red to the yellow performance level. Key subgroups—English Learners, socio-economically disadvantaged students, and Hispanic students—also improved from red to orange. However, new concerns emerged in 2024 for African American students, who were newly identified among the lowest-performing groups, indicating a developing achievement gap.

School-Level Patterns:

- Sites Showing Strong Improvement: Hathaway Elementary School, Haycox Elementary School, Hueneme Elementary School, and Blackstock Junior High School demonstrated clear upward trends in academic performance. Many student groups at these schools moved out of the lowest English Language Arts and Mathematics performance levels.
- Williams Elementary School achieved complete exit from English Language Arts focus areas by 2024, as English Learners, socio-economically disadvantaged students, and Hispanic students all demonstrated significant improvement.
- Green Junior High School showed consistent gains across most student groups, with especially strong progress in both English Language Arts and Mathematics. Students with Disabilities at this site showed noticeable improvement as well.

Persistent or Emerging Challenges:

- Parkview Elementary School showed no change in subgroup performance between 2023 and 2024, despite access to extended learning opportunities.
- Sunkist Elementary School, Larsen Elementary School, and Bard Elementary School each presented new areas of concern in 2024, especially related to the performance of Students with Disabilities.
- Unhoused Youth remained among the most persistently underperforming student groups across multiple schools. Although some site-level improvement was evident—such as at Haycox Elementary School—this population continues to require intensive and sustained support.

Subgroup-Specific Trends:

- English Learners and students from socio-economically disadvantaged backgrounds demonstrated some of the most substantial academic gains across multiple school sites.
- Students with Disabilities were the most consistently low-performing group across the district. There was limited evidence of improvement overall, and several new performance concerns for this group emerged in 2024.

Unhoused Youth showed incremental progress, particularly at the district level, but continued to experience significant achievement gaps, making them a high-priority population for ongoing support.

A comparison of the lowest-performing focus areas (2023 and 2024):

* District:
-English Language Arts
2023: English Learners, Unhoused Youth, Socio-economically Disadvantaged, Students with Disabilities, Hispanic
2024: Unhoused Youth, Students with Disabilities (English Learners, Socio-economically Disadvantaged, Hispanic - progressed from red to orange performance level)
-Mathematics
2023: All Students, English Learners, Socio-economically Disadvantaged, Hispanic
2024: African American, Unhoused Youth, Students with Disabilities (All Students progressed from red to yellow performance level; English Learners, Socio-economically Disadvantaged, Hispanic progressed from red to orange performance level)

* Bard Elementary School:
-English Language Arts
2023: None
2024: English Learners, Students with Disabilities
-Mathematics
2023: None
2024: Students with Disabilities

* Beach Elementary School:
2023: None
2024: None

* Hathaway Elementary School:
- English Language Arts

2023: All Students, English Learners, Socio-economically Disadvantaged, Students with Disabilities, Hispanic
2024: None (All Students and Hispanic- progressed from red to yellow performance level; English Learners, Socio-economically Disadvantaged progressed from red to orange performance level; Students with Disabilities - no performance color)

- Mathematics

2023: English Learners
2024: None (English Learners progressed from red to yellow performance level)

- English Learner Progress Indicator:

2023: None
2024: All Students, English Learners

* Haycox Elementary School:
- English Language Arts

2023: All Students, English Learners, Unhoused Youth, Socio-economically Disadvantaged, Students with Disabilities, Hispanic
2024: All Students, English Learners, Hispanic, Socio-economically Disadvantaged, Students with Disabilities (Unhoused Youth progressed from red to orange performance level; no change for other student groups)
- Mathematics

2023: All Students, English Learners, Socio-economically Disadvantaged, Hispanic
2024: None (All Students, English Learners, Socio-economically Disadvantaged, Hispanic progressed from red to orange performance level)

* Hueneme Elementary School:
- English Language Arts

2023: English Learners, Unhoused Youth, Students with Disabilities, Hispanic
2024: English Learners, Hispanic, Socio-economically Disadvantaged, Students with Disabilities (Unhoused Youth - no performance color)
- Mathematics

2023: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
2024: None (English Learners and Students with Disabilities progressed from red to orange performance level; Socioeconomically Disadvantaged and Hispanic progressed from red to yellow performance level)

* Larsen Elementary School:
- English Language Arts

2023: None
2024: All Students, English Learners, Hispanic, Unhoused Youth, Socio-economically Disadvantaged, Students with Disabilities
- Mathematics

2023: None
2024: Hispanic, Students with Disabilities

* Parkview Elementary School:
- English Language Arts

2023: All Students, English Learners, Socio-economically Disadvantaged, Students with Disabilities, Hispanic
2024: All Students, English Learners, Socio-economically Disadvantaged, Students with Disabilities, Hispanic (no change)
- Mathematics

2023: English Learners, Students with Disabilities
2024: English Learners, Students with Disabilities (no change)

* Sunkist Elementary School:

- English Language Arts

2023: None
2024: Unhoused Youth, Students with Disabilities

- Mathematics

2023: None
2024: Students with Disabilities

* Williams Elementary School:

- English Language Arts

2023: English Learners, Socio-economically Disadvantaged, Hispanic
2024: None (Socio-economically Disadvantaged, Hispanic progressed from red to yellow performance level; English Learners progressed from red to orange performance level)

- Mathematics

2023: None
2024: Unhoused Youth, Students with Disabilities

* Blackstock Junior High School:

- English Language Arts

2023: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White
2024: Unhoused Youth, Students with Disabilities (English Learners progressed from red to orange performance level; Socioeconomically Disadvantaged, Hispanic, and White progressed from red to yellow performance level)

- Mathematics

2023: All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White
2024: Students with Disabilities (All Students, English Learners, Socioeconomically Disadvantaged, Hispanic, and White progressed from red to orange performance level)

* Green Junior High School:

- English Language Arts

2023: All Students, English Learners, Unhoused Youth, Socio-economically Disadvantaged, Students with Disabilities, Hispanic
2024: Hispanic, Unhoused Youth (All Students, English Learners, Socio-economically Disadvantaged, Students with Disabilities progressed from red to orange performance level)

- Mathematics

2023: All Students, English Learners, Socio-economically Disadvantaged, Students with Disabilities, Hispanic
2024: Long-term English Learners, Unhoused Youth, Students with Disabilities, Hispanic (All Students, English Learners, Socio-economically Disadvantaged progressed from red to orange performance level)

Action 1.6 Support for Libraries

This action is designed to support student achievement by strengthening school libraries as a resource for academic and literacy development. A performance data review across 2023 and 2024 shows that while the initiative yielded notable academic progress in many student groups, particularly in English Language Arts and Mathematics, challenges persist for specific populations.

District-Level Overview:

- English Language Arts (ELA): In 2023, the lowest-performing student groups included English Learners, Unhoused Youth, Socio-economically Disadvantaged students, Students with Disabilities, and Hispanic students. By 2024, English Learners, Hispanic students, and Socio-economically Disadvantaged students had progressed from the red to the orange performance level, indicating improvement. However, Unhoused Youth and Students with Disabilities remained in the lowest-performing category, suggesting a need for continued targeted support.
- Mathematics: The district showed measurable progress, with All Students improving from red to yellow. English Learners, Hispanic students, and Socio-economically Disadvantaged students improved from red to orange. Still, in 2024, African American students, Unhoused Youth, and Students with Disabilities were identified as the lowest-performing groups, with new concerns arising for African American students.

School-Level Analysis:

Schools Demonstrating Significant Improvement:
* Hathaway Elementary School: All previously low-performing groups showed improvement, with no student groups remaining in the red performance level for either English Language Arts or Mathematics in 2024.
* Williams Elementary School: All student groups improved; none were identified as lowest-performing in 2024.
* Hueneme Elementary School: Most student groups improved in both subjects. English Learners and Hispanic students made gains in English Language Arts and Mathematics.
* Blackstock Junior High School: Multiple groups moved out of the lowest performance level in English Language Arts and Mathematics. Only Students with Disabilities and Unhoused Youth remained as focus areas.
* Green Junior High School: Demonstrated progress in most subgroups in both subjects. Only Hispanic students and Unhoused Youth remained in the lowest performance level for English Language Arts, and a few new subgroups were identified in Mathematics.

Schools with Minimal or No Change:
* Parkview Elementary School: The same student groups remained in the lowest performance levels across both years in English Language Arts and Mathematics.
* Haycox Elementary School: Although several subgroups improved in Mathematics, English Language Arts performance remained unchanged for most groups.
* Sunkist and Larsen Elementary Schools: New performance challenges emerged in 2024, particularly involving Students with Disabilities

and Unhoused Youth.

Schools with Stable, High Performance:
* Beach Elementary School: No student groups were identified as lowest-performing in either 2023 or 2024.

Subgroup Trends Across Schools:
* English Learners, Hispanic students, and Socio-economically Disadvantaged students showed consistent improvement across many school sites, particularly in Mathematics.
* Students with Disabilities and Unhoused Youth remained the most consistently underperforming groups district-wide, showing minimal improvement or emerging as new challenges in multiple schools.
* African American students were newly identified at the district level in Mathematics in 2024, highlighting an emerging need for targeted interventions.

Conclusions:
* Action 1.6 has contributed to measurable academic gains in English Language Arts and Mathematics for many student groups, particularly those who have historically underperformed. The strengthening of library services appears to correlate with academic growth in several key populations. However, persistent gaps remain for Students with Disabilities and Unhoused Youth, who continue to be disproportionately represented among the lowest-performing groups. Additionally, the emergence of African American students in the 2024 data signals a need for broader equity efforts.

A comparison of the lowest-performing focus areas (2023 and 2024):

* District:
-English Language Arts
2023: English Learners, Unhoused Youth, Socio-economically Disadvantaged, Students with Disabilities, Hispanic
2024: Unhoused Youth, Students with Disabilities (English Learners, Socio-economically Disadvantaged, Hispanic - progressed from red to orange performance level)
-Mathematics
2023: All Students, English Learners, Socio-economically Disadvantaged, Hispanic
2024: African American, Unhoused Youth, Students with Disabilities (All Students progressed from red to yellow performance level; English Learners, Socio-economically Disadvantaged, Hispanic progressed from red to orange performance level)

* Bard Elementary School:
-English Language Arts
2023: None
2024: English Learners, Students with Disabilities
-Mathematics

2023: None
2024: Students with Disabilities

* Beach Elementary School:
2023: None
2024: None

* Hathaway Elementary School:
- English Language Arts

2023: All Students, English Learners, Socio-economically Disadvantaged, Students with Disabilities, Hispanic
2024: None (All Students and Hispanic- progressed from red to yellow performance level; English Learners, Socio-economically Disadvantaged progressed from red to orange performance level; Students with Disabilities - no performance color)
- Mathematics

2023: English Learners
2024: None (English Learners progressed from red to yellow performance level)
- English Learner Progress Indicator:

2023: None
2024: All Students, English Learners

* Haycox Elementary School:
- English Language Arts

2023: All Students, English Learners, Unhoused Youth, Socio-economically Disadvantaged, Students with Disabilities, Hispanic
2024: All Students, English Learners, Hispanic, Socio-economically Disadvantaged, Students with Disabilities (Unhoused Youth progressed from red to orange performance level; no change for other student groups)
- Mathematics

2023: All Students, English Learners, Socio-economically Disadvantaged, Hispanic
2024: None (All Students, English Learners, Socio-economically Disadvantaged, Hispanic progressed from red to orange performance level)

* Hueneme Elementary School:
- English Language Arts

2023: English Learners, Unhoused Youth, Students with Disabilities, Hispanic
2024: English Learners, Hispanic, Socio-economically Disadvantaged, Students with Disabilities (Unhoused Youth - no performance color)
- Mathematics

2023: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
2024: None (English Learners and Students with Disabilities progressed from red to orange performance level; Socioeconomically Disadvantaged and Hispanic progressed from red to yellow performance level)

* Larsen Elementary School:
- English Language Arts

2023: None
2024: All Students, English Learners, Hispanic, Unhoused Youth, Socio-economically Disadvantaged, Students with Disabilities
- Mathematics

2023: None
2024: Hispanic, Students with Disabilities

* Parkview Elementary School:
- English Language Arts

2023: All Students, English Learners, Socio-economically Disadvantaged, Students with Disabilities, Hispanic
2024: All Students, English Learners, Socio-economically Disadvantaged, Students with Disabilities, Hispanic (no change)
- Mathematics

2023: English Learners, Students with Disabilities
2024: English Learners, Students with Disabilities (no change)

* Sunkist Elementary School:
- English Language Arts

2023: None
2024: Unhoused Youth, Students with Disabilities
- Mathematics

2023: None
2024: Students with Disabilities

* Williams Elementary School:
- English Language Arts

2023: English Learners, Socio-economically Disadvantaged, Hispanic
2024: None (Socio-economically Disadvantaged, Hispanic progressed from red to yellow performance level; English Learners progressed from red to orange performance level)
- Mathematics

2023: None
2024: Unhoused Youth, Students with Disabilities

* Blackstock Junior High School:

- English Language Arts

2023: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White
2024: Unhoused Youth, Students with Disabilities (English Learners progressed from red to orange performance level; Socioeconomically Disadvantaged, Hispanic, and White progressed from red to yellow performance level)

- Mathematics

2023: All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White
2024: Students with Disabilities (All Students, English Learners, Socioeconomically Disadvantaged, Hispanic, and White progressed from red to orange performance level)

* Green Junior High School:

- English Language Arts

2023: All Students, English Learners, Unhoused Youth, Socio-economically Disadvantaged, Students with Disabilities, Hispanic
2024: Hispanic, Unhoused Youth (All Students, English Learners, Socio-economically Disadvantaged, Students with Disabilities progressed from red to orange performance level)

- Mathematics

2023: All Students, English Learners, Socio-economically Disadvantaged, Students with Disabilities, Hispanic
2024: Long-term English Learners, Unhoused Youth, Students with Disabilities, Hispanic (All Students, English Learners, Socio-economically Disadvantaged progressed from red to orange performance level)

Action 1.7 Support for Class Size

Overview:
Reducing class sizes aims to improve instructional quality and engagement, particularly for historically underserved student groups. While there were areas of improvement from 2023 to 2024, performance data indicates mixed outcomes, with new challenges surfacing in key subgroups, particularly related to chronic absenteeism and student discipline.

District-Level Trends:
* English Language Arts: In 2023, English Learners, Unhoused Youth, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students were among the lowest-performing groups. By 2024, English Learners, Socioeconomically Disadvantaged students, and Hispanic students showed improvement, leaving Unhoused Youth and Students with Disabilities as the remaining lowest-performing groups.
* Mathematics: In 2023, all student groups, including English Learners, Socioeconomically Disadvantaged, and Hispanic students, were flagged. Although those groups improved in 2024, African American students, Unhoused Youth, and Students with Disabilities emerged as the new lowest-performing groups.

* Suspension Rate: Shifted from All Students and White students (2023) to Foster Youth in 2024.
* Chronic Absenteeism: Evolved from a focus on Foster Youth and Filipino students (2023) to African American students and Unhoused Youth in 2024.

School-Level Patterns:
* Schools with Notable Improvement
- Hathaway Elementary School: Fully exited all low-performing areas by 2024 across academic and engagement indicators.
- Hueneme Elementary School: Showed academic gains in English Language Arts and Mathematics.

Schools with Persistent or New Challenges:
* Haycox Elementary School: Maintained low performance in English Language Arts; Mathematics improved. Unhoused Youth continued to be flagged for chronic absenteeism in both years.
* Parkview Elementary School: No change in performance levels from 2023 to 2024; remained low-performing in English Language Arts and Mathematics for several subgroups. Chronic absenteeism for Unhoused Youth appeared in 2024.
* Bard Elementary School introduced new challenges in 2024, with emerging performance gaps in English Language Arts and Mathematics and chronic absenteeism.
* Blackstock Junior High School: Despite some progress, the school saw a significant rise in chronic absenteeism challenges, with nearly all subgroups flagged in 2024.
Green Junior High School: The academic focus shifted to long-term language acquisition and chronic absenteeism, especially among English Learners and Students with Disabilities.

Schools with New Focus Areas:
* Larsen Elementary School: Saw expanded focus areas in 2024 across all indicators, reflecting an increase in identified needs, particularly in Mathematics and Chronic Absenteeism.
* Williams Elementary School: Shifted from academic focus on English Language Arts in 2023 to Mathematics and Chronic Absenteeism among Unhoused Youth in 2024.
* Beach Elementary School: Continued to face chronic absenteeism issues, with new challenges in 2024 for Students with Disabilities.

Subgroup Observations:
* English Learners and Socioeconomically Disadvantaged Students: Showed meaningful improvement in English Language Arts and Mathematics at the district level and in many schools.
* Students with Disabilities: Consistently remained among the lowest-performing groups across multiple academic and engagement indicators, with few signs of progress between years.
- Unhoused Youth: Continued to face serious academic achievement and school engagement challenges, particularly chronic absenteeism. They were flagged in numerous schools across both years.
- African American and Foster Youth: Emerged in 2024 as areas of challenge, especially in Mathematics and Suspension Rates.

Conclusion:

While the reduction in class size appears to have supported academic progress for some student groups, the data shows a concerning rise in chronic absenteeism and emerging academic challenges for new subgroups.

A comparison of the lowest-performing focus areas (2023 and 2024):

* District:
2023:
English Language Arts - English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic
Suspension Rate - All Students, White
Chronic Absenteeism - Foster, Filipino

2024:
English Language Arts - Unhoused Youth, Students with Disabilities
Mathematics - African American, Homeless, Students with Disabilities
Suspension Rate - Foster Youth
Chronic Absenteeism - African American, Unhoused Youth

* Bard Elementary School:
2023:
English Language Arts - None
Mathematics - None
Suspension Rate - None
Chronic Absenteeism - None

2024:
English Language Arts - English Learners, Students with Disabilities
Mathematics - Students with Disabilities
Suspension Rate - White
Chronic Absenteeism - Unhoused Youth

* Beach Elementary School:
2023:
English Language Arts - None
Mathematics - None
Suspension Rate - None
Chronic Absenteeism - All Students, White

2024:
English Language Arts - None
Mathematics - None
Suspension Rate - None
Chronic Absenteeism - Students with Disabilities

* Hathaway Elementary School:
2023:
English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - English Learners
Suspension Rate - None
Chronic Absenteeism - None

2024:
English Language Arts - None
Mathematics - None
Suspension Rate - None
Chronic Absenteeism - None

* Haycox Elementary School:
2023:
English Language Arts - All Students, English Learners, Unhoused Youth, Socio-economically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic
Suspension Rate - None
Chronic Absenteeism - Unhoused Youth

2024:
English Language Arts - All Students, English Learners, Socio-economically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - None
Suspension Rate - None
Chronic Absenteeism - Unhoused Youth

* Hueneme Elementary School:
2023:

English Language Arts - English Learners, Homeless, Students with Disabilities, Hispanic
Mathematics - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Suspension Rate - None
Chronic Absenteeism - None

2024:
English Language Arts - All Students, English Learners, Students with Disabilities, Hispanic
Mathematics - None
Suspension Rate - None
Chronic Absenteeism - None

* Larsen Elementary School:
2023:
English Language Arts - None
Mathematics - None
Suspension Rate - None
Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic

2024:
English Language Arts - All Students, English Learners, Hispanic, Unhoused Students, Socio-economically Disadvantaged, Students with Disabilities
Mathematics - Hispanic, Students with Disabilities
Suspension Rate - None
Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic

* Parkview Elementary School:
2023:
English Language Arts - All Students, English Learners, Socio-economically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - English Learners, Students with Disabilities
Suspension Rate - None
Chronic Absenteeism - None

2024:
English Language Arts - All Students, English Learners, Socio-economically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - English Learners, Students with Disabilities
Suspension Rate - None
Chronic Absenteeism - Unhoused Youth

* Williams Elementary School:
2023:
English Language Arts - English Learners, Socioeconomically Disadvantaged, Hispanic
Mathematics - None
Suspension Rate - None
Chronic Absenteeism - Filipino

2024:
English Language Arts - None
Mathematics - Unhoused Youth, Students with Disabilities
Suspension Rate - None
Chronic Absenteeism - None

* Blackstock Junior High School:
2023:
English Language Arts - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White
Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White
Suspension Rate - None
Chronic Absenteeism - None

2024:
English Language Arts - Unhoused Youth, Students with Disabilities
Mathematics - Students with Disabilities
Suspension Rate - None
Chronic Absenteeism - All Students, English Learners, Hispanic, Unhoused Youth, Socio-economically Disadvantaged, Students with Disabilities, White

* Green Junior High School:
2023:
English Learner Progress Indicator: All Students, English Learners
English Language Arts - All Students, English Learners, Unhoused Youth, Socio-economically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Suspension Rate - None
Chronic Absenteeism - Unhoused Youth, White

2024:
English Learner Progress Indicator: All Students, English Learners
English Language Arts - Unhoused Youth, Hispanic
Mathematics - Hispanic, Unhoused Youth, Long-Term English Learners, Students with Disabilities
Suspension Rate - None
Chronic Absenteeism - All Students, English Learners, Hispanic, Socio-economically Disadvantaged, Students with Disabilities, White

Action 1.8 Support for Sites

Overview:

- Action 1.8 provided direct support to school sites to address the needs of historically underserved students. A comparison between 2023 and 2024 performance data reveals a complex picture: while some schools experienced notable improvements, others showed new or persistent areas of challenge. Trends suggest that while targeted support yielded results in certain regions, challenges related to chronic absenteeism, academic achievement for students with disabilities, and support for unhoused youth continue to require attention.

District-Level Trends:

- In English Language Arts, there was progress among English Learners, Socio-economically Disadvantaged students, and Hispanic students in 2023. Still, in 2024, the focus shifted to Students with Disabilities and Unhoused Youth, indicating these groups most need support.
- In 2023, improvements were observed in mathematics for English Learners and Socio-economically disadvantaged students. However, by 2024, new challenges emerged among African American students, Unhoused Youth, and Students with Disabilities, showing shifting performance gaps.
- Suspension Rates showed reduced challenges at the district level, with only Foster Youth flagged in 2024, compared to multiple groups in 2023. This suggests modest progress in disciplinary practices.
- Chronic Absenteeism remains a persistent issue. Filipino and Foster Youth were focus groups in 2023; by 2024, the challenge expanded to include African American students and Unhoused Youth, indicating growing barriers to school attendance for these populations.

School-Level Patterns:

* Schools Showing Improvement:

- Hathaway Elementary School: Cleared all previous areas of challenge in 2024, reflecting strong implementation of site-level interventions.

- Williams Elementary School: Eliminated focus areas in English Language Arts, likely due to targeted academic supports for English Learners and Socioeconomically Disadvantaged students.

* Schools with Emerging or Ongoing Needs:
- Bard Elementary School: Had no focus areas in 2023, but by 2024 showed concerns in both English Language Arts and Mathematics for English Learners and Students with Disabilities, as well as issues related to suspension rates and chronic absenteeism.
- Larsen Elementary School: In 2024, new academic and absenteeism challenges emerged across many student groups, indicating an urgent need for comprehensive support.
- Parkview Elementary School: Maintained the same focus areas in both years, showing no improvement, and added a challenge about chronic absenteeism in 2024.
- Haycox Elementary School: Although Mathematics performance improved in 2024, challenges in English Language Arts and absenteeism remained constant, especially for Unhoused Youth.

* Schools with Persistent Absenteeism Issues:
- Blackstock Junior High School and Green Junior High School both saw a rise in chronic absenteeism concerns across nearly all student groups in 2024, including English Learners, Hispanic students, Students with Disabilities, and Unhoused Youth.

* Subgroup Trends Across Schools:
- Students with Disabilities: This group remained one of the most consistently low-performing, flagged across numerous English Language Arts and Mathematics schools. Their representation in chronic absenteeism also increased.
- Unhoused Youth: Although some sites showed gains in other areas, Unhoused Youth continued to experience significant academic and attendance-related challenges in 2024.
- English Learners and Hispanic Students: These groups demonstrated performance improvements in several schools, yet continued to appear in focus areas for absenteeism and achievement, especially in middle school settings.
- African American Students: Newly emerged as a focus group for Mathematics and absenteeism in 2024.

Conclusion
Action 1.8 led to positive outcomes at some school sites, such as Hathaway and Williams, demonstrating the potential impact of targeted support. However, the increase in newly flagged student groups at other schools, along with persistent absenteeism and academic struggles for Students with Disabilities and Unhoused Youth,

A comparison of the lowest-performing focus areas (2023 and 2024):

* District:
2023:
English Language Arts - English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic
Suspension Rate - All Students, White

Chronic Absenteeism - Foster, Filipino

2024:
English Language Arts - Unhoused Youth, Students with Disabilities
Mathematics - African American, Homeless, Students with Disabilities
Suspension Rate - Foster Youth
Chronic Absenteeism - African American, Unhoused Youth

* Bard Elementary School:
2023:
English Language Arts - None
Mathematics - None
Suspension Rate - None
Chronic Absenteeism - None

2024:
English Language Arts - English Learners, Students with Disabilities
Mathematics - Students with Disabilities
Suspension Rate - White
Chronic Absenteeism - Unhoused Youth

* Beach Elementary School:
2023:
English Language Arts - None
Mathematics - None
Suspension Rate - None
Chronic Absenteeism - All Students, White

2024:
English Language Arts - None
Mathematics - None
Suspension Rate - None
Chronic Absenteeism - Students with Disabilities

* Hathaway Elementary School:
2023:
English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic

Mathematics - English Learners
Suspension Rate - None
Chronic Absenteeism - None

2024:
English Language Arts - None
Mathematics - None
Suspension Rate - None
Chronic Absenteeism - None

* Haycox Elementary School:
2023:
English Language Arts - All Students, English Learners, Unhoused Youth, Socio-economically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic
Suspension Rate - None
Chronic Absenteeism - Unhoused Youth

2024:
English Language Arts - All Students, English Learners, Socio-economically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - None
Suspension Rate - None
Chronic Absenteeism - Unhoused Youth

* Hueneme Elementary School:
2023:
English Language Arts - English Learners, Homeless, Students with Disabilities, Hispanic
Mathematics - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Suspension Rate - None
Chronic Absenteeism - None

2024:
English Language Arts - All Students, English Learners, Students with Disabilities, Hispanic
Mathematics - None
Suspension Rate - None
Chronic Absenteeism - None

* Larsen Elementary School:
2023:
English Language Arts - None
Mathematics - None
Suspension Rate - None
Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic

2024:
English Language Arts - All Students, English Learners, Hispanic, Unhoused Students, Socio-economically Disadvantaged, Students with Disabilities
Mathematics - Hispanic, Students with Disabilities
Suspension Rate - None
Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic

* Parkview Elementary School:
2023:
English Language Arts - All Students, English Learners, Socio-economically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - English Learners, Students with Disabilities
Suspension Rate - None
Chronic Absenteeism - None

2024:
English Language Arts - All Students, English Learners, Socio-economically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - English Learners, Students with Disabilities
Suspension Rate - None
Chronic Absenteeism - Unhoused Youth

* Williams Elementary School:
2023:
English Language Arts - English Learners, Socioeconomically Disadvantaged, Hispanic
Mathematics - None
Suspension Rate - None
Chronic Absenteeism - Filipino

2024:
English Language Arts - None
Mathematics - Unhoused Youth, Students with Disabilities

Suspension Rate - None
Chronic Absenteeism - None

* Blackstock Junior High School:
2023:
English Language Arts - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White
Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White
Suspension Rate - None
Chronic Absenteeism - None

2024:
English Language Arts - Unhoused Youth, Students with Disabilities
Mathematics - Students with Disabilities
Suspension Rate - None
Chronic Absenteeism - All Students, English Learners, Hispanic, Unhoused Youth, Socio-economically Disadvantaged, Students with Disabilities, White

* Green Junior High School:
2023:
English Learner Progress Indicator: All Students, English Learners
English Language Arts - All Students, English Learners, Unhoused Youth, Socio-economically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Suspension Rate - None
Chronic Absenteeism - Unhoused Youth, White

2024:
English Learner Progress Indicator: All Students, English Learners
English Language Arts - Unhoused Youth, Hispanic
Mathematics - Hispanic, Unhoused Youth, Long-Term English Learners, Students with Disabilities
Suspension Rate - None
Chronic Absenteeism - All Students, English Learners, Hispanic, Socio-economically Disadvantaged, Students with Disabilities, White

Comparison Data for Unduplicated Pupils:

Overview:
Analysis of multiple performance indicators for unduplicated students—specifically English Learners, Socio-economically Disadvantaged students, and Foster Youth—shows a mixed pattern of academic growth and persistent challenges. Gains were evident in key academic assessments, particularly in English Language Arts, Mathematics, and Science. However, the percentage of English Learners making progress toward language proficiency decreased, and the proportion of Long-Term English Learners increased in the upper grades. These patterns suggest improvement in core content achievement but need stronger, sustained supports in language development and reclassification efforts.

1. English Learner Progress Indicator (ELPI)
- The proportion of English Learners progressing by at least one level on the English Language Proficiency Assessments for California declined by 10.7 percentage points (from 55.4% in 2023 to 44.7% in 2024). At the same time:
- The percentage of English Learners who decreased by at least one level increased from 13.2% to 17.5%.
- More students remained at lower proficiency levels (ELPI Levels 1–3), increasing from 31.3% to 37.6%.
- Only 0.1% of English Learners maintained the highest level of proficiency in both years.

Implication: Although some students are making gains, a growing proportion of English Learners are stagnating or regressing in their language development.

2. Reclassification Rate
- The reclassification rate of English Learners to Fluent English Proficient status slightly improved, from 31.9% in 2023 to 32.2% in 2024—a modest increase of 0.3 percentage points.

Implication: Minimal progress in reclassification suggests a need for more targeted and effective support to accelerate language acquisition.

3. Long-Term English Learners
The proportion of students classified as English Learners for six or more years rose in Grades 7 and 8:

Grade 6: decreased from 19.5% to 18.3% (improvement)

Grade 7: increased from 13.9% to 18.6%

Grade 8: increased from 12.1% to 14.8%

Implication: While there was some improvement in Grade 6, the rise in older grade levels highlights ongoing difficulty in advancing English Learners to proficiency by middle school.

4. California Assessment of Student Performance and Progress (CAASPP) – English Language Arts

All groups improved in their average distance from meeting the standard in English Language Arts:

- All students improved by 3.3 points (from -68.1 to -64.8)
- English Learners improved by 6.6 points (from -94.4 to -87.8)
- Socioeconomically Disadvantaged students improved by 3.8 points (from -75.4 to -71.6)

Implication: Despite persistent gaps, English Learners and Socioeconomically Disadvantaged students made measurable progress toward proficiency.

5. California Assessment of Student Performance and Progress – Mathematics

All groups showed positive movement toward the standard in Mathematics:

- All students improved by 5 points (from -99.8 to -94.8)
- English Learners improved by 5 points (from -119.5 to -114.5)
- Socioeconomically Disadvantaged students improved by 5.8 points (from -106.6 to -100.8)

Implication: Steady progress was made, but gaps between English Learners and their peers remain wide, especially in Mathematics.

6. California Science Test (CAST)

Grade 5 Results:

- All students increased by 11.1 points (from 190.4 to 201.5)
- English Learners improved by 6.4 points (from 177.3 to 183.7)
- Foster Youth data is newly reported at 187.3
- Socioeconomically Disadvantaged students remained unchanged at 188.8

Grade 8 Results:

- All students increased by 10.3 points (from 390.5 to 400.8)
- English Learners improved by 4.3 points (from 376.2 to 380.5)
- Foster Youth reported at 386.1
- Socioeconomically Disadvantaged students remained at 388.9

Implication: Science improved broadly for most groups, particularly at the district level, although Socioeconomically Disadvantaged students showed no measurable change.

Conclusion: These findings emphasize the importance of sustaining multi-year investments in differentiated support and robust monitoring for unduplicated pupils.

Data:

1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC)

2023:
13.2% of English Learners decreased by at least 1 ELPI level
31.3% of English Learners maintained an ELPI Level of 1-3
0.1% of English Learners maintained ELPI Level 4
55.4% of English Learners progressed at least 1 ELPI Level

2024:
17.5% of English Learners decreased by at least 1 ELPI level (increased 4.3%)
37.6% of English Learners maintained an ELPI Level of 1-3 (increased 6.3%)
0.1% of English Learners maintained ELPI Level 4 (maintained)
44.7% of English Learners progressed at least 1 ELPI Level (decreased 10.7%)

2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP)
2023: 31.9%
2024: 32.2% (increased by .3%)

3. Long-Term English Learners (LTELs) - Percentage of English Learners who have been classified as ELs for 6+ years

Grade 6
2023:19.5%
2024: 18.3% (decreased 1.2%)

Grade 7
2023: 13.9%
2024: 18.6% (increased 4.7%)

Grade 8
2023: 12.1%
2024: 14.8% (increased 2.7%)

4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA)

2023:
All: -68.1

English Learners: -94.4
Foster Youth: N/A
Socio-Economically Disadvantaged: -75.4

2024:
All: -64.8 (increased 3.3 points)
English Learners: -87.8 (increased 6.6 points)
Foster Youth: N/A
Socio-Economically Disadvantaged: -71.6 (increased 3.8 points)

5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics

2023:
All: -99.8
English Learners: -119.5
Foster Youth: N/A
Socio-Economically Disadvantaged: -106.6

2024:
All: -94.8 (increased 5 points)
English Learners: -114.5 (increased 5 points)
Foster Youth: N/A
Socio-Economically Disadvantaged: -100.8 (increased 5.8 points)

6. California Science Test (CAST) - Students meeting or exceeding standards on CAST

2023:
District: Grade 5

Scale Score Range: 150-250
Standard Not Met: 150-178
Standard Nearly Met: 179-213
Standard Met: 214-230
Standard Exceeded: 231-250

All: 190.4
English Learners: 177.3

Foster Youth: N/A
Socio-Economically Disadvantaged: 188.8

District: Grade 8

Scale Score Range: 350-450
Standard Not Met: 350-377
Standard Nearly Met: 378-414
Standard Met: 415-432
Standard Exceeded: 433-450

All: 390.5
English Learners: 376.2
Foster Youth: N/A
Socio-Economically Disadvantaged: 388.9

2024:
Grade 5

Scale Score Range: 150-250
Standard Not Met: 150-178
Standard Nearly Met: 179-213
Standard Met: 214-230
Standard Exceeded: 231-250

All: 201.5 (increased 11.1)
English Learners: 183.7 (increased 6.3)
Foster Youth: 187.3 (N/A)
Socio-Economically Disadvantaged: 188.8 (increased 0)

Grade 8

Scale Score Range: 350-450
Standard Not Met: 350-377
Standard Nearly Met: 378-414
Standard Met: 415-432
Standard Exceeded: 433-450

All: 400.8 (increased 10.3)
English Learners: 380.5 (increased 4.3)

Foster Youth: 386.1 (N/A)
Socio-Economically Disadvantaged: 388.9 (increased 0)

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.

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

Metrics Modifications: No planned adjustments

Actions Modifications:

* 1.1 Support for Professional Learning

- UCLA Math Project (https://centerx.gseis.ucla.edu/math-project/) - Training for Haycox Elementary and Hathaway Elementary; to expand to all nine elementary schools in 2025/26.
- Guided Language Acquisition Design (Project GLAD) - A rigorous professional development model based on a collection of research-based, effective classroom strategies. It focuses on an integrated approach to support language acquisition and proficiency in K-6 grade level content standards - English and Spanish.
- OpenSci ED Curriculum for Grades 6-8 (transition from IQWST Curriculum)—OpenSciEd Curriculum (https://openscied.org/) received a ‘green’ rating from EdReports, indicating the highest quality of science education instructional materials. Driven by engaging phenomena, students investigate their questions and wonderings as they incrementally build and revise their ideas/understanding of the science behind the phenomena.

Expected Outcomes: No planned adjustments

These modifications align with our current year's effectiveness analysis and implementation experiences.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Support for Professional Learning	Enhancing expertise and efficacy in literacy, English language development, math, history/social science, technology, and science to better support diverse learners. Additionally, this action addresses State Priority 7B. * Provide Resources: Allocate resources for professional development, including funding for workshops, conferences, training materials, and online courses. Access to resources such as books, journals, and educational technology will also support ongoing learning. * Offer Professional Development Opportunities: Organize various professional development opportunities, including workshops, seminars, webinars, and conferences. These sessions cover instructional strategies, curriculum development, assessment practices, technology integration, and cultural competence. * Facilitate Collaboration: Create opportunities for collaboration among educators, such as grade-level or subject-area meetings, professional learning communities (PLCs), and collaborative planning time. This allows HESD educators to share best practices, collaborate on lesson planning, analyze student data, and problem-solve. * Support Mentoring and Coaching: Establish mentoring and coaching programs to support new teachers and help experienced teachers refine their practice. Mentors and coaches provide guidance, feedback, and support tailored to individual educators' needs and goals. * Promote Reflective Practice: Encourage staff to engage in reflective practice by providing time and support for self-assessment, goal-setting, and action planning. This helps HESD staff continuously improve their teaching practices and adapting to evolving student needs. HESD will align professional learning support and opportunities with district goals, priorities, and initiatives to ensure that they address educators' specific needs and support improving teaching and learning outcomes. The following required additional support for professional learning to address the specific needs of all students, including emphasis on the following lowest-performing or red student groups:	$812,068.00	Yes

Action #	Title	Description	Total Funds	Contributing
		* Multi-Tiered System of Supports with Panorama Student Success - Panorama Student Success (https://www.panoramaed.com/products/student-success) is an all-in-one platform to strengthen systems of support. The dashboards bring together information about student academics, attendance, behavior, and socio-emotional learning so HESD educators can make data-driven decisions about student support. Panorama Student Success provided workshops to build a strong foundation in our staff, using Student Success to support students holistically. The training focused on applying data and inquiry protocols while building core platform knowledge and navigation skills. * Sobrato Early Academic Language (SEAL) - Professional learning starting in 2023-2024 (with Haycox and Hathaway Elementary) to train all elementary schools by the end of the school year 2024-2025. SEAL (https://seal.org/) It is a research-based, evidence-based approach to establishing systems and practices that support language development, literacy, and engaging, joyful learning for English Learners, Dual Language Learners, and ALL students. * California Reading & Literature Project (CRLP) - Professional learning in foundational reading skills and comprehension (elementary) and Content Area Language and Literacy (CALL) Institutes (https://www.callutheran.edu/education/crlp/programs/index.html) focused on the tools and skills needed to analyze the academic language demands of course-specific texts and material (junior highs). * Mathematics: New enVision Mathematics 2024 (https://www.savvas.com/solutions/mathematics/core-programs/envisionmathematics-grades-k-5) training for grades K-5 focused on comprehensive, standards-based content, support of student conceptual understanding, procedural skills, fluency, and relevant application opportunities. DESMOS, a supplemental blended middle school math curriculum (https://amplify.com/programs/desmos-math-6-a1/?r=w.hd) delivered through the Desmos Classroom platform for grades 6-8. * Hatching Results (School Counselor Training): This professional learning is designed to improve school counseling programs by utilizing evidence-based practice models (https://www.hatchingresults.com/). * Dual Immersion - Professional learning for dual immersion staff on the importance of bilingualism and biliteracy in a dual language program, how to obtain high achievement in both program languages and sociocultural		

Action #	Title	Description	Total Funds	Contributing
		competence, how the dual immersion models work, and what specific language teachers focus on and reinforce how to structure your time teaching two sets of students and/or two languages in one class, and collaborating with a partner teacher daily (https://www.cde.ca.gov/sp/el/er/edgedli.asp). * Nonviolent Crisis Intervention Training—This training provides staff with the skills to recognize and respond to everyday crises and de-escalate disruptive behavior (https://www.crisisprevention.com/ourprograms/nonviolent-crisis-intervention/). * LETRS (Language Essentials for Teachers of Reading and Spelling) - Three cohorts initiated this school year (elementary, junior high, and all administrators) for training in Lexia LETRS® (Language Essentials for Teachers of Reading and Spelling) Suite (https://www.lexialearning.com/letrs) is a comprehensive professional learning designed to provide educators and administrators with deep knowledge to be literacy and language experts in the science of reading. Support will focus on the following required state indicators: * English Language Arts—How well students meet grade-level English Language Arts assessment standards; this measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * Mathematics—How well students meet grade-level standards on the mathematics assessment; this measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternative Assessment, taken annually by students in grades 3–8 and 11. * English Learner Progress - The percentage of current EL students progressing towards English language proficiency or maintaining the highest level. * Chronic Absenteeism - The percentage of kindergarten through grade 8 students absent 10 percent or more of the instructional days they were enrolled. * Suspension Rate - The percentage of kindergarten through grade 8 students suspended for at least one aggregate day in a given school year. Students suspended multiple times or for multiple days are only counted		

Action #	Title	Description	Total Funds	Contributing
		once. Support will focus on the following local indicators: * Implementation of State Standards * Local Climate Survey The specific actions outlined above will focus on meeting the needs and acceleration of the lowest-performing student groups (as indicated/reported on the California School Dashboard: Lowest Performing Focus Area: Professional learning will include targeted strategies for supporting English Learners, Homeless students, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students in English Language Arts and Mathematics. This will include training on differentiated instruction, culturally responsive teaching practices, and evidence-based interventions specific to these student groups. District: English Language Arts - English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic Suspension Rate - All Students, White Chronic Absenteeism - Foster, Filipino Art Haycox Elementary School: English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic Chronic Absenteeism - Homeless Larsen Elementary School: Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic		

Action #	Title	Description	Total Funds	Contributing
		Fred Williams Elementary School: English Language Arts - English Learners, Socioeconomically Disadvantaged, Hispanic` Chronic Absenteeism - Filipino Hollywood Beach Elementary: Chronic Absenteeism - All Students, White Hueneme Elementary School: English Language Arts - English Learners, Homeless, Students with Disabilities, Hispanic Mathematics - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Hathaway Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners Parkview Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners, Students with Disabilities Blackstock Junior High School: English Language Arts - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White Green Junior High School: English Learner Progress Indicator: All Students, English Learners English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Chronic Absenteeism - Homeless, White		

Action #	Title	Description	Total Funds	Contributing
1.2	Support for Multilingual Programs	Multilingual Support Teachers (MLSTs) support the unique needs of each school's multilingual program, ensuring high-quality designated and integrated English Language Development (ELD) instruction and academic language support for multilingual learners. They also provide expanded services for long-term and newcomers, as well as data analysis to support all teachers with multilingual students. They also offer supplemental clerical and para-professional aide support for multilingual programs. Additionally, this action addresses State Priority 7B. Support will focus on the following required state indicators: * English Language Arts—How well students meet grade-level English Language Arts assessment standards; this measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * Mathematics - How well students meet grade-level standards on the mathematics assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * English Learner Progress - The percentage of current EL students progressing towards English language proficiency or maintaining the highest level. Support will focus on the following local indicators: * Implementation of State Standards The specific actions outlined above will focus on meeting the needs and acceleration of the lowest-performing student groups (as indicated/reported on the California School Dashboard): Lowest Performing Focus Area: Expand support for Long-Term English Learners (LTELs) through targeted interventions and specialized curriculum. Implement multilingual support programs for newcomers and	$2,747,642.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English language learners to accelerate language acquisition and academic progress. District - English Learners: English Language Arts, Mathematics Art Haycox Elementary School - English Learners: English Language Arts, Mathematics Fred Williams Elementary School - English Learners: English Language Arts Hueneme Elementary School - English Learners: English Language Arts, Mathematics Hathaway Elementary School - English Learners: English Language Arts, Mathematics Parkview Elementary School - English Learners: English Language Arts, Mathematics Blackstock Junior High School - English Learners: English Language Arts, Mathematics Green Junior High School - English Learners: English Learner Progress Indicator, English Language Arts, Mathematics		
1.3	Support for Special Populations	• Program Specialists: Under the Senior Director of Pupil Support Services, Program Specialists provide specialized support to teachers, staff, and administrators to enhance instructional programs for students with disabilities and their families. • Psychologists: Additional staff to decrease student-to-psychologist ratios for early intervention services.	$2,474,178.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Specialized Academic Instruction Teachers: Additional staff to reduce student-to-teacher ratios and enhance instructional support. Additionally, this action addresses State Priority 7B. Support will focus on the following required state indicators: * English Language Arts—How well students meet grade-level English Language Arts assessment standards; this measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * Mathematics - How well students meet grade-level standards on the mathematics assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * English Learner Progress - The percentage of current EL students progressing towards English language proficiency or maintaining the highest level. * Chronic Absenteeism - The percentage of kindergarten through grade 8 students absent 10 percent or more of the instructional days they were enrolled. * Suspension Rate - The percentage of kindergarten through grade 8 students suspended for at least one aggregate day in a given school year. Students suspended multiple times or for multiple days are only counted once. Support will focus on the following local indicators: * Implementation of State Standards * Local Climate Survey The specific actions outlined above will focus on meeting the needs and acceleration of the lowest-performing student groups (as indicated/reported on the California School Dashboard): Lowest Performing Focus Area: Enhance collaboration between general		

Action #	Title	Description	Total Funds	Contributing
		education and special education teachers to improve academic outcomes for Students with Disabilities. Implement evidence-based practices to address the specific learning needs of students with disabilities in core academic subjects. District - Students with Disabilities: English Language Arts Hueneme Elementary School - Students with Disabilities: English Language Arts, Mathematics Hathaway Elementary School - Students with Disabilities: English Language Arts Parkview Elementary School - Students with Disabilities: English Language Arts, Mathematics Blackstock Junior High School - Students with Disabilities: English Language Arts, Mathematics Green Junior High School - Students with Disabilities: English Language Arts, Mathematics		
1.4	Support for Early Education	• Paraprofessionals will provide support in full-day transitional kindergarten classrooms. • Funding of Early Childhood Coordinator: Oversee and coordinate programs and services related to early childhood education. Responsibilities include program development, curriculum planning, professional development, parent and community engagement, data analysis and assessment, resource coordination, compliance and regulations, and collaboration with agencies	$1,460,295.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Additionally, this action addresses State Priority 7B. Support will focus on the following required state indicators: * English Language Arts - How well students meet grade-level English Language Arts assessment standards; this measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * Mathematics - How well students meet grade-level standards on the mathematics assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * English Learner Progress - The percentage of current EL students progressing towards English language proficiency or maintaining the highest level. Support will focus on the following local indicators: * Implementation of State Standards The specific actions outlined above will focus on meeting the needs of the lowest-performing student groups (as indicated/reported on the California School Dashboard): Lowest Performing Focus Area: Develop early intervention strategies specifically targeting English Learners, Socio-economically Disadvantaged students, and Hispanic students to build strong foundational skills in literacy and numeracy. District: English Language Arts - English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic Suspension Rate - All Students, White Chronic Absenteeism - Foster, Filipino		

Action #	Title	Description	Total Funds	Contributing
		Art Haycox Elementary School: English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic Chronic Absenteeism - Homeless Larsen Elementary School: Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic Fred Williams Elementary School: English Language Arts - English Learners, Socioeconomically Disadvantaged, Hispanic` Chronic Absenteeism - Filipino Hollywood Beach Elementary: Chronic Absenteeism - All Students, White Hueneme Elementary School: English Language Arts - English Learners, Homeless, Students with Disabilities, Hispanic Mathematics - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Hathaway Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners Parkview Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners, Students with Disabilities Blackstock Junior High School: English Language Arts - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White		

Action #	Title	Description	Total Funds	Contributing
		Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White Green Junior High School: English Learner Progress Indicator: All Students, English Learners English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Chronic Absenteeism - Homeless, White		
1.5	Support for Expanded Learning	Expanded learning support to include: * Advancement Via Individual Determination (AVID) - Offered at both junior highs, AVID's mission is to close the opportunity gap by preparing all students for college, career readiness, and success in a global society. The focus is on teacher effectiveness, equity, student learning, and leadership. * College and Career Readiness - College and Career Readiness means that a student is prepared to go directly to work or enroll and succeed, without remediation, in various post-secondary institutions so that they are ready to enter a career of their choice. * Gifted and Talented Education - Gifted and Talented Education (GATE) provides qualitatively differentiated learning experiences for students with unique abilities, interests, and talents with the expectation that students will be successful learners capable of performing at high levels of ability. * Honors Courses - open to all students * S.T.E.M. (Science, Technology, Engineering, and Math) - elective opportunities offered at both junior highs. * Zero-period options—These allow students to take a "zero"-period class, allowing them to include an elective in their regular day schedule. Additionally, this action addresses State Priority 7B. Support will focus on the following required state indicators:	$509,015.00	Yes

Action #	Title	Description	Total Funds	Contributing
		* English Language Arts—How well students meet grade-level English Language Arts assessment standards; this measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * Mathematics - How well students meet grade-level standards on the mathematics assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * English Learner Progress - The percentage of current EL students progressing towards English language proficiency or maintaining the highest level. * Chronic Absenteeism - The percentage of kindergarten through grade 8 students absent 10 percent or more of the instructional days they were enrolled. Support will focus on the following local indicators: * Access to a Broad Course of Study * Implementation of State Standards * Local Climate Survey The specific actions outlined above will focus on meeting the needs and acceleration of the lowest-performing student groups (as indicated/reported on the California School Dashboard): Lowest Performing Focus Area: Tailor expanded learning opportunities to address the specific needs of English Learners, Unhoused Youth, Hispanic Students, and Socio-economically Disadvantaged students. This includes providing targeted tutoring, language support, and enrichment activities aligned with their academic needs. District: English Language Arts - English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic Suspension Rate - All Students, White Chronic Absenteeism - Foster, Filipino		

Action #	Title	Description	Total Funds	Contributing
		Art Haycox Elementary School: English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic Chronic Absenteeism - Homeless Larsen Elementary School: Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic Fred Williams Elementary School: English Language Arts - English Learners, Socioeconomically Disadvantaged, Hispanic` Chronic Absenteeism - Filipino Hollywood Beach Elementary: Chronic Absenteeism - All Students, White Hueneme Elementary School: English Language Arts - English Learners, Homeless, Students with Disabilities, Hispanic Mathematics - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Hathaway Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners		

Action #	Title	Description	Total Funds	Contributing
		Parkview Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners, Students with Disabilities Blackstock Junior High School: English Language Arts - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White Green Junior High School: English Learner Progress Indicator: All Students, English Learners English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Chronic Absenteeism - Homeless, White		
1.6	Support for Libraries	Support will include: • Expanded library hours • SORA Library (a digital reading application that provides ebooks and audiobooks) • Additional books for site libraries Additionally, this action addresses State Priority 7B. Support will focus on the following required state indicators: * English Language Arts—How well students meet grade-level English Language Arts assessment standards; this measure is based on student performance on either the Smarter Balanced Summative Assessment or	$154,562.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * Mathematics - How well students meet grade-level standards on the mathematics assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * English Learner Progress - The percentage of current EL students progressing towards English language proficiency or maintaining the highest level. Support will focus on the following local indicators: * Basics: Instructional Materials * Implementation of State Standards * Local Climate Survey The specific actions outlined above will focus on meeting the needs and acceleration of the lowest-performing student groups (as indicated/reported on the California School Dashboard): Lowest Performing Focus Area: Expand the collection of culturally diverse and linguistically appropriate materials to support English Learners and Hispanic students. Implement programs to increase library access for Unhoused Youth and Socioeconomically Disadvantaged students. District: English Language Arts - English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic Suspension Rate - All Students, White Chronic Absenteeism - Foster, Filipino Art Haycox Elementary School: English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic		

Action #	Title	Description	Total Funds	Contributing
		Chronic Absenteeism - Homeless Larsen Elementary School: Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic Fred Williams Elementary School: English Language Arts - English Learners, Socioeconomically Disadvantaged, Hispanic` Chronic Absenteeism - Filipino Hollywood Beach Elementary: Chronic Absenteeism - All Students, White Hueneme Elementary School: English Language Arts - English Learners, Homeless, Students with Disabilities, Hispanic Mathematics - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Hathaway Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners Parkview Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners, Students with Disabilities Blackstock Junior High School: English Language Arts - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White Green Junior High School:		

Action #	Title	Description	Total Funds	Contributing
		English Learner Progress Indicator: All Students, English Learners English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Chronic Absenteeism - Homeless, White		
1.7	Support for Class Size	Reduced class sizes to support: Additionally, this action addresses State Priority 7B. * Increased Teacher-Student Interaction: With fewer students, teachers can provide more individualized attention to each student. This allows for better monitoring of student progress, identification of learning needs, and personalized support. * Improved Classroom Management: Smaller class sizes often result in better classroom management and a more conducive learning environment. Teachers can more effectively manage student behavior, address disciplinary issues promptly, and create a sense of community and mutual respect among students. * Enhanced Student Engagement: In smaller classes, students are more likely to actively participate in discussions, ask questions, and collaborate with their peers. They feel more comfortable expressing their thoughts and opinions, leading to increased engagement in learning activities. * Increased Opportunities for Participation: With fewer students, every student has a more significant opportunity to participate in class discussions, group activities, and hands-on learning experiences. This promotes a more inclusive learning environment where all students feel valued and involved. * Better Academic Outcomes: Research suggests that smaller class sizes are associated with improved academic performance, particularly for students from disadvantaged backgrounds or those who require additional support. Smaller classes can lead to higher achievement levels and improved standardized test scores. * Enhanced Teacher Satisfaction: Smaller classes can benefit teachers by reducing their workload and stress. When fewer students are absent,	$5,240,455.00	Yes

Action #	Title	Description	Total Funds	Contributing
		teachers feel more supported and can focus on delivering high-quality instruction. * Positive Relationships: Smaller class sizes foster stronger relationships between teachers and students. Teachers can get to know their students better, understand their strengths and challenges, and provide more personalized feedback and support. Support will focus on the following required state indicators: * English Language Arts—How well students meet grade-level English Language Arts assessment standards; this measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * Mathematics - How well students meet grade-level standards on the mathematics assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * English Learner Progress - The percentage of current EL students progressing towards English language proficiency or maintaining the highest level. * Chronic Absenteeism - The percentage of kindergarten through grade 8 students absent 10 percent or more of the instructional days they were enrolled. * Suspension Rate - The percentage of kindergarten through grade 8 students suspended for at least one aggregate day in a given school year. Students suspended multiple times or for multiple days are only counted once. Support will focus on the following local indicators: * Basics: Teachers * Implementation of State Standards * Local Climate Survey The specific actions outlined above will focus on meeting the needs and acceleration of the lowest-performing student groups (as indicated/reported on the California School Dashboard):		

Action #	Title	Description	Total Funds	Contributing
		Lowest Performing Focus Area: Utilize reduced class sizes to provide more individualized attention to English Learners, Students with Disabilities, and other underperforming student groups. Implement small group instruction strategies to target specific skill gaps. District: English Language Arts - English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic Suspension Rate - All Students, White Chronic Absenteeism - Foster, Filipino Art Haycox Elementary School: English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic Chronic Absenteeism - Homeless Larsen Elementary School: Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic Fred Williams Elementary School: English Language Arts - English Learners, Socioeconomically Disadvantaged, Hispanic` Chronic Absenteeism - Filipino Hollywood Beach Elementary: Chronic Absenteeism - All Students, White Hueneme Elementary School: English Language Arts - English Learners, Homeless, Students with Disabilities, Hispanic Mathematics - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic		

Action #	Title	Description	Total Funds	Contributing
		Hathaway Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners Parkview Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners, Students with Disabilities Blackstock Junior High School: English Language Arts - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White Green Junior High School: English Learner Progress Indicator: All Students, English Learners English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Chronic Absenteeism - Homeless, White		
1.8	Support for Sites	Site-based allocations to support LCAP Goals 1-3. Site-based allocations must align with actions and services in LCAP goals 1-3 and be reflected in the School Plan for Student Achievement—an accounting technician to support the LCAP budget and expenditures. Additionally, this action addresses State Priority 7B. Support will focus on the following required state indicators: * English Language Arts—How well students meet grade-level English Language Arts assessment standards; this measure is based on student performance on either the Smarter Balanced Summative Assessment or	$1,366,041.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * Mathematics - How well students meet grade-level standards on the mathematics assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * English Learner Progress - The percentage of current EL students progressing towards English language proficiency or maintaining the highest level. * Chronic Absenteeism - The percentage of kindergarten through grade 8 students absent 10 percent or more of the instructional days they were enrolled. * Suspension Rate - The percentage of kindergarten through grade 8 students suspended for at least one aggregate day in a given school year. Students suspended multiple times or for multiple days are only counted once. Support will focus on the following local indicators: * Implementation of State Standards * Local Climate Survey * Access to a Broad Course of Study * Basic: Teachers, Instructional Materials, Facilities * Parent and Family Engagement The specific actions outlined above will focus on meeting the needs and acceleration of the lowest-performing student groups (as indicated/reported on the California School Dashboard): Lowest Performing Focus Area: Allocate additional resources to sites with high concentrations of underperforming student groups. Implement site-specific intervention plans targeting English Learners, Unhoused Youth, Socio-economically Disadvantaged students, Students with Disabilities, and Hispanic students in areas of identified need, particularly in English Language Arts and Mathematics. District:		

Action #	Title	Description	Total Funds	Contributing
		English Language Arts - English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic Suspension Rate - All Students, White Chronic Absenteeism - Foster, Filipino Art Haycox Elementary School: English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic Chronic Absenteeism - Homeless Larsen Elementary School: Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic Fred Williams Elementary School: English Language Arts - English Learners, Socioeconomically Disadvantaged, Hispanic Chronic Absenteeism - Filipino Hollywood Beach Elementary: Chronic Absenteeism - All Students, White Hueneme Elementary School: English Language Arts - English Learners, Homeless, Students with Disabilities, Hispanic Mathematics - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Hathaway Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners Parkview Elementary School:		

Action #	Title	Description	Total Funds	Contributing
		English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners, Students with Disabilities Blackstock Junior High School: English Language Arts - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White Green Junior High School: English Learner Progress Indicator: All Students, English Learners English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Chronic Absenteeism - Homeless, White		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	HESD will promote the health, safety, and well-being of all students. Major components of this goal include: Focus on the whole child - attendance, academic, behavioral, and social-emotional Meet the needs of all students, especially student groups whose data indicate the need for additional support Engage students as active participants in their education HESD will monitor this goal using a combination of state-required and local indicators, as evidenced on the California State Dashboard. State Indicators: * Chronic Absenteeism - The percentage of kindergarten through grade 8 students absent 10 percent or more of the instructional days they were enrolled. * Suspension Rate - The percentage of kindergarten through grade 8 students suspended for at least one aggregate day in a given school year. Students suspended multiple times or for multiple days are only counted once. Local Indicators * Basics: Teachers, instructional Materials, Facilities * Access to a Broad Course of Study * Local Climate Survey * Parent and Family Engagement	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

HESD developed the goal of promoting the health, safety, and well-being of all students for several reasons:

* Holistic Approach to Education: Recognizing that students' health, safety, and well-being are foundational to their ability to learn and succeed, HESD aims to take a holistic approach to education by addressing not only academic needs but also physical, emotional, and social needs. By focusing on the whole child, including attendance, academic performance, behavior, and social-emotional development, the district seeks to create an environment where students can thrive in all areas of their lives.
* Equity and Inclusion: HESD aims to meet the needs of all students. By identifying student groups whose data indicate the need for additional support, such as students from low-income families, English language learners, or students with disabilities, the district is committed to addressing disparities and ensuring that every student has access to the resources and support they need to succeed.
* Student Engagement: Recognizing the importance of student engagement in learning and decision-making processes, HESD seeks to empower students to be active participants in their education. By involving students in decision-making, soliciting their feedback, and providing opportunities to take ownership of their learning, the district aims to foster a sense of agency and responsibility among students, which can positively impact their academic achievement and overall well-being.

Overall, by prioritizing the health, safety, and well-being of all students and focusing on components such as the whole child, equity, and student engagement, HESD aims to create a supportive and inclusive learning environment where every student feels valued, supported, and empowered to reach their full potential.

Analysis of student data from the California School Dashboard shows that 34% of students were chronically absent during the 2023/24 school year, which directly impacts our ability to support these students consistently and effectively.

The need for targeted engagement services and support in HESD is high. These services are critical for ensuring that students remain fully engaged in school in terms of attendance and receiving the social, emotional, and health support they need to focus on academics.

Educational partner input has emphasized the importance of providing wrap-around services for students at the individual level, with a particular focus on student groups with the highest needs. Input has also informed the specific inclusion of multiple forms of support in this goal, with mental and physical health being a key priority across educational partner groups.

This goal aligns with the district's ongoing efforts to support a Multi-Tiered System of Support (MTSS) across all schools. The goal speaks to the critical importance of a high-quality Tier 1 instructional program for all students. This is the foundation upon which an effective MTSS is built. With a solid and effective Tier 1 program, the district can assess the full range of existing needs and necessary supports.

Multi-Tiered System of Supports (MTSS) Model
A multi-tiered system of supports (MTSS) is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students' social, emotional, and behavioral needs from a strengths-based perspective. MTSS offers a framework for educators to engage in data-based decision-making related to program improvement, high-quality instruction and intervention, social and emotional learning, and positive behavioral supports necessary to ensure positive outcomes. The MTSS framework comprises four essential components: screening, progress monitoring, a multi-level prevention system, and data-based decision-making.

The strategies at each tier of instruction include:
Tier 1: ALL students will receive standards-aligned instruction focused on priority standards. This will allow the depth of instructional focus on the essential critical skills and concepts for the respective grade level/content area.

Tier 2: Supports will be provided primarily through synchronous, small-group instruction targeted to identified student needs. Teachers will engage in ongoing assessment of learning loss and each student's learning needs. This will enable teachers to schedule small group or individual sessions to provide additional support.
Tier 3: Students requiring even more intensive support will receive individualized support.

HESD philosophy driving the quality and process of LCAP goal development:

* Commitment to Equity: HESD recognizes that not all students have equal educational opportunities due to socioeconomic status, race, ethnicity, language proficiency, and special needs. By prioritizing equity and access, HESD aims to level the playing field and ensure that all students, regardless of background, have the opportunity to succeed academically.
* Data-Driven Decision Making: HESD understands the importance of using data to drive decision-making processes. Collecting and analyzing student performance data can identify areas of need, track progress over time, and make informed decisions about allocating resources and supporting services effectively. This data-driven approach helps HESD identify disparities in student achievement and implement targeted interventions to address them.
* Focus on Evidence-Based Practices: HESD is committed to implementing evidence-based programs and services to maximize student learning and achievement. Research has shown that certain instructional practices, interventions, and support services are more effective than others in improving student outcomes. By prioritizing evidence-based practices, HESD can ensure we provide our students with the most effective support possible.
* Celebrating Diversity: HESD recognizes the value of diversity in the classroom. Students come from various backgrounds and bring unique strengths, perspectives, and experiences to the learning environment. By valuing diversity and fostering an inclusive classroom culture, HESD creates a learning environment where all students feel respected, supported, and empowered to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate District overall attendance rate as measured at second principal apportionment (P-2)	Source: 2022/23 District Attendance Report District overall attendance rate as measured at second principal apportionment (P-2) = 93.54%	Source: 2023/24 District Attendance Report District overall attendance rate as measured at second principal apportionment (P-2) = 94%		Source: 2025/26 District Attendance Report District overall attendance rate as measured at second principal apportionment (P-2) = 97%	Source: 2023/24 District Attendance Report The formula for the current difference from the baseline: (Year 1 Outcome) - (Baseline) = Current Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						District overall attendance rate as measured at second principal apportionment (P-2) = +.46%
2.2	Chronic Absenteeism Rate Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days	Source: 2022/23 California Dashboard All Students 18.17% Lowest performance (red indicator) on the Dashboard - Percentage District Foster Youth: 50% Filipino: 25% Two or More Races: 27.6% School(s) Ansgar Larsen All Students: 26% Homeless Youth: 28.8% Socioeconomically Disadvantaged: 24.8% Hispanic: 27.2% Art Haycox Homeless Youth: 23.5%	Source: 2023/24 California Dashboard All Students: 21.7% Lowest performance (red indicator) on the Dashboard - Percentage District Foster Youth: 40% Filipino: 16.3% Two or More Races: 22.8% School(s) Ansgar Larsen All Students: 23.6% Homeless Youth: 23.6% Socioeconomically Disadvantaged: 23.7%		Source: 2025/26 California Dashboard Percentage of district overall and student groups in grades K-8 who is absent for 10% or more of the total instructional days = 4%	Source: 2023/24 California Dashboard The formula for the current difference from the baseline: (Year 1 Outcome) - (Baseline) = Current Difference from Baseline All Students: +3.53% Lowest performance (red indicator) on the Dashboard - Percentage District Foster Youth: -10% Filipino: -8.7% Two or More Races: -4.8% School(s)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Fred Williams Filipino: 31.4% Hollywood Beach All Students: 25.6% White: 30.8% E.O. Green Homeless Youth: 21% White: 24.2%	Hispanic: 23% Art Haycox Homeless Youth: 21.4% Fred Williams Filipino: 17.3% Hollywood Beach All Students: 24.9% White: 29.6% E.O. Green Homeless Youth: 21.8% White: 28.1%			Ansgar Larsen All Students: -2.4% Homeless Youth: -5.2% Socioeconomically Disadvantaged: -.9% Hispanic: -4.2% Art Haycox Homeless Youth: -2.1% Fred Williams Filipino: -14% Hollywood Beach All Students: -.7% White: -1.2% E.O. Green Homeless Youth: +.8% White: +3.9%
2.3	Middle School Drop-out Rate Percentage of students in grades 7 and 8 who drop out of school	Source: 2022/23 DataQuest ALL: 0% English Learner: 0% Foster Youth: 0% Homeless Youth: 0% Socioeconomically Disadvantaged: 0%	Source: 2023/24 DataQuest ALL: 0% English Learner: 0% Foster Youth: 0% Homeless Youth: 0%		Source: 2025/26 DataQuest ALL: 0% English Learner: 0% Foster Youth: 0% Homeless Youth: 0%	Source: 2023/24 DataQuest The formula for the current difference from the baseline: (Year 1 Outcome) - (Baseline) = Current Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 0%	Socioeconomically Disadvantaged: 0% Students with Disabilities: 0%		Socioeconomically Disadvantaged: 0% Students with Disabilities: 0%	ALL: Maintained 0 English Learner: Maintained 0 Foster Youth: Maintained 0 Homeless Youth: Maintained 0 Socioeconomically Disadvantaged: Maintained 0 Students with Disabilities: Maintained 0
2.4	Percent on all indicators in grades 5 and 7: * School Connectedness * Academic Motivation * Caring Adult Relationships * High Expectations * Meaningful Participation * School Safety (students feel safe at school)	Source: 2022/23 California Healthy Kids Survey Grade 5 * School Connectedness: 70% * Academic Motivation: 80% * Caring Adult Relationships: 67% * High Expectations: 84% * Meaningful Participation: 41% * School Safety (students feel safe at school): 72% Grade 7 * School Connectedness: 44%	Source: 2024 California Healthy Kids Survey Grade 5 * School Connectedness: 70% * Academic Motivation: 80% * Caring Adult Relationships: 68% * High Expectations: 84% * Meaningful Participation: 42% * School Safety (students feel safe at school): 72% Grade 7		Source: 2025/26 California Healthy Kids Survey Grade 5 * School Connectedness: 80% * Academic Motivation: 90% * Caring Adult Relationships: 80% * High Expectations: 95% * Meaningful Participation: 80% * School Safety (students feel safe at school): 90% Grade 7	Source: 2024 California Healthy Kids Survey The formula for the current difference from the baseline: (Year 1 Outcome) - (Baseline) = Current Difference from Baseline Grade 5 * School Connectedness: Maintained 0 * Academic Motivation: Maintained 0 * Caring Adult Relationships: +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* Academic Motivation: 59% * Caring Adult Relationships: 55% * High Expectations: 69% * Meaningful Participation: 22% * School Safety (students feel safe at school): 44%	* School Connectedness: 45% * Academic Motivation: 63% * Caring Adult Relationships: 53% * High Expectations: 70% * Meaningful Participation: 24% * School Safety (students feel safe at school): 51%		* School Connectedness: 80% * Academic Motivation: 90% * Caring Adult Relationships: 80% * High Expectations: 80% * Meaningful Participation: 70% * School Safety (students feel safe at school): 90%	* High Expectations: Maintained 0 * Meaningful Participation: +1% * School Safety (students feel safe at school): Maintained 0 Grade 7 * School Connectedness: +1% * Academic Motivation: +4% * Caring Adult Relationships: -2% * High Expectations: +1% * Meaningful Participation: +2% * School Safety (students feel safe at school): +7%
2.5	Percent of students in grades 3-8 reporting "favorable" on common competencies. Student Competencies Measures: * Self-Management * Grit * Self-Efficacy	Source: 2022/23 Panorama Social and Emotional Learning Survey Grade 3 Student Competencies Measures: * Self-Management: 69% * Grit: 63%	Source: 2023/24 Panorama Social and Emotional Learning Survey Grade 3 Student Competencies Measures:		Source: 2025/26 Panorama Social and Emotional Learning Survey Grade 3 Student Competencies Measures: * Self-Management: 80%	Source: 2023/24 Panorama Social and Emotional Learning Survey \The formula for the current difference from the baseline: (Year 1 Outcome) - (Baseline) =

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Student Supports and Environment: * School Climate * Teacher-Student Relationships * Sense of Belonging	* Self-Efficacy: 54% Student Supports and Environment: * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69% Grade 4 Student Competencies Measures: * Self-Management: 68% * Grit: 57% * Self-Efficacy: 51% Student Supports and Environment: * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69% Grade 5 Student Competencies Measures: * Self-Management: 71% * Grit: 59% * Self-Efficacy: 54% Student Supports and Environment: * School Climate: 66%	* Self-Management: 67 % * Grit/Perseverance: 62 % * Self-Efficacy: 54% Student Supports and Environment: * School Climate: 67% * Teacher-Student Relationships:75 % * Sense of Belonging: 66% Grade 4 Student Competencies Measures: * Self-Management: 68% * Grit/Perseverance: 60% * Self-Efficacy: 50% Student Supports and Environment: * School Climate: 63%		* Grit: 80% * Self-Efficacy: 80% Student Supports and Environment: * School Climate: 80% * Teacher-Student Relationships: 80% * Sense of Belonging: 80% Grade 4 Student Competencies Measures: * Self-Management: 80% * Grit: 80% * Self-Efficacy: 80% Student Supports and Environment: * School Climate: 80% * Teacher-Student Relationships: 90% * Sense of Belonging: 80% Grade 5	Current Difference from Baseline Grade 3 Student Competencies Measures: * Self-Management: -2% * Grit/Perseverance: -1% * Self-Efficacy: Maintained 0 Student Supports and Environment: * School Climate: -1% * Teacher-Student Relationships: -3% * Sense of Belonging: -3% Grade 4 Student Competencies Measures: * Self-Management: Maintained 0 * Grit/Perseverance: +3% * Self-Efficacy: -1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* Teacher-Student Relationships: 78% * Sense of Belonging: 69% Grade 6 Student Competencies Measures: * Self-Management: 69% * Grit: 54% * Self-Efficacy: 48% Student Supports and Environment: * School Climate: 54% * Teacher-Student Relationships: 69% * Sense of Belonging: 49% Grade 7 Student Competencies Measures: * Self-Management: 67% * Grit: 51% * Self-Efficacy: 42% Student Supports and Environment: * School Climate: 43% * Teacher-Student Relationships: 54% * Sense of Belonging: 40%	* Teacher-Student Relationships: 78% * Sense of Belonging: 64% Grade 5 Student Competencies Measures: * Self-Management: 73 % * Grit/Perseverance: 59% * Self-Efficacy: 44% Student Supports and Environment: * School Climate: 57% * Teacher-Student Relationships: 77% * Sense of Belonging: 60% Grade 6 Student Competencies Measures: * Self-Management: 73%		Student Competencies Measures: * Self-Management: 90% * Grit: 80% * Self-Efficacy: 80% Student Supports and Environment: * School Climate: 80% * Teacher-Student Relationships: 85% * Sense of Belonging: 85% Grade 6 Student Competencies Measures: * Self-Management: 90% * Grit: 80% * Self-Efficacy: 80% Student Supports and Environment: * School Climate: 80% * Teacher-Student Relationships: 90%	Student Supports and Environment: * School Climate: -3% * Teacher-Student Relationships: Maintained 0 * Sense of Belonging: -5% Grade 5 Student Competencies Measures: * Self-Management: +2% * Grit/Perseverance: Maintained 0 * Self-Efficacy: -10% Student Supports and Environment: * School Climate: -9% * Teacher-Student Relationships: -1% * Sense of Belonging: -9% Grade 6 Student Competencies Measures: * Self-Management: +4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 8 Student Competencies Measures: * Self-Management: 67% * Grit: 48% * Self-Efficacy: 38% Student Supports and Environment: * School Climate: 37% * Teacher-Student Relationships: 50% * Sense of Belonging: 35%	* Grit/Perseverance: 54% * Self-Efficacy: 42% Student Supports and Environment: * School Climate: 58% * Teacher-Student Relationships: 71% * Sense of Belonging: 56% Grade 7 Student Competencies Measures: * Self-Management: 72% * Grit/Perseverance: 53% * Self-Efficacy: 40% Student Supports and Environment: * School Climate: 44% * Teacher-Student Relationships: 60% * Sense of Belonging: 50%		* Sense of Belonging: 80% Grade 7 Student Competencies Measures: * Self-Management: 80% * Grit: 80% * Self-Efficacy: 80% Student Supports and Environment: * School Climate: 80% * Teacher-Student Relationships: 80% * Sense of Belonging: 80% Grade 8 Student Competencies Measures: * Self-Management: 80% * Grit: 80% * Self-Efficacy: 80% Student Supports and Environment: * School Climate: 80%	* Grit/Perseverance: Maintained 0 * Self-Efficacy: -6% Student Supports and Environment: * School Climate: +4% * Teacher-Student Relationships: +2% * Sense of Belonging: +7% Grade 7 Student Competencies Measures: * Self-Management: +5% * Grit/Perseverance: +2% * Self-Efficacy: -2% Student Supports and Environment: * School Climate: +1% * Teacher-Student Relationships: +6% * Sense of Belonging: +10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Grade 8 Student Competencies Measures: * Self-Management: 70% * Grit/Perseverance: 50% * Self-Efficacy: 35% Student Supports and Environment: * School Climate: 40% * Teacher-Student Relationships: 54% * Sense of Belonging: 47%		* Teacher-Student Relationships: 80% * Sense of Belonging: 80%	Grade 8 Student Competencies Measures: * Self-Management: +3% * Grit/Perseverance: +2% * Self-Efficacy: -3% Student Supports and Environment: * School Climate: +3% * Teacher-Student Relationships: +4% * Sense of Belonging: +12%
2.6	Suspension Rate Percentage of students suspended one or more times during the school year	Source: 2022/23 California Dashboard Percentage of kindergarten through grade 8 students suspended for at least one aggregate (total) day during the 2022-2023 school year. District: All Students: 2.4% English Learner: 2.2%	Source: 2023/24 California Dashboard Percentage of kindergarten through grade 8 students suspended for at least one aggregate (total) day during the 2023-2024 school year.		Source: 2025/26 California Dashboard Percentage of students in kindergarten through grade 8 who have been suspended for at least one aggregate (total) day during the school year = 1%.	Source: 2023/24 California Dashboard The formula for the current difference from the baseline: (Year 1 Outcome) - (Baseline) = Current Difference from Baseline Percentage of kindergarten

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: 5% Homeless Youth: 1.9% Socioeconomically Disadvantaged: 2.6% Students with Disabilities: 2.8% Lowest performance (red indicator) on the Dashboard - Percentage District: NA School(s): NA	District: All Students: 2.8% English Learner: 2.2% Foster Youth: 6.7% Homeless Youth: 2.9% Socioeconomically Disadvantaged: 3% Students with Disabilities: 3.6% Lowest performance (red indicator) on the Dashboard - Percentage District: NA School(s): NA			through grade 8 students suspended for at least one aggregate (total) day during the 2023-2024 school year. District: All Students: +4% English Learner: Maintained 0 Foster Youth: +1.7% Homeless Youth: +1.0% Socioeconomically Disadvantaged: +.4% Students with Disabilities: +.8% Lowest performance (red indicator) on the Dashboard - Percentage District: NA School(s): NA
2.7	Expulsion Rate	Source: 2022/23 California School Dashboard	Source: 2023/24 California School Dashboard		Source: 2025/26 California School Dashboard	Source: 2023/24 California School Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students expelled during the school year.	0% Expulsion Rate	0.14% Expulsion Rate		0% Expulsion Rate	Maintained 0 Expulsion Rate

Goal Analysis [2024-25]

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

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

The district made significant progress in implementing our planned actions, while adapting to emerging needs and challenges throughout the year.

* Successful Implementation:

Action 2.1 Support for Professional Learning

- School counselors completed the second year of Hatching Results training.

Action 2.2 Support for Social and Emotional Health

- School counselors completed comprehensive Tier 1 Social and Emotional Health lessons for all grades.

Action 2.3 Support for Behavioral Health

- HESD provided all elementary schools with one psychologist and each junior high with two.

Implementation Challenges:

Action 2.1: Support for Professional Learning

- Attendance at professional learning days

Action 2.2 Support for Social and Emotional Health

- The district's suspension rates also shifted. In 2023, suspension challenges included all students, specifically White students. By 2024, the focus narrowed to foster youth, indicating a transition from general to more targeted behavioral support needs. Chronic absenteeism followed a similar trend, shifting from foster youth and Filipino students in 2023 to African American students and students experiencing homelessness in 2024.
- Green Junior High School showed decreased outcomes. In 2023, performance issues were widespread, affecting all students and nearly every significant subgroup in English Language Arts and mathematics, in addition to chronic absenteeism. By 2024, while the English Learner Progress Indicator no longer flagged any groups, academic challenges continued, especially among students

experiencing homelessness, Hispanic students, long-term English learners, and students with disabilities. Chronic absenteeism worsened, affecting all students and nearly every subgroup.

Action 2.5 Support for Student Engagement

- Chronic absenteeism at the district level also reflected a shift in focus. In 2023, students in foster care and Filipino students were most affected. By 2024, the challenge moved to African American students and students experiencing homelessness. This trend reflects deeper systemic barriers that impact attendance for students who often face multiple layers of marginalization and instability, requiring more targeted and holistic engagement strategies.

* Modified Implementation:
None

* Non-Implemented Actions:
None

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 district experienced varying degrees of alignment between planned expenditures and actual spending, reflecting operational adaptations and implementation realities throughout the year. There are no significant differences between the Budgeted Expenditures and/or the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services.

Note: LEAs do not need to address minor variances in expenditures or percentages, 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.

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 2, as demonstrated by both quantitative and qualitative indicators.

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Action 2.1 Support for Professional Learning
Comparison - Lowest Performing Focus Area (2023 to 2024)

2023 Focus Areas:
* The suspension rate was high among all students, specifically among White students.
* Chronic absenteeism was significant among foster youth and Filipino students.

2024 Focus Areas:
* Suspension rate concerns shifted to foster youth.
* Chronic absenteeism became more prevalent among African American students and students experiencing homelessness.

Art Haycox Elementary School:
2023 & 2024 Focus Areas:
* Chronic absenteeism is consistently high among students experiencing homelessness.

Larsen Elementary School:
2023 Focus Areas:
* Chronic absenteeism was widespread, affecting all students and particularly students who were homeless, socioeconomically disadvantaged, or Hispanic.
2024 Focus Areas:
* No student groups identified for chronic absenteeism.

Fred Williams Elementary School:
2023 Focus Areas:
* Chronic absenteeism among Filipino students.
2024 Focus Areas:
* No groups identified for chronic absenteeism.

Hollywood Beach Elementary School:
2023 Focus Areas:
* Chronic absenteeism affected all students, particularly White students.
2024 Focus Areas:
* Chronic absenteeism now affects students with disabilities.

Green Junior High School:
2023 Focus Areas:
* Chronic absenteeism among students experiencing homelessness and White students.
2024 Focus Areas:
* Broader increase in chronic absenteeism, now affecting all students as well as English learners, homeless students, socioeconomically disadvantaged students, students with disabilities, and White students.

Data:

* District:
2023:
Suspension Rate - All Students, White
Chronic Absenteeism - Foster, Filipino
2024:
Suspension Rate - Foster Youth
Chronic Absenteeism - African American, Homeless

* Art Haycox Elementary School:
2023:
Chronic Absenteeism - Homeless
2024:
Chronic Absenteeism - Homeless

* Larsen Elementary School:
2023:
Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic
2024:
Chronic Absenteeism - No Student Groups

* Fred Williams Elementary School:
2023:
Chronic Absenteeism - Filipino
2024:
Chronic Absenteeism - No Student Groups

* Hollywood Beach Elementary:
2023:
Chronic Absenteeism - All Students, White
2024:
Chronic Absenteeism - Students with Disabilities

* Green Junior High School:
2023:
Chronic Absenteeism - Homeless, White
2024:
Chronic Absenteeism - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, White

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Action 2.2 Support for Social and Emotional Health
Comparison - Lowest Performing Focus Area (2023 to 2024)

From 2023 to 2024, the district and its schools experienced progress and new challenges in supporting social and emotional health, particularly in English Language Arts, mathematics, suspension rates, and chronic absenteeism.

District-Level Trends:

- There was a notable narrowing in focus areas across academic performance at the district level. In 2023, English Language Arts challenges included English learners, students experiencing homelessness, socioeconomically disadvantaged students, students with disabilities, and Hispanic students. By 2024, the focus had shifted more specifically to students experiencing homelessness and students with disabilities.
- In mathematics, the 2023 data identified broad challenges affecting all students, including English learners, socioeconomically disadvantaged students, and Hispanic students. In contrast, the 2024 data highlighted challenges among African American students, students experiencing homelessness, and students with disabilities, suggesting a deepening disparity among more vulnerable groups.
- The district's suspension rates also shifted. In 2023, suspension challenges included all students, specifically White students. By 2024, the focus narrowed to foster youth, indicating a transition from general to more targeted behavioral support needs. Chronic absenteeism followed a similar trend, shifting from foster youth and Filipino students in 2023 to African American students and students experiencing homelessness in 2024.

School-Level Trends:

- Art Haycox Elementary School maintained consistent performance challenges in English Language Arts, with recurring issues for all students, English learners, socioeconomically disadvantaged students, students with disabilities, and Hispanic students across both years. However, there was progress in mathematics and chronic absenteeism: by 2024, no student groups were identified as underperforming.

Larsen Elementary School saw marked improvement. In 2023, chronic absenteeism affected all students, including homeless, socioeconomically disadvantaged, and Hispanic students. By 2024, no student groups were identified for absenteeism, indicating significant progress in attendance-related supports.

- Fred Williams Elementary School also improved. In 2023, English Language Arts performance issues were present among English learners, socioeconomically disadvantaged students, and Hispanic students, and chronic absenteeism was high among Filipino students. By 2024, no student groups were identified in either category, reflecting gains in both academic and attendance outcomes.
- Hollywood Beach Elementary School showed a shift in the focus on chronic absenteeism. In 2023, absenteeism challenges were broad, affecting all students, particularly White students. By 2024, the focus narrowed to students with disabilities, indicating improved overall attendance but a continuing need for targeted support for students with special needs.
- Hueneme Elementary School experienced mixed results. While English Language Arts concerns persisted across both years, affecting all students, English learners, socioeconomically disadvantaged students, students with disabilities, and Hispanic students, mathematics concerns were eliminated by 2024. This suggests gains in math instruction or support, though literacy remains challenging.
- Hathaway Elementary School demonstrated clear improvement. In 2023, multiple student groups were flagged for underperformance in English Language Arts and mathematics. By 2024, no student groups were identified, indicating significant progress in academic support and student outcomes.

Parkview Elementary School maintained consistent challenges. From 2023 to 2024, the same groups—English learners, socioeconomically disadvantaged students, students with disabilities, and Hispanic students—remained the lowest performing in both English Language Arts and mathematics, highlighting persistent gaps requiring sustained attention.

- Blackstock Junior High School saw fewer student groups identified in 2024. In 2023, several groups were flagged in both English Language Arts and mathematics, including White students. By 2024, challenges were limited to students experiencing homelessness and students with disabilities in English Language Arts, and only students with disabilities in mathematics. While this indicates some progress, academic disparities for students with high needs remain.
- Green Junior High School showed decreased outcomes. In 2023, performance issues were widespread, affecting all students and nearly every significant subgroup in English Language Arts and mathematics, in addition to chronic absenteeism. By 2024, while the English Learner Progress Indicator no longer flagged any groups, academic challenges continued, especially among students experiencing homelessness, Hispanic students, long-term English learners, and students with disabilities. Chronic absenteeism increased, affecting all students and nearly every subgroup.

Data:

* District:
2023:
English Language Arts - English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic
Suspension Rate - All Students, White
Chronic Absenteeism - Foster, Filipino
2024:
English Language Arts - Homeless, Students with Disabilities
Mathematics - African American, Homeless, Students with Disabilities
Suspension Rate - Foster Youth
Chronic Absenteeism - African American, Homeless

* Art Haycox Elementary School:
2023:
English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic
Chronic Absenteeism - Homeless
2024:
English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - No Student Groups
Chronic Absenteeism - No Student Groups

* Larsen Elementary School:
2023:
Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic
2024:
Chronic Absenteeism - No Student Groups

* Fred Williams Elementary School:
2023:
English Language Arts - English Learners, Socioeconomically Disadvantaged, Hispanic
Chronic Absenteeism - Filipino
2024:
English Language Arts - No Student Groups
Chronic Absenteeism - No Student Groups

* Hollywood Beach Elementary:
2023:
Chronic Absenteeism - All Students, White
2024:
Chronic Absenteeism - Students with Disabilities

* Hueneme Elementary School:
2023:
English Language Arts - English Learners, Homeless, Students with Disabilities, Hispanic
Mathematics - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic

2024:
English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - No Student Groups

* Hathaway Elementary School:
2023:
English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - English Learners
2024:
English Language Arts - No Student Groups
Mathematics - No Student Groups

* Parkview Elementary School:
2023:
English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - English Learners, Students with Disabilities
2024:
English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - English Learners, Students with Disabilities

* Blackstock Junior High School:
2023:
English Language Arts - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White
Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White
2024:
English Language Arts - Homeless, Students with Disabilities
Mathematics - Students with Disabilities

* Green Junior High School:
2023:
English Learner Progress Indicator: All Students, English Learners
English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Chronic Absenteeism - Homeless, White
2024:
English Learner Progress Indicator: No Student Groups

English Language Arts - Homeless, Hispanic
Mathematics - Long-Term English Learners, Students with Disabilities, Hispanic, Homeless
Chronic Absenteeism - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, White

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Action 2.3: Support for Behavioral Health
Comparison - Lowest Performing Focus Area (2023 to 2024)

District-Level Trends:

From 2023 to 2024, the district made some progress in narrowing its areas of challenges, but persistent challenges remain among students with high needs. In 2023, English Language Arts outcomes were weakest for English learners, students experiencing homelessness, socioeconomically disadvantaged students, students with disabilities, and Hispanic students. By 2024, this focus narrowed to students experiencing homelessness and those with disabilities, indicating some improvement but continued need for academic and emotional support among these vulnerable groups.

- In mathematics, the district's 2023 data revealed widespread underperformance among all students, especially English learners, socioeconomically disadvantaged students, and Hispanic students. In 2024, the lowest performing students were those who are African American, homeless, or have disabilities, showing a shift from general underperformance to more profound disparities among these student groups.
- Suspension rates also evolved. In 2023, the challenge applied broadly to all students, specifically White students. By 2024, that challenge narrowed to foster youth, suggesting that while overall disciplinary issues may have improved, foster youth still require targeted behavioral support.
- Chronic absenteeism, a strong indicator of engagement and well-being, followed a similar trend. In 2023, the district identified foster youth and Filipino students as having high absenteeism rates. By 2024, the focus shifted to African American students and students experiencing homelessness, revealing ongoing attendance challenges among the most marginalized.

School-Level Patterns:

- Art Haycox Elementary School showed academic consistency in English Language Arts from 2023 to 2024. The same student groups—English learners, socioeconomically disadvantaged students, students with disabilities, and Hispanic students—remained the lowest performing both years, including all students. However, the school marked improvement in mathematics and chronic absenteeism, with no student groups in either area in 2024. This points to effective interventions in math instruction and attendance supports.
- Larsen Elementary School demonstrated evident progress in attendance. In 2023, chronic absenteeism affected all students, including students experiencing homelessness, socioeconomically disadvantaged students, and Hispanic students. By 2024, no groups were identified for absenteeism, showing substantial gains in student engagement and presence.

- Fred Williams Elementary School made substantial progress. In 2023, English Language Arts outcomes were weak for English learners, socioeconomically disadvantaged students, and Hispanic students. Chronic absenteeism was also an issue among Filipino students. By 2024, no groups were identified in either category, reflecting well-rounded improvements in academics and behavioral health.
- Hollywood Beach Elementary School improved its overall attendance but faced new challenges. In 2023, chronic absenteeism affected all students and White students. By 2024, the issue was limited to students with disabilities. This signals positive movement overall, though further support is needed for students requiring specialized services.
- Hueneme Elementary School experienced a shift in its academic profile. In 2023, English Language Arts challenges centered on English learners, students experiencing homelessness, students with disabilities, and Hispanic students. In 2024, the challenge expanded to include all students while maintaining a focus on those same subgroups. However, the school made progress in mathematics, with no student groups flagged in 2024—an indication of targeted academic support in that subject.
- Hathaway Elementary School showed substantial gains across the board. In 2023, performance challenges in English Language Arts and mathematics spanned several student groups, including all students, English learners, socioeconomically disadvantaged students, students with disabilities, and Hispanic students. By 2024, no student groups were identified in either academic area, reflecting significant improvements in instructional effectiveness and student well-being.
- Parkview Elementary School remained consistent in its challenges. In both years, the same student groups—English learners, socioeconomically disadvantaged students, students with disabilities, and Hispanic students—were identified in English Language Arts. In mathematics, English learners and students with disabilities continued to be areas of focus.
- Blackstock Junior High School saw a shift in its academic focus. In 2023, a wide range of student groups—English learners, socioeconomically disadvantaged students, students with disabilities, Hispanic students, and White students—struggled in both English Language Arts and mathematics. By 2024, the lowest performing groups were limited to students experiencing homelessness and students with disabilities in English Language Arts, and students with disabilities in mathematics. While this suggests improvement for many, the needs of the most vulnerable students remain critical.
- Green Junior High School saw a decrease in academic performance and attendance issues. In 2023, multiple challenges were identified, including underperformance in English Language Arts and mathematics among all students and nearly every subgroup. By 2024, the English Learner Progress Indicator did not flag any groups. Still, challenges in English Language Arts and mathematics remained, now affecting students experiencing homelessness, Hispanic students, long-term English learners, and students with disabilities. Chronic absenteeism dramatically increased in 2024, impacting all students and nearly every subgroup, including English learners, socioeconomically disadvantaged students, and White students.

* District:
2023:
English Language Arts - English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic
Suspension Rate - All Students, White
Chronic Absenteeism - Foster, Filipino
2024:
English Language Arts - Homeless, Students with Disabilities

Mathematics - African American, Homeless, Students with Disabilities
Suspension Rate - Foster Youth
Chronic Absenteeism - African American, Homeless

* Art Haycox Elementary School:
2023:
English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic
Chronic Absenteeism - Homeless
2024:
English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - No Student Groups
Chronic Absenteeism - No Student Groups

* Larsen Elementary School:
2023:
Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic
2024:
Chronic Absenteeism - No Student Groups

* Fred Williams Elementary School:
2023:
English Language Arts - English Learners, Socioeconomically Disadvantaged, Hispanic
Chronic Absenteeism - Filipino
2024:
English Language Arts - No Student Groups
Chronic Absenteeism - No Student Groups

* Hollywood Beach Elementary:
2023:
Chronic Absenteeism - All Students, White
2024:
Chronic Absenteeism - Students with Disabilities

* Hueneme Elementary School:

2023:
English Language Arts - English Learners, Homeless, Students with Disabilities, Hispanic
Mathematics - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
2024:
English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - No Student Groups

* Hathaway Elementary School:
2023:
English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - English Learners
2024:
English Language Arts - No Student Groups
Mathematics - No Student Groups

* Parkview Elementary School:
2023:
English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - English Learners, Students with Disabilities
2024:
English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - English Learners, Students with Disabilities

* Blackstock Junior High School:
2023:
English Language Arts - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White
Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White
2024:
English Language Arts - Homeless, Students with Disabilities
Mathematics - Students with Disabilities

* Green Junior High School:
2023:
English Learner Progress Indicator: All Students, English Learners
English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic

Chronic Absenteeism - Homeless, White
2024:
English Learner Progress Indicator: No Student Groups
English Language Arts - Homeless, Hispanic
Mathematics - Long-Term English Learners, Students with Disabilities, Hispanic, Homeless
Chronic Absenteeism - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, White

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Action 2:4: Support for Student Health and Safety
Comparison - Lowest Performing Focus Area (2023 to 2024)

District-Level Overview:

From 2023 to 2024, the district's focus on student health and safety shifted from broad challenges affecting the general student population to more targeted challenges among specific vulnerable groups.

- In 2023, suspension rates were elevated for all students, particularly for White students. By 2024, the challenge narrowed to foster youth, indicating that while general suspension trends may have improved, foster youth continue to experience disciplinary challenges requiring focused behavioral and emotional support.
- Chronic absenteeism trends also evolved. In 2023, the student groups with the highest absenteeism rates were foster youth and Filipino students. By 2024, the focus shifted to African American students and students experiencing homelessness. This shift suggests a growing need to address systemic barriers to attendance among racially marginalized and housing-insecure students.

School-Level Patterns and Trends:

- Art Haycox Elementary School demonstrated improvement in student attendance. In 2023, students experiencing homelessness were identified as having elevated rates of chronic absenteeism. By 2024, no student groups were identified, indicating success in addressing attendance barriers for that group.
- Larsen Elementary School made substantial progress. In 2023, chronic absenteeism was a significant issue among all students, particularly those experiencing homelessness, socioeconomically disadvantaged students, and Hispanic students. By 2024, no student groups were identified as chronically absent, reflecting effective interventions to support attendance across multiple demographics.
- Fred Williams Elementary School also showed substantial improvement. In 2023, chronic absenteeism was a challenge, specifically for Filipino students. By 2024, no student groups were identified for absenteeism, indicating progress in supporting student engagement and reducing absences.
- Hollywood Beach Elementary School experienced a shift in the student group affected by chronic absenteeism. In 2023, all students and White students were impacted. By 2024, the focus narrowed to students with disabilities. This shift suggests broader attendance improvements but continued challenges for students requiring specialized services and individualized support.

- Green Junior High School presented an area of increasing challenge. In 2023, students experiencing homelessness and White students were the primary groups impacted by chronic absenteeism. However, by 2024, the problem had escalated significantly. Chronic absenteeism now affects all students and has expanded to include English learners, students experiencing homelessness, socioeconomically disadvantaged students, students with disabilities, and White students.

Data:

* District:
2023:
Suspension Rate - All Students, White
Chronic Absenteeism - Foster, Filipino
2024:
Suspension Rate - Foster Youth
Chronic Absenteeism - African American, Homeless

* Art Haycox Elementary School:
2023:
Chronic Absenteeism - Homeless
2024:
Chronic Absenteeism - No Student Groups

* Larsen Elementary School:
2023:
Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic
2024:
Chronic Absenteeism - No Student Groups

* Fred Williams Elementary School:
2023:
Chronic Absenteeism - Filipino
2024:
Chronic Absenteeism - No Student Groups

* Hollywood Beach Elementary:
2023:

Chronic Absenteeism - All Students, White
2024:
Chronic Absenteeism - Students with Disabilities

* Green Junior High School:
2023:
Chronic Absenteeism - Homeless, White
2024:
Chronic Absenteeism - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, White

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Action 2.5: Support for Student Engagement
Comparison - Lowest Performing Focus Area (2023 to 2024)

District-Level Overview:

From 2023 to 2024, the district made some progress in improving overall student engagement, though disparities among the most vulnerable populations remain.

- In 2023, suspension rates were high across all students, with a particular challenge for White students. By 2024, that challenge shifted to foster youth, suggesting that while the overall discipline rates improved, foster youth continued to experience disproportionately high levels of exclusionary practices.
- Chronic absenteeism at the district level also reflected a shift in focus. In 2023, students in foster care and Filipino students were most affected. By 2024, the challenge moved to African American students and students experiencing homelessness. This trend reflects deeper systemic barriers that impact attendance for students who often face multiple layers of marginalization and instability, requiring more targeted and holistic engagement strategies.

School-Level Patterns and Trends:

- Art Haycox Elementary School showed clear improvement in student attendance. In 2023, students experiencing homelessness were identified as having high rates of chronic absenteeism. By 2024, no student groups were flagged, pointing to successful interventions in attendance support for one of the school's most vulnerable populations.
- Larsen Elementary School made substantial gains. In 2023, chronic absenteeism affected all students and several subgroups, including students experiencing homelessness, socioeconomically disadvantaged students, and Hispanic students. By 2024, no student groups were identified. This significant turnaround suggests that strategies to increase engagement and address attendance barriers were effectively implemented and broadly impacted.

- Fred Williams Elementary School also demonstrated marked progress. Filipino students were identified as chronically absent in 2023. However, by 2024, the school had no student groups flagged for absenteeism, indicating successful outreach and support efforts targeting student presence and participation.
- Hollywood Beach Elementary School experienced a shift rather than an improvement. In 2023, chronic absenteeism was a challenge for all students, including White students. By 2024, the challenge narrowed to students with disabilities. This suggests that general attendance issues may have improved, but students requiring specialized support continue to face challenges that hinder full participation and consistent school attendance.
- Green Junior High School showed a significant increase in disengagement. In 2023, chronic absenteeism was identified among students experiencing homelessness and White students. By 2024, absenteeism had become a broader issue, affecting all students and expanding to include English learners, socioeconomically disadvantaged students, students with disabilities, and continuing challenges for both homeless and White students.

Data:

* District:
2023:
Suspension Rate - All Students, White
Chronic Absenteeism - Foster, Filipino
2024:
Suspension Rate - Foster Youth
Chronic Absenteeism - African American, Homeless

* Art Haycox Elementary School:
2023:
Chronic Absenteeism - Homeless
2024:
Chronic Absenteeism - No Student Groups

* Larsen Elementary School:
2023:
Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic
2024:
Chronic Absenteeism - No Student Groups

* Fred Williams Elementary School:
2023:

Chronic Absenteeism - Filipino
2024:
Chronic Absenteeism - No Student Groups

* Hollywood Beach Elementary:
2023:
Chronic Absenteeism - All Students, White
2024:
Chronic Absenteeism - Students with Disabilities

* Green Junior High School:
2023:
Chronic Absenteeism - Homeless, White
2024:
Chronic Absenteeism - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, White

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Action 2.6: Support for Sites
Comparison - Lowest Performing Focus Area (2023 to 2024)

District-Level Overview:

Between 2023 and 2024, there was a measurable shift in the district's academic and behavioral support needs. While performance challenges remained for students facing systemic challenges, some groups showed signs of improvement.

- In English Language Arts, 2023 saw challenges among English learners, students experiencing homelessness, students with disabilities, socioeconomically disadvantaged students, and Hispanic students. By 2024, performance challenges will be narrowed to students experiencing homelessness and those with disabilities.
- In Mathematics, all students, English learners, socioeconomically disadvantaged students, and Hispanic students were focus areas in 2023. In 2024, the lowest performing groups shifted to African American students, students experiencing homelessness, and those with disabilities.
- Suspension rates were elevated for all students and White students in 2023, but by 2024, foster youth emerged as the group most impacted.
- In chronic absenteeism, the focus area moved from foster youth and Filipino students in 2023 to African American students and students experiencing homelessness in 2024.

School-Level Trends and Patterns:

- Art Haycox Elementary School consistently supported academic performance among multiple student groups, particularly in English Language Arts, where performance challenges remained across all years for English learners, socioeconomically disadvantaged students, students with disabilities, and Hispanic students. However, the school progressed in Mathematics, with no groups identified as underperforming in 2024. Chronic absenteeism challenges seen among students experiencing homelessness in 2023 were resolved by 2024.
- Larsen Elementary School saw a dramatic improvement in student attendance. In 2023, all students and key subgroups, including homeless, socioeconomically disadvantaged, and Hispanic students, faced chronic absenteeism. By 2024, no student groups were identified, indicating successful student engagement and support interventions.
- Fred Williams Elementary School made gains both academically and in attendance. Academic underperformance in English Language Arts, seen among English learners, socioeconomically disadvantaged students, and Hispanic students in 2023, was no longer present by 2024. Chronic absenteeism among Filipino students was also eliminated.
- Hollywood Beach Elementary School improved overall attendance among most students, with chronic absenteeism affecting all students and White students in 2023, reducing to only students with disabilities in 2024. This suggests progress in general engagement but continued challenges in supporting learners with special needs.
- Hueneme Elementary School maintained academic challenges in English Language Arts for multiple groups but saw improvement in Mathematics, where no groups were flagged in 2024.
- Hathaway Elementary School demonstrated notable improvement by eliminating all identified performance challenges in English Language Arts and Mathematics by 2024. This represents a significant shift in site-level support effectiveness.
- Parkview Elementary School remained consistent across both years, with underperformance in English Language Arts and Mathematics for English learners, socioeconomically disadvantaged students, students with disabilities, and Hispanic students.
- Blackstock Junior High School narrowed its areas of focus by 2024. In 2023, multiple groups struggled in both English Language Arts and Mathematics, including White, Hispanic, socioeconomically disadvantaged, English learners, and students with disabilities. By 2024, only students experiencing homelessness and those with disabilities would remain a focus. This shows progress but also indicates a continued need for targeted academic support.
- Green Junior High School revealed escalating challenges in attendance and academic performance. In 2023, nearly every group was underperforming or experiencing chronic absenteeism. In 2024, chronic absenteeism expanded to include all students, English learners, students experiencing homelessness, socioeconomically disadvantaged students, students with disabilities, and White students. Academically, performance challenges remained across English Language Arts and Mathematics, including with long-term English learners and students experiencing homelessness.

Data:

* District:
2023:
English Language Arts - English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic
Suspension Rate - All Students, White

Chronic Absenteeism - Foster, Filipino
2024:
English Language Arts - Homeless, Students with Disabilities
Mathematics - African American, Homeless, Students with Disabilities
Suspension Rate - Foster Youth
Chronic Absenteeism - African American, Homeless

* Art Haycox Elementary School:
2023:
English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic
Chronic Absenteeism - Homeless
2024:
English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - No Student Groups
Chronic Absenteeism - No Student Groups

* Larsen Elementary School:
2023:
Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic
2024:
Chronic Absenteeism - No Student Groups

* Fred Williams Elementary School:
2023:
English Language Arts - English Learners, Socioeconomically Disadvantaged, Hispanic
Chronic Absenteeism - Filipino
2024:
English Language Arts - No Student Groups
Chronic Absenteeism - No Student Groups

* Hollywood Beach Elementary:
2023:
Chronic Absenteeism - All Students, White
2024:
Chronic Absenteeism - Students with Disabilities

* Hueneme Elementary School:
2023:
English Language Arts - English Learners, Homeless, Students with Disabilities, Hispanic
Mathematics - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
2024:
English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - No Student Groups

* Hathaway Elementary School:
2023:
English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - English Learners
2024:
English Language Arts - No Student Groups
Mathematics - No Student Groups

* Parkview Elementary School:
2023:
English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - English Learners, Students with Disabilities
2024:
English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - English Learners, Students with Disabilities

* Blackstock Junior High School:
2023:
English Language Arts - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White
Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White
2024:
English Language Arts - Homeless, Students with Disabilities
Mathematics - Students with Disabilities

* Green Junior High School:
2023:

English Learner Progress Indicator: All Students, English Learners
English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Chronic Absenteeism - Homeless, White
2024:
English Learner Progress Indicator: No Student Groups
English Language Arts - Homeless, Hispanic
Mathematics - Long-Term English Learners, Students with Disabilities, Hispanic, Homeless
Chronic Absenteeism - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, White

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.

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

* Metrics Modifications: No planned adjustments.

* Actions Modifications: No planned adjustments.

* Expected Outcomes: No planned adjustments.

These modifications align with our current year's effectiveness analysis and implementation experiences.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Support for Professional Learning	Professional learning in social and emotional learning, behavioral interventions, and student engagement equips HESD educators with the knowledge, skills, and strategies needed to create supportive learning environments, address students' social, emotional, and behavioral needs, and promote their overall success and well-being. Support will focus on the following required state indicators:	$302,660.00	Yes

Action #	Title	Description	Total Funds	Contributing
		* Chronic Absenteeism - The percentage of kindergarten through grade 8 students absent 10 percent or more of the instructional days they were enrolled. * Suspension Rate - The percentage of kindergarten through grade 8 students suspended for at least one aggregate day in a given school year. Students suspended multiple times or for multiple days are only counted once. Support will focus on the following local indicators: * Local Climate Survey * Parent and Family Engagement The specific actions outlined above will focus on meeting the needs and acceleration of the lowest-performing student groups (as indicated/reported on the California School Dashboard): Lowest Performing Focus Area: Provide specialized training for staff on trauma-informed practices, culturally responsive teaching, and strategies to engage chronically absent students, particularly focusing on Homeless Youth, Students with Disabilities, and other groups with high absenteeism rates. Include professional development on alternatives to suspension and positive behavior interventions. District: Suspension Rate - All Students, White Chronic Absenteeism - Foster, Filipino Art Haycox Elementary School: Chronic Absenteeism - Homeless Larsen Elementary School: Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic Fred Williams Elementary School: Chronic Absenteeism - Filipino		

Action #	Title	Description	Total Funds	Contributing
		Hollywood Beach Elementary: Chronic Absenteeism - All Students, White Green Junior High School: Chronic Absenteeism - Homeless, White		
2.2	Support for Social and Emotional Health	Support for social and emotional health includes: • School counselors assist students in making decisions, managing emotions, coping with crises, overcoming barriers to learning, and seeking access to the core curriculum. Support will focus on the following required state indicators: * English Language Arts—How well students meet grade-level English Language Arts assessment standards; this measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * Mathematics - How well students meet grade-level standards on the mathematics assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * English Learner Progress - The percentage of current EL students progressing towards English language proficiency or maintaining the highest level. * Chronic Absenteeism - The percentage of kindergarten through grade 8 students absent 10 percent or more of the instructional days they were enrolled. * Suspension Rate - The percentage of kindergarten through grade 8 students suspended for at least one aggregate day in a given school year. Students suspended multiple times or for multiple days are only counted once. Support will focus on the following local indicators:	$1,809,597.00	Yes

Action #	Title	Description	Total Funds	Contributing
		* Local Climate Survey * Parent and Family Engagement The specific actions outlined above will focus on meeting the needs and acceleration of the lowest-performing student groups (as indicated/reported on the California School Dashboard): Lowest Performing Focus Area: Implement targeted counseling and support programs for Foster Youth, Homeless students, and other high-risk groups to address factors contributing to chronic absenteeism and behavioral issues. Develop culturally responsive social-emotional learning curricula to better support Hispanic and Filipino students. District: English Language Arts - English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic Suspension Rate - All Students, White Chronic Absenteeism - Foster, Filipino Art Haycox Elementary School: English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic Chronic Absenteeism - Homeless Larsen Elementary School: Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic Fred Williams Elementary School: English Language Arts - English Learners, Socioeconomically Disadvantaged, Hispanic` Chronic Absenteeism - Filipino Hollywood Beach Elementary:		

Action #	Title	Description	Total Funds	Contributing
		Chronic Absenteeism - All Students, White Hueneme Elementary School: English Language Arts - English Learners, Homeless, Students with Disabilities, Hispanic Mathematics - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Hathaway Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners Parkview Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners, Students with Disabilities Blackstock Junior High School: English Language Arts - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White Green Junior High School: English Learner Progress Indicator: All Students, English Learners English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Chronic Absenteeism - Homeless, White		
2.3	Support for Behavioral Health	Support for behavioral health includes: • Behavioral Support Psychologist • Behavioral Interventionist	$196,101.00	Yes

Action #	Title	Description	Total Funds	Contributing
		These positions specialize in helping students with behavioral challenges. Their primary role is to assess, analyze, and address behavioral issues to promote positive behavior and improve overall well-being. Key responsibilities: * Behavioral assessment, analysis, and planning * Collaboration: Behavior support specialists collaborate with other professionals, including educators, parents, therapists, and administrators, to ensure a coordinated approach to supporting students with behavioral challenges. * Direct Support and Coaching: Provide direct support and coaching to individuals with behavioral challenges, caregivers, teachers, and other support staff. This may involve modeling appropriate interventions, providing feedback, and offering ongoing guidance and support. * Monitoring and Progress Evaluation: Monitor the effectiveness of intervention strategies and make adjustments as needed based on ongoing assessment and progress monitoring. They regularly evaluate outcomes to determine the effectiveness of interventions and make recommendations for further support or modifications. Support will focus on the following required state indicators: * English Language Arts—How well students meet grade-level English Language Arts assessment standards; this measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * Mathematics - How well students meet grade-level standards on the mathematics assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * English Learner Progress - The percentage of current EL students progressing towards English language proficiency or maintaining the highest level. * Chronic Absenteeism - The percentage of kindergarten through grade 8 students absent 10 percent or more of the instructional days they were enrolled. * Suspension Rate - The percentage of kindergarten through grade 8		

Action #	Title	Description	Total Funds	Contributing
		students suspended for at least one aggregate day in a given school year. Students suspended multiple times or for multiple days are only counted once. Support will focus on the following local indicators: * Local Climate Survey * Parent and Family Engagement The specific actions outlined above will focus on meeting the needs and acceleration of the lowest-performing student groups (as indicated/reported on the California School Dashboard): Lowest Performing Focus Area: Enhance behavioral support strategies tailored explicitly for student groups with higher suspension rates. Implement restorative justice practices and culturally responsive behavior management techniques to reduce disciplinary incidents among all student groups, focusing on reducing racial disparities in suspension rates. District: English Language Arts - English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic Suspension Rate - All Students, White Chronic Absenteeism - Foster, Filipino Art Haycox Elementary School: English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic Chronic Absenteeism - Homeless Larsen Elementary School: Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic Fred Williams Elementary School:		

Action #	Title	Description	Total Funds	Contributing
		English Language Arts - English Learners, Socioeconomically Disadvantaged, Hispanic` Chronic Absenteeism - Filipino Hollywood Beach Elementary: Chronic Absenteeism - All Students, White Hueneme Elementary School: English Language Arts - English Learners, Homeless, Students with Disabilities, Hispanic Mathematics - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Hathaway Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners Parkview Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners, Students with Disabilities Blackstock Junior High School: English Language Arts - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White Green Junior High School: English Learner Progress Indicator: All Students, English Learners English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Chronic Absenteeism - Homeless, White		

Action #	Title	Description	Total Funds	Contributing
2.4	Support for Student Health and Safety	Support for student health and safety, to include: • Health Clerks: perform a variety of activities in support of student health services - administer basic first aid, screen ill or injured students, and prepare and maintain student health information • Nurse: responsible for planning, implementing, coordinating, and evaluating school health services • Healthy Start Social Workers • Assistant Principals at identified elementary schools and one at each junior high school to increase supervision, safety, and support services • Transportation Services - principally directed to special education, foster youth, and low-income pupils. • Campus Safety and Security - supplemental personnel and campus security and safety services include school resource officers, extra campus supervisors, and crossing guards. Support will focus on the following required state indicators: * Chronic Absenteeism - The percentage of kindergarten through grade 8 students absent 10 percent or more of the instructional days they were enrolled. * Suspension Rate - The percentage of kindergarten through grade 8 students suspended for at least one aggregate day in a given school year. Students suspended multiple times or for multiple days are only counted once. Support will focus on the following local indicators: * Local Climate Survey * Parent and Family Engagement The specific actions outlined above will focus on meeting the needs and acceleration of the lowest-performing student groups (as indicated/reported on the California School Dashboard): Lowest Performing Focus Area: Develop comprehensive health and wellness programs targeting Foster Youth, Homeless students, and Socioeconomically Disadvantaged students to address health-related	$4,049,049.00	Yes

Action #	Title	Description	Total Funds	Contributing
		barriers to attendance. Implement safety measures and support systems designed to improve the school climate for student groups with higher chronic absenteeism rates. District: Suspension Rate - All Students, White Chronic Absenteeism - Foster, Filipino Art Haycox Elementary School: Chronic Absenteeism - Homeless Larsen Elementary School: Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic Fred Williams Elementary School: Chronic Absenteeism - Filipino Hollywood Beach Elementary: Chronic Absenteeism - All Students, White Green Junior High School: Chronic Absenteeism - Homeless, White		
2.5	Support for Student Engagement	Support for student engagement includes action and funding to support: • One elementary physical education teacher • Two elementary music teachers • Two junior high music teachers Support will focus on the following required state indicators: * Chronic Absenteeism - The percentage of kindergarten through grade 8 students absent 10 percent or more of the instructional days they were enrolled. * Suspension Rate - The percentage of kindergarten through grade 8 students suspended for at least one aggregate day in a given school year.	$896,897.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Students suspended multiple times or for multiple days are only counted once. Support will focus on the following local indicators: * Local Climate Survey * Basic: Teachers, Instructional Materials, Facilities * Parent and Family Engagement The specific actions outlined above will focus on meeting the needs and acceleration of the lowest-performing student groups (as indicated/reported on the California School Dashboard): Lowest Performing Focus Area: Create targeted engagement programs for Foster Youth, Filipino students, and other groups with high chronic absenteeism rates. Implement culturally relevant extracurricular activities and programs to increase school connectedness and reduce absenteeism among these student groups. District: Suspension Rate - All Students, White Chronic Absenteeism - Foster, Filipino Art Haycox Elementary School: Chronic Absenteeism - Homeless Larsen Elementary School: Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic Fred Williams Elementary School: Chronic Absenteeism - Filipino Hollywood Beach Elementary: Chronic Absenteeism - All Students, White Green Junior High School:		

Action #	Title	Description	Total Funds	Contributing
		Chronic Absenteeism - Homeless, White		
2.6	Support for Sites	Site-based allocations to support LCAP Goals 1-3. Site-based allocations must align with actions and services in LCAP goals 1-3 and be reflected in the School Plan for Student Achievement—an accounting technician to support the LCAP budget and expenditures. See LCAP Goal 1, Action 1.8 Support will focus on the following required state indicators: * English Language Arts—How well students meet grade-level English Language Arts assessment standards; this measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * Mathematics - How well students meet grade-level standards on the mathematics assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * English Learner Progress - The percentage of current EL students progressing towards English language proficiency or maintaining the highest level. * Chronic Absenteeism - The percentage of kindergarten through grade 8 students absent 10 percent or more of the instructional days they were enrolled. * Suspension Rate - The percentage of kindergarten through grade 8 students suspended for at least one aggregate day in a given school year. Students suspended multiple times or for multiple days are only counted once. Support will focus on the following local indicators: * Implementation of State Standards * Local Climate Survey * Access to a Broad Course of Study * Basic: Teachers, Instructional Materials, Facilities	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		* Parent and Family Engagement The specific action outlined above will focus on meeting the needs and acceleration of the lowest-performing student groups (as indicated/reported on the California School Dashboard): Lowest Performing Focus Area: Provide additional resources to sites with higher chronic absenteeism rates and suspensions. Implement site-specific attendance improvement plans and positive behavior support systems, focusing on supporting Foster Youth, Filipino students, and other identified high-need groups. District: English Language Arts - English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic Suspension Rate - All Students, White Chronic Absenteeism - Foster, Filipino Art Haycox Elementary School: English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic Chronic Absenteeism - Homeless Larsen Elementary School: Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic Fred Williams Elementary School: English Language Arts - English Learners, Socioeconomically Disadvantaged, Hispanic` Chronic Absenteeism - Filipino Hollywood Beach Elementary: Chronic Absenteeism - All Students, White		

Action #	Title	Description	Total Funds	Contributing
		Hueneme Elementary School: English Language Arts - English Learners, Homeless, Students with Disabilities, Hispanic Mathematics - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Hathaway Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners Parkview Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners, Students with Disabilities Blackstock Junior High School: English Language Arts - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White Green Junior High School: English Learner Progress Indicator: All Students, English Learners English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Chronic Absenteeism - Homeless, White		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	HESD will increase and strengthen family and community engagement. Major components of this goal include: Safe and welcoming school and classroom environments that honor the diversity of all families Positive school culture and climate Opportunities for families and the community to participate in school activities HESD will monitor this goal using a combination of state-required and local indicators, as evidenced on the California State Dashboard. State Indicators: * English Language Arts - How well students meet grade-level English Language Arts assessment standards; This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * Mathematics - How well students meet grade-level standards on the mathematics assessment; This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * English Learner Progress - The percentage of current EL students progressing towards English language proficiency or maintaining the highest level. * Chronic Absenteeism - The percentage of kindergarten through grade 8 students absent 10 percent or more of the instructional days they were enrolled. * Suspension Rate - The percentage of kindergarten through grade 8 students suspended for at least one aggregate day in a given school year. Students suspended multiple times or for multiple days are only counted once. Local indicators: * Local Climate Survey * Parent and Family Engagement	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The development of the goal to increase and strengthen family and community engagement within HESD stems from several key reasons:

* Student Success: Research consistently shows that family and community involvement positively impacts student achievement and success. When families are engaged in their children's education, students tend to have higher attendance rates, better grades, and improved behavior.

* Supportive Environments: Creating safe and welcoming school and classroom environments that honor the diversity of all families is essential for fostering trust and collaboration. Students perform better when they feel accepted and supported by their school community.

* Cultural Understanding: Recognizing and celebrating the diversity of families within the district contributes to a rich and inclusive educational experience. By valuing different cultural backgrounds, HESD can create a sense of belonging for all students and their families.

* Community Partnership: Building positive relationships with families and the wider community strengthens the school's ties with its surrounding neighborhoods. Engaging community members in school activities fosters a sense of ownership and investment in the educational institution's success.

* Holistic Development: Positive school culture and climate, supported by engaged families and communities, provide a holistic environment where students can thrive academically, socially, and emotionally.

HESD aims to create an educational ecosystem where students feel supported, valued, and empowered to succeed by prioritizing family and community engagement through safe environments, positive culture, and inclusive participation opportunities.

HESD philosophy driving the quality and process of LCAP goal development:

* Commitment to Equity: HESD recognizes that not all students have equal educational opportunities due to socioeconomic status, race, ethnicity, language proficiency, and special needs. By prioritizing equity and access, HESD aims to level the playing field and ensure that all students, regardless of background, have the opportunity to succeed academically.
* Data-Driven Decision Making: HESD understands the importance of using data to drive decision-making processes. Collecting and analyzing student performance data can identify areas of need, track progress over time, and make informed decisions about allocating resources and supporting services effectively. This data-driven approach helps HESD identify disparities in student achievement and implement targeted interventions to address them.

* Focus on Evidence-Based Practices: HESD is committed to implementing evidence-based programs and services to maximize student learning and achievement. Research has shown that certain instructional practices, interventions, and support services are more effective than others in improving student outcomes. By prioritizing evidence-based practices, HESD can ensure we provide their students with the most effective support possible.
* Celebrating Diversity: HESD recognizes the value of diversity in the classroom. Students come from various backgrounds and bring unique strengths, perspectives, and experiences to the learning environment. By valuing diversity and fostering an inclusive classroom culture, HESD creates a learning environment where all students feel respected, supported, and empowered to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	California Healthy Kids Survey Percent on the following indicator in grades 5 and 7: Meaningful participation at school	Source: 2023/24 California Healthy Kids Survey Grade 5 - Meaningful participation in school 41% Grade 7 - Meaningful participation in school 22%	Source: 2024/25 California Healthy Kids Survey Grade 5 - Meaningful Participation in school 42% Grade 7- Meaningful Participation in school 24%		Source: 2025/26 California Healthy Kids Survey Grade 5 - Meaningful participation at school 80% Grade 7 - Meaningful participation at school 80%	Source: 2024/25 California Healthy Kids Survey The formula for the current difference from the baseline: (Year 1 Outcome) - (Baseline) = Current Difference from Baseline Grade 5 - Meaningful Participation in school: +1% Grade 7- Meaningful Participation in school: +2%
3.2	HESD Educational Partner LCAP Survey	Source: 2022/23 HESD Educational Partner LCAP Survey	Source: 2024/25 HESD Educational Partner LCAP Survey		Source: 2025/26 HESD Educational Partner LCAP Survey	Source: 2024/25 HESD Educational Partner LCAP Survey

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	The number of educational partners participating in the annual survey.	Parents - 991 Employee- 379	Parents - 1,029 Employee- 365 Students - 1,249		Parents - 3,000 Employee - 840 Students - 3,000	The formula for the current difference from the baseline: (Year 1 Outcome) - (Baseline) = Current Difference from Baseline Parents- +38 Employee- -14 Students - 1,249
3.3	Number of Family Engagement Opportunities The number of family engagement activities.	Source: 2023/24 Family Engagement Logs Total Number of Family Engagement Opportunities - 6,209	Source: 2024/25 Family Engagement Logs Total Number of Family Engagement Opportunities: 9,947 (increased 3,738)		Source: 2025/26 Family Engagement Logs Total Number of Family Engagement Opportunities: 11,000	Source: 2024/25 Family Engagement Logs The formula for the current difference from the baseline: (Year 1 Outcome) - (Baseline) = Current Difference from Baseline Total Number of Family Engagement Opportunities: +3,738
3.4	Effectiveness and Quality of Family Engagement Opportunities	Source: 2023/24 Family Engagement Logs A. Assist parents in understanding the	Source: 2024/25 Family Engagement Logs		Source: 2025/26 Family Engagement Logs	Source: 2024/25 Family Engagement Logs

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Based on educational partner input and evidence -based research, including John Hattie's Visible Learning, the number of family engagement activities and events with the intent to: A. Assist parents in understanding the language of schools and learning. B. Assist parents in learning how to establish structure and discipline at home. C. Educate parents on topics that assist them and their families. D. Engage parents as partners in education, empowerment, and advocacy for their children. E. Promote community building, cultural responsiveness, and connections between schools and home.	language of schools and learning: 2,229 B. Assist parents in learning how to establish structure and discipline at home: 1,677 C. Educate parents on topics that assist them and their families: 189 D. Engage parents as partners in education, empowerment, and advocacy for their children: 397 E. Promote community building, cultural responsiveness, and connections between schools and home: 1,717	A. Assist parents in understanding the language of schools and learning: 3,335 B. Assist parents in learning how to establish structure and discipline at home: 2,675 C. Educate parents on topics that assist them and their families: 426 D. Engage parents as partners in education, empowerment, and advocacy for their children:1,055 E. Promote community building, cultural responsiveness, and connections between schools and home: 2,456		A. Assist parents in understanding the language of schools and learning: 3,500 B. Assist parents in learning how to establish structure and discipline at home: 3,000 C. Educate parents on topics that assist them and their families: 600 D. Engage parents as partners in education, empowerment, and advocacy for their children: 1,400 E. Promote community building, cultural responsiveness, and connections between schools and home: 2,500	The formula for the current difference from the baseline: (Year 1 Outcome) - (Baseline) = Current Difference from Baseline A. Assist parents in understanding the language of schools and learning: +1,106 B. Assist parents in learning how to establish structure and discipline at home: +998 C. Educate parents on topics that assist them and their families: +237 D. Engage parents as partners in education, empowerment, and advocacy for their children: +658 E. Promote community building, cultural

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						responsiveness, and connections between schools and home: +739

Goal Analysis [2024-25]

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

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

The district made significant progress in implementing our planned actions, while adapting to emerging needs and challenges throughout the year.

Successful Implementation:

Action 3.2 - Support for Parent and Community Outreach / Action 3.3 - Support for Parent and Community Engagement
* District exceeds the state requirement and administers the California Healthy Kids Survey each year to monitor the results of all grade 5 and 7 students.
* Family engagement opportunities continue to increase and are monitored through Family Engagement Logs at each site.
* The HESD Educational Partner Committee annually reviews and updates the HESD Educational Partner LCAP survey
* The district continues to analyze the effectiveness and quality of our family engagement opportunities based on educational partner input and evidence -based research, including John Hattie's Visible Learning, with the intent to:

A. Assist parents in understanding the language of schools and learning.
B. Assist parents in learning how to establish structure and discipline at home.
C. Educate parents on topics that assist them and their families.
D. Engage parents as partners in education, empowerment, and advocacy for their children.
E. Promote community building, cultural responsiveness, and connections between schools and home.

Implementation Challenges:
* Accessibility of our HESD Educational Partner LCAP Survey for all partners - the survey is lengthy and contains educational language that may not be familiar to all.

Modified Implementation: None

Non-implemented Actions: None

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 district experienced varying degrees of alignment between planned expenditures and actual spending, reflecting operational adaptations and implementation realities throughout the year. There are no significant differences between the Budgeted Expenditures and/or the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services.

Note: LEAs do not need to address minor variances in expenditures or percentages, 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.

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 3, as demonstrated by both quantitative and qualitative indicators..

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* Action 3.1 Support for Professional Learning

District-Wide Trends
* Suspension Rates have shifted from All Students and White students (2023) to a more targeted challenge for Foster Youth (2024).
* Chronic Absenteeism challenges have broadened, shifting from Foster and Filipino students (2023) to include African American and Homeless students (2024).

School-Level Patterns
* Persistent absenteeism challenges remain at:
- Art Haycox Elementary: Homeless students (unchanged 2023–2024).
- Larsen Elementary: All Students, Homeless, Socioeconomically Disadvantaged, and Hispanic students (unchanged 2023–2024).
- Fred Williams Elementary: Filipino students (unchanged 2023–2024).

Shifts in focus at:
* Hollywood Beach Elementary: From All Students and White students (2023) to Students with Disabilities (2024).
* Green Junior High: From a limited focus in 2023 (Homeless, White) to a dramatic increase in 2024, including All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Homeless, Hispanic, and White students—indicating a broad, school-wide challenge.

A comparison of the lowest-performing areas of focus (2023 to 2024)

* District:
2023:
Suspension Rate - All Students, White
Chronic Absenteeism - Foster, Filipino
2024:
Suspension Rate - Foster Youth
Chronic Absenteeism - African American, Homeless

* Art Haycox Elementary School:
2023:
Chronic Absenteeism - Homeless
2023:
Chronic Absenteeism - Homeless

* Larsen Elementary School:
2023:
Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic
2024:
Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic

* Fred Williams Elementary School:
2023:
Chronic Absenteeism - Filipino
2024:
Chronic Absenteeism - Filipino

* Hollywood Beach Elementary:
2023:
Chronic Absenteeism - All Students, White
2024:
Chronic Absenteeism - Students with Disabilities

* Green Junior High School:
2023:
Chronic Absenteeism - Homeless, White
2024:
Chronic Absenteeism - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White

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* Action 3.2 Support for Parent and Community Outreach

District-Level Trends
* English Language Arts challenges narrowed in 2024 to focus on Homeless students and Students with Disabilities, down from a broader set in 2023 that included English Learners, Hispanic students, and Socioeconomically Disadvantaged students.
* Mathematics challenges in 2024 now include African Americans, Homeless people, and Students with Disabilities, compared to 2023's broader inclusion of All Students, English Learners, and Hispanic students.
* Suspension Rates shifted from challenges with All Students and White students (2023) to focusing on Foster Youth in 2024.
* Chronic Absenteeism expanded in 2024 to include African American and Homeless students, continuing previous challenges with Foster and Filipino students.

School-Level Patterns and Shifts
* Art Haycox Elementary School continues to show needs in English Language Arts across multiple student groups. However, mathematics and chronic absenteeism were no longer flagged in 2024.
* Larsen Elementary School shows persistent absenteeism challenges across All Students, Homeless, Socioeconomically Disadvantaged, and Hispanic students, with no improvement between years.
* Fred Williams Elementary School and Hathaway Elementary School showed improvement, with no student groups flagged in 2024 in either English Language Arts or Chronic Absenteeism, signaling progress.
* Hollywood Beach Elementary shifted its chronic absenteeism challenge from All Students and White students (2023) to Students with Disabilities (2024).
* Hueneme Elementary School saw English Language Arts challenges widen to include All Students in 2024, while Mathematics indicators no longer flagged student groups.
* Parkview Elementary School maintained challenges in English Language Arts and Mathematics across English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic students from 2023 to 2024.
* Blackstock Junior High School shifted its focus to Homeless and Students with Disabilities in English Language Arts and Mathematics in 2024.
* Green Junior High School experienced significant change. While 2023 data reflected broad academic and attendance challenges, 2024 data narrowed the focus to English Language Arts. Challenges broadened in Mathematics to include Long-Term English Learners and Chronic Absenteeism, encompassing nearly all major student subgroups.

A comparison of the lowest-performing areas of focus (2023 to 2024):

* District:
2023:
English Language Arts - English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic
Suspension Rate - All Students, White
Chronic Absenteeism - Foster, Filipino
2024:
English Language Arts - Homeless, Students with Disabilities
Mathematics - African American, Homeless, Students with Disabilities
Suspension Rate - Foster Youth
Chronic Absenteeism - African American, Homeless

* Art Haycox Elementary School:
2023:
English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic
Chronic Absenteeism - Homeless
2024:
English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - No Student Groups
Chronic Absenteeism - No Student Groups

* Larsen Elementary School:
2023:
Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic
2024:
Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic

* Fred Williams Elementary School:
2023:
English Language Arts - English Learners, Socioeconomically Disadvantaged, Hispanic
Chronic Absenteeism - Filipino
2024:
English Language Arts - No Student Groups

Chronic Absenteeism - No Student Groups

* Hollywood Beach Elementary:
2023:
Chronic Absenteeism - All Students, White
2024:
Chronic Absenteeism - Students with Disabilities

* Hueneme Elementary School:
2023:
English Language Arts - English Learners, Homeless, Students with Disabilities, Hispanic
Mathematics - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
2024:
English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - No Student Groups

* Hathaway Elementary School:
2023:
English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - English Learners
2024:
English Language Arts - No Student Groups
Mathematics - No Student Groups

* Parkview Elementary School:
2023:
English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - English Learners, Students with Disabilities
2024:
English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - English Learners, Students with Disabilities

* Blackstock Junior High School:
2023:
English Language Arts - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White

Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White
2024:
English Language Arts - Homeless, Students with Disabilities
Mathematics - Students with Disabilities

* Green Junior High School:
2023:
English Learner Progress Indicator: All Students, English Learners
English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Chronic Absenteeism - Homeless, White
2024:
English Learner Progress Indicator: No Student Groups
English Language Arts - Homeless, Hispanic
Mathematics - Long-Term English Learners, Homeless, Students with Disabilities, Hispanic
Chronic Absenteeism - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White

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* Action 3.3 Support for Parent and Community Engagement

District-Wide Challenges
* Academic performance challenges in English Language Arts for Homeless students and Students with Disabilities, with Mathematics challenges emerging among African American, Homeless, and Students with Disabilities.
* Suspension challenges shifted to focus more narrowly on Foster Youth in 2024.
* Chronic absenteeism challenges persisted and expanded to include African American and Homeless students.

School-Level Patterns
* Art Haycox Elementary School continues to experience challenges in English Language Arts across multiple student groups. However, previous challenges in Mathematics and Chronic Absenteeism were no longer identified in 2024.
* Larsen Elementary School faces ongoing chronic absenteeism challenges for All Students, Homeless, Socioeconomically Disadvantaged, and Hispanic students, with no change year over year.
* Fred Williams Elementary School saw no student groups identified in 2024 for academic or attendance challenges.
* Hollywood Beach Elementary School shifted from broader absenteeism challenges in 2023 to a focused challenge for Students with Disabilities in 2024.

* Hueneme Elementary School saw a broadening of English Language Arts challenges to include All Students, while Mathematics challenges no longer appeared in 2024.
* Hathaway Elementary School has resolved its previously identified English Language Arts and Mathematics challenges.
* Parkview Elementary School continues to face consistent challenges in English Language Arts and Mathematics among English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic students.
* Blackstock Junior High School refined its focus to Homeless and Students with Disabilities for both academic areas in 2024, narrowing from broader groups in 2023.
* Green Junior High School saw expanded absenteeism challenges in 2024, now affecting All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and White students. Academically, challenges in Mathematics grew to include Long-Term English Learners, while English Language Arts challenges shifted to focus on Homeless and Hispanic students.

A comparison of the lowest-performing areas of focus (2023 to 2024):

* District:
2023:
English Language Arts - English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic
Suspension Rate - All Students, White
Chronic Absenteeism - Foster, Filipino
2024:
English Language Arts - Homeless, Students with Disabilities
Mathematics - African American, Homeless, Students with Disabilities
Suspension Rate - Foster Youth
Chronic Absenteeism - African American, Homeless

* Art Haycox Elementary School:
2023:
English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic
Chronic Absenteeism - Homeless
2024:
English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - No Student Groups
Chronic Absenteeism - No Student Groups

* Larsen Elementary School:
2023:

Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic
2024:
Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic

* Fred Williams Elementary School:
2023:
English Language Arts - English Learners, Socioeconomically Disadvantaged, Hispanic
Chronic Absenteeism - Filipino
2024:
English Language Arts - No Student Groups
Chronic Absenteeism - No Student Groups

* Hollywood Beach Elementary:
2023:
Chronic Absenteeism - All Students, White
2024:
Chronic Absenteeism - Students with Disabilities

* Hueneme Elementary School:
2023:
English Language Arts - English Learners, Homeless, Students with Disabilities, Hispanic
Mathematics - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
2024:
English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - No Student Groups

* Hathaway Elementary School:
2023:
English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - English Learners
2024:
English Language Arts - No Student Groups
Mathematics - No Student Groups

* Parkview Elementary School:

2023:
English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - English Learners, Students with Disabilities
2024:
English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - English Learners, Students with Disabilities

* Blackstock Junior High School:
2023:
English Language Arts - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White
Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White
2024:
English Language Arts - Homeless, Students with Disabilities
Mathematics - Students with Disabilities

* Green Junior High School:
2023:
English Learner Progress Indicator: All Students, English Learners
English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Chronic Absenteeism - Homeless, White
2024:
English Learner Progress Indicator: No Student Groups
English Language Arts - Homeless, Hispanic
Mathematics - Long-Term English Learners, Homeless, Students with Disabilities, Hispanic
Chronic Absenteeism - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White

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* Action 3.4 Support for Sites

District performance data show evolving and persistent challenges:
* English Language Arts challenges narrowed in 2024, focusing on Homeless students and Students with Disabilities—down from a broader group that included English Learners, Socioeconomically Disadvantaged, and Hispanic students in 2023.
* Mathematics challenges shifted in 2024 to include African American, Homeless, and Students with Disabilities.

* Suspension Rate challenges moved from broader concerns among All Students and White students in 2023 to a more focused challenge in 2024 for Foster Youth.
* Chronic Absenteeism increased in complexity in 2024, now impacting African American and Homeless students.

Across individual school sites, unique and persistent challenges remain:
* Art Haycox Elementary continues to experience English Language Arts challenges among multiple student groups in 2024. Challenges in Mathematics and Chronic Absenteeism identified in 2023 were no longer present in 2024.
* Larsen Elementary shows sustained chronic absenteeism challenges across All Students, Homeless, Socioeconomically Disadvantaged, and Hispanic students.
* Fred Williams and Hathaway Elementary Schools no longer had any student groups flagged in 2024.
* Hollywood Beach Elementary saw absenteeism challenges shift from All Students and White students to Students with Disabilities.
* Hueneme Elementary experienced growth in English Language Arts challenges, including All Students in 2024, though no Mathematics challenges were identified.
* Parkview Elementary continues to face consistent academic challenges in English Language Arts and Mathematics among English Learners and Students with Disabilities.
* Blackstock Junior High School shifted from widespread challenges in 2023 to a more focused set of academic challenges in 2024 for Homeless and Students with Disabilities.
* Green Junior High School saw significant increases in Chronic Absenteeism challenges in 2024, now affecting All Students, English Learners, the Homeless, Socioeconomically Disadvantaged students, Students with Disabilities, Hispanic students, and White students. Academic challenges also shifted in Mathematics, now affecting Long-Term English Learners and other key student groups.

A comparison of the lowest-performing areas of focus (2023 to 2024)

* District:
2023:
English Language Arts - English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic
Suspension Rate - All Students, White
Chronic Absenteeism - Foster, Filipino
2024:
English Language Arts - Homeless, Students with Disabilities
Mathematics - African American, Homeless, Students with Disabilities
Suspension Rate - Foster Youth
Chronic Absenteeism - African American, Homeless

* Art Haycox Elementary School:
2023:
English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic

Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic
Chronic Absenteeism - Homeless
2024:
English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - No Student Groups
Chronic Absenteeism - No Student Groups

* Larsen Elementary School:
2023:
Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic
2024:
Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic

* Fred Williams Elementary School:
2023:
English Language Arts - English Learners, Socioeconomically Disadvantaged, Hispanic
Chronic Absenteeism - Filipino
2024:
English Language Arts - No Student Groups
Chronic Absenteeism - No Student Groups

* Hollywood Beach Elementary:
2023:
Chronic Absenteeism - All Students, White
2024:
Chronic Absenteeism - Students with Disabilities

* Hueneme Elementary School:
2023:
English Language Arts - English Learners, Homeless, Students with Disabilities, Hispanic
Mathematics - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
2024:
English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - No Student Groups

* Hathaway Elementary School:
2023:
English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - English Learners
2024:
English Language Arts - No Student Groups
Mathematics - No Student Groups

* Parkview Elementary School:
2023:
English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - English Learners, Students with Disabilities
2024:
English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - English Learners, Students with Disabilities

* Blackstock Junior High School:
2023:
English Language Arts - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White
Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White
2024:
English Language Arts - Homeless, Students with Disabilities
Mathematics - Students with Disabilities

* Green Junior High School:
2023:
English Learner Progress Indicator: All Students, English Learners
English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Chronic Absenteeism - Homeless, White
2024:
English Learner Progress Indicator: No Student Groups
English Language Arts - Homeless, Hispanic
Mathematics - Long-Term English Learners, Homeless, Students with Disabilities, Hispanic
Chronic Absenteeism - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White

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.

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

Metrics Modifications: No planned adjustments

Actions Modifications: No planned adjustments

Expected Outcomes: No planned adjustments

These modifications align with our current year's effectiveness analysis and implementation experiences.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Support for Professional Learning	Professional learning to promote safe and welcoming school and classroom environments that honor the diversity of all families, positive school culture and climate, and opportunities for families and the community to participate in school activities. Support will focus on the following required state indicators: * Chronic Absenteeism - The percentage of kindergarten through grade 8 students absent 10 percent or more of the instructional days they were enrolled. * Suspension Rate - The percentage of kindergarten through grade 8 students suspended for at least one aggregate day in a given school year. Students suspended multiple times or for multiple days are only counted once. Support will focus on the following local indicators: * Local Climate Survey * Parent and Family Engagement	$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The specific actions outlined above will focus on meeting the needs and acceleration of HESD's lowest-performing student groups (as indicated/reported on the California School Dashboard): Lowest Performing Focus Area: Provide staff training on culturally responsive family engagement strategies, focusing on engaging families of English Learners, Foster Youth, and Socioeconomically Disadvantaged students. Include professional development on effective communication methods to increase the meaningful participation of all families in school activities and decision-making processes. District: Suspension Rate - All Students, White Chronic Absenteeism - Foster, Filipino Art Haycox Elementary School: Chronic Absenteeism - Homeless Larsen Elementary School: Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic Fred Williams Elementary School: Chronic Absenteeism - Filipino Hollywood Beach Elementary: Chronic Absenteeism - All Students, White Green Junior High School: Chronic Absenteeism - Homeless, White		
3.2	Support for Parent and Community Outreach	Support for parent and community outreach to include: * Parent Support Clerk: This position performs various functions related to parent support services and clerical assistance to the district; it also increases support and outreach to families.	$218,588.00	Yes

Action #	Title	Description	Total Funds	Contributing
		* Translation Services - Support family and community engagement and communication. Support will focus on the following required state indicators: * English Language Arts—How well students meet grade-level English Language Arts assessment standards; this measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * Mathematics - How well students meet grade-level standards on the mathematics assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * English Learner Progress - The percentage of current EL students progressing towards English language proficiency or maintaining the highest level. * Chronic Absenteeism - The percentage of kindergarten through grade 8 students absent 10 percent or more of the instructional days they were enrolled. * Suspension Rate - The percentage of kindergarten through grade 8 students suspended for at least one aggregate day in a given school year. Students suspended multiple times or for multiple days are only counted once. Support will focus on the following local indicators: * Local Climate Survey * Parent and Family Engagement The specific actions outlined above will focus on meeting the needs and acceleration of the lowest-performing student groups (as indicated/reported on the California School Dashboard): Lowest Performing Focus Area: Implement targeted outreach programs for families of English Learners, Foster Youth, and Socioeconomically Disadvantaged students. Develop multilingual communication strategies and provide interpreters to ensure all families can actively participate in school events and understand their child's academic progress.		

Action #	Title	Description	Total Funds	Contributing
		District: English Language Arts - English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic Suspension Rate - All Students, White Chronic Absenteeism - Foster, Filipino Art Haycox Elementary School: English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic Chronic Absenteeism - Homeless Larsen Elementary School: Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic Fred Williams Elementary School: English Language Arts - English Learners, Socioeconomically Disadvantaged, Hispanic` Chronic Absenteeism - Filipino Hollywood Beach Elementary: Chronic Absenteeism - All Students, White Hueneme Elementary School: English Language Arts - English Learners, Homeless, Students with Disabilities, Hispanic Mathematics - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Hathaway Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners		

Action #	Title	Description	Total Funds	Contributing
		Parkview Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners, Students with Disabilities Blackstock Junior High School: English Language Arts - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White Green Junior High School: English Learner Progress Indicator: All Students, English Learners English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Chronic Absenteeism - Homeless, White		
3.3	Support for Parent and Community Engagement	Programs and initiatives are designed to foster strong partnerships between schools, families, and the community, ultimately supporting student success and well-being through collaborative efforts. To include: * Parent Education Workshops * Family Literacy Programs * Family Nights or Events * Parent Advisory Committees * Community Partnerships * Technology-Based Communication * Parent Leadership Programs * Cultural and Linguistic Support Services Support will focus on the following required state indicators: * English Language Arts—How well students meet grade-level English Language Arts assessment standards; this measure is based on student	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * Mathematics - How well students meet grade-level standards on the mathematics assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * English Learner Progress - The percentage of current EL students progressing towards English language proficiency or maintaining the highest level. * Chronic Absenteeism - The percentage of kindergarten through grade 8 students absent 10 percent or more of the instructional days they were enrolled. * Suspension Rate - The percentage of kindergarten through grade 8 students suspended for at least one aggregate day in a given school year. Students suspended multiple times or for multiple days are only counted once. Support will focus on the following local indicators: * Local Climate Survey * Parent and Family Engagement The specific actions outlined above will focus on meeting the needs and acceleration of the lowest-performing student groups (as indicated/reported on the California School Dashboard): Lowest Performing Focus Area: Create culturally responsive family education programs that address the specific needs of diverse families, particularly those of underperforming student groups. Implement a family liaison program to build stronger connections between the school and families of English Learners, Foster Youth, and Socioeconomically Disadvantaged students. District: English Language Arts - English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic		

Action #	Title	Description	Total Funds	Contributing
		Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic Suspension Rate - All Students, White Chronic Absenteeism - Foster, Filipino Art Haycox Elementary School: English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic Chronic Absenteeism - Homeless Larsen Elementary School: Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic Fred Williams Elementary School: English Language Arts - English Learners, Socioeconomically Disadvantaged, Hispanic` Chronic Absenteeism - Filipino Hollywood Beach Elementary: Chronic Absenteeism - All Students, White Hueneme Elementary School: English Language Arts - English Learners, Homeless, Students with Disabilities, Hispanic Mathematics - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Hathaway Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners Parkview Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic		

Action #	Title	Description	Total Funds	Contributing
		Mathematics - English Learners, Students with Disabilities Blackstock Junior High School: English Language Arts - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White Green Junior High School: English Learner Progress Indicator: All Students, English Learners English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Chronic Absenteeism - Homeless, White		
3.4	Support for Sites	Site-based allocations to support LCAP Goals 1-3. Site-based allocations must align with actions and services in LCAP goals 1-3 and be reflected in the School Plan for Student Achievement—an accounting technician to support the LCAP budget and expenditures. See LCAP Goal 1, Action 1.8 Support will focus on the following required state indicators: * English Language Arts—How well students meet grade-level English Language Arts assessment standards; this measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * Mathematics - How well students meet grade-level standards on the mathematics assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * English Learner Progress - The percentage of current EL students progressing towards English language proficiency or maintaining the highest level.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		* Chronic Absenteeism - The percentage of kindergarten through grade 8 students absent 10 percent or more of the instructional days they were enrolled. * Suspension Rate - The percentage of kindergarten through grade 8 students suspended for at least one aggregate day in a given school year. Students suspended multiple times or for multiple days are only counted once. Support will focus on the following local indicators: * Implementation of State Standards * Local Climate Survey * Access to a Broad Course of Study * Basic: Teachers, Instructional Materials, Facilities * Parent and Family Engagement The specific action outlined above will focus on meeting the needs and acceleration of the lowest-performing student groups (as indicated/reported on the California School Dashboard): Lowest Performing Focus Area: Allocate resources for site-specific family engagement initiatives tailored to the unique needs of each school's demographic. Implement family engagement tracking systems to monitor participation rates and effectiveness of engagement strategies, particularly for families of underperforming student groups. District: English Language Arts - English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic Suspension Rate - All Students, White Chronic Absenteeism - Foster, Filipino Art Haycox Elementary School: English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic		

Action #	Title	Description	Total Funds	Contributing
		Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic Chronic Absenteeism - Homeless Larsen Elementary School: Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic Fred Williams Elementary School: English Language Arts - English Learners, Socioeconomically Disadvantaged, Hispanic` Chronic Absenteeism - Filipino Hollywood Beach Elementary: Chronic Absenteeism - All Students, White Hueneme Elementary School: English Language Arts - English Learners, Homeless, Students with Disabilities, Hispanic Mathematics - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Hathaway Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners Parkview Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners, Students with Disabilities Blackstock Junior High School: English Language Arts - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White		

Action #	Title	Description	Total Funds	Contributing
		Green Junior High School: English Learner Progress Indicator: All Students, English Learners English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Chronic Absenteeism - Homeless, White		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	HESD will provide sufficient instructional materials, safe and clean facilities, appropriately credentialed teachers, and other basic conditions necessary to implement actions across all LCAP goals effectively. Major components of this goal include: Implementation of state academic standards Parent and family engagement School climate Access to a broad course of study HESD will monitor this goal using a combination of state-required and local indicators, as evidenced on the California State Dashboard. State Indicators: * English Language Arts—How well students meet grade-level English Language Arts assessment standards; this measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * Mathematics - How well students meet grade-level standards on the mathematics assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * English Learner Progress - The percentage of current EL students progressing towards English language proficiency or maintaining the highest level. * Chronic Absenteeism - The percentage of kindergarten through grade 8 students absent 10 percent or more of the instructional days they were enrolled. * Suspension Rate - The percentage of kindergarten through grade 8 students suspended for at least one aggregate day in a given school year. Students suspended multiple times or for multiple days are only counted once. Local Indicators * Implementation of State Standards * Local Climate Survey * Access to a Broad Course of Study * Basic: Teachers, Instructional Materials, Facilities * Parent and Family Engagement	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The district developed this goal for several reasons, all of which are crucial for ensuring the overall success and well-being of students:

* Compliance with California State Standards: By prioritizing the implementation of these standards, HESD ensures that students receive a high-quality education that prepares them for college, career, and civic life.
* Enhancing Parent and Family Engagement: Research consistently shows that when parents and families are actively engaged in their children's education, students tend to perform better academically and have improved behavior and attendance. HESD recognizes the importance of building strong family partnerships to support student learning and success.
* Creating a Positive School Climate: A positive school climate is essential for promoting student well-being, fostering positive relationships, and creating an environment where students feel safe, supported, and motivated to learn. HESD aims to cultivate a positive and inclusive school environment that enhances student learning and overall school culture.
* Ensuring Equity and Access: Access to a broad course of study is essential for all students to explore their interests, develop their talents, and reach their full potential. HESD aims to ensure that all students, regardless of background or circumstances, have equitable access to a well-rounded education that prepares them for college, career, and life success.
* Providing Basic Conditions for Learning: Sufficient instructional materials, safe and clean facilities, and appropriately credentialed teachers are foundational elements of a quality education. By prioritizing these essential conditions for learning, HESD ensures that students have the necessary resources, environment, and support systems to thrive academically and socially.

By developing this goal, HESD demonstrates its commitment to providing a high-quality education that addresses the diverse needs of its students and prepares them for success in the 21st century.

HESD philosophy driving the quality and process of LCAP goal development:

* Commitment to Equity: HESD recognizes that not all students have equal educational opportunities due to socioeconomic status, race, ethnicity, language proficiency, and special needs. By prioritizing equity and access, HESD aims to level the playing field and ensure that all students, regardless of background, have the opportunity to succeed academically.
* Data-Driven Decision Making: HESD understands the importance of using data to drive decision-making processes. Collecting and analyzing student performance data can identify areas of need, track progress over time, and make informed decisions about allocating resources and supporting services effectively. This data-driven approach helps HESD identify disparities in student achievement and implement targeted interventions to address them.
* Focus on Evidence-Based Practices: HESD is committed to implementing evidence-based programs and services to maximize student learning and achievement. Research has shown that certain instructional practices, interventions, and support services are more effective than others in improving student outcomes. By prioritizing evidence-based practices, HESD can ensure it provides its students with the most effective support possible.

* Celebrating Diversity: HESD recognizes the value of diversity in the classroom. Students come from various backgrounds and bring unique strengths, perspectives, and experiences to the learning environment. By valuing diversity and fostering an inclusive classroom culture, HESD creates a learning environment where all students feel respected, supported, and empowered to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Facilities in Good Repair–Facilities Inspection Tool Instances where facilities do not meet the “Good Repair” standard (State Priority 1C)	Source: 2022-23 CA Dashboard Local Indicators Deficiencies and Extreme Deficiencies: 0	Source: 2023-24 CA Dashboard Local Indicators Deficiencies and Extreme Deficiencies: 0		Source: 2025-2026 CA Dashboard Local Indicators Deficiencies and Extreme Deficiencies: 0	Source: 2023-24 CA Dashboard Local Indicators The formula for the current difference from the baseline: (Year 1 Outcome) - (Baseline) = Current Difference from Baseline Deficiencies and Extreme Deficiencies: Maintained 0
4.2	Instructional Materials Sufficiency Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and home	Source: 2022/23 CA Dashboard 0%	Source: 2023/24 CA Dashboard 0%		Source: 2025/26 CA Dashboard 0%	Source: 2023/24 CA Dashboard The formula for the current difference from the baseline: (Year 1 Outcome) - (Baseline) = Current Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Maintained 0%
4.3	Teacher Vacancies Number of classroom teacher vacancies	Source: 2022/23 School Accountability Report Card (SARC) 0 Vacancies	Source: 2022/23 School Accountability Report Card (SARC) 0 Vacancies		Source: 2025/26 School Accountability Report Card (SARC) 0 Vacancies	Source: 2022/23 School Accountability Report Card (SARC) The formula for the current difference from the baseline: (Year 1 Outcome) - (Baseline) = Current Difference from Baseline Maintained O Vacancies

Goal Analysis [2024-25]

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

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

The district made significant progress in implementing our planned actions, while adapting to emerging needs and challenges throughout the year.

Successful Implementation:

Action 4.1 Support for Instructional Resources / Action 4.2 Support for Facilities and Safety
* All of the 2023-24 California School Dashboard Local Indicators were met:
  - Facilities in Good Repair–Facilities Inspection Tool
  - Instructional Materials Sufficiency
  - Teacher Vacancies

Implementation Challenges: None

Modified Implementation: None

Non-implemented Actions: None

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 district experienced varying degrees of alignment between planned expenditures and actual spending, reflecting operational adaptations and implementation realities throughout the year. There are no significant differences between the Budgeted Expenditures and/or the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services.

Note: LEAs do not need to address minor variances in expenditures or percentages, 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.

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 4, as demonstrated by both quantitative and qualitative indicators.

Action 4.1 Support for Instructional Resources/Action 4.2 Support for Facilities and Safety

District-Wide Trends in Performance Challenges
* English Language Arts challenges narrowed in scope, shifting from multiple groups (English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic) in 2023 to a concentrated challenge in 2024 among Homeless students and Students with Disabilities.
* Mathematics challenges intensified for African Americans, the Homeless, and Students with Disabilities in 2024, replacing a broader challenge in 2023 across All Students, English Learners, and other subgroups.

School-Level Performance Patterns
* From 2023 to 2024, Art Haycox Elementary School saw continued challenges in English Language Arts among all major student groups, although Mathematics challenges were no longer flagged.
* Fred Williams and Hathaway Elementary Schools no longer had student groups flagged in 2024.
* Hueneme Elementary School saw a growth in identified challenges in English Language Arts, now including All Students, but no student groups were flagged for Mathematics in 2024.

* Parkview Elementary School continues to experience consistent academic challenges across English Language Arts and Mathematics, particularly for English Learners and Students with Disabilities.
* Blackstock Junior High School shifted from widespread challenges in 2023 to a narrower focus in 2024, specifically among Homeless students and Students with Disabilities.
* Green Junior High School saw a notable change: while all student groups were flagged in 2023 for English Learner progress, by 2024, no groups were identified under this indicator. However, challenges in both English Language Arts and Mathematics persist for Homeless, Hispanic, Long-Term English Learners, and Students with Disabilities.

A comparison of the lowest-performing areas of focus (2023 to 2024)

* District:
2023:
English Language Arts - English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic
2024:
English Language Arts - Homeless, Students with Disabilities
Mathematics - African American, Homeless, Students with Disabilities

* Art Haycox Elementary School:
2023:
English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic
2024:
English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - No Student Groups

* Fred Williams Elementary School:
2023:
English Language Arts - English Learners, Socioeconomically Disadvantaged, Hispanic
2024:
English Language Arts - No Student Groups

* Hueneme Elementary School:
2023:
English Language Arts - English Learners, Homeless, Students with Disabilities, Hispanic
Mathematics - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
2024:
English Language Arts - All Students, English Learners, Homeless, Students with Disabilities, Hispanic
Mathematics - No Student Groups

* Hathaway Elementary School:
2023:
English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - English Learners
2024:
English Language Arts - No Student Groups
Mathematics - No Student Group

* Parkview Elementary School:
2023:
English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - English Learners, Students with Disabilities
2024:
English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - English Learners, Students with Disabilities

* Blackstock Junior High School:
2023:
English Language Arts - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White
Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White
2024:
English Language Arts - Homeless, Students with Disabilities
Mathematics - Students with Disabilities

* Green Junior High School:
2023:
English Learner Progress Indicator: All Students, English Learners
English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
2024:
English Learner Progress Indicator: No Student Groups
English Language Arts - Homeless, Hispanic
Mathematics - Long-Term English Learners, Homeless, Students with Disabilities, Hispanic

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.

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

Metrics Modifications: No planned adjustments

Actions Modifications: No planned adjustments

Expected Outcomes: No planned adjustments

These modifications align with our effectiveness analysis and implementation experiences from the current year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Support for Instructional Resources	Provide California Common Core Standard-aligned instructional materials, technology, technology support personnel, and resources. Support will focus on the following required state indicators: * English Language Arts—How well students meet grade-level English Language Arts assessment standards; this measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * Mathematics - How well students meet grade-level standards on the mathematics assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * English Learner Progress - The percentage of current EL students progressing towards English language proficiency or maintaining the highest level. Support will focus on the following local indicators: * Implementation of State Standards * Access to a Broad Course of Study * Basic: Teachers, Instructional Materials, Facilities	$3,265,746.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The specific actions outlined above will focus on meeting the needs and acceleration of the lowest-performing student groups (as indicated/reported on the California School Dashboard): Lowest Performing Focus Area: Ensure equitable distribution of high-quality, culturally relevant instructional materials across all schools, focusing on supporting English Learners, Students with Disabilities, and other underperforming groups. Implement a regular review process to assess the effectiveness of instructional resources in meeting the needs of diverse learners. District: English Language Arts - English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic Art Haycox Elementary School: English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic Fred Williams Elementary School: English Language Arts - English Learners, Socioeconomically Disadvantaged, Hispanic` Hueneme Elementary School: English Language Arts - English Learners, Homeless, Students with Disabilities, Hispanic Mathematics - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Hathaway Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners		

Action #	Title	Description	Total Funds	Contributing
		Parkview Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners, Students with Disabilities Blackstock Junior High School: English Language Arts - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White Green Junior High School: English Learner Progress Indicator: All Students, English Learners English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic		
4.2	Support for Facilities and Safety	Improve and maintain facilities to address safety issues and provide space for LCAP actions and services; provide supplemental custodial staff to support LCAP actions and services. Support will focus on the following local indicators: * Local Climate Survey * Basic: Teachers, Instructional Materials, Facilities Lowest Performing Focus Area: Prioritize facility improvements and safety measures at schools with higher concentrations of underperforming student groups. Implement inclusive design principles in facility upgrades to ensure accessibility for Students with Disabilities and create welcoming environments for all student groups.	$783,914.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2024-25]

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

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

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.

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

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.

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

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$26,346,808	$3,284,164

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
36.877%	0.000%	$0.00	36.877%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Support for Professional Learning **Need:** Identified needs are based on the following California School Dashboard indicators: 1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English	How do the actions address needs? Enhancing expertise and efficacy in literacy, English language development, math, history/social science, technology, and science to better support diverse learners. * Provide Resources: Allocate resources for professional development, including funding for workshops, conferences, training materials, and online courses. Access to resources such as	1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC) 2. Reclassification Rate - Percentage of English

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Language Proficiency Assessments for California (ELPAC) 2023: 13.2% of English Learners decreased by at least 1 ELPI level 31.3% of English Learners maintained an ELPI Level of 1-3 0.1% of English Learners maintained ELPI Level 4 55.4% of English Learners progressed at least 1 ELPI Level 2024: 17.5% of English Learners decreased by at least 1 ELPI level (increased 4.3%) 37.6% of English Learners maintained an ELPI Level of 1-3 (increased 6.3%) 0.1% of English Learners maintained ELPI Level 4 (maintained) 44.7% of English Learners progressed at least 1 ELPI Level (decreased 10.7%) 2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) 2023: 31.9% 2024: 32.2% (increased by .3%) 3. Long-Term English Learners (LTELs) - Percentage of English Learners who have been classified as ELs for 6+ years	books, journals, and educational technology will also support ongoing learning. * Offer Professional Development Opportunities: Organize various professional development opportunities, including workshops, seminars, webinars, and conferences. These sessions cover instructional strategies, curriculum development, assessment practices, technology integration, and cultural competence. * Facilitate Collaboration: Create opportunities for collaboration among educators, such as grade-level or subject-area meetings, professional learning communities, and collaborative planning time. This allows HESD educators to share best practices, collaborate on lesson planning, analyze student data, and problem-solve. * Support Mentoring and Coaching: Establish mentoring and coaching programs to support new teachers and help experienced teachers refine their practice. Mentors and coaches provide guidance, feedback, and support tailored to individual educators' needs and goals. * Promote Reflective Practice: Encourage staff to engage in reflective practice by providing time and support for self-assessment, goal-setting, and action planning. This helps HESD staff continuously improve their teaching practices and adapt to evolving student needs. HESD will align professional learning support and opportunities with district goals, priorities, and initiatives to ensure that they address educators' specific needs and support improving teaching and learning outcomes.	Learners reclassified to Fluent English Proficient (RFEP) California Science Test (CAST) 3. Long-Term English Learners (LTELs) - Percentage of English Learners who have been classified as ELs for 6+ years 4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA) 5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics 6. California Science Test (CAST) - Students meeting or exceeding standards on CAST

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Grade 6 2023:19.5% 2024: 18.3% (decreased 1.2%) Grade 7 2023: 13.9% 2024: 18.6% (increased 4.7%) Grade 8 2023: 12.1% 2024: 14.8% (increased 2.7%) 4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA) 2023: All: -68.1 English Learners: -94.4 Foster Youth: N/A Socio-Economically Disadvantaged: -75.4 2024: All: -64.8 (increased 3.3 points) English Learners: -87.8 (increased 6.6 points) Foster Youth: N/A Socio-Economically Disadvantaged: -71.6 (increased 3.8 points)	Why are the actions provided on a district-wide basis? 1. Alignment with District Goals: This action aligns with goal one outlined in our LCAP. The district consistently implements strategies to achieve these goals across all schools by offering them district-wide. 2. Equity and Access: Offering the action district-wide ensures that all students, regardless of their school or location within the district, have equal access to the resources and opportunities provided by the action. This promotes equity in education. 3. Efficiency and Resource Optimization: Implementing the action district-wide is more efficient and cost-effective than at individual school sites. It allows for pooling resources, expertise, and support services, maximizing their impact. 4. Scale and Impact: These actions are more effective when implemented at scale. By offering the action district-wide, the district aims to maximize its impact and reach more students and families. 5. Consistency and Collaboration: A district-wide approach promotes consistency in practices and collaboration among schools and educational partners. It allows for sharing best practices, professional development opportunities, and collective problem-solving. 6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability. 7. Community Engagement and Transparency: Offering these actions district-wide demonstrates HESD's commitment to engaging the community in	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics 2023: All: -99.8 English Learners: -119.5 Foster Youth: N/A Socio-Economically Disadvantaged: -106.6 2024: All: -94.8 (increased 5 points) English Learners: -114.5 (increased 5 points) Foster Youth: N/A Socio-Economically Disadvantaged: -100.8 (increased 5.8 points) 6. California Science Test (CAST) - Students meeting or exceeding standards on CAST 2023: District: Grade 5 Scale Score Range: 150-250 Standard Not Met: 150-178 Standard Nearly Met: 179-213 Standard Met: 214-230 Standard Exceeded: 231-250 All: 190.4 English Learners: 177.3 Foster Youth: N/A	the LCAP process and ensuring transparency in decision-making and resource allocation. 8. HESD currently has smaller numbers of foster youth, but these numbers are subject to change. It is a priority for HESD to be proactive and prepared to meet the needs of all identified foster youth by: * Establish agreements with Foster Youth Services Coordinating (FYSC) Programs, schools, or community partners that commit resources to direct services for foster youth in schools. * Provide direct educational services - case management, transition services, mental health support, trauma-informed services, and academic planning for foster youth. * Ensure high-quality early care and educational services, including preschool, to foster youth.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Socio-Economically Disadvantaged: 188.8 District: Grade 8 Scale Score Range: 350-450 Standard Not Met: 350-377 Standard Nearly Met: 378-414 Standard Met: 415-432 Standard Exceeded: 433-450 All: 390.5 English Learners: 376.2 Foster Youth: N/A Socio-Economically Disadvantaged: 388.9 2024: Grade 5 Scale Score Range: 150-250 Standard Not Met: 150-178 Standard Nearly Met: 179-213 Standard Met: 214-230 Standard Exceeded: 231-250 All: 201.5 (increased 11.1) English Learners: 183.7 (increased 6.3) Foster Youth: 187.3 (N/A) Socio-Economically Disadvantaged: 188.8 (increased 0)		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Grade 8 Scale Score Range: 350-450 Standard Not Met: 350-377 Standard Nearly Met: 378-414 Standard Met: 415-432 Standard Exceeded: 433-450 All: 400.8 (increased 10.3) English Learners: 380.5 (increased 4.3) Foster Youth: 386.1 (N/A) Socio-Economically Disadvantaged: 388.9 (increased 0) **Scope:** LEA-wide		
1.2	**Action:** Support for Multilingual Programs **Need:** Identified needs are based on the following California School Dashboard indicators: 1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC) 2023: 13.2% of English Learners decreased by at least 1 ELPI level 31.3% of English Learners maintained an ELPI Level of 1-3	How do the actions address needs? Multilingual Support Teachers support the unique needs of each school's multilingual program, ensuring high-quality English Language Development (ELD) instruction and academic language support for multilingual learners. Multilingual Support Teachers (MLSTs) provide expanded services for long-term multilingual learners and newcomers, and data analysis to support all teachers with multilingual students, including supplemental clerical and para-professional aide support for multilingual programs.	1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC) 2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) California Science Test (CAST)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	0.1% of English Learners maintained ELPI Level 4 55.4% of English Learners progressed at least 1 ELPI Level 2024: 17.5% of English Learners decreased by at least 1 ELPI level (increased 4.3%) 37.6% of English Learners maintained an ELPI Level of 1-3 (increased 6.3%) 0.1% of English Learners maintained ELPI Level 4 (maintained) 44.7% of English Learners progressed at least 1 ELPI Level (decreased 10.7%) 2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) 2023: 31.9% 2024: 32.2% (increased .3%) 3. Long-Term English Learners (LTELs) - Percentage of English Learners who have been classified as ELs for 6+ years Grade 6 2023:19.5% 2024: 18.3% (decreased 1.2%) Grade 7 2023: 13.9% 2024: 18.6% (increased 4.7%)	Why are the actions provided on a district-wide basis? 1. Alignment with District Goals: This action aligns with goal one outlined in our LCAP. The district consistently implements strategies to achieve these goals across all schools by offering them district-wide. 2. Equity and Access: Offering the action district-wide ensures that all students, regardless of their school or location within the district, have equal access to the resources and opportunities provided by the action. This promotes equity in education. 3. Efficiency and Resource Optimization: Implementing the action district-wide is more efficient and cost-effective than at individual school sites. It allows for pooling resources, expertise, and support services, maximizing their impact. 4. Scale and Impact: These actions are more effective when implemented at scale. By offering the action district-wide, the district aims to maximize its impact and reach more students and families. 5. Consistency and Collaboration: A district-wide approach promotes consistency in practices and collaboration among schools and educational partners. It allows for sharing best practices, professional development opportunities, and collective problem-solving. 6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability. 7. Community Engagement and Transparency: Offering these actions district-wide demonstrates HESD's commitment to engaging the community in	3. Long-Term English Learners (LTELs) - Percentage of English Learners who have been classified as ELs for 6+ years 4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA) 5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics 6. California Science Test (CAST) - Students meeting or exceeding standards on CAST

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Grade 8 2023: 12.1% 2024: 14.8% (increased 2.7%) 4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA) 2023: English Learners: Very Low, -94.4 points below standard 2024: English Learners: Very Low, -87.8 (increased 6.6 points) 5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics 2023: English Learners: Very Low, -119.5 points below standard 2024: English Learners: -114.5 (increased 5 points)	the LCAP process and ensuring transparency in decision-making and resource allocation.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	6. California Science Test (CAST) - Percentage of students meeting or exceeding standards on CAST 2023: Grade 5 English Learner: .82% Grade 8 English Learner: .82% 2024: Grade 5 English Learner: .47% (decreased .35%) Grade 8 English Learner: 0% (decreased .82%) **Scope:** LEA-wide		
1.3	**Action:** Support for Special Populations **Need:** Identified needs are based on the following California School Dashboard indicators: 1. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA) Students with Disabilities - 2023: Very Low, -131.8 points below standard	How do the actions address needs? • Program Specialists: Under the Senior Director of Pupil Support Services, Program Specialists provide specialized support to teachers, staff, and administrators to enhance instructional programs for students with disabilities and their families, contributing to improved outcomes for diverse learners. • Psychologists: Additional staff to decrease student-to-psychologist ratios for early	1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC) 2. Reclassification Rate - Percentage of English Learners reclassified to

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2024: -136.1 (declined 4.3 points 2. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics Students with Disabilities - 2023: Very Low, -155.1 points below standard 2024: -154.8 (maintained 0.3 points) **Scope:** LEA-wide	intervention services. We are maintaining an expanded capacity, particularly for unduplicated students (Foster Youth, Low-Income, ML learners) with identified disabilities and other learning needs. • Specialized Academic Instruction Teachers: Additional staff to reduce student-to-teacher ratios and enhance instructional support. Why are the actions provided on a district-wide basis? 1. Alignment with District Goals: This action aligns with goal one outlined in our LCAP. The district consistently implements strategies to achieve these goals across all schools by offering them district-wide. 2. Equity and Access: Offering the action district-wide ensures that all students, regardless of their school or location within the district, have equal access to the resources and opportunities provided by the action. This promotes equity in education. 3. Efficiency and Resource Optimization: Implementing the action district-wide is more efficient and cost-effective than at individual school sites. It allows for pooling resources, expertise, and support services, maximizing their impact. 4. Scale and Impact: These actions are more effective when implemented at scale. By offering the action district-wide, the district aims to maximize its impact and reach more students and	Fluent English Proficient (RFEP) California Science Test (CAST) 3. Long-Term English Learners (LTELs) - Percentage of English Learners who have been classified as ELs for 6+ years 4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA) 5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics 6. California Science Test (CAST) - Students meeting or exceeding standards on CAST

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		families. 5. Consistency and Collaboration: A district-wide approach promotes consistency in practices and collaboration among schools and educational partners. It allows sharing best practices, professional development opportunities, and collective problem-solving. 6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability. 7. Community Engagement and Transparency: Offering these actions district-wide demonstrates HESD's commitment to engaging the community in the LCAP process and ensuring transparency in decision-making and resource allocation. 8. HESD currently has smaller numbers of foster youth, but these numbers are subject to change. It is a priority for HESD to be proactive and prepared to meet the needs of all identified foster youth by: * Establish agreements with Foster Youth Services Coordinating (FYSC) Programs, schools, or community partners that commit resources to direct services for foster youth in schools. * Provide direct educational services - case management, transition services, mental health support, trauma-informed services, and academic planning for foster youth. * Ensure high-quality early care and educational services, including preschool, to foster youth.	
1.4	**Action:** Support for Early Education **Need:** Identified needs are based on the following California School Dashboard indicators:	How do the actions address needs? • Paraprofessionals will provide support in full-day transitional kindergarten classrooms.	1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC) 2023: 13.2% of English Learners decreased by at least 1 ELPI level 31.3% of English Learners maintained an ELPI Level of 1-3 0.1% of English Learners maintained ELPI Level 4 55.4% of English Learners progressed at least 1 ELPI Level 2024: 17.5% of English Learners decreased by at least 1 ELPI level (increased 4.3%) 37.6% of English Learners maintained an ELPI Level of 1-3 (increased 6.3%) 0.1% of English Learners maintained ELPI Level 4 (maintained) 44.7% of English Learners progressed at least 1 ELPI Level (decreased 10.7%) 2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) 2023: 31.9% 2024: 32.2% (increased by .3%)	• Funding of Early Childhood Coordinator: Oversee and coordinate programs and services related to early childhood education. Responsibilities include program development, curriculum planning, professional development, parent and community engagement, data analysis and assessment, resource coordination, compliance and regulations, and collaboration with agencies Why are the actions provided on a district-wide basis? 1. Alignment with District Goals: This action aligns with goal one outlined in our LCAP. The district consistently implements strategies to achieve these goals across all schools by offering them district-wide. 2. Equity and Access: Offering the action district-wide ensures that all students, regardless of their school or location within the district, have equal access to the resources and opportunities provided by the action. This promotes equity in education. 3. Efficiency and Resource Optimization: Implementing the action district-wide is more efficient and cost-effective than at individual school sites. It allows for pooling resources, expertise, and support services, maximizing their impact. 4. Scale and Impact: These actions are more effective when implemented at scale. By offering the action district-wide, the district aims to maximize its impact and reach more students and	Proficiency Assessments for California (ELPAC) 2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) California Science Test (CAST) 3. Long-Term English Learners (LTELs) - Percentage of English Learners who have been classified as ELs for 6+ years 4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA) 5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics 6. California Science Test (CAST) - Students meeting or exceeding standards on CAST

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	3. Long-Term English Learners (LTELs) - Percentage of English Learners who have been classified as ELs for 6+ years Grade 6 2023:19.5% 2024: 18.3% (decreased 1.2%) Grade 7 2023: 13.9% 2024: 18.6% (increased 4.7%) Grade 8 2023: 12.1% 2024: 14.8% (increased 2.7%) 4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA) 2023: All: -68.1 English Learners: -94.4 Foster Youth: NA Socio-Economically Disadvantaged: -75.4 2024: All: -64.8 (increased 3.3 points) English Learners: -87.8 (increased 6.6 points) Foster Youth: NA	families. 5. Consistency and Collaboration: A district-wide approach promotes consistency in practices and collaboration among schools and educational partners. It allows for the sharing of best practices, professional development opportunities, and collective problem-solving. 6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability. 7. Community Engagement and Transparency: Offering these actions district-wide demonstrates HESD's commitment to engaging the community in the LCAP process and ensuring transparency in decision-making and resource allocation. 8. HESD currently has smaller numbers of foster youth, but these numbers are subject to change. It is a priority for HESD to be proactive and prepared to meet the needs of all identified foster youth by: * Establish agreements with Foster Youth Services Coordinating (FYSC) Programs, schools, or community partners that commit resources to direct services for foster youth in schools. * Provide direct educational services - case management, transition services, mental health support, trauma-informed services, and academic planning for foster youth. * Ensure high-quality early care and educational services, including preschool, to foster youth.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Socio-Economically Disadvantaged: -71.6 (increased 3.8 points) 5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics 2023: All: -99.8 English Learners: -119.5 Foster Youth: NA Socio-Economically Disadvantaged: -106.6 2024: All: -94.8 (increased 5 points) English Learners: -114.5 (increased 5 points) Foster Youth: NA Socio-Economically Disadvantaged: -100.8 (increased 5.8 points) 6. California Science Test (CAST) - Students meeting or exceeding standards on CAST 2023: District: Grade 5 Scale Score Range: 150-250 Standard Not Met: 150-178 Standard Nearly Met: 179-213 Standard Met: 214-230 Standard Exceeded: 231-250		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All: 190.4 English Learners: 177.3 Foster Youth: N/A Socio-Economically Disadvantaged: 188.8 District: Grade 8 Scale Score Range: 350-450 Standard Not Met: 350-377 Standard Nearly Met: 378-414 Standard Met: 415-432 Standard Exceeded: 433-450 All: 390.5 English Learners: 376.2 Foster Youth: N/A Socio-Economically Disadvantaged: 388.9 2024: Grade 5 Scale Score Range: 150-250 Standard Not Met: 150-178 Standard Nearly Met: 179-213 Standard Met: 214-230 Standard Exceeded: 231-250 All: 201.5 (increased 11.1) English Learners: 183.7 (increased 6.3) Foster Youth: 187.3 (N/A) Socio-Economically Disadvantaged: 188.8 (increased 0)		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Grade 8 Scale Score Range: 350-450 Standard Not Met: 350-377 Standard Nearly Met: 378-414 Standard Met: 415-432 Standard Exceeded: 433-450 All: 400.8 (increased 10.3) English Learners: 380.5 (increased 4.3) Foster Youth: 386.1 (N/A) Socio-Economically Disadvantaged: 388.9 (increased 0) **Scope:** LEA-wide		
1.5	**Action:** Support for Expanded Learning **Need:** Identified needs are based on the following California School Dashboard indicators: 1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC) 2023: 13.2% of English Learners decreased by at least 1 ELPI level	How do the actions address needs? * Advancement Via Individual Determination (AVID) - Offered at both junior highs, AVID's mission is to close the opportunity gap by preparing all students for college, career readiness, and success in a global society. The focus is on teacher effectiveness, equity, student learning, and leadership. * College and Career Readiness - College and Career Readiness means that a student is prepared to go directly to work or enroll and succeed – without remediation – in various post-secondary institutions so that they are ready to enter a career of their choice. * Gifted and Talented Education * Honors Courses	1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC) 2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) California Science Test (CAST)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	31.3% of English Learners maintained an ELPI Level of 1-3 0.1% of English Learners maintained ELPI Level 4 55.4% of English Learners progressed at least 1 ELPI Level 2024: 17.5% of English Learners decreased by at least 1 ELPI level (increased 4.3%) 37.6% of English Learners maintained an ELPI Level of 1-3 (increased 6.3%) 0.1% of English Learners maintained ELPI Level 4 (maintained) 44.7% of English Learners progressed at least 1 ELPI Level (decreased 10.7%) 2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) 2023: 31.9% 2024: 32.2% (increased by .3%) 3. Long-Term English Learners (LTELs) - Percentage of English Learners who have been classified as ELs for 6+ years Grade 6 2023:19.5% 2024: 18.3% (decreased 1.2%) Grade 7	* S.T.E.M. (Science, Technology, Engineering, and Math) junior high-level electives. * Zero Period Options - provide opportunities for students to take a "zero" period class to allow them to include an elective in their regular day schedule. Why are the actions provided on a district-wide basis? 1. Alignment with District Goals: This action aligns with goal one outlined in our LCAP. The district consistently implements strategies to achieve these goals across all schools by offering them district-wide. 2. Equity and Access: Offering the action district-wide ensures that all students, regardless of their school or location within the district, have equal access to the resources and opportunities provided by the action. This promotes equity in education. 3. Efficiency and Resource Optimization: Implementing the action district-wide is more efficient and cost-effective than at individual school sites. It allows for pooling resources, expertise, and support services, maximizing their impact. 4. Scale and Impact: These actions are more effective when implemented at scale. By offering the action district-wide, the district aims to maximize its impact and reach more students and families. 5. Consistency and Collaboration: A district-wide approach promotes consistency in practices and collaboration among schools and educational	3. Long-Term English Learners (LTELs) - Percentage of English Learners who have been classified as ELs for 6+ years 4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA) 5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics 6. California Science Test (CAST) - Students meeting or exceeding standards on CAST

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2023: 13.9% 2024: 18.6% (increased 4.7%) Grade 8 2023: 12.1% 2024: 14.8% (increased 2.7%) 4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA) 2023: All: -68.1 English Learners: -94.4 Foster Youth: NA Socio-Economically Disadvantaged: -75.4 2024: All: -64.8 (increased 3.3 points) English Learners: -87.8 (increased 6.6 points) Foster Youth: NA Socio-Economically Disadvantaged: -71.6 (increased 3.8 points) 5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics 2023: All: -99.8	partners. It allows for the sharing of best practices, professional development opportunities, and collective problem-solving. 6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability. 7. Community Engagement and Transparency: Offering these actions district-wide demonstrates HESD's commitment to engaging the community in the LCAP process and ensuring transparency in decision-making and resource allocation. 8. HESD currently has smaller numbers of foster youth, but these numbers are subject to change. It is a priority for HESD to be proactive and prepared to meet the needs of all identified foster youth by: * Establish agreements with Foster Youth Services Coordinating (FYSC) Programs, schools, or community partners that commit resources to direct services for foster youth in schools. * Provide direct educational services - case management, transition services, mental health support, trauma-informed services, and academic planning for foster youth. * Ensure high-quality early care and educational services, including preschool, to foster youth.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners: -119.5 Foster Youth: NA Socio-Economically Disadvantaged: -106.6 2024: All: -94.8 (increased 5 points) English Learners: -114.5 (increased 5 points) Foster Youth: NA Socio-Economically Disadvantaged: -100.8 (increased 5.8 points) 6. California Science Test (CAST) - Students meeting or exceeding standards on CAST 2023: District: Grade 5 Scale Score Range: 150-250 Standard Not Met: 150-178 Standard Nearly Met: 179-213 Standard Met: 214-230 Standard Exceeded: 231-250 All: 190.4 English Learners: 177.3 Foster Youth: N/A Socio-Economically Disadvantaged: 188.8 District: Grade 8 Scale Score Range: 350-450		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Standard Not Met: 350-377 Standard Nearly Met: 378-414 Standard Met: 415-432 Standard Exceeded: 433-450 All: 390.5 English Learners: 376.2 Foster Youth: N/A Socio-Economically Disadvantaged: 388.9 2024: Grade 5 Scale Score Range: 150-250 Standard Not Met: 150-178 Standard Nearly Met: 179-213 Standard Met: 214-230 Standard Exceeded: 231-250 All: 201.5 (increased 11.1) English Learners: 183.7 (increased 6.3) Foster Youth: 187.3 (N/A) Socio-Economically Disadvantaged: 188.8 (increased 0) Grade 8 Scale Score Range: 350-450 Standard Not Met: 350-377 Standard Nearly Met: 378-414 Standard Met: 415-432 Standard Exceeded: 433-450		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All: 400.8 (increased 10.3) English Learners: 380.5 (increased 4.3) Foster Youth: 386.1 (N/A) Socio-Economically Disadvantaged: 388.9 (increased 0) **Scope:** LEA-wide		
1.6	**Action:** Support for Libraries **Need:** Identified needs are based on the following California School Dashboard indicators: 1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC) 2023: 13.2% of English Learners decreased by at least 1 ELPI level 31.3% of English Learners maintained an ELPI Level of 1-3 0.1% of English Learners maintained ELPI Level 4 55.4% of English Learners progressed at least 1 ELPI Level 2024:	How do the actions address needs? Expanding library hours, building our online SORA Library, and providing books for site libraries will address these actions. Why are the actions provided on a district-wide basis? 1. Alignment with District Goals: This action aligns with goal one outlined in our LCAP. The district consistently implements strategies to achieve these goals across all schools by offering them district-wide. 2. Equity and Access: Offering the action district-wide ensures that all students, regardless of their school or location within the district, have equal access to the resources and opportunities provided by the action. This promotes equity in education. 3. Efficiency and Resource Optimization: Implementing the action district-wide is more efficient and cost-effective than at individual school	1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC) 2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) California Science Test (CAST) 3. Long-Term English Learners (LTELs) - Percentage of English Learners that have been classified as ELs for 6+ years

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	17.5% of English Learners decreased by at least 1 ELPI level (increased 4.3%) 37.6% of English Learners maintained an ELPI Level of 1-3 (increased 6.3%) 0.1% of English Learners maintained ELPI Level 4 (maintained) 44.7% of English Learners progressed at least 1 ELPI Level (decreased 10.7%) 2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) 2023: 31.9% 2024: 32.2% (increased by .3%) 3. Long-Term English Learners (LTELs) - Percentage of English Learners who have been classified as ELs for 6+ years Grade 6 2023:19.5% 2024: 18.3% (decreased 1.2%) Grade 7 2023: 13.9% 2024: 18.6% (increased 4.7%) Grade 8 2023: 12.1% 2024: 14.8% (increased 2.7%)	sites. It allows for pooling resources, expertise, and support services, maximizing their impact. 4. Scale and Impact: These actions are more effective when implemented at scale. By offering the action district-wide, the district aims to maximize its impact and reach more students and families. 5. Consistency and Collaboration: A district-wide approach promotes consistency in practices and collaboration among schools and educational partners. It allows for sharing best practices, professional development opportunities, and collective problem-solving. 6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability. 7. Community Engagement and Transparency: Offering these actions district-wide demonstrates HESD's commitment to engaging the community in the LCAP process and ensuring transparency in decision-making and resource allocation. 8. HESD currently has smaller numbers of foster youth, but these numbers are subject to change. It is a priority for HESD to be proactive and prepared to meet the needs of all identified foster youth by: * Establish agreements with Foster Youth Services Coordinating (FYSC) Programs, schools, or community partners that commit resources to direct services for foster youth in schools. * Provide direct educational services - case management, transition services, mental health support, trauma-informed services, and academic planning for foster youth. * Ensure high-quality early care and educational services, including preschool, to foster youth.	4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA) 5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics 6. California Science Test (CAST) - Percentage of students meeting or exceeding standards on CAST

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA) 2023: All: -68.1 English Learners: -94.4 Foster Youth: N/A Socio-Economically Disadvantaged: -75.4 2024: All: -64.8 (increased 3.3 points) English Learners: -87.8 (increased 6.6 points) Foster Youth: N/A Socio-Economically Disadvantaged: -71.6 (increased 3.8 points) 5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics 2023: All: -99.8 English Learners: -119.5 Foster Youth: N/A Socio-Economically Disadvantaged: -106.6 2024: All: -94.8 (increased 5 points) English Learners: -114.5 (increased 5 points) Foster Youth: N/A		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Socio-Economically Disadvantaged: -100.8 (increased 5.8 points) 6. California Science Test (CAST) - Students meeting or exceeding standards on CAST 2023: District: Grade 5 Scale Score Range: 150-250 Standard Not Met: 150-178 Standard Nearly Met: 179-213 Standard Met: 214-230 Standard Exceeded: 231-250 All: 190.4 English Learners: 177.3 Foster Youth: N/A Socio-Economically Disadvantaged: 188.8 District: Grade 8 Scale Score Range: 350-450 Standard Not Met: 350-377 Standard Nearly Met: 378-414 Standard Met: 415-432 Standard Exceeded: 433-450 All: 390.5 English Learners: 376.2 Foster Youth: N/A Socio-Economically Disadvantaged: 388.9		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2024: Grade 5 Scale Score Range: 150-250 Standard Not Met: 150-178 Standard Nearly Met: 179-213 Standard Met: 214-230 Standard Exceeded: 231-250 All: 201.5 (increased 11.1) English Learners: 183.7 (increased 6.3) Foster Youth: 187.3 (N/A) Socio-Economically Disadvantaged: 188.8 (increased 0) Grade 8 Scale Score Range: 350-450 Standard Not Met: 350-377 Standard Nearly Met: 378-414 Standard Met: 415-432 Standard Exceeded: 433-450 All: 400.8 (increased 10.3) English Learners: 380.5 (increased 4.3) Foster Youth: 386.1 (N/A) Socio-Economically Disadvantaged: 388.9 (increased 0) **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.7	**Action:** Support for Class Size **Need:** Identified needs are based on the following California School Dashboard indicators: 1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC) 2023: 13.2% of English Learners decreased by at least 1 ELPI level 31.3% of English Learners maintained an ELPI Level of 1-3 0.1% of English Learners maintained ELPI Level 4 55.4% of English Learners progressed at least 1 ELPI Level 2024: 17.5% of English Learners decreased by at least 1 ELPI level (increased 4.3%) 37.6% of English Learners maintained an ELPI Level of 1-3 (increased 6.3%) 0.1% of English Learners maintained ELPI Level 4 (maintained) 44.7% of English Learners progressed at least 1 ELPI Level (decreased 10.7%)	How do the actions address needs? * Increased Teacher-Student Interaction: With fewer students, teachers can provide more individualized attention to each student. This allows for better monitoring of student progress, identification of learning needs, and personalized support. * Improved Classroom Management: Smaller class sizes often result in better classroom management and a more conducive learning environment. Teachers can more effectively manage student behavior, address disciplinary issues promptly, and create a sense of community and mutual respect among students. * Enhanced Student Engagement: In smaller classes, students are more likely to actively participate in discussions, ask questions, and collaborate with their peers. They feel more comfortable expressing their thoughts and opinions, leading to increased engagement in learning activities. * Increased Opportunities for Participation: With fewer students, every student has a more significant opportunity to participate in class discussions, group activities, and hands-on learning experiences. This promotes a more inclusive learning environment where all students feel valued and involved. * Better Academic Outcomes: Research suggests that smaller class sizes are associated with improved academic performance, particularly for students from disadvantaged backgrounds or those who require additional support. Smaller	1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC) 2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) California Science Test (CAST) 3. Long-Term English Learners (LTELs) - Percentage of English Learners who have been classified as ELs for 6+ years 4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA) 5. CAASPP Mathematics Assessment - Distance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) 2023: 31.9% 2024: 32.2% (increased by .3%) 3. Long-Term English Learners (LTELs) - Percentage of English Learners who have been classified as ELs for 6+ years Grade 6 2023:19.5% 2024: 18.3% (decreased 1.2%) Grade 7 2023: 13.9% 2024: 18.6% (increased 4.7%) Grade 8 2023: 12.1% 2024: 14.8% (increased 2.7%) 4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA) 2023: All: -68.1 English Learners: -94.4 Foster Youth: N/A Socio-Economically Disadvantaged: -75.4	classes can lead to higher achievement levels and improved standardized test scores. * Enhanced Teacher Satisfaction: Smaller classes can benefit teachers by reducing their workload and stress. When fewer students are absent, teachers feel more supported and can focus on delivering high-quality instruction. * Positive Relationships: Smaller class sizes foster stronger relationships between teachers and students. Teachers can get to know their students better, understand their strengths and challenges, and provide more personalized feedback and support. Why are the actions provided on a district-wide basis? 1. Alignment with District Goals: This action aligns with goal one outlined in our LCAP. The district consistently implements strategies to achieve these goals across all schools by offering them district-wide. 2. Equity and Access: Offering the action district-wide ensures that all students, regardless of their school or location within the district, have equal access to the resources and opportunities provided by the action. This promotes equity in education. 3. Efficiency and Resource Optimization: Implementing the action district-wide is more efficient and cost-effective than at individual school sites. It allows for pooling resources, expertise, and support services, maximizing their impact.	points from "Standard Met" on Mathematics 6. California Science Test (CAST) - Students meeting or exceeding standards on CAST

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2024: All: -64.8 (increased 3.3 points) English Learners: -87.8 (increased 6.6 points) Foster Youth: NA Socio-Economically Disadvantaged: -71.6 (increased 3.8 points) 5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics 2023: All: -99.8 English Learners: -119.5 Foster Youth: NA Socio-Economically Disadvantaged: -106.6 2024: All: -94.8 (increased 5 points) English Learners: -114.5 (increased 5 points) Foster Youth: NA Socio-Economically Disadvantaged: -100.8 (increased 5.8 points) 6. California Science Test (CAST) - Students meeting or exceeding standards on CAST 2023:	4. Scale and Impact: These actions are more effective when implemented at scale. By offering the action district-wide, the district aims to maximize its impact and reach more students and families. 5. Consistency and Collaboration: A district-wide approach promotes consistency in practices and collaboration among schools and educational partners. It allows for sharing best practices, professional development opportunities, and collective problem-solving. 6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability. 7. Community Engagement and Transparency: Offering these actions district-wide demonstrates HESD's commitment to engaging the community in the LCAP process and ensuring transparency in decision-making and resource allocation. 8. HESD currently has smaller numbers of foster youth, but these numbers are subject to change. It is a priority for HESD to be proactive and prepared to meet the needs of all identified foster youth by: * Establish agreements with Foster Youth Services Coordinating (FYSC) Programs, schools, or community partners that commit resources to direct services for foster youth in schools. * Provide direct educational services - case management, transition services, mental health support, trauma-informed services, and academic planning for foster youth. * Ensure high-quality early care and educational services, including preschool, to foster youth.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	District: Grade 5 Scale Score Range: 150-250 Standard Not Met: 150-178 Standard Nearly Met: 179-213 Standard Met: 214-230 Standard Exceeded: 231-250 All: 190.4 English Learners: 177.3 Foster Youth: N/A Socio-Economically Disadvantaged: 188.8 District: Grade 8 Scale Score Range: 350-450 Standard Not Met: 350-377 Standard Nearly Met: 378-414 Standard Met: 415-432 Standard Exceeded: 433-450 All: 390.5 English Learners: 376.2 Foster Youth: N/A Socio-Economically Disadvantaged: 388.9 2024: Grade 5 Scale Score Range: 150-250 Standard Not Met: 150-178 Standard Nearly Met: 179-213		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Standard Met: 214-230 Standard Exceeded: 231-250 All: 201.5 (increased 11.1) English Learners: 183.7 (increased 6.3) Foster Youth: 187.3 (N/A) Socio-Economically Disadvantaged: 188.8 (increased 0) Grade 8 Scale Score Range: 350-450 Standard Not Met: 350-377 Standard Nearly Met: 378-414 Standard Met: 415-432 Standard Exceeded: 433-450 All: 400.8 (increased 10.3) English Learners: 380.5 (increased 4.3) Foster Youth: 386.1 (N/A) Socio-Economically Disadvantaged: 388.9 (increased 0) **Scope:** LEA-wide		
1.8	**Action:** Support for Sites **Need:** Identified needs are based on the following California School Dashboard indicators:	How do the actions address needs? Site-based allocations to support LCAP Goals 1-3. Site-based allocations must align with actions and services in LCAP goals 1-3 and be reflected in the School Plan for Student Achievement—an accounting technician to support LCAP budget and expenditures.	1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC) 2023: 13.2% of English Learners decreased by at least 1 ELPI level 31.3% of English Learners maintained an ELPI Level of 1-3 0.1% of English Learners maintained ELPI Level 4 55.4% of English Learners progressed at least 1 ELPI Level 2024: 17.5% of English Learners decreased by at least 1 ELPI level (increased 4.3%) 37.6% of English Learners maintained an ELPI Level of 1-3 (increased 6.3%) 0.1% of English Learners maintained ELPI Level 4 (maintained) 44.7% of English Learners progressed at least 1 ELPI Level (decreased 10.7%) 2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) 2023: 31.9% 2024: 32.2% (increased by .3%)	Why are the actions provided on a district-wide basis? 1. Alignment with District Goals: This action aligns with goal one outlined in our LCAP. The district consistently implements strategies to achieve these goals across all schools by offering them district-wide. 2. Equity and Access: Offering the action district-wide ensures that all students, regardless of their school or location within the district, have equal access to the resources and opportunities provided by the action. This promotes equity in education. 3. Efficiency and Resource Optimization: Implementing the action district-wide is more efficient and cost-effective than at individual school sites. It allows for pooling resources, expertise, and support services, maximizing their impact. 4. Scale and Impact: These actions are more effective when implemented at scale. By offering the action district-wide, the district aims to maximize its impact and reach more students and families. 5. Consistency and Collaboration: A district-wide approach promotes consistency in practices and collaboration among schools and educational partners. It allows sharing best practices, professional development opportunities, and collective problem-solving. 6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability.	2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) California Science Test (CAST) 3. Long-Term English Learners (LTELs) - Percentage of English Learners that have been classified as ELs for 6+ years 4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA) 5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics 6. California Science Test (CAST) - Percentage of students meeting or exceeding standards on CAST

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	3. Long-Term English Learners (LTELs) - Percentage of English Learners who have been classified as ELs for 6+ years Grade 6 2023:19.5% 2024: 18.3% (decreased 1.2%) Grade 7 2023: 13.9% 2024: 18.6% (increased 4.7%) Grade 8 2023: 12.1% 2024: 14.8% (increased 2.7%) 4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA) 2023: All: -68.1 English Learners: -94.4 Foster Youth: NA Socio-Economically Disadvantaged: -75.4 2024: All: -64.8 (increased 3.3 points) English Learners: -87.8 (increased 6.6 points) Foster Youth: NA Socio-Economically Disadvantaged: -71.6 (increased 3.8 points)	7. Community Engagement and Transparency: Offering these actions district-wide demonstrates HESD's commitment to engaging the community in the LCAP process and ensuring transparency in decision-making and resource allocation. 8. HESD currently has smaller numbers of foster youth, but these numbers are subject to change. It is a priority for HESD to be proactive and prepared to meet the needs of all identified foster youth by: * Establish agreements with Foster Youth Services Coordinating (FYSC) Programs, schools, or community partners that commit resources to direct services for foster youth in schools. * Provide direct educational services - case management, transition services, mental health support, trauma-informed services, and academic planning for foster youth. * Ensure high-quality early care and educational services, including preschool, to foster youth.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics 2023: All: -99.8 English Learners: -119.5 Foster Youth: NA Socio-Economically Disadvantaged: -106.6 2024: All: -94.8 (increased 5 points) English Learners: -114.5 (increased 5 points) Foster Youth: NA Socio-Economically Disadvantaged: -100.8 (increased 5.8 points) 6. California Science Test (CAST) - Students meeting or exceeding standards on CAST 2023: District: Grade 5 Scale Score Range: 150-250 Standard Not Met: 150-178 Standard Nearly Met: 179-213 Standard Met: 214-230 Standard Exceeded: 231-250		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All: 190.4 English Learners: 177.3 Foster Youth: N/A Socio-Economically Disadvantaged: 188.8 District: Grade 8 Scale Score Range: 350-450 Standard Not Met: 350-377 Standard Nearly Met: 378-414 Standard Met: 415-432 Standard Exceeded: 433-450 All: 390.5 English Learners: 376.2 Foster Youth: N/A Socio-Economically Disadvantaged: 388.9 2024: Grade 5 Scale Score Range: 150-250 Standard Not Met: 150-178 Standard Nearly Met: 179-213 Standard Met: 214-230 Standard Exceeded: 231-250 All: 201.5 (increased 11.1) English Learners: 183.7 (increased 6.3) Foster Youth: 187.3 (N/A) Socio-Economically Disadvantaged: 188.8 (increased 0)		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Grade 8 Scale Score Range: 350-450 Standard Not Met: 350-377 Standard Nearly Met: 378-414 Standard Met: 415-432 Standard Exceeded: 433-450 All: 400.8 (increased 10.3) English Learners: 380.5 (increased 4.3) Foster Youth: 386.1 (N/A) Socio-Economically Disadvantaged: 388.9 (increased 0) **Scope:** LEA-wide		
2.1	**Action:** Support for Professional Learning **Need:** Identified needs are based on the following California Dashboard indicators: * Attendance Rate - Percentage of students who attended school 97% of the time or more as measured at second principal apportionment (P-2) English Learner: 40.97% Foster Youth: 25% Homeless Youth: 42.66% Socioeconomically Disadvantaged:35.38%	How do the actions address needs? Professional learning in social and emotional learning, behavioral interventions, and student engagement equip HESD educators with the knowledge, skills, and strategies to create supportive learning environments, address students' social, emotional, and behavioral needs, and promote their overall success and well-being. Why are the actions provided on a district-wide basis? 1. Alignment with District Goals: This action aligns with goal two outlined in our LCAP. The district	* Attendance Rate - Percentage of students who attended school 97% of the time or more as measured at second principal apportionment (P-2) * Chronic Absenteeism Rate - Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days * California Healthy Kids Survey - Percent on all indicators in grades 5 and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	* Chronic Absenteeism Rate - Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days English Learners: Yellow Foster Youth: Red Low Income: Yellow * California Healthy Kids Survey - Percent on all indicators in grades 5 and 7: Grade 5 * School Connectedness: 70% * Academic Motivation: 80% * Caring Adult Relationships: 67% * High Expectations: 84% * Meaningful Participation: 41% * School Safety (students feel safe at school): 72% Grade 7 * School Connectedness: 44% * Academic Motivation: 59% * Caring Adult Relationships: 55% * High Expectations: 69% * Meaningful Participation: 22% * School Safety (students feel safe at school): 44% * Panorama Social and Emotional Learning Survey - Percent of students in grades 3-8 reporting "favorable" on common competencies: Grade 3 Student Competencies Measures: * Self-Management: 69%	consistently implements strategies to achieve these goals across all schools by offering them district-wide. 2. Equity and Access: Offering the action district-wide ensures that all students, regardless of their school or location within the district, have equal access to the resources and opportunities provided by the action. This promotes equity in education. 3. Efficiency and Resource Optimization: Implementing the action district-wide is more efficient and cost-effective than at individual school sites. It allows for pooling resources, expertise, and support services, maximizing their impact. 4. Scale and Impact: These actions are more effective when implemented at scale. By offering the action district-wide, the district aims to maximize its impact and reach more students and families. 5. Consistency and Collaboration: A district-wide approach promotes consistency in practices and collaboration among schools and educational partners. It allows for the sharing of best practices, professional development opportunities, and collective problem-solving. 6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability. 7. Community Engagement and Transparency: Offering these actions district-wide demonstrates HESD's commitment to engaging the community in the LCAP process and ensuring transparency in decision-making and resource allocation. 8. HESD currently has smaller numbers of foster youth, but these numbers are subject to change. It	7: School Connectedness, Academic Motivation, Caring Adult Relationships, High Expectations, Meaningful Participation, School Safety (students feel safe at school) * Suspension Rate - Percentage of students suspended one or more times during the school year * Panorama Social and Emotional Learning Survey - Percent of students in grades 3-8 reporting "favorable" on common competencies: • Self-Management • Grit • Self-Efficacy • School Climate • Teacher-Student Relationships • Sense of Belonging

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	* Grit: 63% * Self-Efficacy: 54% Student Supports and Environment: * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69% Grade 4 Student Competencies Measures: * Self-Management: 68% * Grit: 57% * Self-Efficacy: 51% Student Supports and Environment: * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69% Grade 5 Student Competencies Measures: * Self-Management: 71% * Grit: 59% * Self-Efficacy: 54% Student Supports and Environment: * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69% Grade 6 Student Competencies Measures: * Self-Management: 69% * Grit: 54% * Self-Efficacy: 48%	is a priority for HESD to be proactive and prepared to meet the needs of all identified foster youth by: * Establish agreements with Foster Youth Services Coordinating (FYSC) Programs, schools, or community partners that commit resources to direct services for foster youth in schools. * Provide direct educational services - case management, transition services, mental health support, trauma-informed services, and academic planning for foster youth. * Ensure high-quality early care and educational services, including preschool, to foster youth.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Student Supports and Environment: * School Climate: 54% * Teacher-Student Relationships: 69% * Sense of Belonging: 49% Grade 7 Student Competencies Measures: * Self-Management: 67% * Grit: 51% * Self-Efficacy: 42% Student Supports and Environment: * School Climate: 43% * Teacher-Student Relationships: 54% * Sense of Belonging: 40% Grade 8 Student Competencies Measures: * Self-Management: 67% * Grit: 48% * Self-Efficacy: 38% Student Supports and Environment: * School Climate: 37% * Teacher-Student Relationships: 50% * Sense of Belonging: 35% * Suspension Rate - Percentage of students suspended one or more times during the school year English Learners: Orange Foster Youth: Yellow Low Income: Orange **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.2	**Action:** Support for Social and Emotional Health **Need:** Identified needs are based on the following California Dashboard indicators: * Attendance Rate - Percentage of students who attended school 97% of the time or more as measured at second principal apportionment (P-2) English Learner: 40.97% Foster Youth: 25% Homeless Youth: 42.66% Socioeconomically Disadvantaged:35.38% * Chronic Absenteeism Rate - Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days English Learners: Yellow Foster Youth: Red Low Income: Yellow * California Healthy Kids Survey - Percent on all indicators in grades 5 and 7: Grade 5 * School Connectedness: 70% * Academic Motivation: 80% * Caring Adult Relationships: 67% * High Expectations: 84% * Meaningful Participation: 41% * School Safety (students feel safe at school): 72%	How do the actions address needs? Counselors will provide counseling services to students, families, and staff, which assist students in making healthy decisions relative to school programs and relationships with staff and peers. Why are the actions provided on a district-wide basis? 1. Alignment with District Goals: This action aligns with goal two outlined in our LCAP. The district consistently implements strategies to achieve these goals across all schools by offering them district-wide. 2. Equity and Access: Offering the action district-wide ensures that all students, regardless of their school or location within the district, have equal access to the resources and opportunities provided by the action. This promotes equity in education. 3. Efficiency and Resource Optimization: Implementing the action district-wide is more efficient and cost-effective than at individual school sites. It allows for pooling resources, expertise, and support services, maximizing their impact. 4. Scale and Impact: These actions are more effective when implemented at scale. By offering the action district-wide, the district aims to maximize its impact and reach more students and families.	* Attendance Rate - Percentage of students who attended school 97% of the time or more as measured at second principal apportionment (P-2) * Chronic Absenteeism Rate - Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days * California Healthy Kids Survey - Percent on all indicators in grades 5 and 7: School Connectedness, Academic Motivation, Caring Adult Relationships, High Expectations, Meaningful Participation, School Safety (students feel safe at school) * Suspension Rate - Percentage of students suspended one or more times during the school year * Panorama Social and Emotional Learning Survey - Percent of students in grades 3-8 reporting "favorable" on

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Grade 7 * School Connectedness: 44% * Academic Motivation: 59% * Caring Adult Relationships: 55% * High Expectations: 69% * Meaningful Participation: 22% * School Safety (students feel safe at school): 44% * Panorama Social and Emotional Learning Survey - Percent of students in grades 3-8 reporting "favorable" on common competencies: Grade 3 Student Competencies Measures: * Self-Management: 69% * Grit: 63% * Self-Efficacy: 54% Student Supports and Environment: * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69% Grade 4 Student Competencies Measures: * Self-Management: 68% * Grit: 57% * Self-Efficacy: 51% Student Supports and Environment: * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69%	5. Consistency and Collaboration: A district-wide approach promotes consistency in practices and collaboration among schools and educational partners. It allows for the sharing of best practices, professional development opportunities, and collective problem-solving. 6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability. 7. Community Engagement and Transparency: Offering these actions district-wide demonstrates HESD's commitment to engaging the community in the LCAP process and ensuring transparency in decision-making and resource allocation. 8. HESD currently has smaller numbers of foster youth, but these numbers are subject to change. It is a priority for HESD to be proactive and prepared to meet the needs of all identified foster youth by: * Establish agreements with Foster Youth Services Coordinating (FYSC) Programs, schools, or community partners that commit resources to direct services for foster youth in schools. * Provide direct educational services - case management, transition services, mental health support, trauma-informed services, and academic planning for foster youth. * Ensure high-quality early care and educational services, including preschool, to foster youth.	common competencies: • Self-Management • Grit • Self-Efficacy • School Climate • Teacher-Student Relationships • Sense of Belonging

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Grade 5 Student Competencies Measures: * Self-Management: 71% * Grit: 59% * Self-Efficacy: 54% Student Supports and Environment: * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69% Grade 6 Student Competencies Measures: * Self-Management: 69% * Grit: 54% * Self-Efficacy: 48% Student Supports and Environment: * School Climate: 54% * Teacher-Student Relationships: 69% * Sense of Belonging: 49% Grade 7 Student Competencies Measures: * Self-Management: 67% * Grit: 51% * Self-Efficacy: 42% Student Supports and Environment: * School Climate: 43% * Teacher-Student Relationships: 54% * Sense of Belonging: 40% Grade 8 Student Competencies Measures:		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	* Self-Management: 67% * Grit: 48% * Self-Efficacy: 38% Student Supports and Environment: * School Climate: 37% * Teacher-Student Relationships: 50% * Sense of Belonging: 35% * Suspension Rate - Percentage of students suspended one or more times during the school year English Learners: Orange Foster Youth: Yellow Low Income: Orange **Scope:** LEA-wide		
2.3	**Action:** Support for Behavioral Health **Need:** Identified needs are based on the following California Dashboard indicators: * Attendance Rate - Percentage of students who attended school 97% of the time or more as measured at second principal apportionment (P-2) English Learner: 40.97% Foster Youth: 25% Homeless Youth: 42.66% Socioeconomically Disadvantaged:35.38%	How do the actions address needs? These positions specialize in helping students with behavioral challenges. Their primary role is to assess, analyze, and address behavioral issues to promote positive behavior and improve overall well-being. Key responsibilities: * Behavioral assessment, analysis, and planning * Collaboration: Behavior support specialists collaborate with other professionals, including educators, parents, therapists, and administrators, to ensure a coordinated approach to supporting students with behavioral challenges. * Direct Support and Coaching: Provide direct support and coaching to individuals with	* Attendance Rate - Percentage of students who attended school 97% of the time or more as measured at second principal apportionment (P-2) * Chronic Absenteeism Rate - Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days * California Healthy Kids Survey - Percent on all

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	* Chronic Absenteeism Rate - Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days English Learners: Yellow Foster Youth: Red Low Income: Yellow * California Healthy Kids Survey - Percent on all indicators in grades 5 and 7: Grade 5 * School Connectedness: 70% * Academic Motivation: 80% * Caring Adult Relationships: 67% * High Expectations: 84% * Meaningful Participation: 41% * School Safety (students feel safe at school): 72% Grade 7 * School Connectedness: 44% * Academic Motivation: 59% * Caring Adult Relationships: 55% * High Expectations: 69% * Meaningful Participation: 22% * School Safety (students feel safe at school): 44% * Panorama Social and Emotional Learning Survey - Percent of students in grades 3-8 reporting "favorable" on common competencies: Grade 3 Student Competencies Measures: * Self-Management: 69%	behavioral challenges, caregivers, teachers, and other support staff. This may involve modeling appropriate interventions, providing feedback, and offering ongoing guidance and support. * Monitoring and Progress Evaluation: Monitor the effectiveness of intervention strategies and make adjustments as needed based on ongoing assessment and progress monitoring. They regularly evaluate outcomes to determine the effectiveness of interventions and make recommendations for further support or modifications. Why are the actions provided on a district-wide basis? 1. Alignment with District Goals: This action aligns with goal two outlined in our LCAP. The district consistently implements strategies to achieve these goals across all schools by offering them district-wide. 2. Equity and Access: Offering the action district-wide ensures that all students, regardless of their school or location within the district, have equal access to the resources and opportunities provided by the action. This promotes equity in education. 3. Efficiency and Resource Optimization: Implementing the action district-wide is more efficient and cost-effective than at individual school sites. It allows for pooling resources, expertise, and support services, maximizing their impact. 4. Scale and Impact: These actions are more effective when implemented at scale. By offering	indicators in grades 5 and 7: School Connectedness, Academic Motivation, Caring Adult Relationships, High Expectations, Meaningful Participation, School Safety (students feel safe at school) * Suspension Rate - Percentage of students suspended one or more times during the school year * Panorama Social and Emotional Learning Survey - Percent of students in grades 3-8 reporting "favorable" on common competencies: • Self-Management • Grit • Self-Efficacy • School Climate • Teacher-Student Relationships • Sense of Belonging

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	* Grit: 63% * Self-Efficacy: 54% Student Supports and Environment: * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69% Grade 4 Student Competencies Measures: * Self-Management: 68% * Grit: 57% * Self-Efficacy: 51% Student Supports and Environment: * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69% Grade 5 Student Competencies Measures: * Self-Management: 71% * Grit: 59% * Self-Efficacy: 54% Student Supports and Environment: * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69% Grade 6 Student Competencies Measures: * Self-Management: 69% * Grit: 54% * Self-Efficacy: 48%	the action district-wide, the district aims to maximize its impact and reach more students and families. 5. Consistency and Collaboration: A district-wide approach promotes consistency in practices and collaboration among schools and educational partners. It allows for the sharing of best practices, professional development opportunities, and collective problem-solving. 6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability. 7. Community Engagement and Transparency: Offering these actions district-wide demonstrates HESD's commitment to engaging the community in the LCAP process and ensuring transparency in decision-making and resource allocation. 8. HESD currently has smaller numbers of foster youth, but these numbers are subject to change. It is a priority for HESD to be proactive and prepared to meet the needs of all identified foster youth by: * Establish agreements with Foster Youth Services Coordinating (FYSC) Programs, schools, or community partners that commit resources to direct services for foster youth in schools. * Provide direct educational services - case management, transition services, mental health support, trauma-informed services, and academic planning for foster youth. * Ensure high-quality early care and educational services, including preschool, to foster youth.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Student Supports and Environment: * School Climate: 54% * Teacher-Student Relationships: 69% * Sense of Belonging: 49% Grade 7 Student Competencies Measures: * Self-Management: 67% * Grit: 51% * Self-Efficacy: 42% Student Supports and Environment: * School Climate: 43% * Teacher-Student Relationships: 54% * Sense of Belonging: 40% Grade 8 Student Competencies Measures: * Self-Management: 67% * Grit: 48% * Self-Efficacy: 38% Student Supports and Environment: * School Climate: 37% * Teacher-Student Relationships: 50% * Sense of Belonging: 35% * Suspension Rate - Percentage of students suspended one or more times during the school year English Learners: Orange Foster Youth: Yellow Low Income: Orange **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.4	**Action:** Support for Student Health and Safety **Need:** Identified needs are based on the following California Dashboard indicators: * Attendance Rate - Percentage of students who attended school 97% of the time or more as measured at second principal apportionment (P-2) English Learner: 40.97% Foster Youth: 25% Homeless Youth: 42.66% Socioeconomically Disadvantaged:35.38% * Chronic Absenteeism Rate - Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days English Learners: Yellow Foster Youth: Red Low Income: Yellow * California Healthy Kids Survey - Percent on all indicators in grades 5 and 7: Grade 5 * School Connectedness: 70% * Academic Motivation: 80% * Caring Adult Relationships: 67% * High Expectations: 84% * Meaningful Participation: 41% * School Safety (students feel safe at school): 72%	How do the actions address needs? • Health Clerks: perform a variety of activities in support of student health services - administer basic first aid, screen ill or injured students, and prepare and maintain student health information • Nurse: responsible for planning, implementing, coordinating, and evaluating school health services • Healthy Start Social Workers • Assistant Principals - at identified elementary schools and one at each junior high school to increase supervision, safety, and support services • Transportation Services - principally directed to special education, foster youth, and low-income pupils. • Campus Safety and Security - supplemental personnel and campus security and safety services include school resource officers, extra campus supervisors, and crossing guards. Why are the actions provided on a district-wide basis? 1. Alignment with District Goals: This action aligns with goal two outlined in our LCAP. The district consistently implements strategies to achieve these goals across all schools by offering them district-wide.	* Attendance Rate - Percentage of students who attended school 97% of the time or more as measured at second principal apportionment (P-2) * Chronic Absenteeism Rate - Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days * California Healthy Kids Survey - Percent on all indicators in grades 5 and 7: School Connectedness, Academic Motivation, Caring Adult Relationships, High Expectations, Meaningful Participation, School Safety (students feel safe at school) * Suspension Rate - Percentage of students suspended one or more times during the school year * Panorama Social and Emotional Learning Survey - Percent of students in grades 3-8 reporting "favorable" on

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Grade 7 * School Connectedness: 44% * Academic Motivation: 59% * Caring Adult Relationships: 55% * High Expectations: 69% * Meaningful Participation: 22% * School Safety (students feel safe at school): 44% * Panorama Social and Emotional Learning Survey - Percent of students in grades 3-8 reporting "favorable" on common competencies: Grade 3 Student Competencies Measures: * Self-Management: 69% * Grit: 63% * Self-Efficacy: 54% Student Supports and Environment: * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69% Grade 4 Student Competencies Measures: * Self-Management: 68% * Grit: 57% * Self-Efficacy: 51% Student Supports and Environment: * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69%	2. Equity and Access: Offering the action district-wide ensures that all students, regardless of their school or location within the district, have equal access to the resources and opportunities provided by the action. This promotes equity in education. 3. Efficiency and Resource Optimization: Implementing the action district-wide is more efficient and cost-effective than at individual school sites. It allows for pooling resources, expertise, and support services, maximizing their impact. 4. Scale and Impact: These actions are more effective when implemented at scale. By offering the action district-wide, the district aims to maximize its impact and reach more students and families. 5. Consistency and Collaboration: A district-wide approach promotes consistency in practices and collaboration among schools and educational partners. It allows for the sharing of best practices, professional development opportunities, and collective problem-solving. 6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability. 7. Community Engagement and Transparency: Offering these actions district-wide demonstrates HESD's commitment to engaging the community in the LCAP process and ensuring transparency in decision-making and resource allocation. 8. HESD currently has smaller numbers of foster youth, but these numbers are subject to change. It is a priority for HESD to be proactive and prepared to meet the needs of all identified foster youth by: * Establish agreements with Foster Youth Services Coordinating (FYSC) Programs, schools, or	common competencies: • Self-Management • Grit • Self-Efficacy • School Climate • Teacher-Student Relationships • Sense of Belonging

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Grade 5 Student Competencies Measures: * Self-Management: 71% * Grit: 59% * Self-Efficacy: 54% Student Supports and Environment: * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69% Grade 6 Student Competencies Measures: * Self-Management: 69% * Grit: 54% * Self-Efficacy: 48% Student Supports and Environment: * School Climate: 54% * Teacher-Student Relationships: 69% * Sense of Belonging: 49% Grade 7 Student Competencies Measures: * Self-Management: 67% * Grit: 51% * Self-Efficacy: 42% Student Supports and Environment: * School Climate: 43% * Teacher-Student Relationships: 54% * Sense of Belonging: 40% Grade 8 Student Competencies Measures:	community partners that commit resources to direct services for foster youth in schools. * Provide direct educational services - case management, transition services, mental health support, trauma-informed services, and academic planning for foster youth. * Ensure high-quality early care and educational services, including preschool, to foster youth.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	* Self-Management: 67% * Grit: 48% * Self-Efficacy: 38% Student Supports and Environment: * School Climate: 37% * Teacher-Student Relationships: 50% * Sense of Belonging: 35% * Suspension Rate - Percentage of students suspended one or more times during the school year English Learners: Orange Foster Youth: Yellow Low Income: Orange **Scope:** LEA-wide		
2.5	**Action:** Support for Student Engagement **Need:** Identified needs are based on the following California Dashboard indicators: * Attendance Rate - Percentage of students who attended school 97% of the time or more as measured at second principal apportionment (P-2) English Learner: 40.97% Foster Youth: 25% Homeless Youth: 42.66% Socioeconomically Disadvantaged:35.38%	How do the actions address needs? Increase student engagement through the support of one elementary physical education teacher, two elementary music teachers, and two junior high music teachers. Why are the actions provided on a district-wide basis? 1. Alignment with District Goals: This action aligns with goal two outlined in our LCAP. The district consistently implements strategies to achieve	* Attendance Rate - Percentage of students who attended school 97% of the time or more as measured at second principal apportionment (P-2) * Chronic Absenteeism Rate - Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days * California Healthy Kids Survey - Percent on all

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	* Chronic Absenteeism Rate - Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days English Learners: Yellow Foster Youth: Red Low Income: Yellow * California Healthy Kids Survey - Percent on all indicators in grades 5 and 7: Grade 5 * School Connectedness: 70% * Academic Motivation: 80% * Caring Adult Relationships: 67% * High Expectations: 84% * Meaningful Participation: 41% * School Safety (students feel safe at school): 72% Grade 7 * School Connectedness: 44% * Academic Motivation: 59% * Caring Adult Relationships: 55% * High Expectations: 69% * Meaningful Participation: 22% * School Safety (students feel safe at school): 44% * Panorama Social and Emotional Learning Survey - Percent of students in grades 3-8 reporting "favorable" on common competencies: Grade 3 Student Competencies Measures: * Self-Management: 69%	these goals across all schools by offering them district-wide. 2. Equity and Access: Offering the action district-wide ensures that all students, regardless of their school or location within the district, have equal access to the resources and opportunities provided by the action. This promotes equity in education. 3. Efficiency and Resource Optimization: Implementing the action district-wide is more efficient and cost-effective than at individual school sites. It allows for pooling resources, expertise, and support services, maximizing their impact. 4. Scale and Impact: These actions are more effective when implemented at scale. By offering the action district-wide, the district aims to maximize its impact and reach more students and families. 5. Consistency and Collaboration: A district-wide approach promotes consistency in practices and collaboration among schools and educational partners. It allows for the sharing of best practices, professional development opportunities, and collective problem-solving. 6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability. 7. Community Engagement and Transparency: Offering these actions district-wide demonstrates HESD's commitment to engaging the community in the LCAP process and ensuring transparency in decision-making and resource allocation. 8. HESD currently has smaller numbers of foster youth, but these numbers are subject to change. It is a priority for HESD to be proactive and prepared to meet the needs of all identified foster youth by:	indicators in grades 5 and 7: School Connectedness, Academic Motivation, Caring Adult Relationships, High Expectations, Meaningful Participation, School Safety (students feel safe at school) * Suspension Rate - Percentage of students suspended one or more times during the school year * Panorama Social and Emotional Learning Survey - Percent of students in grades 3-8 reporting "favorable" on common competencies: • Self-Management • Grit • Self-Efficacy • School Climate • Teacher-Student Relationships • Sense of Belonging

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	* Grit: 63% * Self-Efficacy: 54% Student Supports and Environment: * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69% Grade 4 Student Competencies Measures: * Self-Management: 68% * Grit: 57% * Self-Efficacy: 51% Student Supports and Environment: * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69% Grade 5 Student Competencies Measures: * Self-Management: 71% * Grit: 59% * Self-Efficacy: 54% Student Supports and Environment: * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69% Grade 6 Student Competencies Measures: * Self-Management: 69% * Grit: 54% * Self-Efficacy: 48%	* Establish agreements with Foster Youth Services Coordinating (FYSC) Programs, schools, or community partners that commit resources to direct services for foster youth in schools. * Provide direct educational services - case management, transition services, mental health support, trauma-informed services, and academic planning for foster youth. * Ensure high-quality early care and educational services, including preschool, to foster youth.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Student Supports and Environment: * School Climate: 54% * Teacher-Student Relationships: 69% * Sense of Belonging: 49% Grade 7 Student Competencies Measures: * Self-Management: 67% * Grit: 51% * Self-Efficacy: 42% Student Supports and Environment: * School Climate: 43% * Teacher-Student Relationships: 54% * Sense of Belonging: 40% Grade 8 Student Competencies Measures: * Self-Management: 67% * Grit: 48% * Self-Efficacy: 38% Student Supports and Environment: * School Climate: 37% * Teacher-Student Relationships: 50% * Sense of Belonging: 35% * Suspension Rate - Percentage of students suspended one or more times during the school year English Learners: Orange Foster Youth: Yellow Low Income: Orange **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.1	**Action:** Support for Professional Learning **Need:** * California Healthy Kids Survey - Percent on the following indicator in grades 5 and 8: Meaningful participation at school Grade 5 - 41% Grade 8 - 22% * HESD Educational Partner LCAP Survey - the number of educational partners participating in the annual survey Parents - 991 Certificated - 251 Classified -100 Administrators - 28 Community Members - 13 Students - 1,518 * Effectiveness and Quality of Family Engagement Opportunities A. Assist parents in understanding the language of schools and learning: 1,933 B. Assist parents in learning how to establish structure and discipline at home: 1,497 C. Educate parents on topics that assist them and their families: 159 D. Engage parents as partners in education, empowerment, and advocacy for their children: 213	How do the actions address needs? Professional learning will promote safe and welcoming school and classroom environments that honor the diversity of all families, positive school culture and climate, and opportunities for families and the community to participate in school activities. Why are the actions provided on a district-wide basis? 1. Alignment with District Goals: This action aligns with goal three outlined in our LCAP. The district consistently implements strategies to achieve these goals across all schools by offering them district-wide. 2. Equity and Access: Offering the action district-wide ensures that all students, regardless of their school or location within the district, have equal access to the resources and opportunities provided by the action. This promotes equity in education. 3. Efficiency and Resource Optimization: Implementing the action district-wide is more efficient and cost-effective than at individual school sites. It allows for pooling resources, expertise, and support services, maximizing their impact. 4. Scale and Impact: These actions are more effective when implemented at scale. By offering the action district-wide, the district aims to	* California Healthy Kids Survey - Percent on the following indicator in grades 5 and 8: Meaningful participation at school * HESD Educational Partner LCAP Survey - the number of educational partners participating in the annual survey * Effectiveness and Quality of Family Engagement Opportunities

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	E. Promote community building, cultural responsiveness, and connections between schools and home: 1,336 **Scope:** LEA-wide	maximize its impact and reach more students and families. 5. Consistency and Collaboration: A district-wide approach promotes consistency in practices and collaboration among schools and educational partners. It allows for the sharing of best practices, professional development opportunities, and collective problem-solving. 6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability. 7. Community Engagement and Transparency: Offering these actions district-wide demonstrates HESD's commitment to engaging the community in the LCAP process and ensuring transparency in decision-making and resource allocation. 8. HESD currently has smaller numbers of foster youth, but these numbers are subject to change. It is a priority for HESD to be proactive and prepared to meet the needs of all identified foster youth by: * Establish agreements with Foster Youth Services Coordinating (FYSC) Programs, schools, or community partners that commit resources to direct services for foster youth in schools. * Provide direct educational services - case management, transition services, mental health support, trauma-informed services, and academic planning for foster youth. * Ensure high-quality early care and educational services, including preschool, to foster youth.	
3.2	**Action:** Support for Parent and Community Outreach **Need:**	How do the actions address needs? * Parent Support Clerk: This position performs various functions related to parent support	* California Healthy Kids Survey - Percent on the following indicator in grades 5 and 8:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	* California Healthy Kids Survey - Percent on the following indicator in grades 5 and 8: Meaningful participation at school Grade 5 - 41% Grade 8 - 22% * HESD Educational Partner LCAP Survey - the number of educational partners participating in the annual survey Parents - 991 Certificated - 251 Classified -100 Administrators - 28 Community Members - 13 Students - 1,518 * Effectiveness and Quality of Family Engagement Opportunities A. Assist parents in understanding the language of schools and learning: 1,933 B. Assist parents in learning how to establish structure and discipline at home: 1,497 C. Educate parents on topics that assist them and their families: 159 D. Engage parents as partners in education, empowerment, and advocacy for their children: 213 E. Promote community building, cultural responsiveness, and connections between schools and home: 1,336	services and clerical assistance to the district; it also increases support and outreach to families. * Translation Services - support family and community engagement and communication. Why are the actions provided on a district-wide basis? 1. Alignment with District Goals: This action aligns with goal three outlined in our LCAP. The district consistently implements strategies to achieve these goals across all schools by offering them district-wide. 2. Equity and Access: Offering the action district-wide ensures that all students, regardless of their school or location within the district, have equal access to the resources and opportunities provided by the action. This promotes equity in education. 3. Efficiency and Resource Optimization: Implementing the action district-wide is more efficient and cost-effective than at individual school sites. It allows for pooling resources, expertise, and support services, maximizing their impact. 4. Scale and Impact: These actions are more effective when implemented at scale. By offering the action district-wide, the district aims to maximize its impact and reach more students and families. 5. Consistency and Collaboration: A district-wide approach promotes consistency in practices and collaboration among schools and educational partners. It allows for the sharing of best practices,	Meaningful participation at school * HESD Educational Partner LCAP Survey - the number of educational partners participating in the annual survey * Effectiveness and Quality of Family Engagement Opportunities

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	professional development opportunities, and collective problem-solving. 6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability. 7. Community Engagement and Transparency: Offering these actions district-wide demonstrates HESD's commitment to engaging the community in the LCAP process and ensuring transparency in decision-making and resource allocation. 8. HESD currently has smaller numbers of foster youth, but these numbers are subject to change. It is a priority for HESD to be proactive and prepared to meet the needs of all identified foster youth by: * Establish agreements with Foster Youth Services Coordinating (FYSC) Programs, schools, or community partners that commit resources to direct services for foster youth in schools. * Provide direct educational services - case management, transition services, mental health support, trauma-informed services, and academic planning for foster youth. * Ensure high-quality early care and educational services, including preschool, to foster youth.	
3.3	**Action:** Support for Parent and Community Engagement **Need:** * California Healthy Kids Survey - Percent on the following indicator in grades 5 and 8: Meaningful participation at school Grade 5 - 41% Grade 8 - 22%	How do the actions address needs? Programs and initiatives are designed to foster strong partnerships between schools, families, and the community, ultimately supporting student success and well-being through collaborative efforts. To include: * Parent Education Workshops * Family Literacy Programs * Family Nights or Events	* California Healthy Kids Survey - Percent on the following indicator in grades 5 and 8: Meaningful participation at school * HESD Educational Partner LCAP Survey - the number of educational partners participating in the annual survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	* HESD Educational Partner LCAP Survey - the number of educational partners participating in the annual survey Parents - 991 Certificated - 251 Classified -100 Administrators - 28 Community Members - 13 Students - 1,518 * Effectiveness and Quality of Family Engagement Opportunities A. Assist parents in understanding the language of schools and learning: 1,933 B. Assist parents in learning how to establish structure and discipline at home: 1,497 C. Educate parents on topics that assist them and their families: 159 D. Engage parents as partners in education, empowerment, and advocacy for their children: 213 E. Promote community building, cultural responsiveness, and connections between schools and home: 1,336 **Scope:** LEA-wide	* Parent Advisory Committees * Community Partnerships * Technology-Based Communication * Parent Leadership Programs * Cultural and Linguistic Support Services Why are the actions provided on a district-wide basis? 1. Alignment with District Goals: This action aligns with goal three outlined in our LCAP. The district consistently implements strategies to achieve these goals across all schools by offering them district-wide. 2. Equity and Access: Offering the action district-wide ensures that all students, regardless of their school or location within the district, have equal access to the resources and opportunities provided by the action. This promotes equity in education. 3. Efficiency and Resource Optimization: Implementing the action district-wide is more efficient and cost-effective than at individual school sites. It allows for pooling resources, expertise, and support services, maximizing their impact. 4. Scale and Impact: These actions are more effective when implemented at scale. By offering the action district-wide, the district aims to maximize its impact and reach more students and families. 5. Consistency and Collaboration: A district-wide approach promotes consistency in practices and collaboration among schools and educational partners. It allows for the sharing of best practices,	* Effectiveness and Quality of Family Engagement Opportunities

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		professional development opportunities, and collective problem-solving. 6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability. 7. Community Engagement and Transparency: Offering these actions district-wide demonstrates HESD's commitment to engaging the community in the LCAP process and ensuring transparency in decision-making and resource allocation. 8. HESD currently has smaller numbers of foster youth, but these numbers are subject to change. It is a priority for HESD to be proactive and prepared to meet the needs of all identified foster youth by: * Establish agreements with Foster Youth Services Coordinating (FYSC) Programs, schools, or community partners that commit resources to direct services for foster youth in schools. * Provide direct educational services - case management, transition services, mental health support, trauma-informed services, and academic planning for foster youth. * Ensure high-quality early care and educational services, including preschool, to foster youth.	
4.1	**Action:** Support for Instructional Resources **Need:** Identified needs are based on the following California Dashboard indicators: 1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English	How do the actions address needs? Provide California Common Core Standard-aligned instructional materials, technology, technology support personnel, and resources. Support will focus on the following required state indicators: * English Language Arts - How well students meet grade-level English Language Arts assessment standards; This measure is based on student	Facilities Inspection Tool (FIT), School Accountability Report Card (SARC)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Language Proficiency Assessments for California (ELPAC) 13.2% of English Learners decreasing at least 1 ELPI level 31.3% of English Learners maintained an ELPI Level of 1-3 0.1% of English Learners maintained ELPI Level 4 55.4% of English Learners progressed at least 1 ELPI Level 2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) - 31.9% 3. Long-Term English Learners (LTELs) - Percentage of English Learners that have been classified as ELs for 6+ years - Grade 6: 19.5% Grade 7: 13.9% Grade 8: 12.1% 4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA) English Learners: Very Low, -94.4 points below standard Homeless: Very Low, - 83.2 points below standard Socioeconomically Disadvantaged: Very Low, -75.4 points below standard Foster Youth: Not reported due to numbers less than 10	performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * Mathematics - How well students meet grade-level standards on the mathematics assessment; This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * English Learner Progress - The percentage of current EL students progressing towards English language proficiency or maintaining the highest level. Support will focus on the following local indicators: * Implementation of State Standards * Access to a Broad Course of Study * Basic: Teachers, Instructional Materials, Facilities Why are the actions provided on a district-wide basis? 1. Alignment with District Goals: This action aligns with goal one outlined in our LCAP. The district consistently implements strategies to achieve these goals across all schools by offering them district-wide. 2. Equity and Access: Offering the action district-wide ensures that all students, regardless of their	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics English Learners: Very Low, -119.5 points below standard Homeless: Low, -107.8 points below standard Socioeconomically Disadvantaged: Very Low, -106.6 points below standard Foster Youth: Not reported due to numbers less than 10 6. California Science Test (CAST) - Percentage of students meeting or exceeding standards on CAST Grade 5 English Learner: .82% Foster Youth: Not reported due to numbers less than 10 Homeless Youth: Not reported due to numbers less than 10 Socioeconomically Disadvantaged:12.59% Grade 8 English Learner: .82% Foster Youth: Not reported due to numbers less than 10 Homeless Youth:17.24% Socioeconomically Disadvantaged: 11.97% **Scope:** LEA-wide	school or location within the district, have equal access to the resources and opportunities provided by the action. This promotes equity in education. 3. Efficiency and Resource Optimization: Implementing the action district-wide is more efficient and cost-effective than at individual school sites. It allows for pooling resources, expertise, and support services, maximizing their impact. 4. Scale and Impact: These actions are more effective when implemented at scale. By offering the action district-wide, the district aims to maximize its impact and reach more students and families. 5. Consistency and Collaboration: A district-wide approach promotes consistency in practices and collaboration among schools and educational partners. It allows for the sharing of best practices, professional development opportunities, and collective problem-solving. 6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability. 7. Community Engagement and Transparency: Offering these actions district-wide demonstrates HESD's commitment to engaging the community in the LCAP process and ensuring transparency in decision-making and resource allocation. 8. HESD currently has smaller numbers of foster youth, but these numbers are subject to change. It is a priority for HESD to be proactive and prepared to meet the needs of all identified foster youth by: * Establish agreements with Foster Youth Services Coordinating (FYSC) Programs, schools, or community partners that commit resources to direct services for foster youth in schools.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		* Provide direct educational services - case management, transition services, mental health support, trauma-informed services, and academic planning for foster youth. * Ensure high-quality early care and educational services, including preschool, to foster youth.	
4.2	**Action:** Support for Facilities and Safety **Need:** Identified needs are based on the following California Dashboard indicators: 1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC) 13.2% of English Learners decreasing at least 1 ELPI level 31.3% of English Learners maintained an ELPI Level of 1-3 0.1% of English Learners maintained ELPI Level 4 55.4% of English Learners progressed at least 1 ELPI Level 2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) - 31.9% 3. Long-Term English Learners (LTELs) - Percentage of English Learners that have been classified as ELs for 6+ years -	How do the actions address needs? Improve and maintain facilities to address safety issues and provide space for LCAP actions and services; Supplemental custodial staff to support LCAP actions and services. Support will focus on the following local indicators: * Local Climate Survey * Basic: Teachers, Instructional Materials, Facilities Why are the actions provided on a district-wide basis? 1. Alignment with District Goals: This action aligns with goal one outlined in our LCAP. The district consistently implements strategies to achieve these goals across all schools by offering them district-wide. 2. Equity and Access: Offering the action district-wide ensures that all students, regardless of their school or location within the district, have equal access to the resources and opportunities provided by the action. This promotes equity in education. 3. Efficiency and Resource Optimization: Implementing the action district-wide is more	Facilities Inspection Tool (FIT), School Accountability Report Card (SARC)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Grade 6: 19.5% Grade 7: 13.9% Grade 8: 12.1% 4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA) English Learners: Very Low, -94.4 points below standard Homeless: Very Low, - 83.2 points below standard Socioeconomically Disadvantaged: Very Low, -75.4 points below standard Foster Youth: Not reported due to numbers less than 10 5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics English Learners: Very Low, -119.5 points below standard Homeless: Low, -107.8 points below standard Socioeconomically Disadvantaged: Very Low, -106.6 points below standard Foster Youth: Not reported due to numbers less than 10 6. California Science Test (CAST) - Percentage of students meeting or exceeding standards on CAST Grade 5 English Learner: .82% Foster Youth: Not reported due to numbers less than 10	efficient and cost-effective than at individual school sites. It allows for pooling resources, expertise, and support services, maximizing their impact. 4. Scale and Impact: These actions are more effective when implemented at scale. By offering the action district-wide, the district aims to maximize its impact and reach more students and families. 5. Consistency and Collaboration: A district-wide approach promotes consistency in practices and collaboration among schools and educational partners. It allows for the sharing of best practices, professional development opportunities, and collective problem-solving. 6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability. 7. Community Engagement and Transparency: Offering these actions district-wide demonstrates HESD's commitment to engaging the community in the LCAP process and ensuring transparency in decision-making and resource allocation. 8. HESD currently has smaller numbers of foster youth, but these numbers are subject to change. It is a priority for HESD to be proactive and prepared to meet the needs of all identified foster youth by: * Establish agreements with Foster Youth Services Coordinating (FYSC) Programs, schools, or community partners that commit resources to direct services for foster youth in schools. * Provide direct educational services - case management, transition services, mental health support, trauma-informed services, and academic planning for foster youth. * Ensure high-quality early care and educational services, including preschool, to foster youth.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Homeless Youth: Not reported due to numbers less than 10 Socioeconomically Disadvantaged:12.59% Grade 8 English Learner: .82% Foster Youth: Not reported due to numbers less than 10 Homeless Youth:17.24% Socioeconomically Disadvantaged: 11.97% **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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.

NA

Additional Concentration Grant Funding

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

The additional concentration grant add-on funds are projected to be $3,331,819.

HESD will be using these funds to increase and retain the number of staff to support existing actions. The following is a list of the staff increases being funded by the additional concentration grant add-on funding:

Certificated
* 4 Psychologists (Goal 1, Action 3)
* 2 Counselors (Goal 2, Action 2)
* 2 English Language Support Teachers (Goal 1, Action 2)
* 2 Elementary Music Teachers (Goal 2, Action 5)

Classified
* 2 Health Clerks (Goal 2, Action 4)
* 11 Campus Supervisors (Goal 2, Action 4)

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	1:29	1:28
Staff-to-student ratio of certificated staff providing direct services to students	1:18	1:16

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$71,445,059.00	$26,346,808	36.877%	0.000%	36.877%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$26,346,808.00	$0.00	$0.00	$0.00	$26,346,808.00	$22,664,965.00	$3,681,843.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Support for Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$422,068.00	$390,000.00	$812,068.00				$812,068.00	
1	1.2	Support for Multilingual Programs	English Learners	Yes	LEA-wide	English Learners	All Schools	3 years	$2,747,642.00	$0.00	$2,747,642.00				$2,747,642.00	
1	1.3	Support for Special Populations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$2,474,178.00	$0.00	$2,474,178.00				$2,474,178.00	
1	1.4	Support for Early Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$1,460,295.00	$0.00	$1,460,295.00				$1,460,295.00	
1	1.5	Support for Expanded Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$492,015.00	$17,000.00	$509,015.00				$509,015.00	
1	1.6	Support for Libraries	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$88,362.00	$66,200.00	$154,562.00				$154,562.00	
1	1.7	Support for Class Size	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$5,240,455.00	$0.00	$5,240,455.00				$5,240,455.00	
1	1.8	Support for Sites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$640,099.00	$725,942.00	$1,366,041.00				$1,366,041.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Support for Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$290,660.00	$12,000.00	$302,660.00				$302,660.00	
2	2.2	Support for Social and Emotional Health	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$1,809,097.00	$500.00	$1,809,597.00				$1,809,597.00	
2	2.3	Support for Behavioral Health	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$196,101.00	$0.00	$196,101.00				$196,101.00	
2	2.4	Support for Student Health and Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$3,734,049.00	$315,000.00	$4,049,049.00				$4,049,049.00	
2	2.5	Support for Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$859,397.00	$37,500.00	$896,897.00				$896,897.00	
2	2.6	Support for Sites	All	No			All Schools	3 years	$0.00	$0.00	$0.00				$0.00	
3	3.1	Support for Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$0.00	$40,000.00	$40,000.00				$40,000.00	
3	3.2	Support for Parent and Community Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$118,588.00	$100,000.00	$218,588.00				$218,588.00	
3	3.3	Support for Parent and Community Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$0.00	$20,000.00	$20,000.00				$20,000.00	
3	3.4	Support for Sites	All	No			All Schools	3 years	$0.00	$0.00	$0.00				$0.00	
4	4.1	Support for Instructional Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$1,382,566.00	$1,883,180.00	$3,265,746.00				$3,265,746.00	
4	4.2	Support for Facilities and Safety	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	3 years	$709,393.00	$74,521.00	$783,914.00				$783,914.00	

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
			Low Income			Low Income										

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$71,445,059.00	$26,346,808	36.877%	0.000%	36.877%	$26,346,808.00	0.000%	36.877 %	**Total:**	$26,346,808.00
								LEA-wide Total:	$26,346,808.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Support for Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$812,068.00	
1	1.2	Support for Multilingual Programs	Yes	LEA-wide	English Learners	All Schools	$2,747,642.00	
1	1.3	Support for Special Populations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,474,178.00	
1	1.4	Support for Early Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,460,295.00	
1	1.5	Support for Expanded Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$509,015.00	
1	1.6	Support for Libraries	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$154,562.00	
1	1.7	Support for Class Size	Yes	LEA-wide	English Learners Foster Youth	All Schools	$5,240,455.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.8	Support for Sites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,366,041.00	
2	2.1	Support for Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$302,660.00	
2	2.2	Support for Social and Emotional Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,809,597.00	
2	2.3	Support for Behavioral Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$196,101.00	
2	2.4	Support for Student Health and Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,049,049.00	
2	2.5	Support for Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$896,897.00	
3	3.1	Support for Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	
3	3.2	Support for Parent and Community Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$218,588.00	
3	3.3	Support for Parent and Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
3	3.4	Support for Sites				All Schools	$0.00	
4	4.1	Support for Instructional Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,265,746.00	
4	4.2	Support for Facilities and Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$783,914.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$26,739,225.00	$26,739,225.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Support for Professional Learning	Yes	$458,896.00	$458,896.00
1	**1.2**	Support for Multilingual Programs	Yes	$2,678,433.00	$2,678,433.00
1	**1.3**	Support for Special Populations	Yes	$2,394,863.00	$2,394,863.00
1	**1.4**	Support for Early Education	Yes	$1,336,211.00	$1,336,211.00
1	**1.5**	Support for Expanded Learning	Yes	$482,842.00	$482,842.00
1	**1.6**	Support for Libraries	Yes	$160,558.00	$160,558.00
1	**1.7**	Support for Class Size	Yes	$5,078,071.00	$5,078,071.00
1	**1.8**	Support for Sites	Yes	$1,224,353.00	$1,224,353.00
2	**2.1**	Support for Professional Learning	Yes	$314,680.00	$314,680.00
2	**2.2**	Support for Social and Emotional Health	Yes	$2,731,196.00	$2,731,196.00
2	**2.3**	Support for Behavioral Health	Yes	$322,027.00	$322,027.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Support for Student Health and Safety	Yes	$4,330,083.00	$4,330,083.00
2	2.5	Support for Student Engagement	Yes	$868,254.00	$868,254.00
2	2.6	Support for Sites	No	$0.00	$0.00
3	3.1	Support for Professional Learning	Yes	$40,000.00	$40,000.00
3	3.2	Support for Parent and Community Outreach	Yes	$216,717.00	$216,717.00
3	3.3	Support for Parent and Community Engagement	Yes	$20,000.00	$20,000.00
3	3.4	Support for Sites	No	$0.00	$0.00
4	4.1	Support for Instructional Resources	Yes	$3,308,463.00	$3,308,463.00
4	4.2	Support for Facilities and Safety	Yes	$773,578.00	$773,578.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$26,647,150.00	$26,739,225.00	$26,739,225.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Support for Professional Learning	Yes	$458,896.00	$458,896.00		
1	1.2	Support for Multilingual Programs	Yes	$2,678,433.00	$2,678,433.00		
1	1.3	Support for Special Populations	Yes	$2,394,863.00	$2,394,863.00		
1	1.4	Support for Early Education	Yes	$1,336,211.00	$1,336,211.00		
1	1.5	Support for Expanded Learning	Yes	$482,842.00	$482,842.00		
1	1.6	Support for Libraries	Yes	$160,558.00	$160,558.00		
1	1.7	Support for Class Size	Yes	$5,078,071.00	$5,078,071.00		
1	1.8	Support for Sites	Yes	$1,224,353.00	$1,224,353.00		
2	2.1	Support for Professional Learning	Yes	$314,680.00	$314,680.00		
2	2.2	Support for Social and Emotional Health	Yes	$2,731,196.00	$2,731,196.00		
2	2.3	Support for Behavioral Health	Yes	$322,027.00	$322,027.00		
2	2.4	Support for Student Health and Safety	Yes	$4,330,083.00	$4,330,083.00		
2	2.5	Support for Student Engagement	Yes	$868,254.00	$868,254.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Support for Professional Learning	Yes	$40,000.00	$40,000.00		
3	3.2	Support for Parent and Community Outreach	Yes	$216,717.00	$216,717.00		
3	3.3	Support for Parent and Community Engagement	Yes	$20,000.00	$20,000.00		
4	4.1	Support for Instructional Resources	Yes	$3,308,463.00	$3,308,463.00		
4	4.2	Support for Facilities and Safety	Yes	$773,578.00	$773,578.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
72,289,395	$26,647,150.00	0.000%	36.862%	$26,739,225.00	0.000%	36.989%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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