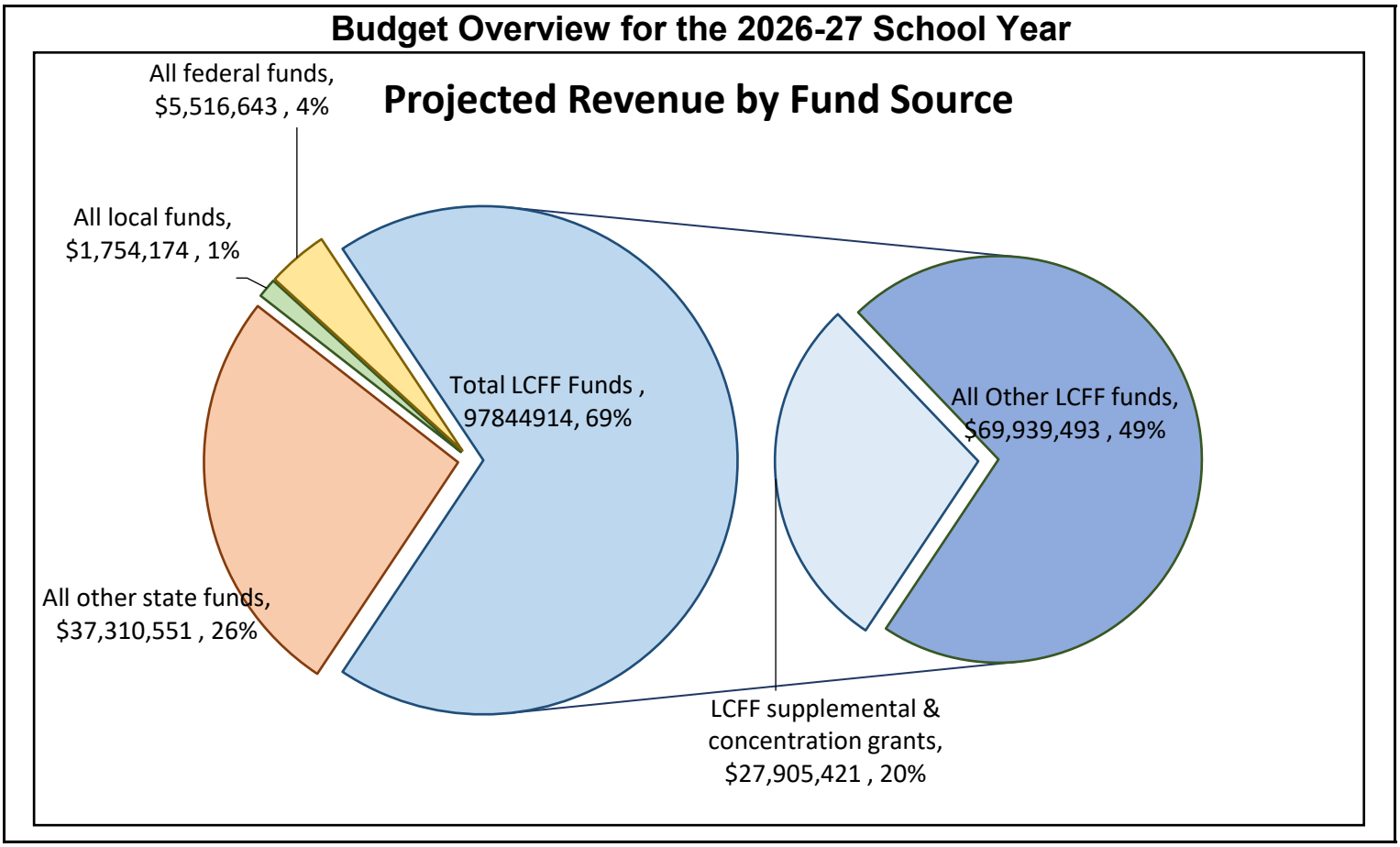
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hawthorne School District
CDS Code: 19-64592
School Year: 2026-27
LEA contact information: Mara Pagniano

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

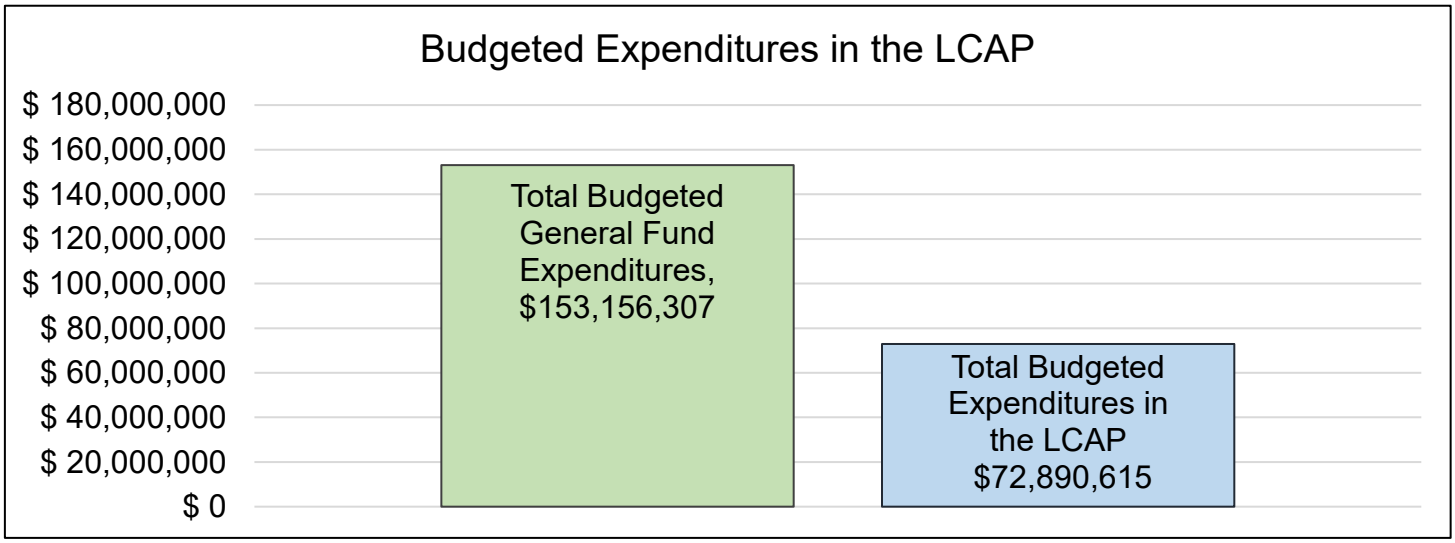


This chart shows the total general purpose revenue Hawthorne School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hawthorne School District is $142,426,282.00, of which $97,844,914.00 is Local Control Funding Formula (LCFF), $37,310,551.00 is other state funds, $1,754,174.00 is local funds, and $5,516,643.00 is federal funds. Of the $97,844,914.00 in LCFF Funds, $27,905,421.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Hawthorne School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Hawthorne School District plans to spend $153,156,307.00 for the 2026-27 school year. Of that amount, $72,890,615.00 is tied to actions/services in the LCAP and $80,265,692.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

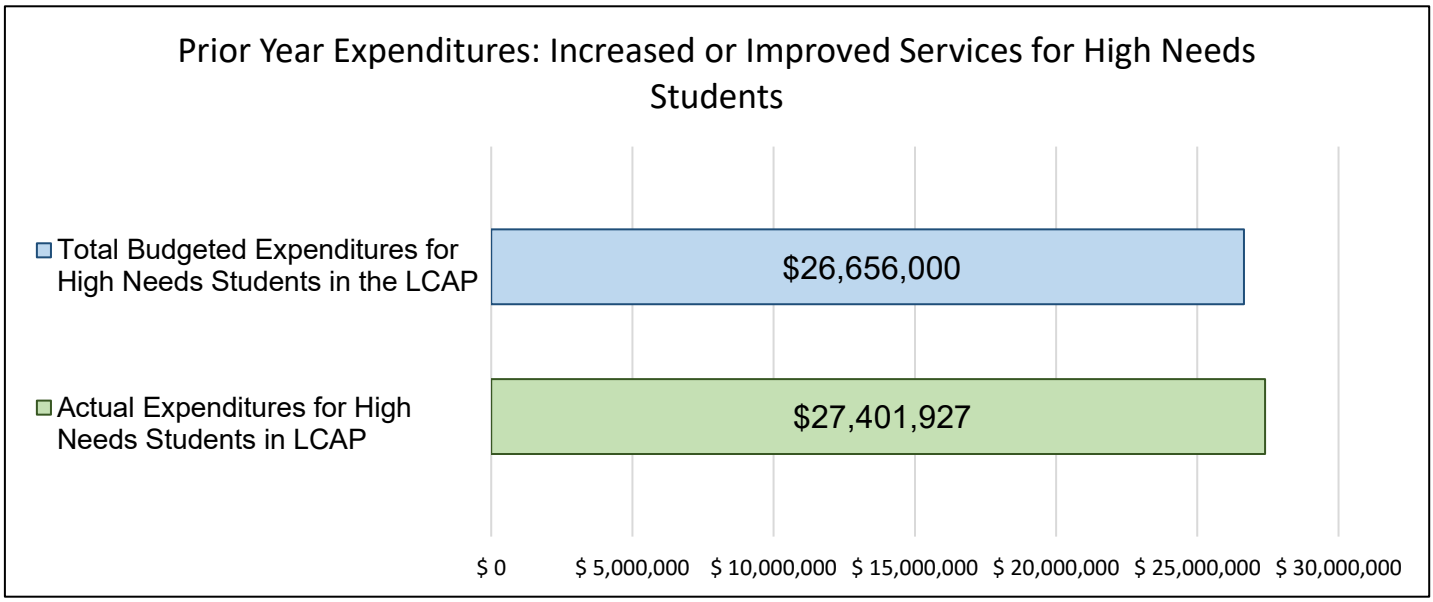
Expenditures related to the District's core educational program are not included in the LCAP. These expenditures encompass salaries and benefits for administration, custodial staff, maintenance, business services, human resources, special education teachers, psychologists, educational services, pupil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

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

In 2026-27, Hawthorne School District is projecting it will receive $27,905,421.00 based on the enrollment of foster youth, English learner, and low-income students. Hawthorne School District must describe how it intends to increase or improve services for high needs students in the LCAP. Hawthorne School District plans to spend $28,109,792.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Hawthorne School District's LCAP budgeted $26,656,000.00 for planned actions to increase or improve services for high needs students. Hawthorne School District actually spent $27,401,927.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

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

Plan Summary 2026-2027

General Information

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

The Hawthorne School District (HSD) serves approximately 6,500 students in kindergarten through 8th grade, with an additional 550 students enrolled in its dependent charter high school, Hawthorne Math and Science Academy (HMSA). The District also provides preschool instruction at a designated location. The student population in the HSD is 72% Hispanic/Latino, 20% Black/African American, 2% Asian, 1% Filipino, and 2.5% White, with 1% of students reporting mixed or no ethnic affiliation. Approximately 83% of students are socio-economically disadvantaged, 27% are English learners with another 8% having been reclassified to fluent English proficient (RFEP), and .6% are foster youth.

The District offers a comprehensive and robust instructional program and a broad range of support services from preschool through high school. HSD builds upon its strong preschool foundation with a full-day Transitional Kindergarten program for eligible students at the elementary level. The instructional program in kindergarten through fifth grade provides a critical foundation in English language arts and mathematics, supplemented by numerous enrichment and exploratory opportunities. At the middle school level, students attend one of three career-focused academies, immersing them in experiences related to fine arts, business, or science, technology, engineering, and mathematics (STEM). Students matriculating into Hawthorne Mathematics and Science Academy (HMSA) participate in a rigorous academic program that has earned the school two National Blue Ribbon awards, recognition as California's only ACT College, and designation as a California Distinguished School in 2019 and 2025.
The District maintains a vital role in the broader Hawthorne community, with campuses and staff serving as critical resources for students and families. HSD has a clear mission to maximize each student's potential to achieve educational excellence, supported by a five-year strategic plan (2021–2026) focused on student achievement, educational environment, fiscal responsibility, district culture, parent and family involvement, and community outreach.
In alignment with this mission, the District has been awarded a Community Schools Partnership Program grant for various school sites. This grant supports the transition to a community school model that provides integrated resources and services for students and their families before, during, and after the school day, further strengthening our commitment to whole-child support and family engagement.

Reflections: Annual Performance

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

As part of our ongoing commitment to continuous improvement, we have reviewed our annual performance using data from the 2025 California School Dashboard and local assessment measures. This reflection has highlighted both notable successes to celebrate and key areas for growth.
California School Dashboard – 2025 CAASPP Results

English Language Arts (ELA):
According to the 2025 CA Dashboard, the District saw a 2.62 percentage point increase in the overall percentage of students meeting or exceeding the standard on the ELA CAASPP assessments.
Mathematics:
Similarly, the 2025 CA Dashboard indicates a 3.75 percentage point increase in the percentage of students achieving Standard Met or Standard Exceeded on the mathematics CAASPP assessments.

***Eucalyptus, Ramona, and Zela Davis:
ELs received the lowest performance level on the 2023 ELPI indicator

While these outcomes highlight areas for continued focus, it is important to note that we have seen encouraging trends in our internal progress monitoring data.
i-Ready Diagnostic Results (2025 - 2026)
Throughout the academic year, we have used i-Ready assessments to monitor student progress in both ELA and mathematics. These results during the school year demonstrate significant gains from the beginning of the year (T1) to the second (T2) and third (T3) assessment administration:
By Grade Level – % Proficient

ELA

Grade	Fall	Winter	Spring
K	3%	15%	31%
1	10%	20%	30%
2	15%	27%	39%
3	28%	39%	43%
4	20%	25%	39%
5	19%	23%	28%
6	18%	21%	21%
7	18%	23%	27%
8	20%	25%	29%

Districtwide proficiency increased from 19% (Fall) to 35% (Spring)

Mathematics:

Grade	Fall	Winter	Spring
K	29%	35%	53%
1	3%	15%	25%
2	4%	15%	22%
3	7%	20%	32%
4	19%	31%	40%
5	19%	30%	34%
6	21%	27%	31%
7	18%	21%	25%
8	16%	20%	23%

Districtwide proficiency increased from 13% (Fall) to 32% (Spring)

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

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

Academic challenges in English Language Arts (ELA) and Mathematics, as identified in the 2025 California School Dashboard, include several challenges in both ELA and math, particularly among certain student groups and school sites.

As demonstrated in the 2025 CA dashboard, there were no school sites in the lowest-performing level. Per the 2024 CA Dashboard, Kornblum Elementary School received the lowest performance level in ELA. No school site receives the lowest performance level on the 2023 CA dashboard in ELA.

As demonstrated in the 2025 CA dashboard, there was only one student group that received the lowest performing level in ELA:

Are the Long Term English Learners (LTEL), however, their average distance from standard (DFS) declined from103.7 to 102.2. Per the 2024 CA Dashboard, the following student groups were in the lowest performance level: Homeless, English Learners (ELs), LTELs, and Students With Disabilities (SWD). The student group that was at the lowest performance level in 2023 was SWD.

Per the 2025, 2024, and 2023 CA Dashboards, the following student groups were in the lowest performance level in the following school sites:
Kornblum Elementary School no longer has student groups in the lowest performance level in 2025; however, in 2024, they had the following student groups in the red: ELs, Socially Economically Disadvantaged (SED), Hispanic, and ELPI. In 2023, only the student group of ELs performed at the lowest performance level.

Ramona Elementary School no longer has student groups in the lowest performance level in 2025; however, in 2024, student groups, SWD, were in the lowest performance level, and in 2023, there was no student group in the lowest performance level.

-Zela Davis Elementary School student group of SWD performed at the lowest performance level in ELA per the 2025 CA Dashboard. They had no student groups in the lowest performing level in 2024 and 2023.
-In 2025, Bud Carson Middle School student group of LTELs performed at the lowest performance level in ELA. In 2024, it was the ELs and LTELs, and in 2023 ELs and SWD.
-Hawthorne Middle School student group of SWD performed in the lowest performing group. In 2024, LTELs and SWD. In 2023, no student group performed at the lowest performance level.
No student group in 2025 and 2024 at Prairie Vista Middle School student groups that performed at the lowest performance level. In 2023, the lowest performing student groups were ELs and SWD.

With regard to Mathematics, per the 2025, 2024, 2023 CA Dashboard, the district did not have a school site performing at the lowest performance level in mathematics.

Per the 2025 CA Dashboard, the district's homeless student group performed at the lowest performance level in mathematics. In 2024, it was the LTELS and SWD, and in 2023, no student group performed in the lowest performance level in mathematics.

Per the 2025, 2024, and 2023 CA Dashboards, the following student groups were in the lowest performance level in the following school sites:
Ramona Elementary School no longer has a student group in the lowest performance level in 2025; however, in 2024, student groups, SWD, were in the lowest performance level, and in 2023, there was no student group performing at the lowest performance level in mathematics.

-Bud Carson Middle School student group SWD performed at the lowest performance level, in 2024 it was the LTELs and ELs. In 2023, it was the student group SWD.
-Hawthorne Middle School student group of SWD performed at the lowest performance level in 2025. In 2024 ELs, LTELS and SWD. In 2023, there was no student group that performed at the lowest performance level.
-In 2025, the Prairie Vista Middle School student group that performed in the lowest performance level was the African American students in mathematics. In 2024, it was the student group SWD and AA. In 2023, it was the ELs, SED, SWD, AA, and Hispanic.

In response to these findings, the District has implemented a series of strategic actions to support our SWD and AA students at the site and district level. For example, an increase in training and district-wide focus on UDL and co-teaching. The co-teaching model concluded year one of implementation in grade six, and we will be adding grade seven next year. Teh three middle schools will have national staff development on UDL, Differentiation for SWD, and how to support all students. The literacy, mathematics coaches, and admin at these schools' sites will complete biweekly planning and observations of data-driven small group instruction and interventions implemented to provide students with explicit support on what they need to obtain access to their grade-level standards-based lessons. Content coaches will help provide more direct services to students and increase professional development offerings based on the data needs of their school site teachers. Last, content coaches will utilize their UDL knowledge to facilitate school-wide staff development sessions and assist classroom teachers in developing core lessons that provide Universal Designed Learning opportunities for our students with disabilities. (Actions 1.1, 1.2, 1.3,1.4, 1.5, 1.6,1.11,1.12,1.15)

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

Chronic Absenteeism
As demonstrated in the 2025 CA dashboard, PVMS, YORK, and ZD are in the lowest-performing level for the chronic absenteeism state indicator. Per the 2024 and 2023 CA Dashboard, there were no school sites that performed in the lowest performance level for the chronic absenteeism state indicator.
As demonstrated in the 2025 CA dashboard, the following student groups were performing at the lowest performance level: Foster, Homeless, and Hispanic. In 2024, it was the homeless student group, and there was no student group performing at the lowest level in 2023.
Per the 2025, 2024, and 2023 CA Dashboards, the following student groups were in the lowest performance level in the following school sites:

Student Groups Identified by School (2023–2025)

School	2023	2024	2025
Eucalyptus	ELs	—	AA
Kornblum	Hispanic	—	ELs, SWD,
Ramona	____	ELs	_____
Washington	____ SWD	_____	_____
York	SWD	_____	ELs, SED, SWD, AA, Hispanic
Zela Davis		AA	ELs, SED, AA, Hispanic
BCMS	SWD	ELs, LTELS	ELs
HMS		AA, SWD, LTELs	SED, Hispanic
PVMS	_____	_____	LTELs, SED, SWD, AA, Hispanic

District Response and Action Steps
In response to these findings, the district and school sites implemented a series of strategic, data-informed actions aligned to LCAP Goal 2 to address root causes and improve student outcomes.

Based on a root cause and data analysis of chronic absenteeism among English Learners (ELs), sites where this student group was identified in the red implemented targeted strategies to improve attendance by fostering a more culturally responsive and inclusive school environment. Recognizing that a significant portion of the EL population identifies as Hispanic/Latino and includes many immigrant students, schools incorporated structured opportunities for students to share and celebrate their cultural backgrounds.

These efforts included student presentations highlighting their countries of origin, such as sharing national flags and cultural traditions. These actions, supported through LCAP Goal 2, Actions 1–7, were designed to strengthen students' sense of belonging, increase engagement, and build stronger connections to the school community. As a result of this intentional approach, sites observed improved attendance rates and a reduction in chronic absenteeism among English Learners.

For the Students with Disabilities (SWD) subgroup identified in the red at York, Kornblum, and Prairie Vista Middle School (PVMS), root cause analysis indicated that the data reflects a very small cohort—approximately three to four students—within the moderate to severe program. These students demonstrate higher rates of absenteeism due to the

complexity and intensity of their individual needs. These supports were addressed through targeted actions aligned to Goal 2, Actions 4–6.

African American student groups identified in the red received targeted behavioral and engagement supports, including implementation of a Check-In/Check-Out model and weekly student reflection on personal goals to promote accountability and connection.

Additionally, based on data analysis, leadership team feedback, and advisory partners' input, it was determined that Socioeconomically Disadvantaged (SED) students would benefit from a comprehensive, multi-tiered approach to improving attendance and engagement. In response, the following actions were implemented:

Increased attendance recognition and celebration efforts to reinforce positive behaviors
Social worker outreach to families, including direct communication with those also identified within the NPA student group
Implementation of SART and SARB processes to address ongoing attendance concerns
Provision of counseling supports, both on-site and through wraparound services
Use of independent study options, when appropriate, to maintain continuity of learning
Distribution of positive attendance cards sent home to recognize improvement
Ongoing outreach by teachers, deans, and administrators through phone calls
Monthly attendance meetings focused on targeted students
Wellness checks conducted by site security
Monthly home visits facilitated by social workers and PPS staff
Implementation of attendance incentives, including school-wide initiatives such as the “attenDANCE Challenge” in March and popsicle celebrations in April/May
Classroom-based monthly attendance incentives
Weekly announcements and student shoutouts to promote attendance awareness
Inclusion of ADA and attendance messaging in the weekly Family Newsletter

These coordinated, data-driven efforts (LCAP Goal 2, Actions 1, 3–7, and 10) were designed to address identified root causes, strengthen family engagement, and promote consistent student attendance among Socioeconomically Disadvantaged students.

Suspension
As reflected in the 2025 California Dashboard, no school sites were identified at the lowest performance level for the suspension state indicator. In comparison, the 2024 Dashboard identified Prairie Vista Middle School (PVMS) at the lowest performance level, and the 2023 Dashboard identified both BCMS and PVMS in the lowest performance category.

At the student group level, the 2025 California Dashboard indicates that no student groups were performing at the lowest level for the suspension indicator. In 2024, the student groups identified at the lowest performance level included Long-Term English Learners (LTELs), Foster Youth, Homeless students, and Pacific Islander students. In2023, the student groups identified at the lowest performance level included Homeless students, Students with Disabilities (SWD), and African American students.

Per the 2025, 2024, and 2023 California Dashboards, the following student groups were identified at the lowest performance level across the respective school sites:

Student Groups Identified (2023–2025)

School	2023	2024	2025
Kornblum	AA/SWD	___	
Zela Davis	—	AA	—
BCMS	SED / Hispanic	ELs	—
HMS	AA	AA	—
PVMS	SED / SWD / AA	SED	—

Kornblum School implemented several targeted actions aligned to LCAP Goal 2 (Actions 4, 6, and 11), including providing parent education and sharing weekly updates related to behavior interventions and suspension data.

Feedback gathered from parents during IEP meetings indicated concerns regarding periods of limited supervision and a need for increased student support. In response, site

administration collaborated with PPS and Special Education teams to strengthen support systems by allocating additional personnel. This included increasing the presence of instructional aides and specialized behavioral support staff, such as Registered Behavior Technicians (RBTs) and Board Certified Behavior Analysts (BCBAs), to better address the needs of students.

LREBG:
The district has unexpended LREBG funds for the 2026-27 school year, which can be found in goal one action 12.
As part of our ongoing commitment to academic excellence and equity, we prioritize maintaining highly qualified personnel, comprehensive training, and robust curriculum and materials to deliver evidence-based interventions. Our dedicated Learning Loss Mitigation (LLM) teachers provide targeted, data-driven support in Reading and Math both during and after the school day. These educators are specifically trained to implement research-backed strategies tailored to meet the diverse learning needs of our students. Extensive educational research underscores the effectiveness of sustained, evidence-based interventions in addressing learning gaps. According to the Institute of Education Sciences (IES), interventions that are grounded in data and delivered by trained professionals significantly improve student achievement, particularly when implemented consistently over time. Moreover, studies from the National Center for Education Evaluation and Regional Assistance (NCEE) show that high-dosage tutoring and supplemental instruction—especially in foundational subjects like Reading and Math—are among the most effective tools for mitigating learning loss, particularly when integrated with the regular school day.

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

Our needs assessment revealed significant needs regarding reading intervention based on the i-Ready diagnostic results among our low-income students; however, great gains are being made in reading, so we are able to better support math, too, now. In response, Goal 1
Action 12 focuses on learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both. The action aligns with allowable fund uses in the area of Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both. The metrics on how we will measure this will be through the outcomes of our ELA and Math CAASPP scores.

Reflections: Technical Assistance

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

Although the Hawthorne School District is no longer eligible for technical assistance per our 2025 CA Dashboard, we are committed to implementing all the same strategies and actions taht we had in place that demonstrated success for student outcomes.

Please see below for more details:

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

Thus far, the District has demonstrated effectiveness in the implementation of its actions in goals one and two of this plan. HSD will continue to implement targeted actions (G1, A12) because of the 2024-2025 outcomes mentioned below:

LTEL Suspension Rates: Based on internal records, LTEL suspension rates are projected to fall within the Green performance level, with a9.5% decline from 2024. In 2024, 29

LTEL students were suspended, resulting in an 11.4% suspension rate. As of May 2, 2025, 5 LTEL students have been suspended, representing 1.9% of the LTEL student population. The projected performance color for this group is Green.

Homeless Student Suspension Rates: The suspension rate for students experiencing homelessness continues to decline and is currently at 3%.The projected performance color for this group is Yellow.

Homeless Student Chronic Absenteeism: The chronic absenteeism rate for the homeless student subgroup is also projected to fall within the Yellow performance level, with a 5.5% decline in the 2024-2025 school year. In 2024, 71 homeless students, or 66.2% of the homeless population, were chronically absent. As of May 2, 2025, this had dropped to 60.7% of the homeless student population and is currently at 40%. The projected performance color for this group is Yellow.

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

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

LACOE Support: The District will work as needed with the Learning Acceleration Unit of LACOE to provide training on Universal Design for Learning (UDL), as needed (G1, A15). The District will also now be working with Solution Tree to bring training in the area of establishing Professional Learning Communities to help staff enhance lessons with UDL and differentiation strategies.

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

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

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

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

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

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

The performance in the 2024 and 2025 CA dashboard continues to demonstrate improvement by this student group, and they were identified to be out of DA. We will continue to monitor to support the actions mentioned above.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
District Advisory Committee	The District Advisory Committee (DAC) convenes monthly and is composed of eleven school site representatives, including the Director of Special Projects. Meeting agendas focus on categorical program requirements, student achievement, community partnerships, curriculum and instruction, staffing, school and community events, and school improvement initiatives. DAC members also serve on their respective School Site Councils (SSC) and contribute to the development of their Single Plan for Student Achievement (SPSA), ensuring alignment with the district's LCAP goals and actions. As a result, ongoing consultation and LCAP updates are also shared during SSC meetings. A draft of the LCAP was presented at the May DAC meeting, during which district administration gathered feedback and input from committee members.
School Site Councils	School site administration attends School Site Council (SSC) meetings on a monthly basis, where they provide updates on the implementation and progress monitoring of actions. During these meetings, they also gather feedback and input from council members to inform ongoing adjustments and continuous improvement efforts. In May, the site administration presents both district and site-level LCAP survey results to SSC members and collaborates with them to determine next steps.
Bargaining units- Hawthorne Education Teachers Association/ Hawthorne Federation of Classified Employees	The Associate Superintendent and Assistant Superintendent of Educational Services met with site teams to review and collaborate on LCAP metrics, current outcomes, and the progress of implementation of actions aimed at improving student academic achievement as well as social-emotional outcomes for students and their families. A draft of the LCAP was presented at their May meeting, during which feedback and input were gathered from district administration.
Administrative Team- comprised of coordinators, principals, and assistant principals	Cabinet meets regularly with the administrative team to review and collaborate on LCAP metrics and the implementation of actions designed to improve academic, social, and emotional outcomes for students and their families.
Community School Advisory Councils	The Assistant Superintendent of Educational Services and staff met regularly with the Community Schools Partnership Program (CCSPP) administrative team to review and collaborate on LCAP metrics, goals, and actions aimed at improving academic, social, and emotional outcomes for students and their families. These meetings also focused on aligning CCSPP goals to strengthen collaboration and enhance support from community partners. A draft of the LCAP was presented during one of these meetings, and feedback and input were gathered to inform revisions.
School Site Leadership Teams	School site leadership teams meet regularly to review and provide input on key areas, including chronic absenteeism, school climate metrics, academic performance, and social-emotional outcomes. They also monitor progress and provide feedback on LCAP actions to ensure alignment and effectiveness in supporting student success.
Teachers, Other School Personnel, Parents, and Students	The district developed comprehensive surveys tailored for parents, staff, and students, and made them accessible through both print and digital formats using the ThoughtExchange platform, and were accessible via QR code. The parent/guardian surveys were provided in both English and Spanish to ensure accessibility and inclusivity.

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

The LCAP survey collection and debrief process provided valuable feedback and meaningful opportunities for collaboration among partners, including parents, students, and staff. These sessions fostered group discussions that further explored and contextualized the survey results.
Parents expressed a strong desire to increase:
-After-school offerings that provide enrichment opportunities for students.
-Parent workshops and outreach programs, including computer classes, adult education, and parenting classes.
-Anti-bullying initiatives and activities across all middle school grade levels.

Educational partners were invited to participate in surveys conducted from March 2 through March 27. The results were compiled and disseminated to site administrators. District-level presentations were developed and shared with certificated and classified bargaining units, school site administrators, and during school site meetings. These presentations included an overview of the LCAP goals, actions, current services, budget considerations, and fiscal implications. Educational partners' input was solicited with a deadline of June 1.

Numerous meetings and consultations were held with educational partners prior to finalizing the LCAP. These engagements included parent meetings, administrative meetings across seven elementary and three middle schools, support staff sessions, and leadership team discussions. Beginning in January, this process led to the development of the updated LCAP, incorporating recommendations and feedback gathered through April and May.
Consultations with the District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC) were held on May 18, followed by meetings with certificated and classified associations on May 19. These sessions confirmed that partners' feedback had already been thoroughly integrated into the LCAP. No additional modifications to the plan were required as a result of these meetings.

Common themes from staff feedback included the need for:
Adjust math pacing guides after year one of implementation.
Capturing Kids' Hearts and PBIS strategies are cited by staff as positive in some schools; parents describe responsive counseling and communication. and additional planning time.
Continued implementation and accountability for programs such as Capturing Kids' Hearts and Positive Behavioral Interventions and Supports (PBIS) at the middle school level.
Increase visible supervision in hotspots (bathrooms, hallways, fields) and consider student peer leadership programs aligned with PBIS and Capturing Kids' Hearts.
These priorities are reflected in LCAP Actions 1.2, 1.15, 2.3, and 2.5.

Students indicated the following areas of concern and interest:
Many students report a welcoming environment and access to caring adults (counselors, teachers).
Students appreciate after-school programs and opportunities to express themselves.
A desire for more opportunities to engage in clubs and other student interest-based activities.

These student-driven priorities are addressed in LCAP Actions 2.5 and 4.14.
As a direct result of partners' input, the District plans to enhance monitoring of program implementation and expand staff training and professional development offerings. These efforts will focus on addressing the academic, behavioral, social, and emotional needs of students.

Specific improvements include:

Strengthened Multi-Tiered System of Supports (MTSS) to ensure comprehensive academic, behavioral, and social-emotional support. Focus on Tier three
Expand small groups and classroom SEL lessons; add peer mentoring/WEB at middle schools; provide anonymous reporting tools and advertise support channels (Actions 1, 4–6, 11).
Expand small groups and classroom SEL lessons; add peer mentoring/WEB at middle schools; provide anonymous reporting tools and advertise support channels (Actions 1, 4–6, 11).
Expanded training in the District's anti-bullying program (Olweus) to reinforce safe and inclusive school environments.

Goals and Actions

Goal

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

State priorities addressed by this goal.

2, 4

An explanation of why the LEA has developed this goal.

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

These overarching District Priorities guide the 2024-2027 LCAP goals and are reiterated in the actions generated for the success of all students and families, especially students identified in the special populations of Students with Disabilities, English Language Learner Progress, Socioeconomically Disadvantaged, and Foster Youth needing additional opportunities and supports to access equitable learning and ensure the equal success of their peers.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	ELA CAASPP Results	Per the 2023 California Dashboard, the District's percentage of all	2024 CAASPP English Language Arts (ELA) Performance – California	2025 CAASPP English Language Arts (ELA) Performance – California School Dashboard	The District's California Dashboard will demonstrate that a percentage of all students scoring at the	Overall, 2.62% increase from last year. However, a .92% increase from baseline. Low-Income (LI) Students: went

		students scoring at the Meeting or Exceeding level on the 2023 ELA CAASPP assessments was 41.02%. LI: 40.04% Met or Exceeded standards for ELA. EL:13.43% Met or Exceeded standards for ELA. SWD: 9.12% Met or Exceeded standards for ELA. 3rd grade overall: 38% 3rd grade ELA CAASPP for LI: 36%	School Dashboard Results According to the 2024 California School Dashboard, 39.32% of all students in the District met or exceeded standards on the CAASPP English Language Arts (ELA) assessment. This was a 1.7 % decrease from 41.02%. Performance among specific student groups is summarized as follows: Low-Income (LI) Students: went from 40.04% to 37.77% met or exceeded standards. This was a 2.27% decrease. English Learners (ELs): went from 13.43% to 7.66% met or exceeded standards. This was a 5.77% decrease. Students with Disabilities (SWD): went from 9.12% to 9.27% met or exceeded standards. This was a .15% increase. Third Grade – All Students: went from 38% to 34.56% met or exceeded standards. This was a 3.44% decrease.	Results: According to the 2025 California School Dashboard, 41.94% of all LI: 41.01% Met or exceeded standards for ELA. EL:9.11% Met or exceeded standards for ELA. SWD: 10.09% Met or Exceeded standards for ELA. 3rd grade overall: 41.41% 3rd grade LI 42.08%	Meeting or Exceeding level on the 2026 ELA CAASPP assessments will be 46% or higher. LI will demonstrate 46% Meeting or Exceeding standards for ELA. ELs will demonstrate 16% Meeting or Exceeding standards for ELA. SWD will demonstrate 14% Meeting or Exceeding standards for ELA. 3rd grade overall and LI will demonstrate 40% meeting or Exceeding standards in ELA.	from 37.77% to 41.01% met or exceeded standards. This was a 3.24% increase from last year. However, 0.97% increase from baseline. English Learners (ELs): went from 7.66% to 9.11 met or exceeded standards. This was a 1.45% increase from last year. However, a 4.32% decrease from baseline. Students with Disabilities (SWD): went from 9.27% to 10.09 met or exceeded standards. This was a .82% increase from last year. However, a .97% increase from baseline. Third Grade – All Students: went from 34.56% to 41.41 met or exceeded standards. This was a 6.85% decrease. This exceeded our 3-year target. However, 3.41% increase from baseline. Third Grade – Low-Income Students: went from 32.27% to 42.08%, meeting or exceeding standards. This was a 9.81% increase. This exceeded our 3-year target. However, a 6% increase from baseline. These results provide important insight into student progress and highlight areas of continued focus as the District works to ensure equitable outcomes for all learners. We have actively been monitoring our i-Ready data and the effectiveness of four additional data analysis practices throughout the year, and we are projecting to see increases in our CAASPP 2026 results.

			Third Grade – Low-Income Students: went from 36% to 32.27% met or exceeded standards. This was a 3.73% decrease. These results provide important insight into student progress and highlight areas of continued focus as the District works to ensure equitable outcomes for all learners. We have actively been monitoring our i-Ready data and the effectiveness of four additional data analysis practices throughout the year, and we are projecting to see increases in our CAASPP 2025 results.			
2	Math CAASPP Results	Per the 2023 California Dashboard, the District's percentage of all students scoring at the Meeting or Exceeding level on the 2023 Mathematics CAASPP assessments was 31.5%. LI: 30.37% African American: 30.04% Hispanic Latino: 30.61% ELs: 12.19% SWD: 9.21% Met or Exceeded	Per the 2024 California Dashboard, the District's percentage of all students scoring at the Meeting or Exceeding level on the 2024 Mathematics CAASPP assessments went from 31.5% to 29.87%. This was a 1.63% decrease. LI: went from 30.37% to 28.67%, meeting or exceeding. This was a 1.7% decrease.	Per the 2025 California Dashboard, the District's percentage of all students scoring at the Meeting or Exceeding level on the 2025 Mathematics CAASPP assessments went from 29.87% to 33.62%. This was a 3.75% increase. LI: went from 28.67% to 32.60%, meeting or exceeding. This was a 13.93% dincrease. African American: went from 26.76% to 31.35%, meeting or exceeding.	The District's California Dashboard will demonstrate a percentage of all students scoring at the Meeting or Exceeding level on the 2026 Math CAASPP assessments will be 36.5% or higher. LI: 35% African American: 35% Hispanic Latino:35% ELs: 15% SWD: 14% will demonstrate meeting or exceeding standards for mathematics.	The 2025 Mathematics CAASPP assessments went from 29.87% to 33.62%. This was a 3.75% increase from last year and a 2.12% increase from baseline. LI: went from 28.67% to 32.60%, meeting or exceeding. This was a 13.93% increase and a 2.23% increase from baseline. African American: went from 26.76% to 31.35%, meeting or exceeding. This was a 4.59% increase and 1.31% increase from baseline. Hispanic Latino: went from 29.26%

		standards for mathematics.	African American: went from 30.04% to 26.76%, meeting or exceeding. This was a 3.28% decrease. Hispanic Latino: went from 30.61% to 29.26%, meeting or exceeding. This was a 1.35% decrease. ELs: went from 12.19% to 9.49%, meeting or exceeding. This was a 2.7% decrease. SWD: went from 9.21% to 8.01%, meeting or exceeding. This was a 1.2% decrease. These results provide important insight into student progress and highlight areas of continued focus as the District works to ensure equitable outcomes for all learners. We have actively been monitoring our i-Ready data and the effectiveness of four additional data analysis practices throughout the year, and we are projecting to see increases in our CAASPP 2025 results.	This was a 4.59% increase. Hispanic Latino: went from 29.26% to 32.73%, meeting or exceeding. This was a 3.47% increase. ELs: went from 9.49% to 11.28%, meeting or exceeding. This was a 1.79% increase. SWD: went from 8.01% to 8.2%, meeting or exceeding. This was a .19% increase. These results provide important insight into student progress and highlight areas of continued focus as the District works to ensure equitable outcomes for all learners. We have actively been monitoring our i-Ready data and the effectiveness of four additional data analysis practices throughout the year, and we are projecting to see increases in our CAASPP 2026 results.		to 32.73%, meeting or exceeding. This was a 3.47% increase and 2.12% increase from baseline. ELs: went from 9.49% to 11.28%, meeting or exceeding. This was a 1.79% increase and 0.91% decrease from baseline. SWD: went from 8.01% to 8.2%, meeting or exceeding. This was a .19% increase and 1.01% decrease from baseline. These results provide important insight into student progress and highlight areas of continued focus as the District works to ensure equitable outcomes for all learners. We have actively been monitoring our i-Ready data and the effectiveness of four additional data analysis practices throughout the year, and we are projecting to see increases in our CAASPP 2026 results.

3	English Learner Performance on the ELPAC	Per the 2023 Summative ELPAC results, the District's ELPAC percentage of all English Learner students scoring at Level 3 or Level 4 on the 2023 ELPAC was 50.27%. 49.46 % LI demonstrate proficiency level 3 or level 4.	Per the 2024 Summative ELPAC results, the District's ELPAC percentage of all English Learner students scoring at Level 3 or Level 4 went from 50.27% to 47.41%. This was a 2.86 % decrease. However, our 2025 internal results are in; they went from 47.41% to 49.97%, scoring in level 3 or level 4. This is a 2.56% increase. LI: went from 49.46 % to 46.92%, demonstrating proficiency level 3 or level 4. This was a 2.54% decrease. However, our internal 2025 results are in; they went from 46.92 % to 50.65%, scoring in level 3 or level 4. This is a 3.73% increase.	Per the 2025 Summative ELPAC results, the District's ELPAC percentage of all English Learner students scoring at Level 3 or Level 4 went from 47.41% to 50.42%. This was a 3.01% increase. LI: went from 46.92% to 50.9%, demonstrating proficiency level 3 or level 4. This was a 3.98% increase.	The District's Summative ELPAC results will demonstrate an increased percentage of 55% scoring at Level 3 or Level 4 on the 2026 ELPAC assessments. 55% LI demonstrate proficiency level 3 or level 4.	Per the 2025 Summative ELPAC results, the District's ELPAC percentage of all English Learner students scoring at Level 3 or Level 4 went from 47.41% to 50.42%. This was a 3.01% increase and .15% increase from baseline. LI: went from 46.92% to 50.9%, demonstrating proficiency level 3 or level 4. This was a 3.98% increase and 1.44% increase from baseline.
4	Equity Report	Per the 2023 California School Dashboard report the Student with Disabilities student group scored one performance level behind the performance level for all students in ELA and mathematics CAASPP assessments.	Per the 2024 California School Dashboard report, the Student with Disabilities student group scored one performance level behind the performance level for all students in ELA and at the same level as the overall in the mathematics CAASPP assessments.	Per the 2024 California School Dashboard report, the Student with Disabilities student group scored one performance level behind the performance level for all students in ELA and at the same level as the overall in the mathematics CAASPP assessments.	The District's California School Dashboard will report no student group will perform below the District's overall performance level in ELA and mathematics CAASPP assessments	The Student with Disabilities student group scored one performance level behind the performance level for all students in ELA and at the same level as the overall in the mathematics CAASPP assessments. That performance stayed the same from last year.

5	Reclassification Rate	The District's reclassification rate in 2023 was 7.94%.	The District's reclassification rate in 2024-25 is 11.5%. This was an 8% increase.	The District's reclassification rate in 2025-26 is 2.98%	The District's desired outcome for 2026 is for the District's reclassification rate to be at or above 10%.	The difference from baseline was a decline of 4.96%
6	CAST (California Science Test)	The percentage of all students scoring at the Meeting or Exceeding level on the 2023 CAST assessments was 23.36%. LI students demonstrated 22.73% met or exceeded standards in science.	The percentage of all students scoring at the Meeting or Exceeding level on the 2024 CAST assessments was 23.27%. LI students showed a 22.07% rate of meeting and exceeding, down from 22.73%. This represents a .66% decrease.	The percentage of all students scoring at the Meeting or Exceeding level on the 2025 CAST assessments was 32.66%. LI students showed a 22.34% rate of meeting and exceeding, down from 22.07%. This represents a .66% decrease.	Our desired goal is to increase the number of students achieving the level Met or Exceeded by 5 % by the 2026 administration of the CAST. LI students will demonstrate 27% meeting or exceeding standards in science.	The percentage of all students scoring at the Meeting or Exceeding level on the 2025 CAST assessments was 32.66%, from 23.27%, which was an increase of 9.39% and 9.3% from baseline. LI students showed a 22.34% rate of meeting and exceeding, from 22.07%. This represents a .27% increase and a .39% decrease from baseline.

Goal Analysis for 2025-2026

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.

What's working well (aligned with Actions 1–3, 5, 10–13, 15–16)

Students commonly report academic support when needed and engagement with hands-on/project-based learning.
Several staff members affirm that collaboration and certain coaching supports are beneficial.
Technology access for learning is broadly affirmed;
Parents acknowledge growth (e.g., "great academic program helps my child grow academically") and appreciate tutoring and extra credit when available.

How is the implementation of actions going?
All actions were fully implemented during the 2025–2026 school year.
The Hawthorne School District implemented all planned actions outlined in its LCAP, with a strong alignment between planned initiatives and actual implementation. There were no deviations from the actions proposed; however, a few enhancements were made to better respond to evolving needs and real-time data.

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

Data monitoring practices improved, and maintaining real-time, actionable student data across all sites was successful. (G1, A: 5)

Targeted student group support was provided to students through tutoring, classroom teachers providing tier one, Learning Loss Mitigation (LLM) teachers, and interventions Specifically targeting Long-Term English Learners (LTELs), English Learners (ELs), and students experiencing homelessness was fully implemented.

These included closely monitoring and collecting calendars for services of integration, designated ELD support, classroom coaching, and intensive progress monitoring via site data rooms. (G1, A:1,11,12,15)
If any gaps in academic outcomes were identified, an increase in support was provided to teachers and students. (G1, A: 1-16)

Some challenges have been experienced in our student group experiencing homelessness in receiving their intended interventions or supports. Due to the instability (69% of them were chronically absent last year; this year it has improved to 44%), however, the challenges associated with housing insecurities still exist; this means that many of our homeless students struggle to maintain regular attendance. This inconsistency significantly hinders their ability to
make sustained academic progress, as they often miss key instructional time, continuity in learning, and opportunities for intervention.

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

We have experienced success with positive results aligned with student academic achievement and have deemed actions 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15 to be appropriate in increasing student academic achievement. Preliminary 2026 CAASPP results look promising, demonstrating academic success in various areas.

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

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

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

Action 1- Ensure 100% of teachers are appropriately credentialed and assigned
Estimated actual expenditures exceeded budgeted expenditures primarily due to increased personnel costs. The District implemented a 3% salary increase, experienced increases in employee benefit costs, and incurred additional costs associated with salary schedule movement and staffing assignments. Because the District fully funds employee benefits, these increases directly impacted staffing expenditures.

Action 3 - Provide professional development, materials, and personnel to support the learning needs of identified unduplicated students
Estimated actual expenditures were lower than budgeted due to actual professional development, materials, and staffing costs coming in below projections. In addition, the District's use of existing in-house staff, including literacy coaches, math coaches, and behavior support specialists, reduced the need for additional contracted services and expenditures in this area. Planned supports continued to be provided to students through available district resources.

Action 8 - Provide expanded student transportation
Estimated actual expenditures exceeded budgeted expenditures due to increased transportation needs and service utilization during the year. Additional transportation services were required to support student participation in educational programs and services. Increased operational, staffing, fuel, and contracted transportation costs contributed to the variance. In addition, the District purchased an additional bus during the year, which increased transportation expenditures beyond original projections.

Action 11 - Expand student support through after-school tutoring utilizing contracts or district staff
Estimated actual expenditures exceeded budgeted expenditures due to expanded after-school tutoring services. Increased student participation, additional tutoring hours, staffing support, and contracted services contributed to the higher cost. The additional expenditures supported targeted academic intervention and learning recovery efforts for students.

Action 12 - MTSS Intervention Model
Estimated actual expenditures were lower than budgeted primarily due to staffing vacancies, delayed hiring, and implementation adjustments during the year. While MTSS intervention services continued to be provided, actual personnel and program costs were lower than originally projected. As a result of declining enrollment and ongoing evaluation of the District's MTSS intervention model for future implementation, staffing reductions are being made through attrition. Although the District experienced a 3% salary increase and increased employee benefit costs, these increases were offset by vacancies and reduced staffing expenditures.

Action 13 - Maintain Class Size Reduction
Estimated actual expenditures exceeded budgeted expenditures primarily due to increased personnel costs associated with maintaining class size reduction staffing. The District implemented a 3% salary increase and experienced increased employee benefit costs. Because the District fully funds employee benefits, these increases directly impacted staffing expenditures. Additional salary schedule movement and actual staffing assignments also contributed to expenditures exceeding original projections.

Action 14 - Increase credentialing programming opportunities for those interested in advancing or obtaining credentials
Estimated actual expenditures exceeded budgeted expenditures due to greater participation and higher costs associated with credentialing and professional advancement opportunities. Additional staff participation, tuition support, release time, and program costs contributed to expenditures exceeding original projections.

Action 15 - Professional development in more inclusive practices and co-teaching
Estimated actual expenditures exceeded budgeted expenditures due to expanded professional development opportunities, increased staff participation, consultant support, substitute coverage, materials, and implementation costs necessary to support inclusive instructional practices and co-teaching models.

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

The actions implemented by the Hawthorne School District during the 2025-2026 school year have demonstrated effectiveness in advancing the District's LCAP goals. Progress has been notable. All actions (G1, A1-16) interwoven together have been effective in improving academic outcomes in CAASPP, as evidenced by our 2026 preliminary results.

As depicted through the use of i-Ready assessments, data to monitor student progress has been highly effective (G1: A 2,3,4,5,6,11,12,15) with the contributing actions (1.1, 1.2, action 1.7)
demonstrating effectiveness on our preliminary CAASPP results. Across grade levels, the District recorded significant gains from T1 to T3 in both ELA and mathematics, including 3rd grade: Third Grade – Low-Income Students went from 32.27% to 42.08%, meeting or exceeding standards. This was a 9.81% increase. This exceeded our 3-year target. However, a 6% increase from baseline.

For example, overall ELA proficiency increased by nearly 16 percentage points, while math proficiency rose by over 20 percentage points.

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

Content coaches and EL Special Projects teachers continue to work together to provide strategic and intentional site-level instructional support, demonstration lessons, and data-driven coaching. These actions were effective in strengthening Tier 1 instruction and supporting teacher capacity, especially in classrooms with high populations of English Learners and Students with Disabilities. (G1Actions,1,2, and 7 contributing actions demonstrating effectiveness on our preliminary CAASPP results) Also, evidence is provided by the increase in the academic CAASPP results in third grade.

Furthermore, a concern that continues to impact the academic success and overall well-being of students experiencing homelessness is their inconsistent school attendance. Irregular attendance limits their access to essential academic, behavioral, and mental health supports. Our District i-Ready results provide important insight into student progress and highlight areas of continued focus as the District works to ensure equitable outcomes for all learners. We have actively been monitoring our i-Ready data and the effectiveness of four additional data analysis practices throughout the year, and we are projecting an increase in our CAASPP 2026 results (G1: A 8,9,10,11,12,13,14, 15 action 9, 11,12,13,14,15). The contributing actions, including maintaining class size reduction, implementing technology effectiveness to enhance instruction, and supporting the implementation of UDL, have demonstrated effectiveness and have been supported by demonstrated increases in our preliminary CAASPP results and our teacher feedback and input.

Regarding our contributing actions and limited actions (1.4, 1.6, 1.8), they are demonstrating effectiveness because of our overall 2.62% increase from last year. However, a .92% increase from baseline.
Low-Income (LI) Students: went from 37.77% to 41.01% met or exceeded standards. This was a 3.24% increase from last year. Evidence of effective action 1.6 can be seen in a decline in chronic absenteeism among foster youth.

English Learners (ELs): went from 7.66% to 9.11 met or exceeding standards. This was a 1.45% increase from last year. However, a 4.32% decrease from baseline.

Third Grade – Low-Income Students: went from 32.27% to 42.08%, meeting or exceeding standards. This was a 9.81% increase. This exceeded our 3-year target. However, a 6% increase from baseline.

In mathematics:
Low-income student group in mathematics CAASPP results: went from 28.67% to 32.60%, meeting or exceeding. This was a 13.93% increase and a 2.23% increase from baseline.

ELs: went from 9.49% to 11.28%, meeting or exceeding. This was a 1.79% increase and a 0.91% decrease from baseline.

Our contributed actions are demonstrating effectiveness as evidenced by our 25-26 I-Ready results below:
ELA – i-Ready Growth:
By Grade Level – % Proficient

Grade	Fall	Winter	Spring
K	3%	15%	31%
1	10%	20%	30%
2	15%	27%	39%
3	28%	39%	43%
4	20%	25%	39%
5	19%	23%	28%
6	18%	21%	21%
7	18%	23%	27%
8	20%	25%	29%

Districtwide proficiency
-increased from 19% (Fall) to 35% (Spring)
Mathematics:

Grade	Fall	Winter	Spring
K	29%	35%	53%
1	3%	15%	25%
2	4%	15%	22%
3	7%	20%	32%
4	19%	31%	40%
5	19%	30%	34%
6	21%	27%	31%
7	18%	21%	25%
8	16%	20%	23%

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

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

no changes

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Ensure 100% of teachers fully credentialed and appropriately assigned.	Maintain instructional staff at all sites in an effort to ensure 100% of teachers will be fully credentialed and appropriately assigned to provide high-quality instruction to all of our students including our EL and Long Term English Learners by providing designated and integrated ELD programs. Studies demonstrate that with high-quality instruction, students increase in levels of academic achievement. Therefore, it is critical that we increase the opportunities for our student population to receive high-quality instruction. (Priority 4)	$35,086,829.00	No
2	Maintain literacy and math content experts for elementary and middle school sites.	Maintain literacy and math content experts for elementary and middle school sites to support teachers with the implementation of standards-based instruction, providing differentiated supports for students and interventions. This will increase student access to strong implementation of core (tier one) instruction to our vulnerable student population. (Priority 4)	$3,540,261.00	Yes
3	Provide professional development, materials, and personnel to support the learning needs of our identified unduplicated students.	Continue to provide district-wide professional development training, materials, and personnel to support teachers with addressing the learning needs using evidence-based strategies for our identified unduplicated students.	$2,046,253.00	Yes
4	Maintain English Learner Special Projects staff at each site.	Maintain English Learner Special Projects staff at each site to implement learning walks, provide PD for teachers on how to support English Learners and long-term English Learners with data-driven instructional supports for small group time, and specific services to English Learner students, and provide direct small group support to EL students.	$1,738,343.00	Yes
5	Data management system for effective data analysis practices.	Maintain and support the utilization of a data management system and effective data analysis practices to identify low-income pupils and to provide evidence-based programming and support for targeted intervention. (Priority 4)	$150,000.00	Yes
6	Provide materials to facilitate success at school for foster youth.	HSD is committed to provide specific materials per needs assessment such as: Age / Grade specific backpacks with or without school supplies Age / Grade specific school supply bags with school supplies such as a box of crayons, a box of markers, Pencils, Erasers, Highlighter, pencil sharpeners, rulers, glue sticks, graph paper notebooks, lined paper, spiral notebooks, and grade-specific resource materials for English language arts, math, science, history, and physical education, tennis Shoes, Hats, underwear, socks, personal hygiene kits, Wi-Fi Devices, and Chromebooks to facilitate success at school for foster youth. (Priority 4)	$15,000.00	Yes
7	Provide preschool support to increase student achievement.	Provide preschool support in the area of professional development sessions and unit planning to increase student achievement. Students who attend preschool programs are more prepared for school and are less likely to be identified as having special needs or to be held back in elementary	$282,973.00	Yes

		school than children who did not attend preschool. Studies also demonstrate clear positive effects on children's early literacy and mathematics skills. Access to a high-quality instructional program and structured school environment at the earliest point possible is seen as being critical for our student population which is what drives the District's continued commitment to maintaining a robust preschool program. (Priority 4)		
8	Provide expanded student transportation.	Provide expanded student transportation to increase attendance which will result in an increase in access to standards-based instruction for our vulnerable student population. A high number of student absences affect the frequency and duration of the services and support that students receive.	$100,000.00	Yes
9	Provide expanded access to printing capabilities	Provide expanded access to printing capabilities to increase student and family access to our vulnerable student population. Such examples are printing parent resources packets, homework support resources, parent workshop packets, and packets with translations for parents to better support their children with homework. We have a high percentage of families that still request for their home-to-school communication to be in a print or hand-out form.	$450,000.00	Yes
10	Technology infrastructure enhance teaching and learning in a 1:1 school environment	Provide technology infrastructure and training to effectively support staff and students who will now utilize and depend upon technology at school and at home to increase access and training (on interactive boards, AI, and Ed TechTools, to our vulnerable student population the same learning and technology experiences as in affluent areas.	$120,000.00	Yes
11	Expand student support through after school tutoring utilizing contracts or district staff.	Expand student support via after-school effective tutoring utilizing third-party contracts or district staff that is trained on the skills and standards our students are missing. Increase access to tutoring and intervention support for our vulnerable student population. (Priority 4)	$155,000.00	Yes
12	MTSS Intervention Model	Maintain personnel, training, curriculum, and materials to provide evidence-based interventions through our highly trained Learning Loss Mitigation teachers who provide supplementary and intensified data-driven support in Reading and Math during and after the school day. (Priority 4). LREBG: The district has unexpended LREBG funds for the 2026-2027 school year, which can be found in goal one action 12. As part of our ongoing commitment to academic excellence and equity, we prioritize maintaining highly qualified personnel, comprehensive training, and robust curriculum and materials to deliver evidence-based interventions. Our dedicated Learning Loss Mitigation (LLM) teachers provide targeted, data-driven support in Reading and Math both during and after the school day. These educators are specifically trained to implement research-backed strategies tailored to meet the diverse learning needs of our students. Extensive educational research underscores the effectiveness of sustained, evidence-based interventions in addressing learning gaps. According to the Institute of Education Sciences (IES), interventions that are grounded in data and delivered by trained professionals significantly improve student achievement, particularly when implemented consistently over time. Moreover, studies from the National Center for Education Evaluation and Regional Assistance (NCEE) show that high-dosage tutoring and supplemental instruction—especially in foundational subjects like Reading and Math—are among the most effective tools for mitigating learning loss, particularly when integrated with the regular school day. By investing in skilled educators (providing the appropriate training when necessary) and	$3,225,000.00	Yes

		structured supports, we ensure that students not only catch up but also gain the skills and confidence needed for long-term academic success. Goal 1 action 12 reflects our strategic focus on deploying proven instructional practices to accelerate learning recovery and support every student's growth. The metrics for how we will measure this will be through the outcomes of our ELA and Math CAASPP scores. $3,200,000 of LREBG funds will be utilized to support this action.		
13	Maintain Class Size Reduction.	Maintain adequate numbers of teachers to ensure smaller class sizes. A smaller class size environment in which the classroom teacher provides core instruction in a small group setting with more laser-focused and prescribed supports for our vulnerable student population. It is also imperative to note that having large groups of students is not a research or evidence-based strategy when providing instruction for students with diverse needs. Research indicates that our vulnerable student population needs more one-to-one support and feedback, and a strong classroom setting where a strong relationship with the teacher can be cultivated. Therefore, some specific actions that can be implemented in a small class setting are the following: -more laser-focused and differentiated per student needs, -more prescriptive in mitigating learning loss, -more consistent and precise when providing immediate intervention which will result in fewer students needing tier two or tier three support and less remediation needed in the future, which ultimately means more students achieving their true potential. Maintaining a smaller class setting will allow for an increased amount of opportunities for to our vulnerable student population to build a strong trust connection with their teachers, and a closer sense of community, which has also been linked to contributing factors for students in high-poverty areas to succeed academically. This action will increase and improve support for our already vulnerable student population. (Priority 4)	$6,943,073.00	Yes
14	Increase credentialing programming opportunities for those interested in advancing or obtaining a certificate, example literacy specialist or reading certificate	Provide opportunities for staff interested in obtaining a teaching credential, or interested in obtaining additional units or courses to develop expertise in a specific area of focus. Nationally, there is abundant evidence that teachers with stronger and more credentials tend to teach in schools with more advantaged and higher-performing students. The disparity between the caliber of teachers found in a high-poverty or high-minority school and that of a teacher found in a low-poverty or low-minority school has a massive impact on student achievement. If the effects were to accumulate, having a top-quartile teacher rather than a bottom-quartile teacher for four years in a row would be enough to close the black-white test score gap.	$75,000.00	Yes
15	Professional development in the area of more inclusive practices and co-teaching	The district will work to provide and build the knowledge, training, and support of the staff by contracting with experts to support this work and the journey we are about to embark on. Furthermore, educational partners' input and feedback for more training on the best first instruction (UDL), mainstreaming, and support with difficult behaviors have resulted in adding this action related to more inclusive practices and support to better support our to our vulnerable student population.	$70,000.00	Yes

		As a result of federal legislation and related policy changes, MTSS, co-teaching, and Universal Design for Learning have evolved rapidly as a strategy for ensuring that all students have access to the same curriculum and rigor while still receiving specialized instruction when needed. Therefore, as the District prepares to implement more inclusive practices for our students, it is critical that we learn more about this research-based model.		
16	Specialized support and professional development from special education staff (repeated expenditure, Goal 1, Action 1)	Provide teachers with professional development by the speech and language pathologist, RSP teachers, and EL Special Projects coordinator on topics such as reviewing IEP goals, appropriate supports, how to support discrepancies in reading and math, and how to foster collaborations with grade-level teams or classroom teachers. (DA Action)	$0.00	No

Goal

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

State priorities addressed by this goal.

5, 6, 8

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

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

1	Overall Suspension Rate	The District's suspension rate as of April 1, 2024 All: 3.8% LI: 4% AA: 8.98% Hispanic Latino: 3.14% SWD:4.11% Homeless:15.63%	The District's suspension rate as of April 1, 2025 All: 3.8% decreased to 1.6%. This is a decrease of 2.44%. LI: 4% decreased to 1.43%. This is a decrease of 2.57%. AA: 8.98% decreased to 2.52%. This is a decrease of 6.46%. Hispanic Latino: 3.14% decreased to 1.04%. This is a decrease of 2.1%. SWD:4.11% decreased to 2.76%. This is a decrease of 1.35% Homeless: 15.63% decreased to 4.17%. This is a decrease of 11.46%.	The District's suspension rate as of April 1, 2026 All: 1.6% decreased to 1.08%. This is a decrease of 0.52%. LI: 1.43% decreased to 1.11%. This is a decrease of .31%. AA: 2.52% decreased to 3.05%. This is an increase of .53%. Hispanic Latino: 1.04% decreased to .52%. This is a decrease of .52%. SWD: 2.76 decreased to 1.74%. This is a decrease of 1.02% Homeless: 4.1% decreased to 1.74%. This is a decrease of 2.36%.	The District's desired outcome is to obtain a suspension percentage rate of : All: 3% LI: 3% AA: 5% Hispanic Latino: 2% Homeless: 10% SWD: 3% or lower	The District's suspension rate as of April 1, 2026 All: 1.6% decreased to 1.08%. This is a decrease of 0.52% and 2.72% from baseline. LI: 1.43% decreased to 1.11%. This is a decrease of .31% and 2.89% from baseline. AA: 2.52% increased to 3.05%. This is an increase of .53% and 5.93% decrease from baseline. Hispanic Latino: 1.04% decreased to .52%. This is a decrease of .52% and 2.62% decrease from baseline. SWD: 2.76 decreased to 1.74%. This is a decrease of 1.02% and 2.37% from baseline. Homeless: 4.1% decreased to 1.74%. This is a decrease of 2.36% and 13.89% decrease from baseline.
2	Suspension Disproportionality	As of April 1, 2024, 99 of our African American students were suspended out of the total 246 students who were suspended. That was 40.24% of the total suspensions. That was a 7.13% decreased from the previous year.	As of April 1, 2025, 36 of our African American students were suspended, out of the total 90 students who were suspended. That was 40% of the total suspensions. That was a .24% decrease from the previous year.	As of today, 39 African American students have been suspended out of a total of 70 students suspended districtwide, representing 56% of all suspensions. This reflects a 16% increase compared to the previous year.	African American students make up 20% of the student population in the District, so the disproportionality in suspensions for this student group is 40.24%. The District's desired outcome is to obtain a 0% in disproportionality in suspensions for this group.	As of today, 39 African American students have been suspended out of a total of 70 students suspended districtwide, representing 56% of all suspensions. This reflects a 16% increase compared to the previous year and from baseline. However, the number of African American students suspended from baseline dropped from 99 to 70.
3	School Climate Perceptions	Research shows that students learn best when they feel safe and cared for and connected to their teachers and classmates. Below are the 2024 internal LCAP survey results on key items regarding school	Research shows that students learn best when they feel safe and cared for and connected to their teachers and classmates. Below are the 2025 internal LCAP survey results on key items regarding school climate,	Research shows that students learn best when they feel safe and cared for and connected to their teachers and classmates. Below are the 2026 internal LCAP survey results on key items regarding school climate, active engagement, and	Our desired outcomes is for our internal LCAP survey results on key items regarding school climate, will demonstrate the following: Item 9- My school is safe and secure. (above 80% agree) Item 14- I am treated fairly and with respect. (above	Research shows that students learn best when they feel safe and cared for and connected to their teachers and classmates. Below are the 2026 internal LCAP survey results on key items regarding school climate, active engagement, and feeling safe and supported. Therefore, we asked them the

		climate, active engagement, and feeling safe and supported. Therefore, we asked them the following questions: Item 9- My school is safe and secure. (72% agreed) Item 14- I am treated fairly and with respect. (66% agreed) Item 15- I feel that there are caring adults that I can talk to at school if there is a problem. (77% agreed) Parent results demonstrate the following, Item 8- My child feels safe at school. (91% agreed) Item 10- My child is treated with respect and dignity. (93% agreed) School Staff results are disaggregated per elementary and middle school. Elementary School Staff results demonstrate the following, Item 17- Students are treated with respect and dignity at school. (97% agreed)	active engagement, and feeling safe and supported. Therefore, we asked them the following questions: Item 9- My school is safe and secure. (72% agreed) . This year, we separated the elementary and middle school students. (K-5 students 85% Agreed and 6-8, 66% agreed). Item 14- I am treated fairly and with respect. (66% agreed). This year, we separated the elementary and middle school students. (K-5 students 75% agreed, and 6-8, 65% agreed). Item 15- I feel that there are caring adults whom I can talk to at school if there is a problem. (77% agreed) This year we separated between elementary and middle school students. (K-5 students 81% Agreed and 6-8, 72% agreed). Parent results demonstrate the following, Item 8- My child feels safe at school. (90% agreed)	feeling safe and supported. Therefore, we asked them the following questions: Item 9- My school is safe and secure. (K-5 students 86% agreed, and 6-8, 79% agreed). Item 14- I am treated fairly and with respect. (K-5 students 78% agreed, and 6-8, 80% agreed). Item 15- I feel that there are caring adults whom I can talk to at school if there is a problem. (K-5 students 83% agreed, and 6-8, 79% agreed). Parent results demonstrate the following, Item 8- My child feels safe at school. (93% agreed) Item 10- My child is treated with respect and dignity. (95% agreed) School Staff results are disaggregated per elementary and middle school. Elementary School Staff results demonstrate the following, Item 17- Students are treated with respect and dignity at school. (89% agreed) Item 18 - Students are provided with a caring and welcoming school environment. (98% agreed) Item 20- Our school is safe. (82% agreed)	80% agree) Item 15- I feel that there are caring adults that I can talk to at school if there is a problem. (above 80% agree) Parent results demonstrate the following, Item 10- My child is treated with respect and dignity. (maintain or increase above 90%) Item 8- My child feels safe at school. (maintain or increase above 90%) Elementary School Staff results demonstrate the following, Item 17- Students are treated with respect and dignity at school. (maintain or increase above 90%) Item 18 - Students are provided with a caring and welcoming school environment. (maintain or increase above 90%) Item 20- Our school is safe. (maintain or increase above 90%) Middle School Staff results demonstrate the following, Item 17- Students are treated with respect and dignity at school. (maintain or increase above 90%) Item 18 - Students are provided with a caring and welcoming school environment. (maintain or increase above 90%) Item 20- Our school is safe. (maintain or increase above 90%)	following questions: Item 9- My school is safe and secure. (K-5 students demonstrated 1% increase, and 6-8, demonstrated a 13% increase). Not applicable: change from baseline. Item 14- I am treated fairly and with respect. (K-5 students demonstrated 3% increase, and 6-8, demonstrated a 15% increase). Not applicable: change from baseline. Item 15- I feel that there are caring adults whom I can talk to at school if there is a problem. (K-5 students demonstrated 2% increase, and 6-8, demonstrated a 7% increase). Not applicable: change from baseline. Parent results demonstrate the following, Item 8- My child feels safe at school. Parents demonstrated 3% increase and 2% increase from baseline. Item 10- My child is treated with respect and dignity. Parents demonstrated 4% increaseand 2% increase from baseline. School Staff results are disaggregated per elementary and middle school. Elementary School Staff results demonstrate the following, Item 17- Students are treated with respect and dignity at school. Staff demonstrated a 7% and an 8% decrease from baseline. Item 18 - Students are provided with a caring and welcoming school environment. (Staff demonstrated a 1% increase and 1% decrease from baseline.

		Item 18 - Students are provided with a caring and welcoming school environment. (99% agreed) Item 20- Our school is safe. (90% agreed) Middle School Staff results demonstrate the following, Item 17- Students are treated with respect and dignity at school. (94% agreed) Item 18 - Students are provided with a caring and welcoming school environment. (95% agreed) Item 20- Our school is safe. (77% agreed)	Item 10- My child is treated with respect and dignity. (91% agreed) School Staff results are disaggregated per elementary and middle school. Elementary School Staff results demonstrate the following, Item 17- Students are treated with respect and dignity at school. (96% agreed) Item 18 - Students are provided with a caring and welcoming school environment. (97% agreed) Item 20- Our school is safe. (90% agreed) Middle School Staff results demonstrate the following, Item 17- Students are treated with respect and dignity at school. (85% agreed) Item 18 - Students are provided with a caring and welcoming school environment. (92% agreed) Item 20- Our school is safe. (84% agreed)	Middle School Staff results demonstrate the following, Item 17- Students are treated with respect and dignity at school. (89% agreed) Item 18 - Students are provided with a caring and welcoming school environment. (100% agreed) Item 20- Our school is safe. (90% agreed)		Item 20- Our school is safe. Staff demonstrated a 8% decrease and a 7% decrease from baseline. Middle School Staff results demonstrate the following, Item 17- Students are treated with respect and dignity at school. Staff demonstrated a 4% increase and a 5% decrease from baseline. Item 18 - Students are provided with a caring and welcoming school environment. Staff demonstrated a 8% increase and a 5% decrease from baseline. Item 20- Our school is safe. Staff demonstrated a 6% increase and a 13% increase from baseline.

4	Attendance Rate	As of April 1, 2024, the District's average daily attendance rate was 92.71 %.	As of April 1, 2025, the District's average daily attendance rate was 93.19%.	As of April 2026, the District's average daily attendance rate was 93.39%.	The District's desired outcome for the average daily attendance rate is 95% or higher.	This is a .2% decrease and a .68% increase from baseline.
5	Chronic Absenteeism	As of April 1, 2024, the District's rate of chronic absenteeism is 25%. As a result of the pandemic and its health implications, the District's chronic absenteeism rate has decreased from 38.62% to 25%. This is a 13.62% decrease in chronic absenteeism. The following student groups chronically absent are: LI-25% EL-26.28% SWD-33.69% Hispanic Latino-25% Homeless- 60.94%	As of April 1, 2025, the District's rate of chronic absenteeism is 25%. The District's chronic absenteeism rate has decreased from 25% to 21.84%. This is a 3.16% decrease in chronic absenteeism. The following student groups are chronically absent: LI decreased from 25% to 22.27%. EL- decreased from 26.28% to 20.09% SWD- decreased from 33.69% to 27.72% Hispanic Latino- decreased from 25% to 21.66% Homeless- decreased from 60.94% to 60.27%	As of April 1, 2026, the District's rate of chronic absenteeism is 19.8%. The District's chronic absenteeism rate has decreased from 21.84% to 19.8%. This is a 2.04% decrease in chronic absenteeism. The following student groups are chronically absent: LI decreased from 22.27% to 19.66%. This is a 2.62% decrease. EL- decreased from 20.09% to 17.07%. This is a 3.02% decrease. SWD- decreased from 27.72% to 23.66%. This is a 4.06% decrease. Hispanic Latino- decreased from 21.66% to 19.08%. This is a 2.58% decrease. Homeless- decreased from 60.27% to 43.64. This is a 16.63% decrease.	The District's desired outcome is to obtain a chronic absenteeism rate of 20% or lower as overall and for our low-income students. Our desired outcome is also for the following student groups: LI:20% EL-21% SWD-28% Hispanic Latino-20% Homeless: 55%	As of April 1, 2026, the District's rate of chronic absenteeism is 19.8%. The District's chronic absenteeism rate has decreased from 21.84% to 19.8%. This is a 2.04% decrease in chronic absenteeism and a 5.2% decrease from baseline. The following student groups are chronically absent: LI decreased from 22.27% to 19.66%. This is a 2.62% decrease and a 5.34% decrease from baseline. EL- decreased from 20.09% to 17.07%. This is a 3.02% decrease and a 9.21% decrease from baseline. SWD- decreased from 27.72% to 23.66%. This is a 4.06% decrease and a 10.03% decrease from baseline. Hispanic Latino- decreased from 21.66% to 19.08%. This is a 2.58% decrease and a 5.92% decrease from baseline. Homeless- decreased from 60.27% to 43.64. This is a16.63% decrease and a 17.3% from baseline.

6	Middle School Dropout Rate	The 2023 Fall CALPDS submission for the District demonstrates 12 middle school dropouts or students whose current enrollment status could not be verified.	The 2024 Fall CALPDS submission for the District demonstrates 9 middle school dropouts or students whose current enrollment status could not be verified.	The 2025 Fall CALPDS submission for the District demonstrates 10 middle school dropouts or students whose current enrollment status could not be verified.	The number of recorded middle school dropouts associated with the District will remain below 10 students. (Students who transfer to other districts but who are not enrolled properly by those districts in the state student database show up as dropouts on the District's state report, making it difficult to ever achieve the desired level of 0 middle school dropouts.)	There was an increase of one and a decrease of two from baseline.
7	Expulsion Rate	As of April 1, 2024, there were no expulsions. The expulsion rate for the District is 0%.	As of April 1, 2025, there were no expulsions. The expulsion rate for the District is 0%.	As of April 1, 2026, there were no expulsions. The expulsion rate for the District is 0%.	There will be no expulsions. The expulsion rate for the District will remain at 0%.	no change

Goal Analysis for 2025-2026

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

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

The services and actions related to Goal #2 were all fully and successfully implemented. They predominantly focused on increasing positive disciplinary outcomes and providing a more engaging
and a supportive school environment.

To that end, every school in the District employed both a full-time counselor and a dean of students to provide effective and proactive whole and small group support for students, staff, and families. (G2 A1,6)

Implementation efforts were well-aligned with the LCAP, and while no changes occurred, several responsive adjustments to the frequency or duration of certain actions were made to strengthen outcomes and address emerging needs as they developed per student survey data, Healthy Kids Survey data, focus group discussions, and the Capturing Kids Hearts Survey data. (G2A: 2, 3,4,5,7 8, 10,11)

Districtwide efforts included: increasing MTSS meetings, debriefs, analysis of data, social-emotional learning supports, implementation of PBIS, increased counseling services, increased trainings for the playground supervisors, and restorative practices, which led to a significant reduction in suspension rates. (G2 A1,6, 10)

Internal LCAP survey data and focus group results demonstrated that actions in the LCAP were successfully implemented.

Goal #2 Survey Results

Statement	Parents 4–5	Students 6–8	Students K–5	Staff 6–8	Staff
My school is safe and secure.	93%	86%	79%	82%	90%
My school provides social and emotional learning opportunities.	91%	80%	76%	69%	85%
The counselor provides small group and individual counseling.	—	—	—	73%	93%
The dean provides proactive and effective behavior support.	—	—	—	81%	71%
Students are provided with a caring and welcoming school environment.	—	86%	76%	98%	100%
Students/Staff are treated fairly and with respect.	95%	78%	80%	80%	89%
I feel there are caring adults I can talk to at school if needed.	83%	79%	—	—	

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

School Uniforms Implemented:

1. Reducing Distractions
Uniforms minimize competition over clothing and fashion, helping students stay focused on learning rather than appearance.

2. Promoting Equity
By creating a more level playing field, uniforms reduce visible socioeconomic differences, which can help students feel more included and less self-conscious.

3. Improving School Climate
Uniforms can foster a sense of belonging and community. When students feel connected to their school, they are more likely to engage positively in learning.

4. Enhancing Safety and Identification
Uniforms make it easier to identify students on campus, which contributes to a safer and more orderly environment that supports effective learning.

5. Supporting Positive Behavior
Wearing a uniform can promote a more professional mindset and set expectations for behavior, which can translate into improved classroom conduct.

6. Saving Time and Reducing Stress
Students and families spend less time deciding what to wear, allowing for smoother mornings and better

Challenges:
Inconsistent Attendance among Homeless Students:
The chronic absenteeism rate for students experiencing homelessness decreased from 60.27% to 43.64. This is a16.63% decrease. However, it is still high.

It is important to note that attendance is step one to provide access to all additional supports.
The implementation of Goal Two was largely successful in reducing suspensions, improving climate perceptions, and enhancing support systems. However, persistent challenges in chronic absenteeism—especially for the following student groups:

LI decreased from 22.27% to 19.66%. This is a 2.62% decrease.
EL- decreased from 20.09% to 17.07%. This is a 3.02% decrease.
SWD- decreased from 27.72% to 23.66%. This is a 4.06% decrease.
Hispanic Latino- decreased from 21.66% to 19.08%. This is a 2.58% decrease.

As a result, the District remains committed to refining strategies and scaling practices to help decrease chronic absenteeism.

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

Action 2 - Maintain or increase yard supervisors and security officers to support PBIS
Estimated actual expenditures were lower than budgeted due to vacancies, turnover, delayed hiring, or actual staffing levels differing from projections. Although salaries and benefits increased, total expenditures remained below budget because some positions or hours were not fully staffed for the entire year.

Action 3 - Provide professional development related to classroom management, positive learning environments, and at-risk behaviors
Estimated actual expenditures exceeded budgeted expenditures due to expanded professional development opportunities, increased staff participation, consultant costs, substitute coverage, materials, and implementation support.

Action 5 - Personnel to facilitate and monitor effective implementation of Positive Behavioral Interventions and Supports (PBIS)
Estimated actual expenditures exceeded budgeted expenditures due primarily to increased personnel costs. During the year, the District implemented a 3% salary increase and experienced higher employee benefit costs. Because the District fully funds employee benefits, these increases directly impacted staffing expenditures. Student behavior continues to be an area of focus throughout the District, and additional resources have been allocated to support this goal at school sites districtwide. Additional staffing assignments and implementation needs also contributed to expenditures exceeding original projections.

Action 8 - Professional development and resources for school climate, customer service, and physical environment
Estimated actual expenditures exceeded budgeted expenditures due to expanded training, resources, consultant support, and implementation activities related to school climate, customer service, and the physical environment.

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

Goal Two of the Hawthorne School District's LCAP focuses on creating a safe and supportive learning environment where students feel connected, respected, and supported socially, emotionally, and behaviorally.

What's working well (aligned with Actions 1–6, 8, 11)

-Many students report a welcoming environment and access to caring adults (counselors, teachers).
-Capturing Kids' Hearts and PBIS strategies are cited by staff as positive in some schools; parents describe responsive counseling and communication.

-Students appreciate after-school programs and opportunities to express themselves.

The District has made measurable progress toward this goal through the implementation of key actions.
The successes of the implementation of their services and actions have been effective thus far.
Effective Actions (G2A 1,2,3, 4,5,6, 7, 8, 11, actions 1,2,3,5, and 6 are contributing actions demonstrating effectiveness on our end-of-year reports on suspensions).

The following survey results not only demonstrated that actions 1-11 are being implemented but as a system, they are being implemented successfully.

Internal LCAP survey data and focus group results demonstrated that actions in the LCAP were successfully implemented.

Goal #2 Survey Results

Statement	Parents 4–5	Students 6–8	Students K–5	Staff 6–8	Staff
My school is safe and secure.	93%	86%	79%	82%	90%
My school provides social and emotional learning opportunities.	91%	80%	76%	69%	85%
The counselor provides small group and individual counseling.	—	—	—	73%	93%
The dean provides proactive and effective behavior support.	—	—	—	81%	71%
Students are provided with a caring and welcoming school environment.	—	86%	76%	98%	100%
Students/Staff are treated fairly and with respect.	95%	78%	80%	80%	89%
I feel there are caring adults I can talk to at school if needed.	83%	79%	—	—	

Implementation of Social-Emotional and Behavioral Supports (MTSS) by maintaining both the dean and the counselor at each one of our school sites has been effective and demonstrated positive outcomes this year.

The District’s multi-tiered system of support (MTSS), including professional development, counseling services, behavior intervention staff, and school-based wellness initiatives, reviewing data (from HKS), has been effective in reducing suspension rates across nearly all student groups. Notably:
The District's suspension rate as of April 1, 2026
All: 1.6% decreased to 1.08%. This is a decrease of 0.52%.
LI: 1.43% decreased to 1.11%. This is a decrease of .31%.
AA: 2.52% decreased to 3.05%. This is an increase of .53%.
Hispanic Latino: 1.04% decreased to .52%. This is a decrease of .52%.
SWD: 2.76 decreased to 1.74%. This is a decrease of 1.02%
Homeless: 4.1% decreased to 1.74%. This is a decrease of 2.36%.

These results suggest that consistent access to behavioral support trained staff and teams, early intervention strategies, and emotional regulation tools is positively influencing student behavior and school culture.
Training and implementation of Capturing Kids’ Hearts, coupled with site-based professional development on trauma-informed practices and inclusive discipline strategies, have contributed to improved perceptions of safety and connectedness, especially at the elementary level. (G2 A1,4,10,11 are contributing actions demonstrating effectiveness on our

end-of-year reporting of chronic absenteeism). As a result of this amazing, successful implementation, six of our seven elementary schools were named Capturing Kids' Hearts Showcase Schools.

Listening circles, student focus groups, and student feedback sessions confirmed improved school climate perceptions among students.

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

The District's actions under Goal Two have been largely effective in improving school climate and reducing exclusionary discipline, especially when supported by MTSS frameworks and trauma-informed practices. Moving forward, the District will continue to refine intervention strategies, expand inclusive practices, and strengthen partnerships with families and community organizations to ensure all students benefit equitably from these supports. (G2,A9)
All actions for all students and UPP subgroups for which actions were intended were effective the metrics used to measure their effectiveness. Per Ed Partners' feedback mentioned, it was appropriate to continue implementation.

The actions in Goal 2 were effective in increasing engagement among low-income students. Evidenced by a 2.04% decrease in chronic absenteeism.
These actions were effective at increasing student safety among low-income students, as evidenced by a decrease in suspensions and an increase in favorable responses to survey questions related to student safety. Chronic absenteeism decreased in all student groups.

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

no change

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Maintain a full-time counselor at each school site.	Maintain a full-time counselor at each school site to provide additional classroom-based social-emotional lessons that nurture students' social-emotional development competence and foundational learning skills. Counselors facilitate additional group setting discussions with and build social-emotional skills with our unduplicated student population. Various enhanced sessions utilizing a variety of media, activities, and interactive components help engage every learner and provide opportunities for culturally relevant teaching. Additional sessions are offered for our unduplicated student population which include: Growth Mindset and Goal Setting, Recognizing Bullying, Emotion Management, Managing Relationships, and Social	$1,424,220.00	Yes

		Conflict, Empathy and Kindness, and Problem-Solving (Priority 5 and 6).		
2	Maintain or increase the number of yard supervisors and security officers to support PBIS at each school site	Maintain or increase the number of yard supervisors and security officers to support Positive Behavior Intervention and Support in the District. Yard supervisors and security play a unique role in the Hawthorne School District (HSD). Here in the Hawthorne School District, we redesign the role of yard supervisors and security officers to be restorative-where students feel safe, known, supported, and fully engaged in learning. School staff prioritize building and nurturing relationships of mutual support and high expectations among students, families, and staff. Campus security and playground supervisors receive paid professional learning time, including trauma-informed, social-emotional learning, relationship-centered, family engagement, and other whole-child practices grounded in the science of learning and development. Campus security and playground supervisors focus on making sure students and educators feel safe, known, supported, and engaged at school by: Connecting 1:1 with every family and student Welcome and greet students and families as they enter the school campus Home Checks: provide support to the student and family Dedicated time and space for relationship-building 2 by 10- meeting with a student for 2 minutes for 10 consecutive days. Implementing Positive Behavior Intervention and Supports Participating and implementing de-escalation strategies Quit Taking It Personal: offering the benefit of the doubt Communicating with I-Statements: During Victories, Challenges, and Redirect Ask vs Tell: Recognize and ask what you need, rather than tell what is wrong Story Telling: Tell stories to relate feelings, rather than make appoint Walk the Talk: Model in words, actions, and attitudes what you expect from students Recognizing students following school norms Conference with students away from peers Model appropriate behavior and interactions Refer student to peer mediators and support staff Campus security and playground supervisors' interactions with the surrounding community have a significant influence on expanding the school culture into the wider community, connecting school activities with parents, caretakers, and community members, building relationships, preventing conflict, and promoting peaceful resolutions to conflict, focusing on what students have in common, identify student strengths and further demonstrate to them how to move forward and work side-by-side Staff and student interaction and learning don’t just happen in the classroom — it happens on school buses, in cafeterias, on the playground, and in school counselor offices. Campus security and playground supervisors contribute to and maintain a safe physical space, a supportive school climate, an academically and developmentally appropriate environment, and healthy relationships between students, peers, and staff. Through consistent training and inclusion in PBIS team meetings, these staff members can extend the tenets of PBIS beyond the walls of the classroom, ensuring that students are able to learn and grow in safe and supportive school environments. (Priority 5 and 6)"	$1,196,473.00	Yes
3	Provide professional	Provide training sessions and professional development opportunities for the Dean of students to	$275,000.00	Yes

	development opportunities to address classroom management, positive learning environments, and effective strategies to address at-risk behaviors.	receive further coaching on how to implement and support teachers with more positive behavior interventions and provide a positive learning environment with evidence-based strategies to address at-risk behaviors in our already extremely vulnerable student population. We have contracted with LACOE for PBIS support and training for our deans. We are in year two of PBIS support and PBIS observation walks. (Priority 5 and 6)		
4	Implementation of an SEL multi tiered system of support	Implement a data-driven SEL MTSS support system- implement universal screeners, diagnostic assessments, personnel (social workers), and training to provide intensified mental health and social and emotional support.	$380,581.00	Yes
5	Personnel to facilitate and monitor effective implementation of Positive Behavioral Support (PBS)	Provide district personnel (District Behavior coach, BCBAs, therapist, etc.) that will support the implementation of Positive Behavioral Interventions and Support (PBIS) strategies and how to effectively implement PBIS at all school sites resulting in an increase of PBIS access by our staff and students. This personnel will provide training for teachers to gain an understanding of student and family identity by respectfully exploring students' backgrounds, cultures, and values. This knowledge enables school staff to make more genuine connections with their students and families, rather than perpetuating stereotypes. Provide insight and teachings on valuing student and family experiences on a daily basis through a set of strategies known as Validation, Affirmation, Building, and Bridging. Train school staff to foster strong student and family connections by engaging families in two-way communication about what students are learning at school and providing support at home for learning. Train school staff to monitor positive behavior intervention data to identify strengths to build upon for increasing success, address barriers, and create positive and lasting student outcomes. These additional training sessions and implementation of strategies will increase support for our vulnerable student population. (Priority 5 and 6)	$1,289,047.00	Yes
6	Maintain a full-time Dean of Students at each school site.	Maintain a full-time Dean of Students at each school site to increase access to students to more Social and Emotional Learning programs and support our vulnerable student population. The dean of students at HSD receives extensive training and works in a highly visible leadership capacity to maintain a supportive, productive, and enriching school culture. The dean plays an instrumental role in establishing and reinforcing high expectations for positive student behavior. The dean maintains consistent and constructive communication with teachers, administrators, and student families in an effort to ensure that school culture norms are effectively defined and reinforced. Deans also collaborate with school, district, and community resources to support students' academic, social emotional, and mental health development. Deans support teachers to create and sustain classroom management systems that ensure our unduplicated student population is supported and that their needs are being met. They maintain systems for collecting and tracking data on school culture metrics, to ensure students are receiving their support and additional resources.	$1,535,910.00	Yes
7	Support the administration of the Healthy Kids Survey or a local equivalent measure.	Support the administration of the Healthy Kids Survey or a local equivalent measure to obtain thorough student data centered on student needs.	$500.00	No
8	Provide professional development opportunities and resources to address	A need exists to increase opportunities for parents to be visible and valued partners in their child's education by providing opportunities to be on campus based on their availability therefore annual family-friendly walk-throughs are completed per site and ongoing customer services training.	$250,000.00	No

	school climate, customer service and the physical environment.	Based on the educational partners' survey results additional professional development training, and resources (example in CKH) are to be provided to school site staff to address school climate, customer service, and the physical environment.		
9	Maintain school uniform policy.	Resources are maintained to support families in need and maintain the school uniform policy.	$50,000.00	No
10	Maintain processes and appropriate staff to ensure regular school attendance for unduplicated students	Improving attendance of our unduplicated student population at all school levels benefits students as well as the community at large. School staff begins at the early elementary level to teach the importance of attending school every day. This message carries through middle school and high school. The social-emotional connections that school staff build with students through PBIS help to build a positive school climate. Students who see school as a positive place to be are more apt to attend regularly. Students who feel a sense of community and acceptance at school will make every effort to be there every time the school opens its doors. Therefore, the District will maintain and increase appropriate staff (attendance clerks, and counselors) and provide them with ongoing training opportunities and structures to ensure that regular school attendance is closely monitored and systems are implemented to increase attendance for our unduplicated students. (Priority 5 and 6)	$1,532,350.00	Yes
11	Maintain therapist to provide students with mental health support	Maintain a therapist to provide students with mental health support and therapy when necessary. Provide clinical therapists to provide in-person, individual, small group, crisis intervention, and mental health support for students. The therapist will provide input on mental health strategic planning and needs assessment. Provide Tier 1 professional development for school staff, administrators, and Social-Emotional Learning. Provide Tier 2 services for students with mild to moderate challenges. Provide Crisis Assessment and Crisis Re-entry programs. Provide Tier 3 programming for students with the most intensive mental health challenges. Provide “wrap-around” services that serve as preventative support for general education students.	$572,414.00	Yes

Goal

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

State priorities addressed by this goal.

3

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

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

1	Family Engagement Count	As of April 2024, internal records demonstrate at least 43,471 documented instances of family participation. This was an increase of 18,324 instances of family participation from the previous year.	As of April 2025, internal records demonstrate at least 60,601 documented instances of family participation. This was an increase of 17,130 instances of family participation from the previous year.	As of April 2026, internal records demonstrate at least 70,669 documented instances of family participation. This was an increase of 10,065 instances of family participation from the previous year.	The District's desired outcome is to document instances of family participation of 50,000 or higher.	As of April 2026, internal records demonstrate at least 70,669 documented instances of family participation. This was an increase of 10,065 instances of family participation from the previous year and a 27,198 increase from baseline. We have surpassed our three-year target.
2	Awareness of Opportunities to Make Decisions	As of April 2024, 88% or more of parents and guardians who responded to the associated item on the 2024 District's LCAP parent survey indicated that they feel that parents and guardians are presented with opportunities to take part in decisions made at the school and district levels.	As of April 2025, 87% or more of parents and guardians who responded to the associated item on the 2025 District's LCAP parent survey indicated that they feel that parents and guardians are presented with opportunities to take part in decisions made at the school and district levels.	As of April 2026, 89% or more of parents and guardians who responded to the associated item on the 2026 District's LCAP parent survey indicated that they feel that parents and guardians are presented with opportunities to take part in decisions made at the school and district levels.	The District desired outcome if for 90% or above or our parents or guardians indicate on the 2027 District's LCAP parent survey that they feel that parents and guardians are presented with opportunities to take part in decisions made at the school and district levels.	This is a 2% increase and a 1% increase from baseline.

Goal Analysis for 2025-2026

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

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

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

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

Parent Education Workshops were offered in multiple formats (in-person, virtual, and hybrid) to support accessibility. Topics included academic strategies, social-emotional development, technology use, and navigating school systems.
Translation and Interpretation Services are provided by translators and a software program called Wordly. Translation services provided consistency across schools to ensure language access for non-English-speaking families, particularly Spanish-speaking parents.
Expanded Use of PeachJar, social media, and Communication Tools district-wide. District communications and translation supports (Actions 4, 5, 7). The District utilized digital platforms to improve timely and multilingual communication with families.

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

Implementation Successes: Parent attendance at workshops, Parent education/workshops, and Family Resource Centers (Actions 2, 3), and school events increased due to the variety of offerings and the enhanced community schools initiative.

The implementation of Goal Three has been largely successful in expanding family engagement efforts across the District, evidenced by the internal records of our HSD Family Event Attendance Form, which demonstrated 71,669 families' attendance numbers in 205-26. This was an increase of 10,958.

Many parents report good communication (phone/email/social media) and appreciate Spanish-language engagement. Some recommend improvements (DAC meeting info posted accessibility; LCAP feedback platform was great).

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

Action 2 Provide and maintain opportunities for parents to participate in adult education classes.
Estimated actual expenditures were lower than budgeted because planned adult education programming became available at no cost. Existing family engagement opportunities continued through other District programs and services.

Action 3: Maintain or establish school site Family Resource Centers.
Estimated actual expenditures were lower than budgeted because planned expenditures associated with Family Resource Centers were not incurred during the fiscal year. Family support services continued to be provided through existing school and District resources.

Action 4: Provide materials and resources in English and Spanish to Family Resource Centers.
Estimated actual expenditures were lower than budgeted because planned purchases of materials and resources were not necessary during the fiscal year. Existing materials and available District resources continued to support families.

Action 5 - Maintain additional translation support for school sites
Estimated actual expenditures were lower than budgeted because the translation system utilized by the District was provided at a reduced cost during the current year. The system has proven to be highly successful in supporting communication with families. Additionally, staff have increasingly utilized artificial intelligence tools to support translation needs, which has reduced overall expenditures while maintaining services for families.

Action 6 - Provide supports to increase literacy within the community
Estimated actual expenditures exceeded budgeted expenditures due to expanded literacy activities, additional materials, family engagement supports, or implementation costs that exceeded the original estimate.

Action 7 - Provide training and support to engage parents in their child's education
Estimated actual expenditures exceeded budgeted expenditures due to increased parent engagement activities, training opportunities, materials, translation support, and participation levels.

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

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

Many parents indicate in our internal surveys that strong communications and trust in teachers and principals, family engagement through site events, are noted.
Calls for adult education, translation, family resource centers, and community partnerships align with current LCAP actions (aligned with Actions 1–7).

The District offered a series of workshops designed to support our UPP (low-income, EL, and Foster student groups) throughout the year, covering topics such as social-emotional learning, academic strategies, digital literacy, and college/career readiness, ESL classes, financial literacy, how to help your child with math or reading, and parenting classes.
These were delivered in both in-person and virtual formats to maximize accessibility.
These sessions received positive feedback from families, with increased attendance and engagement reported at several sites, evidenced by the number of sign-in sheets, internal participation records, and an increase in participation numbers, and one-to-one feedback provided to our Community School TOSAs.

All district and school communications were made available in multiple languages, and interpreters were provided for events and meetings to support non-English-speaking families. It supported inclusive participation and helped build trust. The District's actions under Goal Three have shown clear progress in fostering more inclusive and accessible engagement practices. Key successes include the effective use of
communication platforms, language access supports, and flexible workshop formats. However, continued effort is needed to reach and engage families of the most vulnerable.
Moving forward, the District will continue its outreach strategies, build stronger partnerships with community organizations, and tailor supports (based on the parents and family members' needs assessments) to ensure all families are empowered to actively participate in their child's education.
All actions for all students and UPP subgroups (1,5,7) for which actions were intended were effective, as were the metrics used to measure their effectiveness.

- family engagement efforts across the District, evidenced by the internal records of our HSD Family Event Attendance Form, which demonstrated 71,669 families' attendance numbers in 205-26. This was an increase of 10,958. Furthermore, there was a 10 % increase in participation in ESL classes, which our EL and LI income parents have requested.

Per Ed Partners' feedback, mentioned
it was appropriate to continue implementation.
These actions were effective at increasing the engagement of families of low-income students, as evidenced by the favorable survey responses and the positive impact on Student achievement resulting from increased family engagement is provided in Goal 1.

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

no change

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Community School Initiative	Maintain Community School staff (Community School Coordinator, TOSAs, Liaisons, and clerk) to support the community schools initiative and build relationships with parent groups, provide parent resources and supports, and increase access for parent participation and engagement for our vulnerable student population. (Priority 3)	$2,801,729.00	Yes
2	Provide and maintain opportunities for parents to participate in adult education classes held within the District.	Provide opportunities for parents to participate in adult education classes held within the District.	$1,000.00	No
3	Maintain or establish school site Family Resource Centers	Maintain or establish at each school site, Family Resource Centers and programs with materials and resources to ensure parents/ guardians are receiving access and effective communication.	$35,000.00	No
4	Provide materials and resources in both English and Spanish to all Family resources Centers to facilitate increased use of the center.	Provide materials and resources in both English and Spanish to all Family Resources Centers to facilitate increased use of the center. Ensuring that all communication is translated and provided in both English and Spanish will increase parent access and parent engagement.	$5,000.00	No
5	Maintain additional translation support for school sites.	A high percentage of our parents/ guardians of our unduplicated student population have indicated that a need exists to increase district-wide and at the school site level for additional translation support and technology. The district will implement an increase of support and increase of modalities to now implement translations in various formats, and platforms with new more advanced, and diverse tools such as emails, teleservices, and video conferencing instead of just translating paper packets or flyers.	$138,212.00	Yes
6	Provide supports to increase literacy within the community, specifically targeting children from birth to second grade.	Provide support to increase literacy within the community from birth to third grade with the program Footsteps to Brilliance. All students in the Hawthorne community may have access to this literacy program.	$4,000.00	No
7	Provide trainings and support that engage, empower and transform parent to actively engage in their child's education (during their transitional years and beyond)	Increase access for parent participation and engagement in training and support for our families in the form of parent academies or institutes. Provide evidence-based workshops that engage, empower, and transform parents to actively engage in their children's education and strengthen parent-school collaboration. These workshops are provided with empowering information, skills development, and support systems for low-income families, English Learners.	$6,000.00	Yes

Goal

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

State priorities addressed by this goal.

1, 7, 8, 2

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	School Facility Inspection Reports	In 2023-24, all schools exhibited an overall "Exemplary" condition as determined by the utilization of the State of California's Facilities Inspection Tool (FIT).	In 2024-25, overall, the schools received a "Good" level as determined by the utilization of the State of California's Facilities Inspection Tool (FIT).	In 2025-26, overall, the schools received a "Good" level as determined by the utilization of the State of California's Facilities Inspection Tool (FIT).	The District's desired year 3 outcome is for all schools to remain at the "Exemplary" level as determined by the utilization of the State of California's Facilities Inspection Tool (FIT).	No change- there is a difference in naming practices.

2	LACOE and Internal Instructional Materials Sufficiency Verification documents	2023-24 Inspections conducted by the Williams Compliance Unit at the Los Angeles County Office of Education (LACOE) resulted in a finding of fully sufficient access to adopted standards-based instructional materials to ensure implementation of state standards.	2024-2025 internal textbook inspections and records resulted in a finding of fully sufficient access to adopted standards-based instructional materials to ensure implementation of state standards.	2025-26 internal and LACOE Williams textbook inspections and records resulted in a finding of fully sufficient access to adopted standards-based instructional materials to ensure implementation of state standards.	The District's desired three-year outcome is for all inspections conducted by the Williams Compliance Unit at the Los Angeles County Office of Education (LACOE) to continue to result in a finding of fully sufficient access to adopted instructional materials.	no change
3	Districtwide implementation of standards-based programs, utilization of pacing guides and instructional schedules, classroom observations, demonstration lessons, and learning walks to collect internal evidence of implementation of standards.	The District implements with fidelity pacing guides at all grade levels and each school site participates in two learning walks cycles a year for ELA and Math. The district also collects internal evidence and records from all school sites' instructional schedules, classroom observations data collection from digiCOACH, and demonstration lesson calendars, for evidence of implementation of standards. District Instructional plans, classroom observations, and learning walks include evidence of: *implementation with the fidelity of standards-based curriculum,	The District implements fidelity pacing guides at all grade levels, and each school site participates in two learning walk cycles a year for ELA and Math.	The District implements fidelity pacing guides at all grade levels, and each school site participates in two learning walk cycles a year for ELA and Math.	The District implements with fidelity pacing guides at all grade levels and each school site participates in two learning walks cycles a year for ELA and Math. The district also collects internal evidence and records from all school sites' instructional schedules, classroom observations data collection from digiCOACH, and demonstration lesson calendars, for evidence of implementation of standards. District Instructional plans, classroom observations, and learning walks include evidence of: *implementation with the fidelity of standards-based curriculum, *implementation of strategies that support the implementation of state standards such as accessing rigorous text through close reading activities, *implementation of collaborative strategies to support comprehension and communication of ELA standards	The district continued implementation. No change

		*implementation of strategies that support the implementation of state standards such as accessing rigorous text through close reading activities, *implementation of collaborative strategies to support comprehension and communication of ELA standards *and implementation of activities designed to promote the articulation of mathematics practices and mathematical reasoning.			*and implementation of activities designed to promote the articulation of mathematics practices and mathematical reasoning.	
4	Classroom Observations	Classroom observations and internal data collection by the site administrators during the 2023-24 school year yielded evidence of appropriate levels of student collaboration, critical thinking, and conceptual understanding as well as instructional practices designed to support these outcomes.	Classroom observations and internal data collection by the site administrators during the 2024-25 school year yielded evidence of appropriate levels of student collaboration, critical thinking, and conceptual understanding, as well as instructional practices designed to support these outcomes.	Classroom observations and internal data collection by the site administrators during the 2025-2026 school year yielded evidence of appropriate levels of student collaboration, critical thinking, and conceptual understanding, as well as instructional practices designed to support these outcomes.	Classroom observations and internal data collection by the site administrators the will yield evidence of appropriate levels of student collaboration, critical thinking, and conceptual understanding as well as instructional practices designed to support these outcomes.	no change
5	Appropriately Assigned and Fully Credentialed Teachers	Per the 2022-23 CalSAAS report, we have 98% fully credentialed teachers.	Per the 2023-24 CalSAAS report, we had 6 teachers misassigned. We have 99% fully credentialed teachers.	Per the 2024-2025 CalSAAS report, we had 2 teachers misassigned. We have 100% fully credentialed teachers.	The District's desired three-year outcome is for all teachers to have 100% appropriately assigned and fully credentialed.	The number of misassigned teachers decreased by four. We have 100% fully credentialed teachers, which is a 2% increase from baseline.

6	Course enrollment reports developed in the district's student information system identify access and enrollment based upon grade spans, unduplicated student groups and students with special needs.	In 2023-24, quantitatively, 100% of Hawthorne School District's (HSD) students had full access to a broad course of studies as defined by California Education Code 51210 and 51220.	In 2024-25, quantitatively, 100% of Hawthorne School District's (HSD) students had full access to a broad course of studies as defined by California Education Code 51210 and 51220.	In 2025-2026, quantitatively, 100% of Hawthorne School District's (HSD) students had full access to a broad course of studies as defined by California Education Code 51210 and 51220.	The District's desired three-year outcome is to maintain, quantitatively, 100% of Hawthorne School District's (HSD) students have full access to broad course of studies as defined by California Education Code 51210 and 51220.	no change

Goal Analysis for 2025-2026

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

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

During the 2025-26 school year, the services and actions related to Goal #4 were all implemented. Goal four actions and services consist of staff, initiatives, support, and materials related to maintaining high-quality facilities, providing appropriate tools for learning, and delivering professional development and programs designed to maximize student access to an effective and broad course of study.

These actions and services within Goal #4 work in tandem to create a clean, safe, and comprehensive learning environment. Some key successes from implementing actions 1-17. Key Successes included:
In collaboration with the LACOE technology and AI unit, we provided technology-targeted professional development to help staff integrate technology, leverage AI to provide UDL (Universal Design for Learning), and track the instructional impact of technology. (G4, A: 4,7,9)

As the use of instructional technology expanded, the need for additional technical support and coaching became more apparent in the after-school setting and during the day STEM and coding projects, iPads implementation initiative with APPLE, and computer science elective courses. (G4,A:1,4,7,9,15,16)

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

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

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

Action 2 - Purchase equipment and materials necessary for maintenance of structures and outdoor areas
Estimated actual expenditures were lower than budgeted because planned purchases were deferred, not needed during the fiscal year, or supported through existing inventories or alternative resources.

Action 15 Provide opportunities for exposure to college and career experiences for all unduplicated middle school students.
Estimated actual expenditures exceeded budgeted expenditures due to expanded participation in college, career, and STEAM-related experiences for middle school students. Additional program opportunities and student participation resulted in expenditures exceeding original projections while increasing access to college and career exploration activities.

Action 17: Provide training to support standards of maintenance.
Estimated actual expenditures exceeded budgeted expenditures due to expanded training opportunities and increased staff participation to support District maintenance standards. Additional professional development was provided to strengthen staff knowledge, consistency, and operational practices.

Action 6 - Purchase standards-aligned instructional materials and resources
Estimated actual expenditures exceeded budgeted expenditures due to expanded purchases of standards-aligned instructional materials and resources. Additional curriculum needs, instructional program implementation requirements, and increased material costs contributed to the variance.

Action 9 - Support collaboration and professional development opportunities specific to the needs of identified unduplicated students
Estimated actual expenditures were lower than budgeted due to actual professional development and collaboration costs coming in below projections for this action. However, the District offered many site based professional development opportunities throughout the year aligned with this action.

Action 10 - Execute contracts and utilize related resources for training sessions and implementation of CCSS and other standards-aligned curriculum programs
Estimated actual expenditures exceeded budgeted expenditures due to increased training, contracted services, or implementation support related to standards-aligned curriculum programs. Additional resources were needed to support staff training and implementation.

Action 11 - Maintain additional staff and contracted staff beyond regular staffing levels to support expanded middle school academy focus
Estimated actual expenditures exceeded budgeted expenditures due to increased staffing and contracted service costs. The District's 3% salary increase and higher employee benefit costs directly impacted expenditures. Because the District fully funds employee benefits, benefit cost increases contributed to the variance. Academic program changes at the middle school level increased costs associated with support staff working directly with students. Additionally, the District maintains one Special Projects Teacher at each middle school site to provide direct student support. These staffing costs contributed to expenditures exceeding original projections.

Action 12 - Support instruction and professional development in the arts
Estimated actual expenditures exceeded budgeted expenditures due to expanded arts instruction, professional development, materials, and implementation costs. The additional expenditures supported continued expansion of arts instruction and professional learning.

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

The actions and services related to Goal#4 consist of staff, initiatives, support, and materials related to maintaining high-quality facilities, providing appropriate tools for learning, and delivering professional development and programs designed to maximize student access to an effective and broad course of study.
With regard to facilities, a variety of actions and services were executed. Adequate staff responsible for improving the physical school environment were maintained to ensure the proper
condition of all schools and the District. Furniture and other items were purchased as needed or required to provide a safe and clean environment.

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

Our contributing actions are demonstrating effectiveness as evidenced by our 2025 CA Dashboard Results, ELA results below:

Overall, 2.62% increase from last year.
Low-Income (LI) Students: went from 37.77% to 41.01% met or exceeded standards. This was a 3.24% increase from last year.

English Learners (ELs): went from 7.66% to 9.11 met or exceeded standards. This was a 1.45% increase from last year.

Students with Disabilities (SWD): went from 9.27% to 10.09 met or exceeded standards. This was a .82% increase from last year.

Third Grade – All Students: went from 34.56% to 41.41 met or exceeded standards. This was a 6.85% increase. This exceeded our 3-year target.

Third Grade – Low-Income Students: went from 32.27% to 42.08 met or exceeded standards. This was a 9.81% increase. This exceeded our 3-year target.

These results provide important insight into student progress and highlight areas of continued focus as the District works to ensure equitable outcomes for all learners. We have actively been monitoring our i-Ready data and the effectiveness of four additional data analysis practices throughout the year, and we are projecting to see increases in our CAASPP 2026 results.

The 2025 Mathematics CAASPP assessments went from 29.87% to 33.62%. This was a 3.75% increase.

LI: went from 28.67% to 32.60%, meeting or exceeding. This was a 13.93% increase.
African American: went from 26.76% to 31.35%, meeting or exceeding. This was a 4.59% increase.
Hispanic/Latino: went from 29.26% to 32.73%, meeting or exceeding. This was a 3.47% increase.
ELs: went from 9.49% to 11.28%, meeting or exceeding. This was a 1.79% increase.
SWD: went from 8.01% to 8.2%, meeting or exceeding. This was a .19% increase.

These results provide important insight into student progress and highlight areas of continued focus as the District works to ensure equitable outcomes for all learners. We have actively been monitoring our i-Ready data and the effectiveness of four additional data analysis practices throughout the year, and we are projecting to see increases in our CAASPP 2026 results.

Regular classroom observations in a variety of forms (formal and informal administrator observations) were conducted with school coaches and administration staff to identify areas of strength and need with regard to instructional practice. Significant efforts have been made to ensure that the instructional experience provided for students is rigorous, robust, meaningful, and relevant to today's demands beyond high school. In addition to implementing current, standards-aligned programs, large teams of classroom teachers, instructional coaches, and administrators met regularly to explore evident struggles and how to accelerate learning. These ELA and Mathematics instructional Leadership Teams (ILTs) also facilitated these professional learning sessions with colleagues at each school site. In the 2025-2026 school year, a similar structure was maintained in the areas of science, History, Social Science, and physical education, to build internal capacity to expand and improve programming in each of these areas. All of these teams were coordinated by the Curriculum, Instruction, and Assessment Coordinator.
The District STEM coach coordinated support for the science teams and the PLTW teachers. All district coaches implement monthly professional development sessions for teachers focused on closing the learning gaps that were exacerbated by the pandemic. The year a math adoption team came together and did a fantastic job meeting to complete the work as an adoption committee. We will be purchasing a new math adoption curriculum program next year.

As an Arts for All District, arts integration activities were implemented (G4, A12) in accordance with the District's Strategic Plan for Arts Education. The District contracted with PS Arts to provide ongoing PD in the areas of ARTS Integration and different modalities.
Internal verifications of the good condition of facilities throughout the District and appropriate access to instructional materials for all students serve as evidence of the effectiveness of actions and services designed to ensure these outcomes.

District professional development records and data from classroom observations document extensive exposure for teachers to a wide range of standards-based professional development opportunities and the translation of these efforts into shifts in instructional practices and meaningful learning experiences for students. Data from classroom observations indicate widespread and ever-growing utilization of strategies that support the implementation of state standards-aligned instruction.
The indicators and evidence listed above serve to validate the effectiveness of the actions and services undertaken in connection with Goal #4.

These actions have effectively laid a strong foundation for innovation and operational alignment. All actions for all students and UPP subgroups for which actions were intended were effective the metrics used to measure their effectiveness. Per Ed Partners' feedback mentioned it was appropriate to continue implementation.
The positive effects of actions related to well-maintained school facilities and a strong course of study extend to low-income students, as evidenced by improvement in ELA and mathematics CAASPP results, decrease in chronic absenteeism rates, and suspension rates.

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

no change

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

Actions

Action #	Title	Description	Total Funds	Contributing

1	Upgrade and maintain WIFI and network	Upgrade and maintain WIFI and network as our technology demands continue to increase.	$100,000.00	No
2	Purchase equipment and materials necessary for maintenance of structures and outdoor areas.	Purchase outdoor equipment and materials necessary for the maintenance of safe and healthy outdoor structures and areas of play and exercise.	$100,000.00	No
3	Increase beyond the base need of services, support by staff for physical school environment.	Increase staff responsible for improving and providing a clean, safe, and positive physical school environment. The increase of staff in this area of focus will provide additional services and increase the frequency of service beyond the regular school day to ensure the physical school environment is clean and safe for an increasing number of afterschool activities and parent workshops.	$1,686,605.00	Yes
4	Increase beyond the base need of services from staff responsible for technology support.	Increase staff and supports to increase technology access, applications, and software for our vulnerable unduplicated pupil population. This staff will be responsible for maintaining ongoing access to technology hubs, providing teachers with data analysis reports of specific program and application usage to track accessibility and progress for our unduplicated student population. (Priority 7)	$1,332,384.00	Yes
5	Replace/add furniture and equipment as needed.	Replace/add furniture and equipment as needed per the demands and the teacher and students' needs that continue to change.	$100,000.00	No
6	Purchase standards-aligned instructional materials and resources.	Purchase standards-aligned instructional materials and resources to ensure that students have access to standards-aligned instructional materials related to curriculum, instruction, and resources.	$1,000,000.00	No
7	Increase beyond the base, access to technology applications that focus on the needs of our At Promise students.	This action will support the increase of access and training to implement and sustain additional technology software and digital programs (such as Footsteps2Brilliance, ST Math, IXL, PowerUp, UDL apps, digital books, increased Ed Tech tools, and more) that focus on the needs in reading and math. (Priority 7)	$40,000.00	Yes
8	Provide instructional materials that have components for universal access.	The district will provide an increase of instructional materials and training UDL, best first instruction, and intervention (scaffolds) components to increase access to grade-level standards and standards-based program components by our vulnerable student population. An increasing number of students have experienced unfinished learning over the last few years—and school systems now face a critical choice about how to respond. Research shows that traditional remediation is the wrong approach to helping students catch up. Why remediation: "By analyzing math assignments given to students, the research found that students of color and those from low-income backgrounds were more likely than their white, wealthier peers to experience remediation — even when they had already shown they could succeed on grade-level math content. The Biltmore Sun, July 20, 2021." An evidence-based approach is learning acceleration: using proven strategies that help students engage with the most critical work of their grade (grade-level standards) as quickly as possible while providing just-in-time targeted supports/ interventions. The research shows that when we give students the chance to tackle challenging, grade-appropriate problems, and give them strategic support when they demonstrate they need it, all students can succeed. (Priority 7)	$50,000.00	Yes
9	Support collaboration, and professional development opportunities specific to the needs of our identified	Increase the collaboration, and professional development opportunities that address how to improve teaching and learning (instruction) of our identified unduplicated students to identify results in an increase of student access to grade-level standards and standards-based program components. Implement additional training sessions for staff on how and why Accelerated	$892,010.00	Yes

	unduplicated students.	Learning works.(Priority 7)		
10	Execute contracts and utilize related resources for training sessions and implementation of CCSS and other standards-aligned curriculum program	Execute contracts and utilize related resources from outside agencies if necessary to provide training and support for standards-aligned curricula, instruction, and programs.	$50,000.00	No
11	Maintain additional staff (teachers and contracted staff) beyond regular staffing levels to support expanded middle school academy focus.	Maintain or increase additional staff (teachers and contracted staff in STEM, fine arts, and entrepreneurship) beyond regular staffing levels to support and expand middle school academy courses, or activities for example training of staff, materials, and resources for implementation of programs or activities focused on STEM, fine arts, and entrepreneurship.	$1,694,448.00	Yes
12	Support instruction and professional development in the arts.	Maintain or increase support for arts integration and increase professional development in the arts by a provider (PS Arts).	$265,000.00	Yes
13	Maintain staff and provide professional development for the physical education program	Maintain and increase staff (teacher trainers) and provide professional development sessions for the physical education program in the District. Increase access by training additional staff to promote and advocate for more courses and after-school activities within the area of physical education to help combat the health and wellness issues that affect so many of our students in poverty.	$5,000.00	Yes
14	Maintain/increase after-school supports, clubs, and enrichment activities for our identified unduplicated students to promote access to a broad course of study and college and career opportunities. (repeated expenditure, Goal 1, Action 3)	Maintain or increase after-school supports, clubs, and enrichment activities for our identified unduplicated students who would otherwise not have the opportunity to participate in such activities as the Drama club, Dance club, MESA, AVID, robotics, STEM gals, etc. to promote access to a broad course of study and college and career opportunities.	$0.00	Yes
15	Provide opportunities for exposure to college/career experience for all unduplicated middle school students.	Provide opportunities as depicted from the annual feedback survey for more exposure to courses or offerings to college/career experience for all unduplicated middle school students. In partnership with California State University Dominguez Hills (CSUDH), we hope to continue to offer a coding club facilitated by college students and maintain and increase college tours and study trips to the Center for Innovation in STEM Education at CSUDH.	$50,000.00	No
16	Provide stipend for GATE Liaison at each site.	Provide stipend for GATE Liaison at each site to support school site GATE implementation, monitoring of programming, and ongoing support for families.	$18,000.00	No
17	Provide training to support standards of maintenance.	Provide an increase of ongoing training to support standards of maintenance to ensure that our staff is receiving the most appropriate and top-of-the-line training on how to keep our schools well maintained. Therefore, we need to elevate the training and support for staff to become familiar with the new additional equipment, 21st-century furniture, and technology devices (such as the newline devices teachers have received) and how to clean it and keep it in exemplary condition for our PLTW, Engineering, and STEM courses.	$12,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$27,905,421.00	$3,625,524.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
40.64%	0.00%	$0.00	40.64%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

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

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

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

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

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

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

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

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

Limited Actions

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

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

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

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

Additional Concentration Grant Funding

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

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

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

Action Tables

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-2027	$68,671,047.00	$27,905,421.00	40.64%	0.00%	40.64%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$64,327,121.00	$7,650,000.00	$50,000.00	$863,494.00	$72,890,615.00	$68,087,115.00	$4,803,500.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Ensure 100% of teachers fully credentialed and appropriately assigned.	All	No				three years	$35,086,829	$0	$35,086,829	$0	$0	$0	$35,086,829	0.00%
1	2	Maintain literacy and math content experts for elementary and middle school sites.	All	Yes	LEA-wide	Low Income	All Schools	three years	$3,540,261	$0	$3,540,261	$0	$0	$0	$3,540,261	0.00%
1	3	Provide professional development, materials, and personnel to support the learning needs of our identified unduplicated students.	All	Yes	LEA-wide	Low Income	All Schools	three years	$1,346,253	$700,000	$1,846,253	$100,000	$0	$100,000	$2,046,253	0.00%
1	4	Maintain English Learner Special Projects staff at each site.	All	Yes	Limited	English learner (EL)	All Schools	three years	$1,738,343	$0	$1,254,849	$0	$0	$483,494	$1,738,343	0.00%
1	5	Data management system for effective data analysis practices.	All	Yes	LEA-wide	Low Income	All Schools	three years	$0	$150,000	$150,000	$0	$0	$0	$150,000	0.00%
1	6	Provide materials to facilitate success at school for foster youth.	Foster Youth	Yes	Limited	Foster Youth	All Schools	three years	$0	$15,000	$15,000	$0	$0	$0	$15,000	0.00%
1	7	Provide preschool support to increase student achievement.	All	Yes	LEA-wide	Low Income	Specific Grade Spans, preschool	three years	$282,973	$0	$282,973	$0	$0	$0	$282,973	0.00%

1	8	Provide expanded student transportation.	All	Yes	Limited	Low Income	All Schools	three years	$0	$100,000	$100,000	$0	$0	$0	$100,000	0.00%
1	9	Provide expanded access to printing capabilities	All	Yes	LEA-wide	English learner (EL), Low Income	All Schools	three years	$0	$450,000	$450,000	$0	$0	$0	$450,000	0.00%
1	10	Technology infrastructure enhance teaching and learning in a 1:1 school environment	All	Yes	LEA-wide	Low Income	All Schools	three years	$0	$120,000	$20,000	$100,000	$0	$0	$120,000	0.00%
1	11	Expand student support through after school tutoring utilizing contracts or district staff.	Low Income, All	Yes	LEA-wide	Low Income	All Schools	three years	$0	$155,000	$5,000	$150,000	$0	$0	$155,000	0.00%
1	12	MTSS Intervention Model	All	Yes	LEA-wide	Low Income	All Schools	three years	$3,125,000	$100,000	$25,000	$3,200,000	$0	$0	$3,225,000	0.00%
1	13	Maintain Class Size Reduction.	All	Yes	LEA-wide	Low Income	All Schools	three years	$6,943,073	$0	$6,943,073	$0	$0	$0	$6,943,073	0.00%
1	14	Increase credentialing programming opportunities for those interested in advancing or obtaining a certificate, example literacy specialist or reading certificate	All	Yes	LEA-wide	Low Income	All Schools	three years	$0	$75,000	$0	$75,000	$0	$0	$75,000	0.00%
1	15	Professional development in the area of more inclusive practices and co-teaching	All	Yes	LEA-wide	Low Income	All Schools	three years	$60,000	$10,000	$10,000	$60,000	$0	$0	$70,000	0.00%
1	16	Specialized support and professional development from special education staff (repeated expenditure, Goal 1, Action 1)	Student with Disabilities (SWD)	No				three years	$0	$0	$0	$0	$0	$0	$0	0.00%
2	1	Maintain a full-time counselor at each school site.	All	Yes	LEA-wide	Low Income	All Schools	three years	$1,424,220	$0	$1,424,220	$0	$0	$0	$1,424,220	0.00%
2	2	Maintain or increase the number of yard supervisors and security officers to support PBIS at each school site	All	Yes	LEA-wide	Low Income	All Schools	three years	$1,196,473	$0	$1,196,473	$0	$0	$0	$1,196,473	0.00%
2	3	Provide professional development opportunities to address classroom management, positive learning environments, and effective strategies to address at-risk behaviors.	All	Yes	LEA-wide	Low Income	All Schools	three years	$0	$275,000	$25,000	$250,000	$0	$0	$275,000	0.00%
2	4	Implementation of an SEL multi tiered system of support	All	Yes	LEA-wide	Low Income	All Schools	three years	$380,581	$0	$380,581	$0	$0	$0	$380,581	0.00%
2	5	Personnel to facilitate and monitor effective implementation of Positive Behavioral Support (PBS)	All	Yes	LEA-wide	Low Income	All Schools	three years	$1,289,047	$0	$1,289,047	$0	$0	$0	$1,289,047	0.00%

2	6	Maintain a full-time Dean of Students at each school site.	All	Yes	LEA-wide	Low Income	All Schools	three years	$1,535,910	$0	$1,535,910	$0	$0	$0	$1,535,910	0.00%
2	7	Support the administration of the Healthy Kids Survey or a local equivalent measure.	All	No				three years	$0	$500	$500	$0	$0	$0	$500	0.00%
2	8	Provide professional development opportunities and resources to address school climate, customer service and the physical environment.	All	No				three years	$0	$250,000	$0	$250,000	$0	$0	$250,000	0.00%
2	9	Maintain school uniform policy.	All	No				three years	$0	$50,000	$0	$0	$50,000	$0	$50,000	0.00%
2	10	Maintain processes and appropriate staff to ensure regular school attendance for unduplicated students	All	Yes	LEA-wide	Low Income	All Schools	three years	$1,532,350	$0	$1,532,350	$0	$0	$0	$1,532,350	0.00%
2	11	Maintain therapist to provide students with mental health support	All	Yes	LEA-wide	Low Income	All Schools	three years	$572,414	$0	$572,414	$0	$0	$0	$572,414	0.00%
3	1	Community School Initiative	All	Yes	LEA-wide	Low Income	All Schools	three years	$2,801,729	$0	$201,729	$2,600,000	$0	$0	$2,801,729	0.00%
3	2	Provide and maintain opportunities for parents to participate in adult education classes held within the District.	All	No				three years	$0	$1,000	$0	$1,000	$0	$0	$1,000	0.00%
3	3	Maintain or establish school site Family Resource Centers	All	No				three years	$0	$35,000	$0	$35,000	$0	$0	$35,000	0.00%
3	4	Provide materials and resources in both English and Spanish to all Family resources Centers to facilitate increased use of the center.	All	No				three years	$0	$5,000	$0	$5,000	$0	$0	$5,000	0.00%
3	5	Maintain additional translation support for school sites.	All	Yes	LEA-wide	Low Income	All Schools	three years	$108,212	$30,000	$138,212	$0	$0	$0	$138,212	0.00%
3	6	Provide supports to increase literacy within the community, specifically targeting children from birth to second grade.	All	No				three years	$0	$4,000	$0	$4,000	$0	$0	$4,000	0.00%
3	7	Provide trainings and support that engage, empower and transform parent to actively engage in their child's education (during their transitional years and beyond)	All	Yes	LEA-wide	Low Income	All Schools	three years	$0	$6,000	$1,000	$0	$0	$5,000	$6,000	0.00%
4	1	Upgrade and maintain WIFI and network	All	No				three years	$0	$100,000	$100,000	$0	$0	$0	$100,000	0.00%

4	2	Purchase equipment and materials necessary for maintenance of structures and outdoor areas.	All	No				three years	$0	$100,000	$0	$100,000	$0	$0	$100,000	0.00%
4	3	Increase beyond the base need of services, support by staff for physical school environment.	All	Yes	LEA-wide	Low Income	All Schools	three years	$1,686,605	$0	$1,686,605	$0	$0	$0	$1,686,605	0.00%
4	4	Increase beyond the base need of services from staff responsible for technology support.	All	Yes	LEA-wide	Low Income	All Schools	three years	$1,332,384	$0	$1,332,384	$0	$0	$0	$1,332,384	0.00%
4	5	Replace/add furniture and equipment as needed.	All	No				three years	$0	$100,000	$0	$100,000	$0	$0	$100,000	0.00%
4	6	Purchase standards-aligned instructional materials and resources.	All	No				three years	$0	$1,000,000	$1,000,000	$0	$0	$0	$1,000,000	0.00%
4	7	Increase beyond the base, access to technology applications that focus on the needs of our At Promise students.	All	Yes	LEA-wide	Low Income	All Schools	three years	$0	$40,000	$20,000	$20,000	$0	$0	$40,000	0.00%
4	8	Provide instructional materials that have components for universal access.	All	Yes	LEA-wide	Low Income	All Schools	three years	$0	$50,000	$25,000	$0	$0	$25,000	$50,000	0.00%
4	9	Support collaboration, and professional development opportunities specific to the needs of our identified unduplicated students.	All	Yes	LEA-wide	Low Income	All Schools	three years	$392,010	$500,000	$392,010	$250,000	$0	$250,000	$892,010	0.00%
4	10	Execute contracts and utilize related resources for training sessions and implementation of CCSS and other standards-aligned curriculum program	All	No				three years	$0	$50,000	$0	$50,000	$0	$0	$50,000	0.00%
4	11	Maintain additional staff (teachers and contracted staff) beyond regular staffing levels to support expanded middle school academy focus.	All	Yes	LEA-wide	Low Income	All Schools	three years	$1,694,448	$0	$1,694,448	$0	$0	$0	$1,694,448	0.00%
4	12	Support instruction and professional development in the arts.	All	Yes	LEA-wide	Low Income	All Schools	three years	$0	$265,000	$15,000	$250,000	$0	$0	$265,000	0.00%
4	13	Maintain staff and provide professional development for the physical education program	All	Yes	LEA-wide	Low Income	All Schools	three years	$0	$5,000	$5,000	$0	$0	$0	$5,000	0.00%

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

2026-2027 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
$68,671,047.00	$27,905,421.00	40.64%	0.00% - No Carryover	40.64%	$28,109,792.00	0.00%	40.93%	**Total:**	$28,109,792.00
								LEA-wide Total:	$26,739,943.00
								Limited Total:	$1,369,849.00
								Schoolwide Total:	$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Maintain literacy and math content experts for elementary and middle school sites.	Yes	LEA-wide	Low Income	All Schools	$3,540,261.00	0.00%
1	3	Provide professional development, materials, and personnel to support the learning needs of our identified unduplicated students.	Yes	LEA-wide	Low Income	All Schools	$1,846,253.00	0.00%
1	4	Maintain English Learner Special Projects staff at each site.	Yes	Limited	English learner (EL)	All Schools	$1,254,849.00	0.00%

1	5	Data management system for effective data analysis practices.	Yes	LEA-wide	Low Income	All Schools	$150,000.00	0.00%
1	6	Provide materials to facilitate success at school for foster youth.	Yes	Limited	Foster Youth	All Schools	$15,000.00	0.00%
1	7	Provide preschool support to increase student achievement.	Yes	LEA-wide	Low Income	Specific Grade Spans, preschool	$282,973.00	0.00%
1	8	Provide expanded student transportation.	Yes	Limited	Low Income	All Schools	$100,000.00	0.00%
1	9	Provide expanded access to printing capabilities	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$450,000.00	0.00%
1	10	Technology infrastructure enhance teaching and learning in a 1:1 school environment	Yes	LEA-wide	Low Income	All Schools	$20,000.00	0.00%
1	11	Expand student support through after school tutoring utilizing contracts or district staff.	Yes	LEA-wide	Low Income	All Schools	$5,000.00	0.00%
1	12	MTSS Intervention Model	Yes	LEA-wide	Low Income	All Schools	$25,000.00	0.00%
1	13	Maintain Class Size Reduction.	Yes	LEA-wide	Low Income	All Schools	$6,943,073.00	0.00%
1	14	Increase credentialing programming opportunities for those interested in advancing or obtaining a certificate, example literacy specialist or reading certificate	Yes	LEA-wide	Low Income	All Schools	$0.00	0.00%
1	15	Professional development in the area of more inclusive practices and co-teaching	Yes	LEA-wide	Low Income	All Schools	$10,000.00	0.00%
2	1	Maintain a full-time counselor at each school site.	Yes	LEA-wide	Low Income	All Schools	$1,424,220.00	0.00%

2	2	Maintain or increase the number of yard supervisors and security officers to support PBIS at each school site	Yes	LEA-wide	Low Income	All Schools	$1,196,473.00	0.00%
2	3	Provide professional development opportunities to address classroom management, positive learning environments, and effective strategies to address at-risk behaviors.	Yes	LEA-wide	Low Income	All Schools	$25,000.00	0.00%
2	4	Implementation of an SEL multi tiered system of support	Yes	LEA-wide	Low Income	All Schools	$380,581.00	0.00%
2	5	Personnel to facilitate and monitor effective implementation of Positive Behavioral Support (PBS)	Yes	LEA-wide	Low Income	All Schools	$1,289,047.00	0.00%
2	6	Maintain a full-time Dean of Students at each school site.	Yes	LEA-wide	Low Income	All Schools	$1,535,910.00	0.00%
2	10	Maintain processes and appropriate staff to ensure regular school attendance for unduplicated students	Yes	LEA-wide	Low Income	All Schools	$1,532,350.00	0.00%
2	11	Maintain therapist to provide students with mental health support	Yes	LEA-wide	Low Income	All Schools	$572,414.00	0.00%
3	1	Community School Initiative	Yes	LEA-wide	Low Income	All Schools	$201,729.00	0.00%
3	5	Maintain additional translation support for school sites.	Yes	LEA-wide	Low Income	All Schools	$138,212.00	0.00%

3	7	Provide trainings and support that engage, empower and transform parent to actively engage in their child's education (during their transitional years and beyond)	Yes	LEA-wide	Low Income	All Schools	$1,000.00	0.00%
4	3	Increase beyond the base need of services, support by staff for physical school environment.	Yes	LEA-wide	Low Income	All Schools	$1,686,605.00	0.00%
4	4	Increase beyond the base need of services from staff responsible for technology support.	Yes	LEA-wide	Low Income	All Schools	$1,332,384.00	0.00%
4	7	Increase beyond the base, access to technology applications that focus on the needs of our At Promise students.	Yes	LEA-wide	Low Income	All Schools	$20,000.00	0.00%
4	8	Provide instructional materials that have components for universal access.	Yes	LEA-wide	Low Income	All Schools	$25,000.00	0.00%
4	9	Support collaboration, and professional development opportunities specific to the needs of our identified unduplicated students.	Yes	LEA-wide	Low Income	All Schools	$392,010.00	0.00%
4	11	Maintain additional staff (teachers and contracted staff) beyond regular staffing levels to support expanded middle school academy focus.	Yes	LEA-wide	Low Income	All Schools	$1,694,448.00	0.00%
4	12	Support instruction and professional development in the arts.	Yes	LEA-wide	Low Income	All Schools	$15,000.00	0.00%

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

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$68,758,046.00	$72,291,014.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Ensure 100% of teachers fully credentialed and appropriately assigned.	No	$30,639,046.00	$33,416,028.00
1	2	Maintain literacy and math content experts for elementary and middle school sites.	Yes	$3,500,000.00	$3,376,794.00
1	3	Provide professional development, materials, and personnel to support the learning needs of our identified unduplicated students.	Yes	$2,300,000.00	$2,158,827.00
1	4	Maintain English Learner Special Projects staff at each	Yes	$1,600,000.00	$1,655,565.00

		site.			
1	5	Data management system for effective data analysis practices.	Yes	$150,000.00	$168,389.00
1	6	Provide materials to facilitate success at school for foster youth.	Yes	$15,000.00	$20,130.00
1	7	Provide preschool support to increase student achievement.	Yes	$250,000.00	$269,498.00
1	8	Provide expanded student transportation.	Yes	$300,000.00	$509,182.00
1	9	Provide expanded access to printing capabilities	Yes	$400,000.00	$447,233.00
1	10	Technology infrastructure enhance teaching and learning in a 1:1 school environment	Yes	$600,000.00	$617,217.00
1	11	Expand student support through after school tutoring utilizing contracts or district staff.	Yes	$155,000.00	$360,670.00
1	12	MTSS Intervention Model	Yes	$5,625,000.00	$3,016,590.00
1	13	Maintain Class Size Reduction.	Yes	$5,300,000.00	$6,612,450.00
1	14	Increase credentialing programming opportunities for those interested in advance or obtain example literacy specialist or reading certificate	Yes	$175,000.00	$263,119.00
1	15	Professional development in the area of more inclusive practices and co-teaching	Yes	$55,000.00	$119,781.00
1	16	Specialized support and professional development from special education staff (repeated expenditure, Goal 1, Action 1)	No	$0.00	$0.00
2	1	Maintain a full-time counselor at each school site.	Yes	$1,350,000.00	$1,356,400.00
2	2	Maintain or increase the number of yard supervisors	Yes	$1,400,000.00	$1,139,498.00

		and security officers to support PBIS at each school site			
2	3	Provide professional development opportunities to address classroom management, positive learning environments, and effective strategies to address at-risk behaviors.	Yes	$370,000.00	$446,329.00
2	4	Implementation of an SEL multi tiered system of support	Yes	$360,000.00	$369,792.00
2	5	Personnel to facilitate and monitor effective implementation of Positive Behavioral Support (PBS)	Yes	$820,000.00	$1,227,664.00
2	6	Maintain a full-time Dean of Students at each school site.	Yes	$1,400,000.00	$1,462,771.00
2	7	Support the administration of the Healthy Kids Survey or a local equivalent measure.	No	$1,000.00	$774.00
2	8	Provide professional development opportunities and resources to address school climate, customer service and the physical environment.	No	$100,000.00	$250,000.00
2	9	Maintain school uniform policy.	No	$50,000.00	$47,381.00
2	10	Maintain processes and appropriate staff to ensure regular school attendance for unduplicated students	Yes	$1,550,000.00	$1,594,881.00
2	11	Maintain therapist to provide students with mental health support	Yes	$580,000.00	$545,156.00
3	1	Community School Initiative	Yes	$2,775,000.00	$2,771,615.00
3	2	Provide and maintain opportunities for parents to participate in adult education classes held within the District.	No	$35,000.00	$0.00
3	3	Maintain or establish school site Family Resource	No	$35,000.00	$66,999.00

		Centers			
3	4	Provide materials and resources in both English and Spanish to all Family resources Centers to facilitate increased use of the center.	No	$35,000.00	$4,482.00
3	5	Maintain additional translation support for school sites.	Yes	$160,000.00	$119,009.00
3	6	Provide supports to increase literacy within the community, specifically targeting children from birth to second grade.	No	$2,000.00	$11,265.00
3	7	Provide trainings and support that engage, empower and transform parent to actively engage in their child's education (during their transitional years and beyond)	Yes	$6,000.00	$13,405.00
4	1	Upgrade and maintain WIFI and network	No	$100,000.00	$100,976.00
4	2	Purchase equipment and materials necessary for maintenance of structures and outdoor areas.	No	$100,000.00	$215,000.00
4	3	Increase beyond the base need of services, support by staff for physical school environment.	Yes	$1,600,000.00	$1,606,290.00
4	4	Increase beyond the base need of services from staff responsible for technology support.	Yes	$1,300,000.00	$1,268,937.00
4	5	Replace/add furniture and equipment as needed.	No	$200,000.00	$184,400.00
4	6	Purchase standards-aligned instructional materials and resources.	No	$700,000.00	$1,293,720.00
4	7	Increase beyond the base, access to technology applications that focus on the needs of our At Promised students.	Yes	$60,000.00	$71,945.00

4	8	Provide instructional materials that have components for universal access.	Yes	$60,000.00	$66,239.00
4	9	Support collaboration, and professional development opportunities specific to the needs of our identified unduplicated students.	Yes	$1,000,000.00	$915,360.00
4	10	Execute contracts and utilize related resources for training sessions and implementation of CCSS and other standards-aligned curriculum program	No	$50,000.00	$70,000.00
4	11	Maintain additional staff (teachers and contracted staff) beyond regular staffing levels to support expanded middle school academy focus.	Yes	$1,170,000.00	$1,613,760.00
4	12	Support instruction and professional development in the arts.	Yes	$240,000.00	$309,997.00
4	13	Maintain staff and provide professional development for the physical education program	Yes	$5,000.00	$3,250.00
4	14	Maintain/increase after-school supports, clubs, and enrichment activities for our identified unduplicated students to promote access to a broad course of study and college and career opportunities. (repeated expenditure, Goal 1, Action 3)	Yes	$0.00	$0.00
4	15	Provide opportunities for exposure to college/career experience for all unduplicated middle school students.	No	$50,000.00	$89,246.00
4	16	Provide stipend for GATE Liaison at each site.	No	$18,000.00	$18,000.00
4	17	Provide training to support	No	$12,000.00	$25,000.00

		standards of maintenance.			

2025-2026 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$26,651,929.00	$26,656,000.00	$27,401,927.00	($745,927.00)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	2	Maintain literacy and math content experts for elementary and middle school sites.	Yes	$3,500,000.00	$3,376,794.00	0.00%	0.00%
1	3	Provide professional development, materials, and personnel to support the learning needs of our identified unduplicated students.	Yes	$2,000,000.00	$1,988,876.00	0.00%	0.00%
1	4	Maintain English Learner Special Projects staff at each site.	Yes	$1,600,000.00	$1,195,297.00	0.00%	0.00%
1	5	Data management system for effective data analysis practices.	Yes	$100,000.00	$168,389.00	0.00%	0.00%
1	6	Provide materials to facilitate success at school for foster youth.	Yes	$15,000.00	$20,130.00	0.00%	0.00%
1	7	Provide preschool support to increase student achievement.	Yes	$250,000.00	$269,498.00	0.00%	0.00%

1	8	Provide expanded student transportation.	Yes	$200,000.00	$66,737.00	0.00%	0.00%
1	9	Provide expanded access to printing capabilities	Yes	$400,000.00	$447,233.00	0.00%	0.00%
1	10	Technology infrastructure enhance teaching and learning in a 1:1 school environment	Yes	$500,000.00	$17,388.00	0.00%	0.00%
1	11	Expand student support through after school tutoring utilizing contracts or district staff.	Yes	$5,000.00	$5,000.00	0.00%	0.00%
1	12	MTSS Intervention Model	Yes	$25,000.00	$29,050.00	0.00%	0.00%
1	13	Maintain Class Size Reduction.	Yes	$5,300,000.00	$6,612,450.00	0.00%	0.00%
1	14	Increase credentialing programming opportunities for those interested in advance or obtain example literacy specialist or reading certificate	Yes	$25,000.00	$0.00	0.00%	0.00%
1	15	Professional development in the area of more inclusive practices and co-teaching	Yes	$5,000.00	$5,000.00	0.00%	0.00%
2	1	Maintain a full-time counselor at each school site.	Yes	$1,350,000.00	$1,356,400.00	0.00%	0.00%
2	2	Maintain or increase the number of yard supervisors and security officers to support PBIS at each school site	Yes	$1,400,000.00	$1,139,498.00	0.00%	0.00%
2	3	Provide professional development opportunities to address classroom management, positive learning environments, and effective strategies to address at-risk behaviors.	Yes	$220,000.00	$196,329.00	0.00%	0.00%
2	4	Implementation of an SEL multi tiered system of support	Yes	$360,000.00	$369,792.00	0.00%	0.00%
2	5	Personnel to facilitate and monitor effective implementation of Positive Behavioral Support (PBS)	Yes	$820,000.00	$1,227,664.00	0.00%	0.00%

2	6	Maintain a full-time Dean of Students at each school site.	Yes	$1,400,000.00	$1,462,771.00	0.00%	0.00%
2	10	Maintain processes and appropriate staff to ensure regular school attendance for unduplicated students	Yes	$1,550,000.00	$1,594,881.00	0.00%	0.00%
2	11	Maintain therapist to provide students with mental health support	Yes	$380,000.00	$545,156.00	0.00%	0.00%
3	1	Community School Initiative	Yes	$175,000.00	$192,123.00	0.00%	0.00%
3	5	Maintain additional translation support for school sites.	Yes	$160,000.00	$119,009.00	0.00%	0.00%
3	7	Provide trainings and support that engage, empower and transform parent to actively engage in their child's education (during their transitional years and beyond)	Yes	$1,000.00	$117.00	0.00%	0.00%
4	3	Increase beyond the base need of services, support by staff for physical school environment.	Yes	$1,600,000.00	$1,606,290.00	0.00%	0.00%
4	4	Increase beyond the base need of services from staff responsible for technology support.	Yes	$1,300,000.00	$1,268,937.00	0.00%	0.00%
4	7	Increase beyond the base, access to technology applications that focus on the needs of our At Promised students.	Yes	$20,000.00	$33,287.00	0.00%	0.00%
4	8	Provide instructional materials that have components for universal access.	Yes	$30,000.00	$36,239.00	0.00%	0.00%
4	9	Support collaboration, and professional development opportunities specific to the needs of our identified unduplicated students.	Yes	$750,000.00	$415,360.00	0.00%	0.00%
4	11	Maintain additional staff (teachers and contracted staff) beyond regular staffing levels to support expanded middle school academy focus.	Yes	$1,170,000.00	$1,613,760.00	0.00%	0.00%

4	12	Support instruction and professional development in the arts.	Yes	$40,000.00	$19,222.00	0.00%	0.00%
4	13	Maintain staff and provide professional development for the physical education program	Yes	$5,000.00	$3,250.00	0.00%	0.00%
4	14	Maintain/increase after-school supports, clubs, and enrichment activities for our identified unduplicated students to promote access to a broad course of study and college and career opportunities. (repeated expenditure, Goal 1, Action 3)	Yes	$0.00	$0.00	0.00%	0.00%

2025-2026 LCFF Carryover Table

9.Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8.Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
$66,729,600.00	$26,651,929.00	0.00%	39.94%	$27,401,927.00	0.00%	41.06%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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