



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hueneme Elementary School District

CDS Code: 56724620000000

School Year: 2026-27

LEA contact information:

Dr. Christine Walker

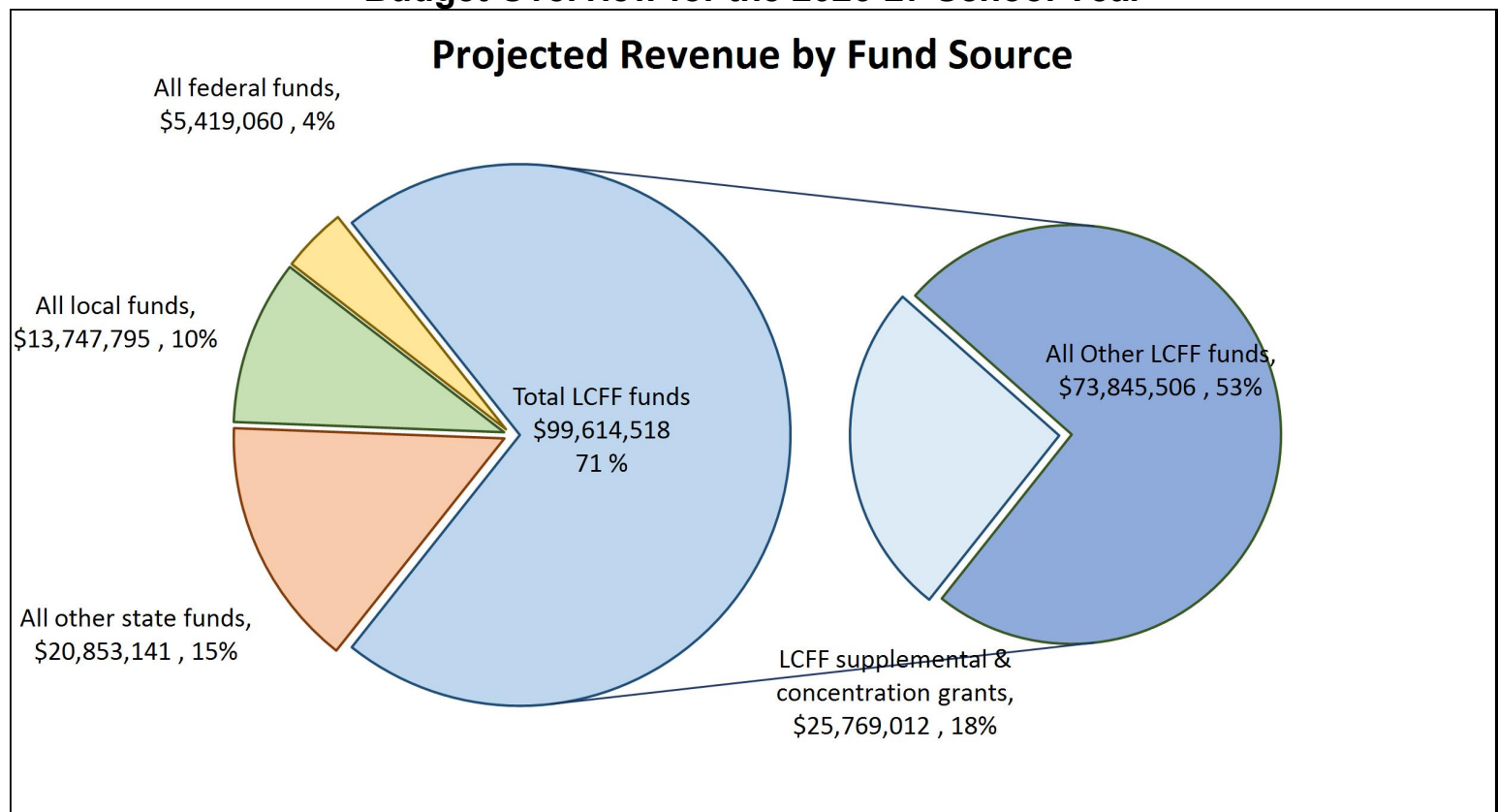
Superintendent

cwalker@hueneme.org

(805) 488-3588

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

Budget Overview for the 2026-27 School Year

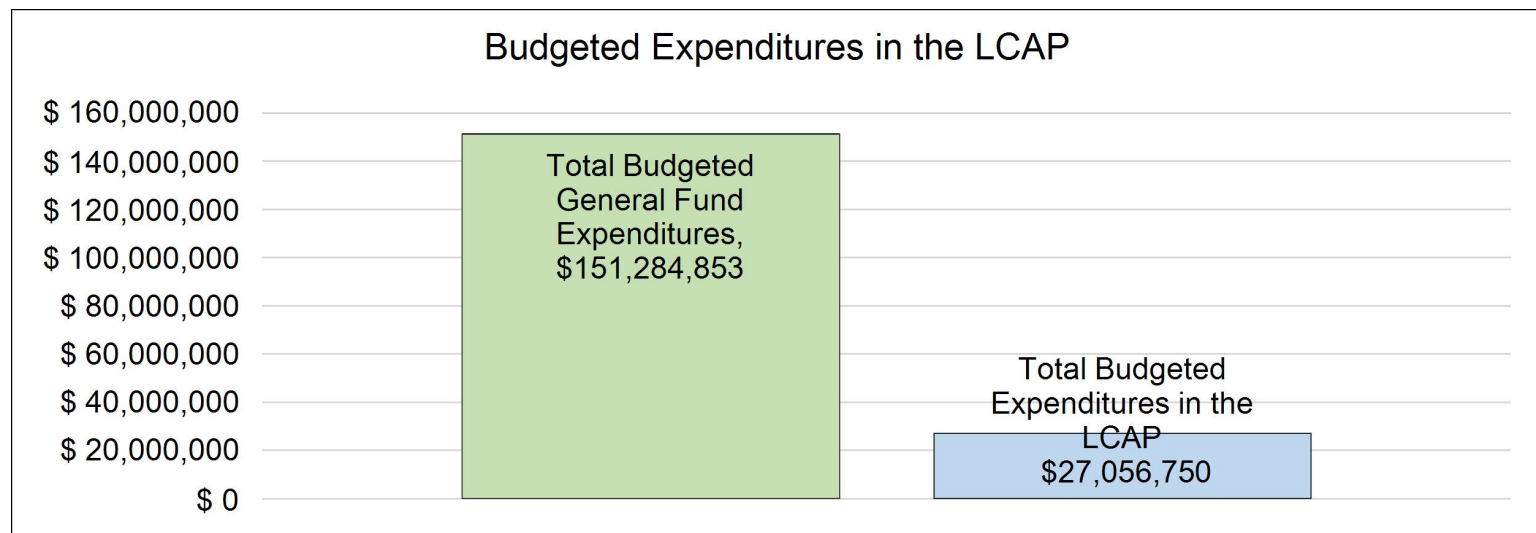


This chart shows the total general purpose revenue Hueneme Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hueneme Elementary School District is \$139,634,514, of which \$99,614,518 is Local Control Funding Formula (LCFF), \$20,853,141 is other state funds, \$13,747,795 is local funds, and \$5,419,060 is federal funds. Of the \$99,614,518 in LCFF Funds, \$25,769,012 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Hueneme Elementary School District plans to spend for 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: Hueneme Elementary School District plans to spend \$151,284,853 for the 2026-27 school year. Of that amount, \$27,056,750 is tied to actions/services in the LCAP and \$124,228,103 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

This consists of all expenditures related to the general operating costs of the school district, including teacher salaries, administration costs, maintenance and categorical program activities. Other non-salary and benefits expenditures include utilities, legal fees, property insurance, etc.

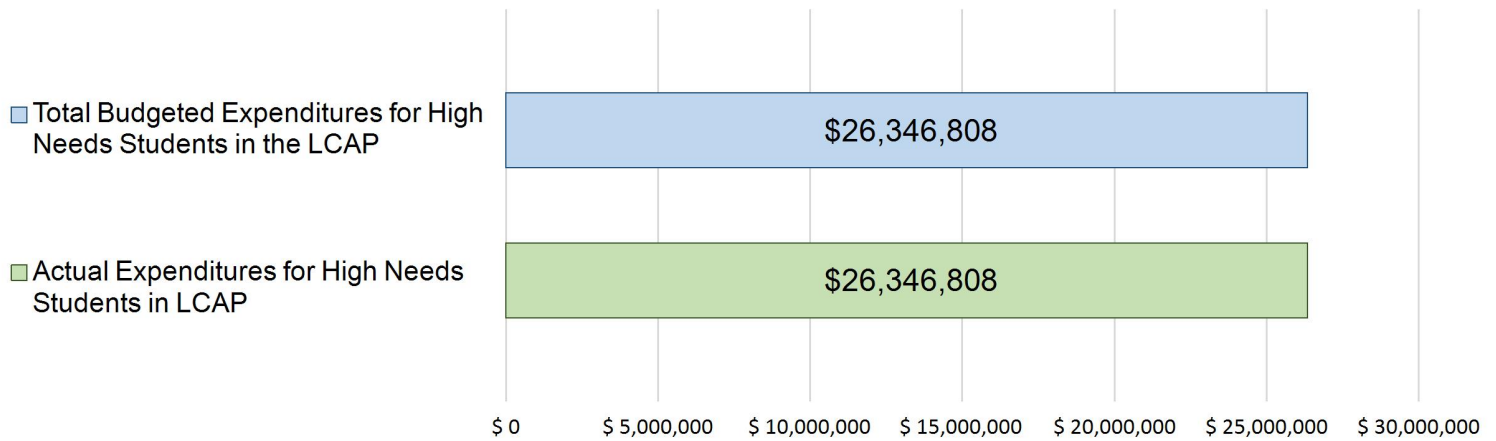
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Hueneme Elementary School District is projecting it will receive \$25,769,012 based on the enrollment of Foster Youth, English learner, and low-income students. Hueneme Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Hueneme Elementary School District plans to spend \$27,056,750 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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

The text description of the above chart is as follows: In 2025-26, Hueneme Elementary School District's LCAP budgeted \$26,346,808 for planned actions to increase or improve services for high needs students. Hueneme Elementary School District actually spent \$26,346,808 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
Hueneme Elementary School District	Dr. Christine Walker Superintendent	cwalker@hueneme.org (805) 488-3588

Plan Summary [2026-27]

General Information

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

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

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

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

Our students attend nine elementary schools and two junior high schools. HESD's current enrollment is 6,422 students.

District - Enrollment by Ethnicity:

Hueneme Elementary School District

Enrollment - 6,422 students

African American - 1.1%

American Indian or Alaska Native - 0.1%

Asian - 0.3%

Filipino - 2.7%

Hispanic or Latino - 88.4%

Pacific Islander - 0.2%

White - 5.5%

Two or More Races - 1.7%

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

Richard Bard Elementary School

Enrollment - 535 students

African American - 3.7%

American Indian or Alaska Native - 0.0%

Asian - 0.2%

Filipino - 2.8%

Hispanic or Latino - 83.2%

Pacific Islander - 0.6%

White - 7.3%

Two or More Races - 2.2%

Hollywood Beach Elementary School

Enrollment - 290 students

African American - 2.8%

American Indian or Alaska Native - 0.0%

Asian - 2.1%
Filipino - 1.7%
Hispanic or Latino 41.7%
Pacific Islander - 0.3%
White - 41.4%
Two or More Races - 10%

Julien Hathaway Elementary School:

Enrollment: 447 students
African American - 0.0%
American Indian or Alaska Native - 0.0%
Asian - 0.2%
Filipino - 3.1%
Hispanic or Latino - 95.1%
Pacific Islander - 0.0%
White - 0.2%
Two or More Races - 1.3%)

Hueneme Elementary School:

Enrollment: 310 students
African American - 1.0%
American Indian or Alaska Native - 0.0%
Asian - 0.6%
Filipino - 3.2%
Hispanic or Latino - 79.0%
Pacific Islander - 1.0%
White - 10%
Two or More Races - 5.2%

Art Haycox Elementary School:

Enrollment: 672 students
African American - 0.0%
American Indian or Alaska Native - 0.0%
Asian - 0.1%
Filipino - 0.6%
Hispanic or Latino - 98.7%
Pacific Islander - 0.0%
White - 0.6%
Two or More Races - 0.0%

Ansgar Larsen Elementary School:

Enrollment: 540 students

African American - 0.4%

American Indian or Alaska Native - 0.0%

Asian - 0.4%

Filipino - 0.9%

Hispanic or Latino - 96.5%

Pacific Islander - 0.0%

White - 1.7%

Two or More Races - 0.2%

Parkview Elementary School:

Enrollment: 510 students

African American - 0.2%

American Indian or Alaska Native - 0.0%

Asian - 0.2%

Filipino - 1.6%

Hispanic or Latino - 83.3%

Pacific Islander - 0.0%

White - 13.7%

Two or More Races - 1.0%

Sunkist Elementary School:

Enrollment: 479 students

African American - 0.8%

American Indian or Alaska Native - 0.2%

Asian - 0.4%

Filipino - 0.8%

Hispanic or Latino - 95.6%

Pacific Islander - 0.0%

White - 1.9%

Two or More Races - 0.2%

Fred L. Williams Elementary School:

Enrollment: 546 students

African American - 0.4%

American Indian or Alaska Native - 0.0%

Asian - 0.2%

Filipino - 8.6%

Hispanic or Latino - 88.1%

Pacific Islander - 0.4%
White - 1.5%
Two or More Races - 0.9%

Charles F. Blackstock Junior High:

Enrollment: 1,186 students

African American - 0.8%
American Indian or Alaska Native - 0.3%
Asian - 0.2%
Filipino - 3.7%
Hispanic or Latino - 91.1%
Pacific Islander - 0.1%
White - 2.4%
Two or More Races - 1.4%

E.O. Green Junior High:

Enrollment: 901 students

African American - 2.0%
American Indian or Alaska Native - 0.1%
Asian - 0.3%
Filipino - 2.2%
Hispanic or Latino - 90.0%
Pacific Islander - 0.1%
White - 3.7%
Two or More Races - 1.6%

* Dual language programs are now offered at five schools - Richard Bard Elementary, Parkview Elementary, Ansgar Larsen Elementary, Sunkist Elementary, and E.O. Green Junior High School. Art Haycox Elementary will begin a dual language program in TK and Kinder in the 2026-2027 school year.

* A continuum of unique education options is available to students identified as individuals with special needs. Related services are available when such services are deemed necessary. The Individual Education Program determines each student's program placement and services.

* The district feeds into the Oxnard Union High School District, specifically Channel Islands and Hueneme High Schools.

District Enrollment by English Language Acquisition:

English Only - 35.2%
Initial English Proficient - 3.5%
English Learner - 38.0 %

Reclassified Fluent English Proficient - 20.0%

SOURCE: DataQuest

HESD Vision and Mission Statement

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

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

Core Beliefs and Values

- * We believe every student has limitless potential and deserves equitable opportunities to succeed.
- * We value diversity as a strength and cultivate an environment where every student's identity is respected and celebrated.
- * We are committed to fostering curiosity, creativity, and a lifelong love of learning.
- * We believe resilience, perseverance, and civic engagement are essential life skills that must be intentionally taught and modeled.

Strategic Priorities

- * Equity and Access: Ensure all students, regardless of background, have access to high-quality, culturally relevant instruction and resources.
- * Academic Excellence: Deliver rigorous, evidence-based instruction that challenges students to think critically and solve real-world problems.
- * Student Wellness: Promote physical, emotional, and mental well-being through a safe and inclusive learning environment.

- * Innovation and Technology: Equip students with digital literacy skills that prepare them for college and career success.
- * Community and Civic Engagement: Foster meaningful partnerships with families and communities to support student learning and civic responsibility.

Reflections: Annual Performance

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

Section 1: Successes

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

Successes - Outcomes

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

Several schools saw meaningful gains for English Learners, Socio-Economically Disadvantaged students and Students with Disabilities.

- * Ansgar Larsen Elementary: English Learners improved by 17 points; Socio-Economically Disadvantaged students improved by 14.6 points; Students with Disabilities improved by 26.8 points.
- * Hueneme Elementary: English Learners improved by 19.8 points; Socio-Economically Disadvantaged students improved by 12.7 points; Students with Disabilities improved by 18.6 points.
- * Parkview Elementary: Students with Disabilities improved by 31.1 points.
- * Sunkist Elementary: Students with Disabilities improved by 16.9 points.

Overall Growth in Key Student Groups:

- * White improved by 15.3 points.
- * English Learners improved by 7 points.
- * Black or African American improved by 4.8 points.
- * Students with Disabilities improved by 4.3 points.

Significant Gains at Individual Schools:

- * Ansgar Larsen Elementary showed across-the-board growth, including a notable 26.8 -point gain among Students with Disabilities.
- * Hueneme Elementary showed across-the-board growth, including a notable 19.8 -point gain among English Learner students.
- * E.O. Green Junior High saw substantial improvement for English Learners and White students (17.5 and 18.3 points, respectively).

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

- * Grade 3: +11.7 points
- * Grade 4: +3.7 points
- * Grade 5: -7 points
- * Grade 6: +3.8 points
- * Grade 7: -0.8 points
- * Grade 8: + 4.9 points

Maintaining Growth Among Socio-Economically Disadvantaged Students - This student group maintained gains in every grade level:

- * Grade 3: +8.4
- * Grade 4: - 0.4
- * Grade 5: - 0.6
- * Grade 6: +0.9
- * Grade 7: - 1
- * Grade 8: +0.1

Improvement Among English Learners:

- * English Learners showed improvement district-wide, with growth of +7 points (DFS).

Success 2: Mathematics Performance Across the District and Schools

District-Wide Maintenance of Growth in Key Student Groups - The district showed overall preservation of growth in Mathematics:

- * All students maintained growth, increase of 0.8 points.
- * English Learners improved by 3.5 points.
- * Socio-Economically Disadvantaged students maintained growth, decrease of 0.8 points.
- * Students with Disabilities maintained growth, decrease of 2.3 points.

School-Level Gains for English Learners - Three schools made considerable strides in supporting English Learners in mathematics:

- * E.O. Green Jr. High School: increase of 10.6 points.
- * Fred L. Williams Elementary School: increase of 8.5 points.
- * Hueneme Elementary School: increase of 9.3 points.

Improved Outcomes for Socio-Economically Disadvantaged Students at Two Schools:

- * Fred L. Williams Elementary School: increase of 8.3 points.
- * Sunkist Elementary School: increase of 8.6 points.

Notable Gains in Overall School Performance in Mathematics:

- * Angsar Larsen Elementary: Increased by 10 points
- * Fred L. Williams Elementary: Increased by 7.5 points
- * Richard Bard Elementary: Increased by 6.4 points
- * Sunkist Elementary: Increased by 7.6 points

Success 3: California Healthy Kids Survey Results

Starting with baseline data, fifth-grade students consistently reported high levels of positive school experience:

- * Academic Motivation: 77% (-3%)
- * High Expectations: 83% (-1%)
- * School Safety: 76% (+4%)
- * School Connectedness: 72% (+2%)
- * Caring Adult Relationships: 70% (+3%)
- * Meaningful Participation: increased slightly from 41% to 44%

Improvement in Middle School Students' Perceptions - Some areas of Grade 7 student experience improved:

- * School Connectedness: increased from 45% to 51%
- * High Expectations: increased from 70% to 71%
- * School Safety: increased significantly from 51% to 67%

Success 4: District and Schools Five-by-Five Placement Reports - Performance Level Indicators on the California Dashboard (Performance Levels for Indicators on the California School Dashboard from highest to lowest: Blue, Green, Yellow, Orange, Red)

English Language Arts Placement Report - Increased to Yellow Status:

- *E.O. Green Junior High
- *Hueneme Elementary
- *Julien Hathaway Elementary
- *Richard Bard Elementary

Mathematics Placement Report - Increased to Yellow Status:

- * Angsar Larsen Elementary
- *Fred L. Williams Elementary
- *Richard Bard Elementary
- *Sunkist Elementary

Chronic Absenteeism Placement Report - Declined to Orange (positive change):

- * Ansgar Larsen Elementary
- * Julien Hathaway Elementary

Chronic Absenteeism Placement Report - Declined or Declined Significantly to Yellow (positive change)

- * District
- * Art Haycox School
- * Charles Blackstock Jr. High
- * Fred Williams School
- * Hollywood Beach School
- * Parkview School
- * Hueneme School
- * Sunkist School

Success 5: Local Indicators on the California School Dashboard (<https://www.cde.ca.gov/ta/ac/cm/localindicators.asp>)

The achievements and progress described in this section are based on HESD's 2025 California Dashboard results. This year's Dashboard data is available within the Dashboard Communication Toolkit ([cde.ca.gov/ta/ac/cm/dashboardtool](https://www.cde.ca.gov/ta/ac/cm/dashboardtool))

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

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

Successes - Actions

Success 1: Universal Screening in Reading and Mathematics

HESD uses mCLASS Dibels/Lectura each trimester in as a grade K-2 universal screener in reading and mathematics (English and Spanish)

and AimswebPlus each trimester as a grade 3 through grade 8 universal screener in reading and mathematics (English and Spanish). The AimswebPlus Universal Screener (<https://app.aimswebplus.com/>) offers nationally normed, skills-based benchmark assessments and progress monitoring integrated into one application across reading and math domains. Results inform daily instruction and provide growth results in reading and math achievement using curriculum-based assessment and standards-aligned content. Additionally, AimswebPlus links to instructional resources to support growth in reading, writing, and math skills. AimswebPlus uncovers learning gaps quickly, identifies at-risk students, and assesses growth at the individual and group levels.

Success 2: Universal Screening in Social-emotional Learning Competencies

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

Success 3: California Healthy Kids Survey

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

Success 4: Use of California School Dashboard with Educational Partners to Guide Decision-Making

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

Success 5: Multi-Tiered System of Supports (MTSS) - MTSS Leadership Teams with Strong District Support - MTSS

(<https://www.cde.ca.gov/ci/cr/ri/mtsscompti2.asp>) is a framework all our schools use to give targeted student support. It is designed to identify struggling students early and intervene quickly. The supports offered focus on the "whole child" - academic growth, behavior, social and emotional needs, and absenteeism. MTSS supports the adults at school, too. It is a way to increase teacher, administrator, and classified employee effectiveness.

Key elements of our MTSS framework:

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

Success 6: Professional Learning for Staff

HESD provided the following professional learning for staff during the 2025-2026 school year:

- * Multi-Tiered System of Supports with Panorama Student Success - Panorama Student Success

(<https://www.panoramaed.com/products/student-success>) is an all-in-one platform to strengthen systems of support. The dashboards bring together information about student academics, attendance, behavior, and social-emotional learning so HESD educators can make data-driven decisions about student support. Panorama Student Success provided workshops to build a strong foundation in our staff, using Student Success to support students holistically. The training focused on applying data and inquiry protocols while building core platform knowledge and navigation skills.

- * Sobrato Early Academic Language (SEAL) - Professional learning started in 2023-2024 (with Haycox and Hathaway Elementary) and expanded to train all nine elementary schools this year. SEAL (<https://seal.org/>) is a research-based, evidence-based approach to establishing systems and practices that support language development, literacy, and engaging, joyful learning for English Learners, Dual Language Learners, and ALL students.

- * California Reading & Literature Project (CRLP) - Professional learning in foundational/ comprehension reading skills in the Content Area Language & Literacy (CALL) institutes (<https://www.callutheran.edu/education/crlp/programs/index.html>) focused on the tools and skills needed to analyze the academic language demands of course-specific texts and material (junior highs).

- * Dual Immersion - Professional learning for dual immersion staff on the importance of bilingualism and biliteracy in a dual language program, how to obtain high achievement in both program languages and sociocultural competence, how the dual immersion models work, what specific language teachers focus on and reinforce, how to structure your time teaching two sets of students and/or two languages in one class and collaborating with a partner teacher daily (<https://www.cde.ca.gov/sp/el/er/edgedli.asp>).

- * Nonviolent Crisis Intervention Training - Provides staff with the skills to recognize and respond to everyday crises and de-escalate disruptive behavior (<https://www.crisisprevention.com/our-programs/nonviolent-crisis-intervention/>).

- * LETRS (Language Essentials for Teachers of Reading and Spelling) - Five cohorts participated this school year (two elementary, one junior high, one early childhood, and all administrators) for training in Lexia LETRS® (Language Essentials for Teachers of Reading and Spelling) Suite (<https://www.lexialearning.com/letrs>), which is a comprehensive professional learning designed to provide educators and administrators with deep knowledge to be literacy and language experts in the science of reading.

- * UCLA Math - Professional learning for elementary staff focused on supporting teachers in implementing Cognitively Guided Instruction (CGI). This research based, student centered approach to teaching math helps educators understand how children's mathematical ideas develop, using the student's existing intuitive approaches and natural number sense as the basis for instruction.

(<https://centerx.gseis.ucla.edu/math-project/about/>)

Section 2: Challenges/Opportunities

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

Challenge/Opportunity 1: English Language Arts

Students with Disabilities Consistently Underperforming

* District-wide, this group had the lowest performance with a distance from standard of -131.8.

* At the school level:

- Hueneme Elementary: -137.9 (increased 18.6 points).
- Parkview Elementary: -96.6 (increased 31 points).
- Charles Blackstock Junior High: -148.4 (maintained - 2.2 points).
- E.O. Green Junior High: -144.5 (maintained - 1.1 points)

Unhoused Students Facing Persistent Academic Challenges

* District-wide, unhoused students remained significantly below standard at -88.1 and showed minimal improvement.

* Art Haycox Elementary and E.O. Green Junior High both report very low scores for unhoused students (-104.8 and -111.6, respectively), even with significant improvement at Haycox (+20.2) and improvement at E.O. Green (+7.7)

Schools with Declining or Maintained Performance

* Parkview Elementary maintained very low status among multiple groups:

- All students declined by 1.2 points.
- English Learners declined by 1 point.
- Socioeconomically Disadvantaged students declined by 2.7 points.

Challenge/Opportunity 2: Mathematics

Students with Disabilities Underperforming - This student group had the lowest scores across the district and schools:

* District-wide: -157.1 (declined 2.3 points).

* Charles Blackstock Junior High: -191 (increased 2.3 points).

* E.O. Green Junior High: -190.8 (declined 5.1 points).

* Parkview Elementary: -123.1 (increased 11.7 points).

* Hueneme Elementary: -153.9 (declined 31.5 points).

* Haycox Elementary: -143.4 (maintained +2.5 points).

Parkview Elementary Remains with Very Low or Low Performance Across Multiple Groups:

- * All Students declined by 7.1 points
- * English Learners maintained very low performance (-102.5) with a decline by 2.3 points.
- * Socio-Economically Disadvantaged students declined by 4.3 points.
- * Students with Disabilities increased by 11.7 points, with an overall very low performance at -123.1.
- * Unhoused students declined by 4.3 points.
- * Hispanic students declined by 5.4 points.

Hueneme Elementary maintains very low performance in the student group, Students with Disabilities with a significant decline in performance -31.5 points, with a current status of -153.9 DFS.

Persistent Low Performance Among African American and Unhoused Students:

- * District-wide, African American students maintained very low performance with an increase of 0.8 points, reaching -101.7.
- * Unhoused students remain well below standard at -115.9, with a decline of 6.6 points.

Moderate Gains but Still Low Achievement at Junior Highs - Although Charles Blackstock and E.O. Green Junior High Schools made gains, their overall and subgroup scores remain very low:

- * Charles Blackstock: All students at -112.8; English Learners at -131.3; Students with Disabilities at -191.
- * E.O. Green: All students at -112.3; English Learners at -136.9; Students with Disabilities at -190.8.

Challenge/Opportunity 3: Science

Mixed Outcomes in Grade 5 Science Performance:

- * All Grade 5 students: 17.79% met standards—an increase of 3.83 percentage points over the prior year.
- * Students with Disabilities: Declined by .96 percentage points, reaching 2.68%.
- * English Learners: Performance increased slightly to 1.50%, a 1.03 percentage point increase.

Improvement in Grade 8 Science Performance

- * All Grade 8 students: 16.11% met standards—a 5.15 percentage point increase.
- * English Learners: increased from 0% to 2.58% meeting standards.
- * Students with Disabilities: increased from 0% to 2.18% meeting standards.

Challenge/Opportunity 4: English Learner Progress Indicator

Overall Increase in English Learner Progress:

- * 48% of English Learners in the district made progress toward English language proficiency—an increase of 3.3% from the previous year.

Significant Decline at Hueneme Elementary School:

- * Only 34.5% of English Learners are making progress, a dramatic drop of 18.6% of English Learners making progress.

Challenge/Opportunity 5: Chronic Absenteeism Rate

High Overall Chronic Absenteeism - At 19.2% chronically absent. This significantly exceeds the state's expectation and reflects a systemic attendance issue.

Red Indicator for Multiple Student Groups - The district received the lowest performance level (red) for the following groups:

- * Students Who Identify as White: 24.8%

- * Students of Two or More Races: 23.9%

School-Level Attendance Challenges - Several schools reported absenteeism rates well above the district average:

- * E.O. Green Junior High: All Students: 23.7%

- * Richard E. Bard School: All Students: 22.6%

Challenge/Opportunity 6: California Healthy Kids Survey Results

Grade 5 metrics have largely plateaued: School Connectedness (70%), Academic Motivation (80%), High Expectations (84%), and School Safety (72%) all remained completely unchanged.

Persistent Gaps Between Elementary and Middle School - The drop-off in student perceptions from Grade 5 to Grade 7 remains significant:

- * School Connectedness: Drops from 70% in Grade 5 to just 45% in Grade 7.

- * Academic Motivation: Drops from 80% in Grade 5 to 63% in Grade 7.

- * Meaningful Participation: Drops from 42% in Grade 5 to 24% in Grade 7.

Persistent Safety Concerns in Middle School: Despite a 7-point improvement, School Safety for Grade 7 remains a critical challenge. At 51%, nearly half of all 7th graders still do not report feeling completely safe at school, compared to 72% of 5th graders.

Declining Perception of Caring Adults in Grade 7: While Grade 5 saw a slight increase in caring adult relationships, Grade 7 actually saw a drop, falling from 55% in the year 1 data down to 53% in 2024/25.

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

Data provides examples of specific systemic challenges and clear opportunities for targeted intervention.

Key Challenges

Widespread Declines in Student Self-Efficacy: Across nearly all grade levels, students reported a lower belief in their own ability to succeed. The most severe drops occurred in Grade 3 (dropping from 54% to 48%) and Grade 4 (dropping sharply from 50% to 38%).

Eroding School Climate and Belonging in Upper Grades: Middle school cohorts consistently report lower environmental metrics. In Grade 7, teacher-student relationships plummeted from 60% to 49%, while Grade 6 saw its sense of belonging fall from 56% to 53% and school climate drop from 58% to 52%.

Early Elementary Regression: Grade 3 and Grade 4 students showed across-the-board regressions in student competencies. For example, Grade 3 fell in self-management (67% to 63%) and grit/perseverance (62% to 59%), alongside its drop in self-efficacy.

Key Opportunities

Replicating the Grade 5 Success Model: Grade 5 was a notable outlier, showing a 3% improvement in self-efficacy (moving from 44% to 47%) and holding steady at 59% for grit/perseverance. Investigating and replicating the specific strategies, curriculum, or interventions used in Grade 5 classrooms could help boost performance in adjacent grades.

Leveraging Strong Primary-Grade Teacher Relationships: While overall school climate and student self-management dipped slightly in Grade 3, teacher-student relationships actually improved from 75% to 78%. This strong interpersonal foundation is an opportunity to introduce targeted self-efficacy and confidence-building exercises directly through trusted classroom teachers.

Targeted Middle School Interventions: While upper grades saw dips, Grade 8 managed to stay completely flat in self-efficacy (35%), improve slightly in grit/perseverance (50% to 52%), and lift its school climate perception from 40% to 41%. This indicates that peer-led or structural changes in the highest grade level are gaining traction and can be expanded downward to Grades 6 and 7.

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

- English Learner Indicator Progress Placement Report:

Declined to Orange:

- * Parkview School
- * Art Haycox School
- * Richard Bard School

* Ansgar Larsen School

Declined to Red:

*Hueneme School

- Chronic Absenteeism Placement Report

Increased significantly to or Maintained Red:

* Richard Bard Elementary School

* EO Green Junior High

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

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

HESD student groups performing in the lowest performance level on one or more state indicators on the 2025 Dashboard (<https://www.caschooldashboard.org/reports/56724620000000/2023>):

- * Long-Term English Learners (Suspension Rate, Mathematics, Science)
- * Foster Youth (Suspension Rate)
- * Homeless (English Language Arts, Mathematics)
- * Students with Disabilities (Mathematics, Science)
- * African American (Mathematics)
- * Socioeconomically Disadvantaged (Mathematics)
- * Hispanic/Latino (Mathematics)
- * White (Chronic Absenteeism)
- * Students Who Identify Two or More Races (Chronic Absenteeism)

* English Language Arts - how well students meet grade-level English Language Arts assessment standards. This measure is based on

student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11.

Student Groups in Red:

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

2024 - Homeless, Students with Disabilities

2025 - Homeless

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

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

Student Groups in Red:

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

2024 - African American, Homeless, Students with Disabilities

2025 - Long-Term English Learners, Homeless, Students with Disabilities, African American, Socioeconomically Disadvantaged, Hispanic/Latino

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

Student Groups in Red:

2023 - Filipino, Foster Youth, Two or More Races

2024 - African American, Homeless

2025 - White, Two or More Races

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

Student Groups in Red\:

2023 - Asian, White
2024 - Foster Youth
(Asian has no performance color; White advanced to orange)
2025 - Long-Term English Learners, Foster Youth

HESD schools performing in the lowest performance level on one or more state indicators on the 2025 Dashboard
(<https://www.caschooldashboard.org/reports/56724620000000/2023>):

* Bard Elementary School

2023 - None
2024 - None
2025- Chronic Absenteeism, English Language Arts, Mathematics

* Beach Elementary School

2023 - Chronic Absenteeism
2024 - None
(Chronic absenteeism advanced to orange.)
2025- None

* Hathaway Elementary School

2023 - English Language Arts
2024 - English Learner Progress
(English Language Arts advanced to yellow.)
2025- Chronic Absenteeism
(English Learner Progress advanced to blue.)

* Haycox Elementary School

2023 - English Language Arts, Mathematics, Suspension Rate, Chronic Absenteeism
2024 - English Language Arts
(Mathematics advanced to orange; Suspension Rate advanced to green; Chronic Absenteeism advanced to yellow.)
2025- English Language Arts, Mathematics

* Hueneme Elementary School

2023 - None
2024 - English Language Arts

2025- English Learner Progress, Chronic Absenteeism, Mathematics
(English Language Arts advanced to yellow.)

* Larsen Elementary School
2023 - Chronic Absenteeism
2024 - English Language Arts
(Chronic Absenteeism advanced to orange.)
2025- Chronic Absenteeism
(English Language Arts advanced to yellow.)

* Parkview Elementary School
2023 - English Language Arts
2024 - English Language Arts
2025- English Language Arts

* Sunkist Elementary School
2023 - None
2024 - None
2025- English Language Arts

* Williams Elementary School
2023 - None
2024 - English Learner Progress
2025- English Language Arts
(English Learner Progress advanced to yellow.)

* Blackstock Junior High School
2023 - Mathematics
2024 - Chronic Absenteeism
(Mathematics advanced to orange.)
2025- Chronic Absenteeism, Suspension Rate, English Language Arts, Math, Science

* Green Junior High School
2023 - Mathematics, English Learner Progress, English Language Arts
2024 - Chronic Absenteeism
(Mathematics and English Language Arts advanced to orange; English Learner Progress advanced to yellow.)
2025- Chronic Absenteeism, English Language Arts, Mathematics

Student groups within HESD schools performing in the lowest performance level on one or more state indicators on the 2025 Dashboard (<https://www.caschooldashboard.org/reports/56724620000000/2023>):

* Bard Elementary School

2023:

None

2024:

English Language Arts: English Learners, Students with Disabilities

Mathematics: Students with Disabilities

2025:

English Language Arts: English Learners, Students with Disabilities

Mathematics: Students with Disabilities

Chronic Absenteeism: All, Unhoused, Socio-economically Disadvantaged, Hispanic

* Beach Elementary School

2023:

Chronic Absenteeism: All students, White

2024:

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

2025:

None

* Hathaway Elementary School

2023:

English Language Arts: English Learners, Hispanic, Socio-economically Disadvantaged

Mathematics: English Learners

2024:

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

Mathematics: English Learners

2025:

Chronic Absenteeism: Students with Disabilities

* Haycox Elementary School

2023:

English Language Arts: All students, English Learners, Homeless, Socio-economically Disadvantaged, Hispanic

Math: All students, English Learners, Socio-economically Disadvantaged, Hispanic

Chronic Absenteeism: Unhoused Youth

2024:

English Language Arts: English Learners, Hispanic, Socio-economically Disadvantaged, Students with Disabilities (Unhoused Youth advanced to orange.)

Math: None (English Learners, Socio-economically Disadvantaged, and Hispanic advanced to orange.)

Chronic Absenteeism: None (Unhoused Youth advanced to orange.)

2025:

English Language Arts: Students with Disabilities

Mathematics: All, English Learners, Students with Disabilities, Socio-economically Disadvantaged, Hispanic

* Hueneme Elementary School

2023:

English Language Arts: English Learners, Students with Disabilities, Hispanic

Math: English Learners, Students with Disabilities, Hispanic, Socio-economically Disadvantaged

2024:

English Language Arts: English Learners, Hispanic, Socio-economically Disadvantaged, Students with Disabilities

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

2025:

ELPI: All, English Learner

Mathematics: Students with Disabilities

Suspension Rate: Homeless

* Larsen Elementary School

2023:

Chronic Absenteeism: All Students, Unhoused Youth, Socio-economically Disadvantaged, Hispanic

2024:

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

2025:
Chronic Absenteeism: Unhoused

* Parkview Elementary School

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

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

2025:
English Language Arts: All, English Learners, Socio-economically Disadvantaged
Mathematics: English Learners

* Sunkist Elementary School

2023:
None

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

2025:
English Language Arts: Unhoused

* Williams Elementary School

2023:
English Language Arts: English Learners, Socio-economically Disadvantaged
Chronic Absenteeism: Filipino

2024:

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

2025:
English Language Arts: Unhoused, Students with Disabilities
Mathematics: Students with Disabilities

* Blackstock Junior High School

2023:
English Language Arts: English Learners, Socio-economically Disadvantaged, Students with Disabilities, Hispanic, White
Math: All students, English Learners, Socio-economically Disadvantaged, Students with Disabilities, Hispanic, White

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

2025:
English Language Arts: Long-Term English Learners, Unhoused, Students with Disabilities
Mathematics: All, Long-Term English Learners, Unhoused, Socio-economically Disadvantaged, Students with Disabilities, Hispanic
Suspension: Long-term English Learners, Unhoused, Students with Disabilities
Chronic Absenteeism: White

* Green Junior High School

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

2024:
English Language Progress: Hispanic, Unhoused Youth, Long-Term English Learners, Students with Disabilities (All students and English

Learners advanced to orange.)

English Language Arts: Hispanic, Unhoused Youth (All students, English Learners, Socio-economically Disadvantaged, and Students with Disabilities advanced to orange.)

Math: Students with Disabilities, Hispanic, Unhoused Youth, Long-term English Learners (All students, English Learners, and Socio-economically Disadvantaged advanced to orange.)

Chronic Absenteeism: English Learners, Hispanic, Unhoused, White, Socio-economically Disadvantaged, Students with Disabilities

2025:

English Language Arts: Unhoused, Students with Disabilities

Mathematics: All, Unhoused, Socio-economically Disadvantaged, Student with Disabilities, Hispanic

Chronic Absenteeism: All, English Learners, Socio-economically Disadvantaged, Student with Disabilities, Hispanic, White

Section 4: Actions to Address the Identified Needs

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

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

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

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

* **Community Engagement:** Engaging parents, caregivers, and community members is essential in supporting student success. HESD will continue to organize outreach events, workshops, or forums to involve the community in the improvement efforts and to solicit input on how best to support students.

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

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

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

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

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

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

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

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

Unexpended Learning Recovery Emergency Block Grant (LREBG) Funds Update:

LREBG was established in response to the COVID-19 pandemic to support schools in their long-term recovery efforts. The grant is intended to address student learning, mental health, and overall well-being. LREBG provides one-time funds to LEAs for learning recovery initiatives through the 2027–28 school year.

Although Hueneme ESD fully expended its original LREBG apportionment, the additional apportionment of \$643,869 was released by CDE in October 2025 and received in December 2025 during the P1 (First Interim) reporting period. Therefore, Hueneme Elementary School District has \$0 in unexpended LREBG funds as of the 2025–26 First Interim Report (December 2025).

As the District is committed to fully expending these funds by June 30, 2028 (end of FY 2027–28), ensuring alignment with state priorities and maximum impact on student learning and support services, LREBG funds supported Action 1.1 (Professional Learning) within the LCAP for the 2025–2026 school year. In addition to the direct expenditure, the District also accounted for the applicable indirect costs associated with administering and supporting these services in accordance with program requirements.

The effectiveness of these actions was monitored through local operational metrics, California Dashboard indicators, attendance data, school climate measures, educational partner engagement feedback, and other local indicators of student progress, engagement, and achievement.

As of the latest fiscal update, Hueneme Elementary School District has a balance of \$0 in Learning Recovery Emergency Block Grant (LREBG) funds and therefore does not have any carryover amount for the 2026–27 school year.

Reflections: Technical Assistance

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

N/A

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
LCAP Educational Partner Advisory Committee * Principals - 4 * District Administrators - 4 * Local bargaining units (HEA and CSEA) - 8 * Parents - 10 * Students - 8 (four elementary and four junior high) * Community members - 1	Meeting Dates: November 19, January 21, March 4, April 29, May 27
Special Education Local Plan Area Administrator (SELPA)	Consultation on February 12, 2026 - The meeting emphasized accountability and transparency for special education support, social-emotional support, and increased professional learning for alignment between special education and general education.
District English Learner Advisory Committee	Meeting Dates: October 30, December 17, February 26, May 28
Public Hearing and Board Adoption	A public hearing is scheduled for June 8, 2026. no comments from the public were provided. The HESD governing board adoption occurred on June 22, 2026.

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

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

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

- * **Alignment with Goals:** The feedback provided by educational partners is aligned with the overarching vision and goals of HESD. This ensured that the LCAP reflects the shared vision and priorities of the entire educational community.
- * **Action Planning:** Based on the input received, specific actions and strategies are developed within the LCAP to address identified needs and priorities.
- * **Budget Allocation:** Educational partner input provides insights into resource allocation preferences. Educational partners' input influences how funds are allocated across different actions outlined in the LCAP, ensuring that resources are directed toward areas of greatest need and impact.
- * **Monitoring and Revision:** Throughout the implementation of the LCAP, ongoing monitoring and evaluation metrics were established to assess progress towards goals. Feedback loops such as surveys, focus groups, meetings, and workshops will continue to gather input on the strategies' effectiveness and inform any revisions to the LCAP plan.

The annual and ongoing engagement of educational partners is a key component of the Hueneme Elementary School District's Local Control Accountability Plan (LCAP) development process. The goals, actions, expenditures, metrics, and targets within the LCAP are informed by the voices of students, families, staff, and community members. Consistent with the statute, such engagement supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of HESD educational partners is an ongoing, annual process.

Section 2: How educational partners' engagement influences the decisions reflected in the adopted LCAP from September 2024 through June 2026

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

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

Examples:

- **Community Meetings:** The district holds community meetings at Haycox Elementary School to discuss the Local Control Accountability Plan Survey and assist parents and community members complete the survey. These meetings were organized for Spanish and Mixteco-speaking families to ensure full language access to the survey questions and answers. Other community meetings include, but are not limited to, Cafe con Leche, Coffee with the Principal, English learner parent meetings, staff meetings,

Triple P and Parent Project parenting classes, Back to School Nights, Spring Open Houses, and Parent Teacher Association (PTA) meetings.

- Multilingual Learner Advisory Committee (MLAC): This committee comprises parents and community members who provide ongoing information and solicit feedback on multilingual programs and the Local Control Accountability Plan. The committee meets regularly throughout the year and provides feedback on draft versions of the LCAP.
- District Multilingual Learner Advisory Committee (DMLAC) meetings. The committee advises the district on programs and services for multilingual learners. It provides input on developing the Local Control and Accountability Plan's goals, actions, and expenditures for improving student outcomes. They also work to review the effectiveness of current programs and make recommendations for improvement. The committee participates in developing the Title III plan, which outlines how the district will use federal funds to support LCAP goals and actions specific to multilingual learners.
- Special Education Local Plan Area Administrator (SELPA) Engagement - The meeting on March 10, 2025, emphasized accountability and transparency for special education support, Social-emotional support, Increased professional learning for alignment between special education and general education
- District Collaboration Team (representatives from labor, administration, and governing board that meet monthly before each governing board meeting) Based on The California Labor Management Initiative (CA LMI) Model, a project of the CDE Foundation, this team brings together union and management leaders to co-develop structures and practices that lift staff voices and build systems for continuous improvement to create better outcomes for students and staff, parents and communities. The CA LMI fosters and supports labor-management partnerships as a foundational element of improving public schools and advancing educational equity in California.

Process:

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

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

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

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

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

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

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

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

Section 3: LCAP Educational Partners Advisory Committee

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

HESD educational partners were consulted when developing the LCAP:

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

Meeting Dates:

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

District English Learner Advisory Committee

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

HESD educational partners were consulted when developing the LCAP:

- * Administrators
- * Parents
- * Community members

Meeting Dates:

October 30, December 17, February 26, May 28

Section 4:

Summary of Feedback Received from Educational Partners:

The feedback provided by our educational partners reaffirmed and built upon key priorities communicated in the previous LCAP and annual updates. The following summary outlines information from our educational partner engagement opportunities regarding LCAP goals, actions, and expenditures.

* Local Control Accountability Plan (LCAP) Educational Partner Survey

Topic Descriptions:

- Barriers to Engagement- Factors that can create challenges for families to interact with or become involved with their child's school. Survey-takers responded, "How big of a problem are the following issues for becoming involved with your child's current school?"
- Culture of Respect- Students, staff and families are respected by school staff.
- Academic Preparation- How well are students prepared for the next grade level.
- Cultural Inclusivity- How well are all demographics respected and included in the instructional experience.
- Future Orientation- Students believe that they are learning skills to help them prepare for the future.
 - Support Awareness and Availability: Students, families and staff are mostly aware of academic and non-academic supports on campus.
 - School Safety- Students, families and staff feel safe and connected to their school.
 - Social Awareness- How well students consider the perspectives of others and empathize with them.
 - Roles and Responsibilities- Perceptions of who should be primarily responsible for school success. Survey-takers responded to the statement, "Many different factors play a role in school success. Each statement below represents something that may contribute to children's success in schools. Please indicate who you think is primarily responsible for each factor."
 - School Climate- Perceptions of the school's overall social and learning climate.
 - Background Questions- Demographic information about survey-takers.
 - Family Engagement- The degree to which families become involved with and interact with their child's school.
 - Classroom Effort- How much effort students exert in key behaviors corresponds to successful learning and course performance.
 - Learning Behaviors- Families' perceptions of their child's learning-related behaviors.
 - Teacher-Student Relationships- How strong is the social connection between teachers and students within and beyond the classroom?

Analysis of LCAP Educational Partner Survey Results:

The 2025/26 HESD LCAP Survey gathered valuable input from three key educational partner groups—students, families, and employees—to assess perceptions across various school climate and engagement categories. These perspectives offer insight into the district's strengths and areas of need.

Conclusion and Next Steps

The 2025-2026 LCAP survey results provide critical data from 805 total family respondents, 344 classified and certificated employees, and 1,560 5th-grade and junior high students. This comprehensive feedback highlights clear operational strengths alongside targeted areas where the district can optimize its supportive environment.

***Favorable Perceptions:** Key strengths emerged directly from the survey findings, indicating that families find value in specific operational areas and recognize distinct organizational strengths. Similarly, both certificated and classified staff noted clear positive indicators regarding workplace strengths and current district practices. Among the student body, both elementary and junior high cohorts highlighted positive aspects of their school environment and daily campus experiences.

***Opportunities for Growth:** Comparison with 2024-2025 survey engagement reveals a drop in overall participation across family, certificated, and junior high student groups, pointing to a distinct need to rebuild response volumes.

***Collective family responses indicated specific focus areas requiring reinforcement:**

-Safety: Spanish-speaking families emphasized a need for increased supervision to prevent bullying and fights, while English-speaking families highlighted a need for better management of disruptive classroom behaviors.

-Academics: Spanish-speaking families requested direct help with homework and expanded ESL support, whereas English-speaking families favored a return to physical textbooks and a decrease in student screen time.

-Activities: Priorities for extracurriculars differed, with Spanish-speaking families requesting more sports options and evening workshops, while English-speaking families focused on adding more STEAM and "hands-on" science opportunities.

-Communication: For district-to-home connections, Spanish-speaking families emphasized the importance of in-person meetings and cultural respect, while English-speaking families focused on practical logistics, calling for longer lead times on digital notifications and greater overall transparency.

-Wellness: Spanish-speaking families called for a focus on physical health through fresh, healthy school meals, while English-speaking families prioritized mental health by requesting fully staffed wellness centers for emotional support.

Staff data identified concrete programmatic opportunities for growth:

-Classroom Staffing: An urgent request for an increased presence of Instructional Aides across classrooms.

-Role-Specific PD: A critical need to tailor professional development specifically for Junior High staff and Paraprofessionals.

-Behavioral Systems: A clear requirement for specialized spaces or targeted intervention support to manage diverse behavioral needs.

*Student feedback signaled key areas of need regarding engagement and campus climate:

-Junior High Student Priorities: Student Connection (High Priority): Students express a lack of individual connection, reporting that they do not feel personally "known" by the school. Safety Infrastructure (High Priority): Specific, severe concerns were raised regarding campus security and the safety of school bathrooms, explicitly driven by student vaping.

-Key Elementary Student Priorities

Rule Equity and Discipline: A critical, cross-demographic priority is the perception of school rules, with a vast majority of students across multiple groups expressing that campus rules and disciplinary practices are not applied fairly or equitably. Campus Safety and Connection: Students across almost all segments report significant anxiety regarding personal safety on campus and indicate a clear need for a stronger, more supportive sense of belonging and connection to their school. Academic Motivation: A high percentage of elementary students identify a lack of daily motivation as a major hurdle in their current school experience. Homework Pressures: Managing and completing homework assignments stands out as a widespread source of academic stress and concern for a significant portion of the student body.

Next Steps to Enhance Outcomes

To address the findings the district will execute the following strategic actions:

1. Re-engineer Survey Engagement Strategies: Address the year-over-year participation declines by expanding outreach frameworks for families, junior high students, and certificated staff to restore historical baseline response numbers.

2. Target Collective Family Priorities: Isolate and invest in the specific areas for emphasis highlighted within the integrated English and Spanish family responses.

3. Address Personnel and Classroom Needs: Leverage the distinct opportunities for growth brought forward by certificated and classified staff to enhance operational workflows and school-site support systems.

4. Enhance the Student Day-to-Day Experience: Implement interventions tailored to the specific growth opportunities and environmental needs surfaced by both 5th-grade and junior high survey cohorts.

5. Synthesize Findings into the Final Action Plan: Directly integrate these localized strengths and gaps into the upcoming phase of LCAP development to explicitly tie feedback to future goal-setting.

Results:

* HESD Student LCAP Survey - Strength Area: Favorable Finding or Evidence:

-Culture of Respect: This was one of the most consistent scores. Most students feel that teachers and staff treat them with respect on a regular basis, forming a strong foundation for the school climate.

- Academic Preparation: Students feel the school is effectively preparing them for the next grade level. There is a high level of confidence in the vertical alignment of the curriculum.
- Cultural Inclusivity: A vast majority of students, especially English Learners, feel that their language, culture, ethnicity, and identity are respected within the instructional experience.
- Future Orientation: Students generally believe they are learning skills that will help them in their future, suggesting that the curriculum feels relevant to their long-term goals.
- Support Availability: Most students are aware that academic and non-academic supports (tutoring, counseling) exist, even if they don't use them personally.
- School Safety (Majority): While there were specific concerns about bathrooms, the majority of the general student population reported feeling safe and connected to their campus.
- High Extracurricular Interest: There is a strong, vibrant desire for Arts and Music. This is a strength because it shows a student body that is eager to engage in school-sponsored enrichment.

* HESD Family LCAP Survey -Strength Area: Favorable Finding or Evidence:

-Respect for Cultural Identity (Respect for language, culture, and ethnicity): Families feel their heritage and primary language are deeply valued and validated by the district.

-Safety and Belonging (Feeling safe and connected): There is a strong perception of the school as a secure environment, which is a foundational requirement for learning in these communities.

-Future Readiness (Skills like critical thinking and teamwork): Parents have high confidence that the school is equipping their children with modern skills for long-term success.

-Effective Communication (Preferred channels and language): High effectiveness in using text messages and phone calls; families feel they

receive information in their native language reliably.

-Respectful Staff Interactions (Adult-student connections and fairness): A vast majority perceive that school rules are applied fairly and that there are positive, respectful bonds between staff and students.

-Special Education Support (Specialized services for disabilities): Unlike the student data, parents of students with disabilities report high satisfaction with the specialized services their children receive.

-Academic Support Awareness (Tutoring, counseling, and variety of supports): Parents are highly aware of the resources available and trust the school's support infrastructure.

* HESD Employee (Teachers & Staff) LCAP Survey -Strength Area: Favorable Finding or Evidence:

-Inclusive Environment: Strong respect for student diversity/identity.

-SEL Implementation: High fidelity to morning meetings/circles.

-VAPA Program: High engagement through arts and music.

-Workplace Culture: Staff feel safe, connected, and respected.

-SEL & Inclusion: Strong execution of SEL and cultural honoring.

-Mission Alignment: Support for STEM, Arts, and VAPA.

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

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

DATA SOURCE: 2025/26 LCAP Educational Partner Surveys (Student, Family, Employee-Teachers & Staff)

Section 5:

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

Goal 1 (student academic outcomes): Our educational partners continue to express the need to have students participate in a rigorous academic experience, and our reduced class sizes in all grades help to ensure opportunities for focused and explicit delivery of instruction. Educational partners also expressed the need for students to participate in extended learning opportunities and receive academic

intervention support. As a result, continued effort in providing these opportunities to our students will remain a priority and ensure that student groups with the highest need are targeted for extra support. The actions supporting this goal are linked tightly to developing an effective Multi-Tiered System of Support (MTSS) across all school sites.

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

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

Major components of this goal include:

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

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

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

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

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

HESD will increase and strengthen family and community engagement.

Major components of this goal include:

Safe and welcoming school and classroom environments that honor the diversity of all families

Positive school culture and climate

Opportunities for families and the community to participate in school activities

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

In developing the LCAP, the Hueneme Elementary School District measures its progress in meeting the specific requirements of the LCFF priorities. This also includes the review of Local Indicators measured by the State Board of Education. (SBE) -Adopted self-reflection tools. The LCAP Goals include metrics that will show 'met' when the California Dashboard opens to the public in the fall of 2025. "Met" indicates that the district completed a reflection for each state's priorities aligned to the local indicators. The California Dashboard will indicate each reflection on the public website. The information from the self-reflection supports the development of actions & services in the following local indicators:

Basic Services and Conditions (Priority 1)

Implementation of State Academic Standards (Priority 2)

Parent and Family Engagement (Priority 3)

School Climate (Priority 6)

Access to a Broad Course of Study (Priority 7)

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

Major components of this goal include:

Implementation of state academic standards

Parent and family engagement

School climate

Access to a broad course of study

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

Section 6:

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

- (1) The superintendent and/or designee of HESD shall present the LCAP and annual updates to the applicable committees according to Section 52063 for review and comment. The superintendent shall respond, in writing, to comments received from the parent advisory committee. The superintendent did not receive any requests to respond in writing from this committee.
- (2) The superintendent and/or designee shall present the LCAP or annual update to the English learner parent advisory committee established according to Section 52063, if applicable, for review and comment. The superintendent shall respond, in writing, to the remarks received from the English learner parent advisory committee. The superintendent did not receive any requests to respond in writing from this committee.
- (3) The superintendent and/or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP and annual updates using the most efficient notification method possible. The superintendent shall ensure that all written notifications related to the LCAP and yearly updates are provided consistently with Section 48985.
- (4) The superintendent and/or designee shall review school plans submitted according to Section 64001 for schools within the school district and ensure that the specific actions included in the LCAP and annual updates are consistent with strategies in the school plans submitted according to Section 64001.
- (5) The superintendent and/or designee shall consult with the special education local plan area administrator or administrators to determine that specific actions for individuals with exceptional needs are included in the LCAP and annual updates are consistent with strategies included in the yearly assurances support plan for the education of individuals with exceptional needs. HESD consulted with the special education local plan area administrators from the Ventura County Office of Education when developing the LCAP on Feb. 12, 2026.
- (6) The superintendent and/or designee shall present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the school district's governing board. The report shall include both of the following:
 - (i) All available mid-year outcome data related to metrics identified in the current year's LCAP.
 - (ii) All available mid-year expenditure and implementation data on all actions identified in the current year's LCAP.
- (7) HESD shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP and annual updates. The agenda for the public hearing shall be posted at least 72 hours before the public hearing and shall consist of the location where the LCAP and annual updates will be available for public inspection. The public hearing shall be held at the same meeting as the public hearing required by paragraph (1) of subdivision (a) of Section 42127.

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

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

Public Hearing Date: June 9, 2025

The committee members requested no written responses from the superintendent.

Board Adoption Date: June 23, 2025

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

HESD has developed this goal for several important reasons:

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

Analysis of student data from the most recent state assessments (2025) shows our overall status (reporting points below standard met) in English Language Arts as 61.2 points below standard (an increase of 3.6 points from 2024). In mathematics, our overall status is 94 points below standard (an increase of 0.8 points from 2024).

Results from the 2025 California School Dashboard show that one student group - unhoused - scored in the "Very Low" (in the red) performance level in English language arts. This is an improvement from 2024, where two of our student groups - unhoused and students with disabilities - scored in the "Very Low" (in the red) performance level in English language arts.

In Mathematics, six of our student groups—long-term english learners, unhoused, socioeconomically disadvantaged, students with disabilities, African American and Hispanic or Latino—scored in the "Very Low" (in the red) performance level on the 2025 CAASPP assessment. This is a decline from 2024, when three of our student groups—African American, unhoused and students with disabilities—scored in the "Very Low" (in the red) performance level in Mathematics.

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

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

Multi-tiered System of Supports (MTSS) Model

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

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

The strategies at each tier of instruction include:

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

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

Tier 3: Students requiring even more intensive support will receive small-group and individualized support.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP English Language Arts (ELA) Assessment	Source: 2022/23 California School Dashboard	Source: 2023/24 California School Dashboard	Source: 2024/25 California School Dashboard	Source: 2025/26 California School Dashboard	Source: 2024/25 California School Dashboard
	Distance points from "Standard Met" on	Students meeting grade-level standards	Students meeting grade-level	Students meeting grade-level	All students meet grade-level	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English Language Arts (ELA) Smarter Balanced Summative Assessment for Grades 3-8	on the English Language Arts assessment based on distance from standard (DFS): District All: -68.1 English Learners: -94.4 Foster Youth: NA Unhoused: -83.2 Socio-Economically Disadvantaged: -75.4 Students with Disabilities: -131.8 Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS): District English Learners: -94.4 Unhoused: -83.2 Socio-Economically Disadvantaged: -75.4 Students with Disabilities: -131.8 Hispanic: -74.7	standards on the English Language Arts assessment based on distance from standard (DFS): District All: -64.8 (increased 3.3 points) English Learners: -87.8 (increased 6.6 points) Foster Youth: NA Unhoused: -85.5 (maintained -2.3 points) Socio-Economically Disadvantaged: -71.6 (increased 3.8 points) Students with Disabilities: -136.1 (declined 4.3 points) Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS): District	standards on the English Language Arts assessment based on distance from standard (DFS): District All: -61.2 (increased 3.6 points) English Learners: -80.8 (increased 7 points) Foster Youth: N/A Unhoused: -88.1 (maintained -2.6 points) Socio-Economically Disadvantaged: -69.6 (maintained 2 points) Students with Disabilities: -131.8 (increased 4.3 points) Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS): District	standards on the English Language Arts assessment based on distance from standard (DFS).	The formula for the current difference from the baseline: (Year 2 Outcome) - (Baseline) = Current Difference from Baseline Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS): District All: +6.9 English Learners: +33.2 Foster Youth: NA Unhoused: -4.9 Maintained 2.3 Socio-Economically Disadvantaged: +5.8 Students with Disabilities: 0 Lowest performance (red indicator) on the Dashboard -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		===== Schools Art Haycox Elementary All: -102.1 English Learner: -103.5 Unhoused: -128.2 Socio-Economically Disadvantaged: -102.8 Hispanic: -102.4 Fred L. Williams Elementary English Learners: -89 Socio-Economically Disadvantaged: -71.4 Hispanic: -76 Hueneme Elementary English Learners: -94.3 Student with Disabilities: -136.5 Hispanic: -77.3 Julien Hathaway Elementary All: -75 English Learners: -95.6 Socio-Economically Disadvantaged: -81.9 Hispanic: -80.3	Unhoused: -85.5 (maintained -2.3 points) Students with Disabilities: -136.1 (declined 4.3 points) ===== Schools Art Haycox Elementary All: -103.6 (maintained -1.5 points) English Learner: -105.1 (maintained -1.5 points) Unhoused: -125 (increased 3.2 points) Socio-Economically Disadvantaged: -105.1 (maintained -2.3 points) Hispanic: -104 (maintained -1.6 points) Fred L. Williams Elementary English Learners: -52.8 (increased 14.6 points)	Unhoused: -88.1 (maintained -2.6 points) ===== Schools Art Haycox Elementary All: -99.7 (increased 3.9 points) English Learner: -101.1 (increased 4 points) Unhoused: -104.8 (increased significantly 20.2 points) Socio-Economically Disadvantaged: -100.7 (increased 4.5 points) Hispanic: -100.6 (increased 3.4 points) Fred L. Williams Elementary English Learners: -71.3 (increased 3.2 points) Socio-Economically		Distance from Standard (DFS): District Unhoused: Maintained - 4.9 Schools Art Haycox Elementary All: +2.4 English Learner: +2.4 Unhoused: +23.4 Socio-Economically Disadvantaged: +2.1 Hispanic: -24.6 Fred L. Williams Elementary English Learners: +17.7 Socio-Economically Disadvantaged: +15.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Parkview Elementary All: -72.3 English Learners: -87 Socio-Economically Disadvantaged: -76.8 Student with Disabilities: -113.8 Hispanic: -73 Charles Blackstock High English Learners: -105.7 Socio-Economically Disadvantaged: -72.9 Students with Disabilities: -141.4 Hispanic: -73.3 White: -70.4 E.O. Green Junior High All: -70.6 English Learners: -104.4 Unhoused: -77.8 Socio-Economically Disadvantaged: -79.1 Students with Disabilities -151.8 Hispanic: -76 Note: Performance on the state measures is based on data from the	Socio-Economically Disadvantaged: -58.7 (increased 12.7 points) Hispanic: -61.7 (increased 14.3 points) Hueneme Elementary English Learners: -64.8 (declined 23.1 points) Student with Disabilities: -136.1 (declined 20 points) Hispanic: -85.5 (declined 14.3 points) Julien Hathaway Elementary All: -66.8 (increased 8.2 points) English Learners: -77.4 (increased 18.1 points) Socio-Economically Disadvantaged: -72.4 (increased 9.5 points)	Disadvantaged: -56 (maintained 2.7 points) Hispanic: -58.4 (increased 3.3 points) Hueneme Elementary English Learners: -97.5 (increased significantly 19.9 points) Student with Disabilities: -137.9 (increased significantly 18.6 points) Hispanic: -78 (increased 13.6 points) Julien Hathaway Elementary All: -60.7 (increased 6.1 points) English Learners: -72.4 (increased 5 points) Socio-Economically Disadvantaged: -64 (increased 8.4 points)		Hispanic: +17.6 Hueneme Elementary English Learners: -3.2 Student with Disabilities: -1.4 Hispanic: -0.7 Julien Hathaway Elementary All: +14.3 English Learners: +23.2 Socio-Economically Disadvantaged: +17.9 Hispanic: +15 Parkview Elementary All: +1.4 English Learners: -0.4 Socio-Economically Disadvantaged: -2.8 Student with Disabilities: +17.2 Hispanic: +1.9 Charles Blackstock High

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		current and prior years. Any district, school, or student group with at least 30 students in the current and previous years receives a performance level for each applicable state measure. There are five performance levels; each is assigned a different color: Red is the lowest performance level, Orange is the second lowest, Yellow is the middle point, Green is the second highest, and Blue is the highest performance level. Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.	Hispanic: -69.1 (increased 11.1 points) Parkview Elementary All: -72.1 (maintained 0.2 points) English Learners: -85.7 (maintained 1.3 points) Socio-Economically Disadvantaged: -76.9 (maintained -0.1 points) Student with Disabilities: -127.7 (declined 13.8 points) Hispanic: -75.2 (maintained -2.2 points) Charles Blackstock High English Learners: -58.9 (increased 18 points) Socio-Economically Disadvantaged: -63.4 (increased 9.5 points) Students with Disabilities: -146.2	Hispanic: -65.3 (increased 3.9 points) Parkview Elementary All: -70.9 (maintained 1.2 points) English Learners: -86.6 (maintained -1 points) Socio-Economically Disadvantaged: -79.6 (maintained -2.7 points) Student with Disabilities: -96.6 (increased significantly 31 points) Hispanic: -71.1 (increased 4 points) Charles Blackstock High English Learners: -82.1 (increased 5.5 points) Socio-Economically Disadvantaged: -66.8 (declined -3.5 points)		English Learners: +23.6 Socio-Economically Disadvantaged: +6.1 Students with Disabilities: -7 Hispanic: +5.3 White: +35.5 E.O. Green Junior High All: +12.1 English Learners: +25.2 Unhoused: +1.9 Socio-Economically Disadvantaged: +10.7 Students with Disabilities: +7.3 Hispanic: +11.7 Note: Performance on the state measures is based on data from the current and prior years. Any district, school, or student group with at least 30 students in the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(declined 4.8 points) Hispanic: -65.9 (increased 7.4 points) White: -51.4 (increased 18.9 points) E.O. Green Junior High All: -67.9 (maintained 2.7 points) English Learners: -96.7 (increased 7.6 points) Unhoused: -78.4 (maintained -0.6 points) Socio-Economically Disadvantaged: -74.3 (increased 4.7 points) Students with Disabilities: -143.4 (increased 8.4 points) Hispanic: -73.2 (maintained 2.8 points) Note:	Students with Disabilities: -148.4 (maintained -2.2 points) Hispanic: -68 (maintained -2.1 points) White: -34.9 (increased significantly 16.6 points) E.O. Green Junior High All: -58.5 (increased 9.4 points) English Learners: -79.2 (increased significantly 17.5 points) Unhoused: -75.9 (maintained 2.5 points) Socio-Economically Disadvantaged: -68.4 (increased 5.9 points) Students with Disabilities: -144.5 (maintained -1.1 points) Hispanic: -64.3 (increased 8.9 points)		current and previous years receives a performance level for each applicable state measure. There are five performance levels; each is assigned a different color: Red is the lowest performance level, Orange is the second lowest, Yellow is the middle point, Green is the second highest, and Blue is the highest performance level. Distance from Standard measures how far students are, on average, from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and careers.	measures how far students are, on average, from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and careers.		
1.2	CAASPP Mathematics Assessment	Source: 2022/23 California School Dashboard	Source: 2023/24 California School Dashboard	Source: 2024/25 California School Dashboard	Source: 2025/26 California School Dashboard	Source: 2024/25 California School Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Distance points from "Standard Met" on Mathematics Smarter Balanced Summative Assessment for Grades 3-8	Students meeting grade-level standards on the Mathematics assessment based on distance from standard (DFS) District All: -99.8 English Learners: -119.5 Foster Youth: NA Unhoused: -107.8 Socio-Economically Disadvantaged: -106.6 Students with Disabilities: -155.1 Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District All: -99.8 English Learners: -119.5 Socio-Economically Disadvantaged: -106.6	Students meeting grade-level standards on the Mathematics assessment based on distance from standard (DFS) District All: -94.8 (increased 5 points) English Learners: -114.5 (increased 5 points) Foster Youth: NA Unhoused: -109.3 (maintained -1.4 points) Socio-Economically Disadvantaged: -100.8 (increased 5.8 points) Students with Disabilities: -154.8 (maintained 0.3 points) Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS)	Students meeting grade-level standards on the Mathematics assessment based on distance from standard (DFS) District All: -94 (maintained .8 points) English Learners: -111 (increased 3.5 points) Foster Youth: N/A Unhoused: -115.9 (declined -6.6 points) Socio-Economically Disadvantaged: -101.6 (maintained -0.8 points) Students with Disabilities: -157.1 (maintained -2.3 points) Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS)	All students meet grade-level standards on the Mathematics assessment based on distance from standard (DFS).	The formula for the current difference from the baseline: (Year 2 Outcome) - (Baseline) = Current Difference from Baseline Students meeting grade-level standards on the Mathematics assessment based on distance from standard (DFS) District All: +5.8 English Learners: +8.5 Foster Youth: N/A Unhoused: -8.1 Socio-Economically Disadvantaged: +5 Students with Disabilities: -2 Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: -155.1 Hispanic: -105 Schools: Art Haycox Elementary All: -107.5 English Learners: -109.9 Socio-Economically Disadvantaged: -108.6 Hispanic: -108.4 Hueneme Elementary English Learners: -115.3 Socio-Economically Disadvantaged: -97.1 Students with Disabilities: -162.7 Hispanic: -98.5 Julien Hathaway Elementary English Learners: -102.5 Parkview Elementary English Learners: +97.8 Students with Disabilities: -123.7 Charles Blackstock Junior High All: -123.7 English Learners: -152	District African American: -102.5 (declined 12.3) Unhoused: -109.3 (maintained -1.4 points) Students with Disabilities: -154.8 (maintained 0.3 points) Schools: Art Haycox Elementary All: -99.2 (increased 8.4 points) English Learners: -100.4 (increased 9.6 points) Socio-Economically Disadvantaged: -100.1 (increased 8.5 points) Hispanic: -108.4 (increased 8.8 points) Hueneme Elementary English Learners: -98.2 (declined 23.1 points)	District Long-Term English Learners: -164 (maintained -0.7 points) Unhoused: -115.9 (declined -6.6 points) Socioeconomically Disadvantaged: -101.6 (maintained -0.8 points) Students with Disabilities: -157.1 (maintained -2.3 points) African American: -101.7 (maintained 0.8 points) Hispanic or Latino: -99.7 (maintained 1.7 points) Schools: Art Haycox Elementary All: -102.1 (maintained -2.9 points) English Learners: -102.9 (maintained -2.6 points) Socio-Economically Disadvantaged: -		District Long-Term English Learners: N/A Unhoused: -8.1 Socio-Economically Disadvantaged: +5 Students with Disabilities: -2 African American: +0.8 points Hispanic or Latino: +5.3 Schools: Art Haycox Elementary All: +5.4 English Learners: +7 Socio-Economically Disadvantaged: +6.8 Hispanic: +4.8 Hueneme Elementary English Learners: +26.4 Socio-Economically Disadvantaged: +7.3 Students with Disabilities: +8.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socio-Economically Disadvantaged: -127.5 Students with Disabilities: -195.5 Hispanic: -126.9 White: -130.6 E.O. Green Junior High All: -117.6 English Learners: -154.1 Socio-Economically Disadvantaged: -125.9 Students with Disabilities: -187.8 Hispanic: -121.9 Note: Performance on the state measures is based on data from the current and prior years. Any district, school, or student group with at least 30 students in the current and previous years receives a performance level for each applicable state measure. There are five performance levels; each is assigned a different color: Red is the lowest performance	Socio-Economically Disadvantaged: -79.6 (declined 21.9 points) Students with Disabilities: -122.3 (declined 20 points) Hispanic: -84.2 (declined 14.3 points) Julien Hathaway Elementary English Learners: -83.3 (increased 19.2 points) Parkview Elementary English Learners: -100.2 (maintained -2.4 points) Students with Disabilities: -134.8 (declined 11.1 points) Charles Blackstock Junior High All: -110.9 (increased 10.4 points) English Learners: -135.7 (increased 18 points)	101.8 (maintained -1.7 points) Hispanic: -103.6 (declined -4 points) Hueneme Elementary English Learners: -88.9 (increased 9.3 points) Socio-Economically Disadvantaged: -89.8 (declined -10.2 points) Students with Disabilities: -153.9 (declined significantly -31.5 points) Hispanic: -86.4 (maintained -2.2 points) Julien Hathaway Elementary English Learners: -82.9 (maintained 0.4 points) Parkview Elementary English Learners: -102.5 (maintained -2.3 points) Students with Disabilities: -123.1		Hispanic: +12.1 Julien Hathaway Elementary English Learners: +19.6 Parkview Elementary English Learners: -4.7 Students with Disabilities: +0.6 Charles Blackstock Junior High All: +10.9 English Learners: +20.7 Socio-Economically Disadvantaged: +10.1 Students with Disabilities: +4.5 Hispanic: +7.7 White: +39.3 E.O. Green Junior High All: +5.3 English Learners: +17.2 Socio-Economically Disadvantaged: +3.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		level, Orange is the second lowest, Yellow is the middle point, Green is the second highest, and Blue is the highest performance level. Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.	Socio-Economically Disadvantaged: -114.4 (increased 9.5 points) Students with Disabilities: -193.3 (declined 4.8 points) Hispanic: -121 (increased 7.4 points) White: -91.9 (increased 18.9 points) E.O. Green Junior High All: -113.6 (increased 4 points) English Learners: -147.4 (increased 6.7 points) Socio-Economically Disadvantaged: -120.4 (increased 5.5 points) Students with Disabilities: -185.7 (maintained 2.1 points) Hispanic: -119.2 (maintained 2.7 points)	(increased 11.7 points) Charles Blackstock Junior High All: -112.8 (maintained -1.9 points) English Learners: -131.3 (increased 4.3 points) Socio-Economically Disadvantaged: -117.4 (declined -3 points) Students with Disabilities: -191 (maintained 2.3 points) Hispanic: -119.2 (maintained 1.9 points) White: -91.3 (maintained 0.6 points) E.O. Green Junior High All: -112.3 (maintained 1.3 points) English Learners: -136.9 (increased 10.6 points) Socio-Economically		Students with Disabilities: -3 Hispanic: +4.7 Note: Performance on the state measures is based on data from the current and prior years. Any district, school, or student group with at least 30 students in the current and previous years receives a performance level for each applicable state measure. There are five performance levels; each is assigned a different color: Red is the lowest performance level, Orange is the second lowest, Yellow is the middle point, Green is the second highest, and Blue is the highest performance level.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Note: Performance on the state measures is based on data from the current and prior years. Any district, school, or student group with at least 30 students in the current and previous years receives a performance level for each applicable state measure. There are five performance levels; each is assigned a different color: Red is the lowest performance level, Orange is the second lowest, Yellow is the middle point, Green is the second highest, and Blue is the highest performance level. Distance from Standard measures how far,	Disadvantaged: -122.4 (maintained -2 points) Students with Disabilities: -190.8 (declined -5.1 points) Hispanic: -117.2 (maintained 2.1 points) Note: Performance on the state measures is based on data from the current and prior years. Any district, school, or student group with at least 30 students in the current and previous years receives a performance level for each applicable state measure. There are five performance levels; each is assigned a different color: Red is the lowest performance level, Orange is the second lowest,		Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.	Yellow is the middle point, Green is the second highest, and Blue is the highest performance level. Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.		
1.3	California Science Test (CAST) – Statewide Assessment Percentage of students meeting or exceeding standards on CAST (Grades 5 and 8)	Source: 2022/23 DataQuest/CAASPP Test Results Grade 5 ALL: 13.96% EL: .82%	Source: 2023/24 DataQuest/CAASPP Test Results - California Science Test (CAST) Grade 5	Source: 2024/25 DataQuest/CAASPP Test Results - California Science Test (CAST) Grade 5	Source: 2025/26 DataQuest/CAASPP Test Results All students in grades 5 and 8 meet or exceed	Source: 2024/25 DataQuest/CAASPP Test Results The formula for the current difference from the baseline:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(State Priority 4A)	FY: NA HOM: 5.63% LI: 12.59% SWD: 1.03% Grade 8 ALL: 12.58% EL: .82% FY: Student group too small to report HOM: 13.13% LI: 9.78% SWD: 2.46%	All: 17.79% (increased 3.83%) English Learners: .47% (decreased .35%) Foster Youth: NA Unhoused: N/A Students with Disabilities: 3.64% (increased 2.61%) Grade 8 All: 10.96% (decreased 1.62%) English Learners: 0% Foster Youth: N/A Unhoused: N/A Students with Disabilities: 0% (decreased 2.46%)	All: 16.09% (declined 1.7%) English Learners: 1.50% (increased 1.03%) Foster Youth: N/A Unhoused: 15.39% Students with Disabilities: 2.68% (declined .96%) Grade 8 All: 16.11% (increased 5.15%) English Learners: 2.58% (increased 2.58%) Foster Youth: N/A Unhoused: 9.09% Students with Disabilities: 2.18% (increase 2.18%)	standards on the CAST.	(Year 2 Outcome) - (Baseline) = Current Difference from Baseline Grade 5 All: +2.13% English Learners: +.68% Foster Youth: NA Unhoused: +9.76% Students with Disabilities: +1.65% Grade 8 All: +3.53% English Learners: +1.76% Foster Youth: N/A Unhoused: -4.04% Students with Disabilities: -0.28%
1.5	CAASPP English Language Arts Mean Scale Scores The sum of scale scores for students with valid scores is divided by the number of tests with valid scores.	Source: 2022/23 DataQuest/CAASPP Test Results The sum of scale scores for students with valid scores is divided by the number of tests with valid scores.	Source: 2023/24 DataQuest/CAASPP Test Results The sum of scale scores for students with valid scores is divided by the number of tests with valid scores.	Source: 2024/25 DataQuest/CAASPP Test Results The sum of scale scores for students with valid scores is divided by the number of tests with valid scores.	Source: 2025/26 DataQuest/CAASPP Test Results The sum of scale scores for students with valid scores is divided by the number of tests with valid scores.	Source: 2024/25 DataQuest/CAASPP Test Results The formula for the current difference from the baseline: (Year 2 Outcome) - (Baseline) = Current Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* CAASPP English Language Arts District Grade 3: Scale Score Range: 2115-2650 Standard Not Met: 2115-2366 Standard Nearly Met: 2367-2431 Standard Met: 2432-2489 Standard Exceeded: 2490-2650 All: 2351.9 English Learners: 2314.7 Foster Youth: N/A Unhoused: 2335.3 Socio-Economically Disadvantaged: 2343.7 Students with Disabilities: 2299.7 Hispanic: 2344 District: Grade 4 Scale Score Range: 2140-2690 Standard Not Met: 2140-2415 Standard Nearly Met: 2416-2472	* CAASPP English Language Arts District Grade 3: Scale Score Range: 2115-2650 Standard Not Met: 2115-2366 Standard Nearly Met: 2367-2431 Standard Met: 2432-2489 Standard Exceeded: 2490-2650 All: 2409.9 (increased 58) English Learners: 2344.8 (increased 30.1) Foster Youth: 2351.8 (N/A) Unhoused: 2355.3 (increased 20) Socio-Economically Disadvantaged: 2385.6 (increased 41.6) Students with Disabilities: 2347.1 (increased 47.4) Hispanic: 2385 (increased 41)	* CAASPP English Language Arts District Grade 3: Scale Score Range: 2115-2650 Standard Not Met: 2115-2366 Standard Nearly Met: 2367-2431 Standard Met: 2432-2489 Standard Exceeded: 2490-2650 All: 2365.2 (decreased 44.7) English Learners: 2325.3 (decreased 19.5) Foster Youth: 2363.7 (increased 11.9) Unhoused: 2334.0 (decreased 21.3) Socio-Economically Disadvantaged: 2354.8 (decreased 30.8) Students with Disabilities: 2312.7 (decreased 34.4) Hispanic: 2409.3 (increased 24.3)	* CAASPP English Language Arts District Grade 3: Scale Score Range: 2115-2650 Standard Not Met: 2115-2366 Standard Nearly Met: 2367-2431 Standard Met: 2432-2489 Standard Exceeded: 2490-2650 All: 2367 English Learners: 2367 Foster Youth: NA Unhoused: 2367 Socio-Economically Disadvantaged: 2367 Students with Disabilities: 2367 Hispanic: 2367 District: Grade 4 Scale Score Range: 2140-2690 Standard Not Met: 2140-2415	The sum of scale scores for students with valid scores is divided by the number of tests with valid scores. * CAASPP English Language Arts District Grade 3: Scale Score Range: 2115-2650 Standard Not Met: 2115-2366 Standard Nearly Met: 2367-2431 Standard Met: 2432-2489 Standard Exceeded: 2490-2650 All: +13.3 English Learners: +10.6 Foster Youth: N/A Unhoused: +31.7 Socio-Economically Disadvantaged: +11.1 Students with Disabilities: +13 Hispanic: +65.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Standard Met: 2473-2532 Standard Exceeded: 2533-2690 All: 2405.3 English Learners: 2356.7 Foster Youth: N/A Unhoused: 2389.2 Socio-Economically Disadvantaged: 2395.6 Students with Disabilities: 2336.0 Hispanic: 2396.4 District: Grade 5 Scale Score Range: 2200-2730 Standard Not Met: 2200-2441 Standard Nearly Met: 2442-2501 Standard Met: 2502-2581 Standard Exceeded: 2582-2730 All: 2445.1 English Learners: 2377.5 Foster Youth: N/A Unhoused: 2416.8 Socio-Economically Disadvantaged: 2437.7	District: Grade 4 Scale Score Range: 2140-2690 Standard Not Met: 2140-2415 Standard Nearly Met: 2416-2472 Standard Met: 2473-2532 Standard Exceeded: 2533-2690 All: 2452 (increased 46.7) English Learners: 2375.7 (increased 19) Foster Youth: 2379.7 (N/A) Unhoused: 2395.1 (increased 5.9) Socio-Economically Disadvantaged: 2425.9 (increased 30.3) Students with Disabilities: 2376.5 (increased 40.5) Hispanic: 2425.5 (increased 29.1) District: Grade 5	District: Grade 4 Scale Score Range: 2140-2690 Standard Not Met: 2140-2415 Standard Nearly Met: 2416-2472 Standard Met: 2473-2532 Standard Exceeded: 2533-2690 All: 2400.0 (decreased 52) English Learners: 2344.1 (decreased 31.6) Foster Youth: N/A Unhoused: 2376.6 (decreased 18.5) Socio-Economically Disadvantaged: 2390.4 (decreased 35.5) Students with Disabilities: 2343.5 (decreased 33.0) Hispanic: 2455.6 (increased 30.1) District: Grade 5	Standard Nearly Met: 2416-2472 Standard Met: 2473-2532 Standard Exceeded: 2533-2690 All: 2416 English Learners: 2416 Foster Youth: NA Unhoused: 2416 Socio-Economically Disadvantaged: 2416 Students with Disabilities: 2416 Hispanic: 2416 District: Grade 5 Scale Score Range: 2200-2730 Standard Not Met: 2200-2441 Standard Nearly Met: 2442-2501 Standard Met: 2502-2581 Standard Exceeded: 2582-2730 All: 2502	District: Grade 4 Scale Score Range: 2140-2690 Standard Not Met: 2140-2415 Standard Nearly Met: 2416-2472 Standard Met: 2473-2532 Standard Exceeded: 2533-2690 All: -5.3 English Learners: -12.6 Foster Youth: N/A Unhoused: +5.9 Socio-Economically Disadvantaged: +30.3 Students with Disabilities: +40.5 Hispanic: +29.1 District: Grade 5 Scale Score Range: 2200-2730 Standard Not Met: 2200-2441 Standard Nearly Met: 2442-2501

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 2374.4 Hispanic: 2438.5 District: Grade 6 Scale Score Range: 2230-2770 Standard Not Met: 2230-2456 Standard Nearly Met: 2457-2530 Standard Met: 2531-2617 Standard Exceeded: 2618-2770 All: 2468.7 English Learners: 2407.7 Foster Youth: N/A Unhoused: 2455.0 Socio-Economically Disadvantaged: 2462.0 Students with Disabilities: 2384.3 Hispanic: 2461.6 District: Grade 7 Scale Score Range: 2260-2810 Standard Not Met: 2260-2478	Scale Score Range: 2200-2730 Standard Not Met: 2200-2441 Standard Nearly Met: 2442-2501 Standard Met: 2502-2581 Standard Exceeded: 2582-2730 All: 2490.7 (increased 45.6) English Learners: 2401.2 (increased 23.7) Foster Youth: 2418.7 (N/A) Unhoused: 2431.9 (increased 15.1) Socio-Economically Disadvantaged: 2463.4 (increased 25.7) Students with Disabilities: 2402.7 (increased 28.3) Hispanic: 2463.4 (increased 24.9) District: Grade 6 Scale Score Range: 2230-2770	Scale Score Range: 2200-2730 Standard Not Met: 2200-2441 Standard Nearly Met: 2442-2501 Standard Met: 2502-2581 Standard Exceeded: 2582-2730 All: 2449.7 (decreased 41) English Learners: 2385.1 (decreased 16.1) Foster Youth: N/A Unhoused: 2429.7 (decreased 2.2) Socio-Economically Disadvantaged: 2441.4 (decreased 22.0) Students with Disabilities: 2367.5 (decreased 35.20) Hispanic: 2476.8 (increased 13.4) District: Grade 6 Scale Score Range: 2230-2770 Standard Not Met: 2230-2456	English Learners: 2442 Foster Youth: NA Unhoused: 2442 Socio-Economically Disadvantaged: 2442 Students with Disabilities: 2442 Hispanic: 2442 District: Grade 6 Scale Score Range: 2230-2770 Standard Not Met: 2230-2456 Standard Nearly Met: 2457-2530 Standard Met: 2531-2617 Standard Exceeded: 2618-2770 All: 2531 English Learners: 2457 Foster Youth: NA Unhoused: 2531 Socio-Economically Disadvantaged: 2457 Students with Disabilities: 2457	Standard Met: 2502-2581 Standard Exceeded: 2582-2730 All: +45.6 English Learners: +23.7 Foster Youth: N/A Unhoused: +15.1 Socio-Economically Disadvantaged: +25.7 Students with Disabilities: +28.3 Hispanic: +24.9 District: Grade 6 Scale Score Range: 2230-2770 Standard Not Met: 2230-2456 Standard Nearly Met: 2457-2530 Standard Met: 2531-2617 Standard Exceeded: 2618-2770 All: +46.6 English Learners: +13.1 Foster Youth: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Standard Nearly Met: 2479-2551 Standard Met: 2552-2648 Standard Exceeded: 2649-2810 All: 2480.4 English Learners: 2406.7 Foster Youth: N/A Unhoused: 2468.3 Socio-Economically Disadvantaged: 2475.8 Students with Disabilities: 2396.7 Hispanic: 2474.8 District: Grade 8 Scale Score Range: 2290-2850 Standard Not Met: 2290-2486 Standard Nearly Met: 2487-2566 Standard Met: 2567-2667 Standard Exceeded: 2668-2850 All: 2493.6 English Learners: 2411.8 Foster Youth: N/A Unhoused: 2495.7	Standard Not Met: 2230-2456 Standard Nearly Met: 2457-2530 Standard Met: 2531-2617 Standard Exceeded: 2618-2770 All: 2515.3 (increased 46.6) English Learners: 2420.8 (increased 13.1) Foster Youth: 2446.8 (N/A) Unhoused: 2459.4 (increased 4.4) Socio-Economically Disadvantaged: 2490.2 (increased 28.2) Students with Disabilities: 2422.8 (increased 38.5) Hispanic: 2489.9 (increased 28.3) District: Grade 7 Scale Score Range: 2260-2810 Standard Not Met: 2260-2478	Standard Nearly Met: 2457-2530 Standard Met: 2531-2617 Standard Exceeded: 2618-2770 All: 2469.8 (decreased 45.5) English Learners: 2397.5 (increased 23.3) Foster Youth: N/A Unhoused: 2453.1 (decreased 6.3) Socio-Economically Disadvantaged: 2460.9 (decreased 29.3) Students with Disabilities: 2386.7 (decreased 36.1) Hispanic: 2516.2 (increased 26.3) District: Grade 7 Scale Score Range: 2260-2810 Standard Not Met: 2260-2478 Standard Nearly Met: 2479-2551	Hispanic: 2531 District: Grade 7 Scale Score Range: 2260-2810 Standard Not Met: 2260-2478 Standard Nearly Met: 2479-2551 Standard Met: 2552-2648 Standard Exceeded: 2649-2810 All: 2552 English Learners: 2479 Foster Youth: NA Unhoused: 2479 Socio-Economically Disadvantaged: 2479 Students with Disabilities: 2479 Hispanic: 2479 District: Grade 8 Scale Score Range: 2290-2850 Standard Not Met: 2290-2486 Standard Nearly Met: 2487-2566	Unhoused: +4.4 Socio-Economically Disadvantaged: +28.2 Students with Disabilities: +38.5 Hispanic: +28.3 District: Grade 7 Scale Score Range: 2260-2810 Standard Not Met: 2260-2478 Standard Nearly Met: 2479-2551 Standard Met: 2552-2648 Standard Exceeded: 2649-2810 All: +55.8 English Learners: +20.1 Foster Youth: N/A Unhoused: +9.2 Socio-Economically Disadvantaged: +32.4 Students with Disabilities: +39 Hispanic: +33.6 District: Grade 8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socio-Economically Disadvantaged: 2485.2 Students with Disabilities: 2400.5 Hispanic: 2488.9	Standard Nearly Met: 2479-2551 Standard Met: 2552-2648 Standard Exceeded: 2649-2810 All: 2536.2 (increased 55.8) English Learners: 2426.8 (increased 20.1) Foster Youth: 2451.9 (N/A) Unhoused: 2477.5 (increased 9.2) Socio-Economically Disadvantaged: 2508.2 (increased 32.4) Students with Disabilities: 2435.7 (increased 39) Hispanic: 2508.4 (increased 33.6) District: Grade 8 Scale Score Range: 2290-2850 Standard Not Met: 2290-2486 Standard Nearly Met: 2487-2566	Standard Met: 2552-2648 Standard Exceeded: 2649-2810 All: 2492.0 (decreased 44.2) English Learners: 2413.0 (decreased 13.8) Foster Youth: N/A Unhoused: 2452.1 (decreased 25.4) Socio-Economically Disadvantaged: 2486.2 (decreased 22) Students with Disabilities: 2388.0 (decreased 47.7) Hispanic: 2515.5 (increased 7.1) District: Grade 8 Scale Score Range: 2290-2850 Standard Not Met: 2290-2486 Standard Nearly Met: 2487-2566 Standard Met: 2567-2667	Standard Met: 2567-2667 Standard Exceeded: 2668-2850 All: 2567 English Learners: 2487 Foster Youth: NA Unhoused: 2567 Socio-Economically Disadvantaged: 2487 Students with Disabilities: 2487 Hispanic: 2567	Scale Score Range: 2290-2850 Standard Not Met: 2290-2486 Standard Nearly Met: 2487-2566 Standard Met: 2567-2667 Exceeded: 2668-2850 All: +55.1 English Learners: +18.5 Foster Youth: N/A Unhoused: -9 Socio-Economically Disadvantaged: +36.7 Students with Disabilities: +45.8 Hispanic: +32.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Standard Met: 2567-2667 Standard Exceeded: 2668-2850 All: 2548.7 (increased 55.1) English Learners: 2430.3 (increased 18.5) Foster Youth: 2463.9 (N/A) Unhoused: 2486.7 (decreased 9) Socio-Economically Disadvantaged: 2521.9 (increased 36.7) Students with Disabilities: 2446.3 (increased 45.8) Hispanic: 2521.5 (increased 32.6)	Standard Exceeded: 2668-2850 All: 2507.6 (decreased 41.1) English Learners: 2411.1 (decreased 19.2) Foster Youth: N/A Unhoused: 2478.0 (decreased 8.7) Socio-Economically Disadvantaged: 2498.8 (decreased 23.1) Students with Disabilities: 2406.4 (decreased 39.9) Hispanic: 2558.6 (increased 37.1)		
1.6	CAASPP Mathematics Mean Scale Scores The sum of scale scores for students with valid scores is divided by the number of tests with valid scores.	Source: 2022-23 Dataquest * CAASPP Mathematics District: Grade 3 Scale Score Range: 2190-2660 Standard Not Met: 2190-2380 Standard Nearly Met: 2381-2435	Source: 2023/24 DataQuest/CAASP P Test Results *CAASPP Mathematics District: Grade 3 Scale Score Range: 2190-2660 Standard Not Met: 2190-2380	Source: 2023/24 DataQuest/CAASP P Test Results *CAASPP Mathematics District: Grade 3 Scale Score Range: 2190-2660 Standard Not Met: 2190-2380	Source: 2025-26 Dataquest * CAASPP Mathematics District: Grade 3 Scale Score Range: 2190-2660 Standard Not Met: 2190-2380	Source: 2024/25 DataQuest/CAASP P Test Results *CAASPP Mathematics The formula for the current difference from the baseline: (Year 1 Outcome) - (Baseline) =

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Standard Met: 2436-2500 Standard Exceeded: 2501-2660 All: 2366.6 English Learners: 2341.9 Foster Youth: N/A Unhoused: 2358.3 Socio-Economically Disadvantaged: 2360.8 Students with Disabilities: 2324.0 Hispanic: 2360.8 District: Grade 4 Scale Score Range: 2205-2700 Standard Not Met: 2205-2410 Standard Nearly Met: 2411-2484 Standard Met: 2485-2548 Standard Exceeded: 2549-2700 All: 2408.8 English Learners: 2373.3 Foster Youth: N/A Unhoused: 2393.7 Socio-Economically Disadvantaged: 2399.9	Standard Nearly Met: 2381-2435 Standard Met: 2436-2500 Standard Exceeded: 2501-2660 All: 2422.9 (increased 56.3) English Learners: 2372.2 (increased 30.3) Foster Youth: 2365.4 (N/A) Unhoused: 2371.8 (increased 13.5) Socio-Economically Disadvantaged: 2400.4 (increased 39.6) Students with Disabilities: 2364.2 (increased 40.2) Hispanic: 2398.9 (increased 38.1) District: Grade 4 Scale Score Range: 2205-2700 Standard Not Met: 2205-2410 Standard Nearly Met: 2411-2484	Standard Nearly Met: 2381-2435 Standard Met: 2436-2500 Standard Exceeded: 2501-2660 All: 2380 (decreased 42.9) English Learners: 2347.8 (decreased 24.4) Foster Youth: (N/A) Unhoused: 2356.1 (decreased 15.7) Socio-Economically Disadvantaged: 2372.4 (decreased 28) Students with Disabilities: 2317.6 (decreased 46.6) Hispanic: 2416.8 (increased 17.9) District: Grade 4 Scale Score Range: 2205-2700 Standard Not Met: 2205-2410 Standard Nearly Met: 2411-2484	Standard Nearly Met: 2381-2435 Standard Met: 2436-2500 Standard Exceeded: 2501-2660 All: 2381 English Learners: 2381 Foster Youth: NA Unhoused: 2381 Socio-Economically Disadvantaged: 2381 Students with Disabilities: 2381 Hispanic: 2381 District: Grade 4 Scale Score Range: 2205-2700 Standard Not Met: 2205-2410 Standard Nearly Met: 2411-2484 Standard Met: 2485-2548 Standard Exceeded: 2549-2700 All: 2411	Current Difference from Baseline District: Grade 3 Scale Score Range: 2190-2660 Standard Not Met: 2190-2380 Standard Nearly Met: 2381-2435 Standard Met: 2436-2500 Standard Exceeded: 2501-2660 All: +56.3 English Learners: +30.3 Foster Youth: N/A Unhoused: +13.5 Socio-Economically Disadvantaged: +39.6 Students with Disabilities: +40.2 Hispanic: +38.1 District: Grade 4 Scale Score Range: 2205-2700 Standard Not Met: 2205-2410

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 2350.3 Hispanic: 2401.0 District: Grade 5 Scale Score Range: 2220-2740 Standard Not Met: 2200-2454 Standard Nearly Met: 2455-2527 Standard Met: 2528-2578 Standard Exceeded: 2579-2740 All: 2429.4 English Learners: 2378.2 Foster Youth: N/A Unhoused: 2412.6 Socio-Economically Disadvantaged: 2423.7 Students with Disabilities: 2359.8 Hispanic: 2421.5 District: Grade 6 Scale Score Range: 2235-2780 Standard Not Met: 2235-2472	Standard Met: 2485-2548 Standard Exceeded: 2549-2700 All: 2461.5 (increased 52.7) English Learners: 2402.6 (increased 29.3) Foster Youth: 2394.2 (N/A) Unhoused: 2410.3 (increased 16.6) Socio-Economically Disadvantaged: 2437.3 (increased 37.4) Students with Disabilities: 2395.3 (increased 45) Hispanic: 2435.6 (increased 34.6) District: Grade 5 Scale Score Range: 2220-2740 Standard Not Met: 2200-2454 Standard Nearly Met: 2455-2527 Standard Met: 2528-2578	Standard Met: 2485-2548 Standard Exceeded: 2549-2700 All: 2405.4 (decreased 56.1) English Learners: 2365.7 (decreased 36.9) Foster Youth: (N/A) Unhoused: 2390.2 (decreased 20.1) Socio-Economically Disadvantaged: 2396.8 (decreased 40.5) Students with Disabilities: 2353.6 (decreased 41.7) Hispanic: 2446.6 (increased 11) District: Grade 5 Scale Score Range: 2220-2740 Standard Not Met: 2200-2454 Standard Nearly Met: 2455-2527 Standard Met: 2528-2578	English Learners: 2411 Foster Youth: NA Unhoused: 2411 Socio-Economically Disadvantaged: 2411 Students with Disabilities: 2411 Hispanic: 2411 District: Grade 5 Scale Score Range: 2220-2740 Standard Not Met: 2200-2454 Standard Nearly Met: 2455-2527 Standard Met: 2528-2578 Standard Exceeded: 2579-2740 All: 2398.8 English Learners: 245 Foster Youth: NA Unhoused: 2455 Socio-Economically Disadvantaged: 2455 Students with Disabilities: 2455	Standard Nearly Met: 2411-2484 Standard Met: 2485-2548 Standard Exceeded: 2549-2700 All: -3.4 English Learners: -7.6 Foster Youth: N/A Unhoused: -3.5 Socio-Economically Disadvantaged: -3.1 Students with Disabilities: +3.3 Hispanic: +45.6 District: Grade 5 Scale Score Range: 2220-2740 Standard Not Met: 2200-2454 Standard Nearly Met: 2455-2527 Standard Met: 2528-2578 Standard Exceeded: 2579-2740 All: +4.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Standard Nearly Met: 2473-2551 Standard Met: 2552-2609 Standard Exceeded: 2610-2780 All: 2444.3 English Learners: 2382.6 Foster Youth: N/A Unhoused: 2434.6 Socio-Economically Disadvantaged: 2437.9 Students with Disabilities: 2358.4 Hispanic: 2435.1 District: Grade 7 Scale Score Range: 2250 - 2820 Standard Not Met: 2250-2483 Standard Nearly Met: 2484-2566 Standard Met: 2567-2634 Standard Exceeded: 2635-2820 All: 2438.2 English Learners: 2379.5 Foster Youth: N/A Unhoused: 2427.2	Standard Exceeded: 2579-2740 All: 2483.3 (increased 53.9) English Learners: 2410.8 (increased 32.6) Foster Youth: 2408.8 (N/A) Unhoused: 2428.2 (increased by 15.6) Socio-Economically Disadvantaged: 2456.1 (increased 32.4) Students with Disabilities: 2404.9 (increased 45.1) Hispanic: 2454.6 (increased by 33.1) District: Grade 6 Scale Score Range: 2235-2780 Standard Not Met: 2235-2472 Standard Nearly Met: 2473-2551 Standard Met: 2552-2609	Standard Exceeded: 2579-2740 All: 2434.1(decreased 49.2) English Learners: 2390.4 decreased 20.4) Foster Youth: (N/A) Unhoused: 2426.8 (decreased 1.4) Socio-Economically Disadvantaged: 2427.3 (decreased 28.8) Students with Disabilities: 2357.2(decreased 47.7) Hispanic: 2451.9 (decreased 2.7) District: Grade 6 Scale Score Range: 2235-2780 Standard Not Met: 2235-2472 Standard Nearly Met: 2473-2551 Standard Met: 2552-2609	Hispanic: 2455 District: Grade 6 Scale Score Range: 2235-2780 Standard Not Met: 2235-2472 Standard Nearly Met: 2473-2551 Standard Met: 2552-2609 Standard Exceeded: 2610-2780 All: 2473 English Learners: 2473 Foster Youth: NA Unhoused: 2473 Socio-Economically Disadvantaged: 2473 Students with Disabilities: 2473 Hispanic: 2473 District: Grade 7 Scale Score Range: 2250 - 2820 Standard Not Met: 2250-2483	English Learners: +12.2 Foster Youth: NA Unhoused: +14.2 Socio-Economically Disadvantaged: +3.6 Students with Disabilities: -2.6 Hispanic: +30.4 District: Grade 6 Scale Score Range: 2235-2780 Standard Not Met: 2235-2472 Standard Nearly Met: 2473-2551 Standard Met: 2552-2609 Standard Exceeded: 2610-2780 All: -6 English Learners: -15.1 Foster Youth: N/A Unhoused: -18.4 Socio-Economically Disadvantaged: -7.6 Students with Disabilities: +2.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socio-Economically Disadvantaged: 2433.0 Students with Disabilities: 2374.7 Hispanic: 2436.0 District: Grade 8 Scale Score Range: 2265-2860 Standard Not Met: 2265-2503 Standard Nearly Met: 2504-2585 Standard Met: 2586-2652 Standard Exceeded: 2653-2860 All: 2461.7 English Learners: 2391.0 Foster Youth: N/A Unhoused: 2460.5 Socio-Economically Disadvantaged: 2453.7 Students with Disabilities: 2378.0 Hispanic: 2457.0	Standard Exceeded: 2610-2780 All: 2499.8 (increased 55.5) English Learners: 2408.1 (increased 25.5) Foster Youth: 2419.2 (N/A) Unhoused: 2437.5 (increased 2.9) Socio-Economically Disadvantaged: 2470.2 (increased 32.3) Students with Disabilities: 2402.3 (increased 43.9) Hispanic: 2467.5 (increased 32.4) District: Grade 7 Scale Score Range: 2250 - 2820 Standard Not Met: 2250-2483 Standard Nearly Met: 2484-2566 Standard Met: 2567-2634	Standard Exceeded: 2610-2780 All: 2438.3 (decreased 31.9) English Learners: 2367.5 (decreased 40.6) Foster Youth: (N/A) Unhoused: 2416.2 (decreased 21.3) Socio-Economically Disadvantaged: 2430.3 (decreased 39.9) Students with Disabilities: 2361.2 (decreased 41.1) Hispanic: 2477.0 (increased 9.5) District: Grade 7 Scale Score Range: 2250 - 2820 Standard Not Met: 2250-2483 Standard Nearly Met: 2484-2566 Standard Met: 2567-2634	Standard Nearly Met: 2484-2566 Standard Met: 2567-2634 Standard Exceeded: 2635-2820 All: 2484 English Learners: 2484 Foster Youth: NA Unhoused: 2484 Socio-Economically Disadvantaged: 2484 Students with Disabilities: 2484 Hispanic: 2484 District: Grade 8 Scale Score Range: 2265-2860 Standard Not Met: 2265-2503 Standard Nearly Met: 2504-2585 Standard Met: 2586-2652 Standard Exceeded: 2653-2860 All: 2504	Hispanic: +41.9 District: Grade 7 Scale Score Range: 2250 - 2820 Standard Not Met: 2250-2483 Standard Nearly Met: 2484-2566 Standard Met: 2567-2634 Standard Exceeded: 2635-2820 All: +13.3 English Learners: +7.4 Foster Youth: N/A Unhoused: -11.2 Socio-Economically Disadvantaged: +12.2 Students with Disabilities: -5.8 Hispanic: +52.3 District: Grade 8 Scale Score Range: 2265-2860 Standard Not Met: 2265-2503

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Standard Exceeded: 2635-2820 All: 2513.0 (increased 74.8) English Learners: 2411.5 (increased 32) Foster Youth: 2422.4 (N/A) Unhoused: 2449.4 (increased 22.2) Socio-Economically Disadvantaged: 2480.6 (increased 47.6) Students with Disabilities: 2414.7 (increased 40) Hispanic: 2478.2 (increased 42.2) District: Grade 8 Scale Score Range: 2265-2860 Standard Not Met: 2265-2503 Standard Nearly Met: 2504-2585 Standard Met: 2586-2652 Standard Exceeded: 2653-2860	Standard Exceeded: 2635-2820 All: 2451.5 (decreased 61.5) English Learners: 2386.9 (decreased 24.6) Foster Youth: (N/A) Unhoused: 2416.0 (decreased 33.4) Socio-Economically Disadvantaged: 2445.2 (decreased 35.4) Students with Disabilities: 2368.9 (decreased 45.8) Hispanic: 2488.3 (increased 10.1) District: Grade 8 Scale Score Range: 2265-2860 Standard Not Met: 2265-2503 Standard Nearly Met: 2504-2585 Standard Met: 2586-2652 Standard Exceeded: 2653-2860	English Learners: 2504 Foster Youth: NA Unhoused: 2504 Socio-Economically Disadvantaged: 2504 Students with Disabilities: 2504 Hispanic: 2504	Standard Nearly Met: 2504-2585 Standard Met: 2586-2652 Standard Exceeded: 2653-2860 All: +16.1 English Learners: +3.5 Foster Youth: N/A Unhoused: -0.8 Socio-Economically Disadvantaged: +16.4 Students with Disabilities: -5.8 Hispanic: +56.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			All: 2524.3 (increased 62.6) English Learners: 2408.6 (increased 17.6) Foster Youth: 2428.5 (N/A) Unhoused: 2454.4 (decreased 6.1) Socio-Economically Disadvantaged: 2489.5 (increased 35.8) Students with Disabilities: 2416.5 (increased 37.8) Hispanic: 2486.5 (increased 29.5)	All: 2477.8 (decreased 46.5) English Learners: 2394.5 (decreased 14.1) Foster Youth: (N/A) Unhoused: 2459.7 (increased 5.3) Socio-Economically Disadvantaged: 2470.1 (decreased 19.4) Students with Disabilities: 2372.2 (decreased 44.3) Hispanic: 2513.4 (increased 26.9)		
1.7	California Science Test (CAST) Change Over Time-Mean Scale Scores The sum of scale scores for students with valid scores is divided by the number of tests with valid scores.	Source: 2022-23 Dataquest * California Science Test District: Grade 5 Scale Score Range: 150-250 Standard Not Met: 150-178 Standard Nearly Met: 179-213 Standard Met: 214-230 Standard Exceeded: 231-250	Source: 2023/24 Dataquest * California Science Test District: Grade 5 Scale Score Range: 150-250 Standard Not Met: 150-178 Standard Nearly Met: 179-213 Standard Met: 214-230	Source: 2024/25 Dataquest * California Science Test District: Grade 5 Scale Score Range: 150-250 Standard Not Met: 150-178 Standard Nearly Met: 179-213 Standard Met: 214-230	Source: 2025-26 Dataquest * California Science Test	Source: 2024/25 Dataquest * California Science Test The formula for the current difference from the baseline: (Year 2 Outcome) - (Baseline) = Current Difference from Baseline District: Grade 5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All: 190.4 English Learners: 177.3 Foster Youth: N/A Unhoused: 185.2 Socio-Economically Disadvantaged: 188.8 Students with Disabilities: 176.5 Hispanic: 188.8 District: Grade 8 Scale Score Range: 350-450 Standard Not Met: 350-377 Standard Nearly Met: 378-414 Standard Met: 415-432 Standard Exceeded: 433-450 All: 390.5 English Learners: 376.2 Foster Youth: N/A Unhoused: 391.4 Socio-Economically Disadvantaged: 388.9 Students with Disabilities: 375.3 Hispanic: 389.6	Standard Exceeded: 231-250 All: 201.5 (increased 11.1) English Learners: 183.7 (increased 6.3) Foster Youth: 187.3 (N/A) Unhoused: 189.9 (increased 4.7) Socio-Economically Disadvantaged: 188.8 (increased 0) Students with Disabilities: 186.0 (increased 9.5) Hispanic: 195.5 (increased 6.7) District: Grade 8 Scale Score Range: 350-450 Standard Not Met: 350-377 Standard Nearly Met: 378-414 Standard Met: 415-432 Standard Exceeded: 433-450	Standard Exceeded: 231-250 All: 202.5 (increased 1.0) English Learners: 184.3 (increased 0.6) Foster Youth: 188.7 (increased 1.4) Unhoused: 190.8 (increased 0.9) Socio-Economically Disadvantaged: 196.4 (increased 7.6) Students with Disabilities: 187.4 (increased 1.4) Hispanic: 205.9 (increased 10.4) District: Grade 8 Scale Score Range: 350-450 Standard Not Met: 350-377 Standard Nearly Met: 378-414 Standard Met: 415-432		Scale Score Range: 150-250 Standard Not Met: 150-178 Standard Nearly Met: 179-213 Standard Met: 214-230 Standard Exceeded: 231-250 All: +12.1 English Learners: +7 Foster Youth: N/A Unhoused: +5.6 Socio-Economically Disadvantaged: +7.6 Students with Disabilities: +10.9 Hispanic: +17.1 District: Grade 8 Scale Score Range: 350-450 Standard Not Met: 350-377 Standard Nearly Met: 378-414 Standard Met: 415-432

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			All: 400.8 (increased 10.3) English Learners: 380.5 (increased 4.3) Foster Youth: 386.1 (N/A) Unhoused: 389.8 (decreased 1.6) Socio-Economically Disadvantaged: 388.9 (increased 0) Students with Disabilities: 384.8 (increased 9.5) Hispanic: 394.8 (increased 5.2)	Standard Exceeded: 433-450 All: 402.3 (increased 1.5) English Learners: 381.3 (increased 0.8) Foster Youth: 387.7 (increased 1.6) Unhoused: 391.2 (increased 1.4) Socio-Economically Disadvantaged: 396.4 (increased 7.5) Students with Disabilities: 386.2 (increased 1.4) Hispanic: 404.5 (increased 9.7)		Standard Exceeded: 433-450 All: +11.8 English Learners: +5.1 Foster Youth: N/A Unhoused: -0.2 Socio-Economically Disadvantaged: +7.5 Students with Disabilities: +10.9 Hispanic: +14.9
1.8	English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC)	Source: 2022/23 California School Dashboard Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC)	Source: 2023/24 California School Dashboard Percentage of English Learners making progress towards proficiency on the English Language Proficiency	Source: 2024/25 California School Dashboard Percentage of English Learners making progress towards proficiency on the English Language Proficiency	Source: 2025/26 California School Dashboard Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for	Source: 2024/25 California School Dashboard The formula for the current difference from the baseline: (Year 1 Outcome) - (Baseline) = Current Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		District: All English Learners: 54.6% Lowest performance (red indicator) on the Dashboard District: N/A School: E.O. Green Junior High All English Learners: 44.8%	Assessments for California (ELPAC) District: All English Learners: 44.7% (declined 9.9%) Lowest performance (red indicator) on the Dashboard District: N/A School: Julien Hathaway School All English Learners: 27.6% (declined 37.9%)	Assessments for California (ELPAC) District: All English Learners: 48% (increased 3.3%) Lowest performance (red indicator) on the Dashboard District: N/A School: Hueneme School All English Learners: 34.5% (declined 18.6%)	California (ELPAC) = 100%	Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC) District: All English Learners: -6.6% Lowest performance (red indicator) on the Dashboard District: N/A School: Hueneme School All English Learners: 34.5%
1.9	Reclassification Rate Percentage of English Learners reclassified to Fluent English Proficient (RFEP) (Total LEA RFEP / Total Ever ELs)	Source: 2022/23 DataQuest All English Learners: 31.9% (1,464 out of 4,585)	Source: 2023/24 DataQuest All English Learners: 32.2% (increase .3%) (1,435 out of 4,459)	Source: 2024/25 DataQuest All English Learners: 33.4% (increase 1.2%) (1,329 RFEP out of 3,976 Ever-EL)	Source: 2025/26 DataQuest All English Learners: 100%	Source: 2024/25 DataQuest The formula for the current difference from the baseline: (Year 2 Outcome) - (Baseline) = Current Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						All English Learners: +1.5%
1.10	Long Term English Learners (LTELs) Percentage of English Learners that have been classified as English Learners for 6+ years	Source: 2022/23 DataQuest * English Learner 4+ Years - Not at risk of LTEL or LTELs: 12.3% (562/4,585) * 4-5 Years English Learners at risk of LTEL: 13.1% (601/4,585) 6+ Years LTELs: 6.0% (274/4,585)	Source: 2023/24 DataQuest * English Learner 4+ Years - Not at risk of LTEL or LTELs: 9.6% (429/4,459) - decrease 2.7% * 4-5 Years English Learners at risk of LTEL: 11.3% (503/4,459) - decrease 1.8% 6+ Years LTELs: 6.8% (304/4,459) - increase .8%	Source: 2024/25 DataQuest * English Learner 4+ Years - Not at risk of LTEL or LTELs: 9.5% (354/3,724) - decrease 0.1% * 4-5 Years English Learners at risk of LTEL: 10.8% (403 /3,724) - decrease 0.5% 6+ Years LTELs: 5.7% (214 /3,724) - decrease 1.1%	Source: 2025/26 DataQuest Percentage of English Learners that have been classified as English Learners for 6+ years = 0%	Source: 2024/25 DataQuest The formula for the current difference from the baseline: (Year 2 Outcome) - (Baseline) = Current Difference from Baseline * English Learner 4+ Years - Not at risk of LTEL or LTELs: decreased 2.8% * 4-5 Years English Learners at risk of LTEL: decreased 2.3% * 6+ Years LTELs: decreased .3%
1.11	Local Indicator for State Priority 1B Student access to standards-aligned instructional materials.	Source: 2022/23 California School Dashboard Local Indicators Report Percent of students WITHOUT access to their own copies of standards-aligned instructional materials	Source: 2023/24 California School Dashboard Local Indicators Report Percent of students WITHOUT access to their own copies of standards-aligned	Source: 2024/25 California School Dashboard Local Indicators Report Percent of students WITHOUT access to their own copies of standards-aligned	Source: 2025/26 California School Dashboard Local Indicators Report Percent of students WITHOUT access to their own copies of standards-aligned	Source: 2024/25 California School Dashboard Local Indicators Report The formula for the current difference from the baseline: (Year 2 Outcome) - (Baseline) =

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		for use at school and home: 0%	instructional materials for use at school and home: 0%	instructional materials for use at school and home: 0%	instructional materials for use at school and home: 0%	Current Difference from Baseline Percent of students WITHOUT access to their own copies of standards-aligned instructional materials for use at school and home: Maintained 0%
1.12	Local Indicator for State Priority 1A Percent of fully credentialed and appropriately assigned teachers	Source: 2022/23 CA Dashboard Local Indicators Report Percent of Teachers FTE with Clear Credentials = 94.2% Comparison to Statewide Average = Above	Source: 2023/24 CA Dashboard Local Indicators Report Percent of Teachers FTE with Clear Credentials = 94.6% Comparison to Statewide Average = Above	Source: 2024/25 CA Dashboard Local Indicators Report Percent of Teachers FTE with Clear Credentials = 100% Comparison to Statewide Average = Above	Source: 2025/26 California School Dashboard Local Indicators Report Percent of Teachers FTE with Clear Credentials = 95.5% Comparison to Statewide Average = Above	Source: 2024/25 CA Dashboard Local Indicators Report The formula for the current difference from the baseline: (Year 2 Outcome) - (Baseline) = Current Difference from Baseline Percent of Teachers FTE with Clear Credentials = +5.8% Comparison to Statewide Average = Above
1.13	K-8 District: High school dropout rate, graduation rate, UC-AG	N/A	N/A	N/A	N/A	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	requirements, CTE Pathways, and AP do not apply to elementary district					
1.15	Implementation of State Standards – Local Indicators (State Priorities 2A & 2B)	Source: 2022/23 California School Dashboard Local Indicators Report	Source: 2023/24 California School Dashboard Local Indicators Report	Source: 2024/25 California School Dashboard Local Indicators Report	Source: 2025/26 California School Dashboard Local Indicators Report	Source: 2024/25 California School Dashboard Local Indicators Report
	Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	* Professional Development Progress in providing professional learning for teaching to the recently adopted academic standards and curriculum frameworks is identified below. English Language Arts – Common Core State Standards for English Language Arts: 5 English Language Development (Aligned to English Language Arts Standards): 5 Mathematics – Common Core State Standards for Mathematics: 5 Next Generation Science Standards: 5	* Professional Development Progress in providing professional learning for teaching to the recently adopted academic standards and curriculum frameworks is identified below. English Language Arts – Common Core State Standards for English Language Arts: 5 English Language Development (Aligned to English Language Arts Standards): 5	* Professional Development Progress in providing professional learning for teaching to the recently adopted academic standards and curriculum frameworks is identified below. English Language Arts – Common Core State Standards for English Language Arts: 5 English Language Development (Aligned to English Language Arts Standards): 5	* Professional Development Progress in providing professional learning for teaching to the recently adopted academic standards and curriculum frameworks is identified below. English Language Arts – Common Core State Standards for English Language Arts: Maintained 0	The formula for the current difference from the baseline: (Year 2 Outcome) - (Baseline) = Current Difference from Baseline

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

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Next Generation Science Standards: 4 History-Social Science: 4 *Implementation of Standards Progress in implementing the following academic standards adopted by the State Board of Education for all students. Career Technical Education: 3 Health Education Content Standards: 4 Physical Education Model Content Standards: 4 Visual and Performing Arts: 3 World Language: Not applicable for elementary district	standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing). English Language Arts – Common Core State Standards for English Language Arts: 4 English Language Development (Aligned to English Language Arts Standards): 4 Mathematics – Common Core State Standards for Mathematics: 4 Next Generation Science Standards: 4 History-Social Science: 4	standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing). English Language Arts – Common Core State Standards for English Language Arts: 5 English Language Development (Aligned to English Language Arts Standards): 5 Mathematics – Common Core State Standards for Mathematics: 5 Next Generation Science Standards: 5 History-Social Science: 5	time, focused classroom walkthroughs, teacher pairing). English Language Arts – Common Core State Standards for English Language Arts: 5 English Language Development (Aligned to English Language Arts Standards): 5 Mathematics – Common Core State Standards for Mathematics: 5 Next Generation Science Standards: 5 History-Social Science: 5 Career Technical Education: 5 Health Education Content Standards: 5	* Policy & Program Support Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing). English Language Arts – Common Core State Standards for English Language Arts: Maintained 0 English Language Development (Aligned to English Language Arts Standards): Maintained 0

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Physical Education Model Content Standards: +1 Visual and Performing Arts: +2 World Language: 4
1.16	Least Restrictive Environment (LRE) Indicator 5A – General Education Participation The percentage of students with IEPs served inside the regular class (State Priority 7C)	Source: 2022-23 Fall CALPADS Report 16.13 <40% ALL: 16.68% 40% - < 80% ALL: 14.67% ≥80% ALL: 68.65%	Source: 2023-24 Fall CALPADS Report 16.13 <40% ALL: 17.03% (165/969) - increased .35% 40%-<80% ALL: 11.76% (114/969) - decreased 2.91% ≥80% ALL: 71.21% (690/969) - increased 2.56%	Source: 2024-25 Fall CALPADS Report 16.13 <40% ALL: 20.3% (217/1016) - increased .8% 40%-<80% ALL: 8.3% (89/1067) - decreased 3.2% ≥80% ALL: 71.3%% (761/1067) - increased 3.9%	Source: 2025-26 Fall CALPADS Report 16.13 <40% ALL: 12% 40% - < 80% ALL: 15% ≥80% ALL: 73%	Source: 2024-25 Fall CALPADS Report 16.13 The formula for the current difference from the baseline: (Year 1 Outcome) - (Baseline) = Current Difference from Baseline <40% ALL: +3.62% 40%-<80% ALL: -6.37% ≥80% ALL: +2.65%

Goal Analysis [2025-26]

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

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

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

* Successful Implementation:

Action 1.1 Support for Professional Learning

- Provided teacher training through four designated professional learning days for all schools.
- Finished year 2 with expanded number of teachers receiving LETRS (Language Essentials for Teachers of Reading and Spelling) to two cohorts of K-5 LETRS. All HESD TK teachers participated in Early Childhood LETRS.
- All elementary schools completed training in Sobrato Early Academic Language (SEAL)

-Principals and MLSTs received consistent SEAL training to support staff implementation of ELD.

-UCLA Math coaching cycles were completed at all school sites.

-Held three MTSS cycles with all schools.

-Provided Jr High teachers with essential strategies for Reading Comprehension through the Content Area Language & Literacy training.

-Held ongoing professional learning opportunities through afterschool professional learning time: Integrated Units, The Bridge, specific technology tools, and student engagement strategies.

Action 1.2 Support for Multilingual Programs

- Each school continues to have the services of a full-time Multilingual Support Teacher (MLST) to support the unique needs of its multilingual program, ensuring high-quality designated and integrated English Language Development (ELD) instruction and academic language support for multilingual learners. They also provide expanded services for long-term and newcomers, as well as data analysis to support all teachers with multilingual students. They also offer supplemental clerical and para-professional aide support for multilingual programs.
- Prepared Haycox Elementary for the initial implementation of a Dual Language Immersion (DLI) program. In addition, provided training in DLI for Sunkist and Larsen as their DLI programs matriculate up in grade level.

* Implementation Challenges:

Action 1.1 Support for Professional Learning

- Attendance at professional learning days is not mandatory.
- Training during the school year is difficult due to the lack of substitute coverage that can be utilized in one day.

Action 1.3 Support for Special Populations

- Increasing numbers of students are being identified for special education.
- Students with special needs are not making the same kind of growth that other student groups are demonstrating.
- Unhoused students continue to be underserved in our current structure.
- Implementation of strategies, programs and curriculum is difficult to monitor for fidelity.

* Non-Implemented Actions:

None

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

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

Note: LEAs do not need to address minor variances in expenditures or percentages, and a dollar-for-dollar accounting is not required.

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

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

Action 1.1 Support for Professional Learning was effective based on the data shown below it shows steady increase in support of various student groups and reducing the number of student groups in the red category for ELA.

CAASPP English Language Arts School Dashboard 2024-25

District All: +3.6, English Learners: +33.2, Foster Youth: NA, Unhoused: -4.9 Maintained 2.3, Socio-Economically Disadvantaged: +5.8 , Students with Disabilities: 0

District: Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS): District: Unhoused: Maintained - 4.9

Based on a comparison of the 2023/24 and 2024/25 California School Dashboard data, the professional learning supporting ELA was largely effective in improving overall student outcomes and targeted student groups, though gaps remain.

The overall student population increased by 3.6 points (improving from -64.8 to -61.2 DFS). Notable gains were achieved among English Learners (+7.0 points) and Students with Disabilities, who successfully reversed a previous decline to grow by 4.3 points (improving from -136.1 to -131.8 DFS). However, the action was ineffective for unhoused students, whose performance continued to decline by 2.6 points (dropping to -88.1 DFS), remaining flagged as a lowest-performance red indicator.

CAASPP Math CA School Dashboard 2024-25

District All: +5.8, English Learners: +8.5, Foster Youth: N/A, Unhoused: -8.1 , Socio-Economically Disadvantaged: +5, Students with Disabilities: -2

District: Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS): District: Long-Term English Learners: maintained -0.7, Unhoused: declined -6.6, Socioeconomically Disadvantaged: maintained -0.8 , Students with Disabilities: maintained -2.3, Black/African American: maintained +0.8, Hispanic/Latino: maintained +1.7

Based on a comparison of the mathematics data between 2023/24 and 2024/25, the action was largely ineffective** or saw stagnated results** compared to the prior year.

While there was a minor overall improvement of **0.8 points** (moving from -94.8 to -94 DFS) and English Learners continued to grow by

****3.5 points****, growth slowed down significantly district-wide. Furthermore, multiple historically vulnerable student groups experienced declines: Socio-Economically Disadvantaged students dropped by 0.8 points, Students with Disabilities reversed their previous gains to decline by ****2.3 points**** (-154.8 to -157.1 DFS), and Unhoused students experienced a sharp decline of ****6.6 points**** (dropping to -115.9 DFS). This indicates that the professional learning did not successfully sustain or scale positive outcomes across mathematics student groups in 2025.

California Science Test (CAST) Statewide Assessment CA School Dashboard 2024-25 District: Grade 5

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

District All: +12.1, English Learners: +7, Foster Youth: N/A, Unhoused: +5.6, Socio-Economically Disadvantaged: +7.6, Students with Disabilities: +10.9, Hispanic: +17.1

District: Grade 8

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

District All: +11.8, English Learners: +5.1, Foster Youth: N/A, Unhoused: -0.2, Socio-Economically Disadvantaged: +7.5, Students with Disabilities: +10.9, Hispanic: +14.9

Based on a comparison of the California Science Test data between 2023/24 and 2024/25, the action was effective, as positive growth was successfully maintained across every student group in 2025.

While the rapid double-digit gains from the previous year slowed down, overall scores still increased by 1.0 point in Grade 5 (reaching 202.5) and 1.5 points in Grade 8 (reaching 402.3). Notably, the action yielded strong, accelerated growth for Socio-Economically Disadvantaged students who increased by 7.6 points in Grade 5 and 7.5 points in Grade 8 after completely stagnating the year before. Additionally, Hispanic students showed accelerated growth with gains of 10.4 points (Grade 5) and 9.7 points (Grade 8), and Unhoused students in Grade 8 successfully reversed a prior decline to grow by 1.4 points.

Action 1.2 Support for Multilingual Programs

Based on a comparison of the 2023/24 and 2024/25 data, the targeted supports and actions for English Learners (ELs) were highly effective in academic growth and reclassification but partially ineffective regarding language proficiency progress (ELPAC)

Areas of Effectiveness

-Academic Achievement: ELs achieved remarkable growth across all core state assessments under CAASPP and CAST. In ELA, they accelerated by **+33.2 points**, in Math by **+8.5 points**, and in Science by **+7 points** (Grade 5) and **+5.1 points** (Grade 8).
-Reclassification and Risk Reduction: The reclassification rate improved by +1.5% compared to the modest 0.3% increase the prior year. Additionally, the actions effectively reduced the pipeline of struggling students, decreasing the rate of 4–5 Year ELs "at risk of LTEL" by 2.3%(a stronger drop than the previous year's 1.8% decrease) and trimming the 6+ Year LTEL rate by 0.3%.

Areas of Concern

*Language Proficiency Progress (ELPAC):Despite keeping students out of the lowest "red" performance indicator, the percentage of English Learners making progress toward language proficiency on the ELPAC declined by -6.6%. While this is a smaller drop than the previous year's steep -9.9% decline it signals that language-acquisition-specific supports are still underperforming compared to content-area academic supports.

CAASPP English Language Arts School Dashboard 2024-25
District English Learners: +33.2

CAASPP Math CA School Dashboard 2024-25
District English Learners: +8.5

California Science Test (CAST) Statewide Assessment CA School Dashboard 2024-25
District: Grade 5: English Learners: +7
District: Grade 8: English Learners: +5.1

2024/25 California School Dashboard: English Learner Progress Indicator (ELPI): Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC): District All English Learners: -6.6%, No students in the red indicators

2024/25 DataQuest Reclassification Rate: All English Learners: +1.5%

2024/25 DataQuest Long Term English Learner:Rates:
* English Learner 4+ Years - Not at risk of LTEL or LTELs: decreased 2.8%
* 4-5 Years English Learners at risk of LTEL: decreased 2.3%
* 6+ Years LTELs: decreased .3%

Action 1.3 Support for Special Populations

The implementation of Action 1.3 based on a comparison of the 2023-24 and 2024-25 data, the effectiveness of the support actions varies significantly across special populations:

Highly Effective Populations

-English Learners:Actions were exceptionally effective. They demonstrated substantial growth across all tested areas, including +33.2 points in English Language Arts, +8.5 points in Math, and positive gains in Science (+7 in Grade 5; +5.1 in Grade 8).

-Socio-Economically Disadvantaged students:Targeted actions were consistently effective, resulting in broad academic improvements: +5.8 points in English Language Arts, +5 points in Math, and over +7.5 points in both Grade 5 and Grade 8 Science.

Mixed or Partially Effective Populations

-Students with Disabilities:Results were highly uneven. Academically, they achieved remarkable double-digit growth in Science (+10.9 points in both grades) but stagnated in English Language Arts (0 change) and declined in Math (-2 points). In terms of inclusion, Least Restrictive Environment (LRE) actions showed mixed success: the percentage of students spending >80% of their day in regular classrooms improved at a higher rate, climbing to 71.3% (+3.9%), but the most restrictive setting (<40%) also undesirable expanded to 20.3% (+0.8%).

Ineffective Populations

-Unhoused Students:Supports were largely ineffective. This population experienced a decline of -4.9 points in English Language Arts (remaining flagged on the lowest performance red indicator) and a sharp decline of -8.1 points in Math. While they showed a +5.6 point increase in Grade 5 Science, they dropped by -0.2 points in Grade 8 Science.

CAASPP English Language Arts School Dashboard 2024-25

District All: +6.9, English Learners: +33.2, Foster Youth: NA, Unhoused: -4.9 Maintained 2.3, Socio-Economically Disadvantaged: +5.8 , Students with Disabilities: 0

District: Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS): District: Unhoused: Maintained - 4.9

CAASPP Math CA School Dashboard 2024-25

District All: +5.8, English Learners: +8.5, Foster Youth: N/A, Unhoused: -8.1 , Socio-Economically Disadvantaged: +5, Students with Disabilities: -2

California Science Test (CAST) Statewide Assessment CA School Dashboard 2024-25

Grade 5: District: +12.1, English Learners: +7, Foster Youth: N/A, Unhoused: +5.6, Socio-Economically Disadvantaged: +7.6, Students with Disabilities: +10.9, Hispanic: +17.1

Grade 8: District: District All: +11.8, English Learners: +5.1, Foster Youth: N/A, Unhoused: -0.2, Socio-Economically Disadvantaged: +7.5, Students with Disabilities: +10.9, Hispanic: +14.9

2024-25 Fall CALPADS Report 16.13: Least Restrictive Environment (LRE):

<40%

ALL: +3.62%

40%-<80%

ALL: -6.37%

>=80%

ALL: +2.65%

Action 1.4 Support for Early Education

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

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

CAASPP English Language Arts School Dashboard 2024-25

District All: +6.9, English Learners: +33.2, Foster Youth: NA, Unhoused: -4.9 Maintained 2.3, Socio-Economically Disadvantaged: +5.8 , Students with Disabilities: 0

District: Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS): District: Unhoused: Maintained - 4.9

CAASPP Math CA School Dashboard 2024-25

District All: +5.8, English Learners: +8.5, Foster Youth: N/A, Unhoused: -8.1 , Socio-Economically Disadvantaged: +5, Students with Disabilities: -2

California Science Test (CAST) Statewide Assessment CA School Dashboard 2024-25

Grade 5: District: +12.1, English Learners: +7, Foster Youth: N/A, Unhoused: +5.6, Socio-Economically Disadvantaged: +7.6, Students with Disabilities: +10.9, Hispanic: +17.1

Grade 8: District: District All: +11.8, English Learners: +5.1, Foster Youth: N/A, Unhoused: -0.2, Socio-Economically Disadvantaged: +7.5, Students with Disabilities: +10.9, Hispanic: +14.9

Action 1.5 Support for Extended Learning

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

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

CAASPP English Language Arts School Dashboard 2024-25

District All: +6.9, English Learners: +33.2, Foster Youth: NA, Unhoused: -4.9 Maintained 2.3, Socio-Economically Disadvantaged: +5.8 , Students with Disabilities: 0

District: Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS): District: Unhoused: Maintained - 4.9

CAASPP Math CA School Dashboard 2024-25

District All: +5.8, English Learners: +8.5, Foster Youth: N/A, Unhoused: -8.1 , Socio-Economically Disadvantaged: +5, Students with Disabilities: -2

California Science Test (CAST) Statewide Assessment CA School Dashboard 2024-25

Grade 5: District: +12.1, English Learners: +7, Foster Youth: N/A, Unhoused: +5.6, Socio-Economically Disadvantaged: +7.6, Students with Disabilities: +10.9, Hispanic: +17.1

Grade 8: District: District All: +11.8, English Learners: +5.1, Foster Youth: N/A, Unhoused: -0.2, Socio-Economically Disadvantaged: +7.5, Students with Disabilities: +10.9, Hispanic: +14.9

Action 1.7 Support for Class Size

CAASPP English Language Arts School Dashboard 2024-25

District All: +6.9, English Learners: +33.2, Foster Youth: NA, Unhoused: -4.9 Maintained 2.3, Socio-Economically Disadvantaged: +5.8 , Students with Disabilities: 0

District: Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS): District: Unhoused: Maintained - 4.9

CAASPP Math CA School Dashboard 2024-25

District All: +5.8, English Learners: +8.5, Foster Youth: N/A, Unhoused: -8.1 , Socio-Economically Disadvantaged: +5, Students with Disabilities: -2

California Science Test (CAST) Statewide Assessment CA School Dashboard 2024-25

Grade 5: District: +12.1, English Learners: +7, Foster Youth: N/A, Unhoused: +5.6, Socio-Economically Disadvantaged: +7.6, Students with Disabilities: +10.9, Hispanic: +17.1

Grade 8: District: District All: +11.8, English Learners: +5.1, Foster Youth: N/A, Unhoused: -0.2, Socio-Economically Disadvantaged: +7.5, Students with Disabilities: +10.9, Hispanic: +14.9

Action 1.8 Support for Sites

Overview:

- Action 1.8 provided direct support to school sites to address the needs of historically underserved students. Some schools experienced notable improvements, others showed new or persistent areas of challenge. Trends suggest that while targeted support yielded results in certain regions, challenges related to chronic absenteeism, academic achievement for students with disabilities, and support for unhoused youth continue to require attention.

CAASPP English Language Arts School Dashboard 2024-25

District All: +6.9, English Learners: +33.2, Foster Youth: NA, Unhoused: -4.9 Maintained 2.3, Socio-Economically Disadvantaged: +5.8 , Students with Disabilities: 0

District: Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS): District: Unhoused: Maintained - 4.9

CAASPP Math CA School Dashboard 2024-25

District All: +5.8, English Learners: +8.5, Foster Youth: N/A, Unhoused: -8.1 , Socio-Economically Disadvantaged: +5, Students with Disabilities: -2

California Science Test (CAST) Statewide Assessment CA School Dashboard 2024-25

Grade 5: District: +12.1, English Learners: +7, Foster Youth: N/A, Unhoused: +5.6, Socio-Economically Disadvantaged: +7.6, Students with Disabilities: +10.9, Hispanic: +17.1

Grade 8: District: District All: +11.8, English Learners: +5.1, Foster Youth: N/A, Unhoused: -0.2, Socio-Economically Disadvantaged: +7.5, Students with Disabilities: +10.9, Hispanic: +14.9

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

Following the goal analysis completed in Prompts 1, 2, and 3 educational partner feedback, and review of applicable data, no changes were made to the Goal, Desired Outcomes, or Metrics. However, the following modifications to the Action were made for the 2026-27 LCAP:

Action Modifications:

* 1.1 Support for Professional Learning

- Expand GLAD through eighth grade. , implement UFLI training for all K-2 teachers, implement HESD integrated units training for new teachers.
- UCLA Math Project (<https://centerx.gseis.ucla.edu/math-project/>) - Training for all elementary schools in partnership with our new Math curriculum adoption to highlight CGI framework in new curriculum.
- Guided Language Acquisition Design (Project GLAD) - A rigorous professional development model based on a collection of research-based, effective classroom strategies. It focuses on an integrated approach to support language acquisition and proficiency in K-6 grade level content standards - English and Spanish.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Support for Professional Learning	Enhancing expertise and efficacy in literacy, English language development, math, history/social science, technology, and science to better support diverse learners. LREBG Action: provide professional learning for teachers in targeted areas to support diverse learners. Metrics 1.1-1.10 are being used to measure growth . LREBG funds supporting this action: \$643,869. Additionally, this action addresses State Priority 7B. * Provide Resources: Allocate resources for professional development, including funding for workshops, conferences, training materials, and online courses. Access to resources such as books, journals, and educational technology will also support ongoing learning. * Offer Professional Development Opportunities: Organize various professional development opportunities, including workshops, seminars, webinars, and conferences. These sessions cover instructional strategies, curriculum development, assessment practices, technology integration, and cultural competence. * Facilitate Collaboration: Create opportunities for collaboration among educators, such as grade-level or subject-area meetings, professional learning communities (PLCs), and collaborative planning time. This allows HESD educators to share best practices, collaborate on lesson planning, analyze student data, and problem-solve. * Support Mentoring and Coaching: Establish mentoring and coaching programs to support new teachers and help experienced teachers refine their practice. Mentors and coaches provide guidance, feedback, and support tailored to individual educators' needs and goals. * Promote Reflective Practice: Encourage staff to engage in reflective practice by providing time and support for self-assessment, goal-setting, and action planning. This helps HESD staff continuously improve their teaching practices and adapting to evolving student needs.	\$2,097,755.00	Yes

Action #	Title	Description	Total Funds	Contributing
		HESD will align professional learning support and opportunities with district goals, priorities, and initiatives to ensure that they address educators' specific needs and support improving teaching and learning outcomes. The following required additional support for professional learning to address the specific needs of all students, including emphasis on the following lowest-performing or red student groups: * Multi-Tiered System of Supports with Panorama Student Success - Panorama Student Success (https://www.panoramaed.com/products/student-success) is an all-in-one platform to strengthen systems of support. The dashboards bring together information about student academics, attendance, behavior, and socio-emotional learning so HESD educators can make data-driven decisions about student support. Panorama Student Success provided workshops to build a strong foundation in our staff, using Student Success to support students holistically. The training focused on applying data and inquiry protocols while building core platform knowledge and navigation skills. * Sobrato Early Academic Language (SEAL) - Professional learning starting in 2023-2024 (with Haycox and Hathaway Elementary) to train all elementary schools by the end of the school year 2024-2025. SEAL (https://seal.org/) It is a research-based, evidence-based approach to establishing systems and practices that support language development, literacy, and engaging, joyful learning for English Learners, Dual Language Learners, and ALL students. * California Reading & Literature Project (CRLP) - Professional learning in foundational reading skills and comprehension (elementary) and Content Area Language and Literacy (CALL) Institutes (https://www.callutheran.edu/education/crlp/programs/index.html) focused on the tools and skills needed to analyze the academic language demands of course-specific texts and material (junior highs). * Mathematics: New enVision Mathematics 2024 (https://www.savvas.com/solutions/mathematics/core-programs/envisionmathematics-grades-k-5) training for grades K-5 focused on comprehensive, standards-based content, support of student conceptual understanding, procedural skills, fluency, and relevant application opportunities. DESMOS, a supplemental blended middle school		

Action #	Title	Description	Total Funds	Contributing
		math curriculum (https://amplify.com/programs/desmos-math-6-a1/?r=w.hd) delivered through the Desmos Classroom platform for grades 6-8. * Hatching Results (School Counselor Training): This professional learning is designed to improve school counseling programs by utilizing evidence-based practice models (https://www.hatchingresults.com/). * Dual Immersion - Professional learning for dual immersion staff on the importance of bilingualism and biliteracy in a dual language program, how to obtain high achievement in both program languages and sociocultural competence, how the dual immersion models work, and what specific language teachers focus on and reinforce how to structure your time teaching two sets of students and/or two languages in one class, and collaborating with a partner teacher daily (https://www.cde.ca.gov/sp/el/er/edgedli.asp). * Nonviolent Crisis Intervention Training—This training provides staff with the skills to recognize and respond to everyday crises and de-escalate disruptive behavior (https://www.crisisprevention.com/ourprograms/nonviolent-crisis-intervention/). * LETRS (Language Essentials for Teachers of Reading and Spelling) - Three cohorts initiated this school year (elementary, junior high, and all administrators) for training in Lexia LETRS® (Language Essentials for Teachers of Reading and Spelling) Suite (https://www.lexialearning.com/letrs) is a comprehensive professional learning designed to provide educators and administrators with deep knowledge to be literacy and language experts in the science of reading. Support will focus on the following required state indicators: * English Language Arts—How well students meet grade-level English Language Arts assessment standards; this measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * Mathematics—How well students meet grade-level standards on the mathematics assessment; this measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternative Assessment, taken annually by students in grades 3–8 and 11.		

Action #	Title	Description	Total Funds	Contributing
		* English Learner Progress - The percentage of current EL students progressing towards English language proficiency or maintaining the highest level. * Chronic Absenteeism - The percentage of kindergarten through grade 8 students absent 10 percent or more of the instructional days they were enrolled. * Suspension Rate - The percentage of kindergarten through grade 8 students suspended for at least one aggregate day in a given school year. Students suspended multiple times or for multiple days are only counted once. Support will focus on the following local indicators: * Implementation of State Standards * Local Climate Survey The specific actions outlined above will focus on meeting the needs and acceleration of the lowest-performing student groups (as indicated/reported on the California School Dashboard: Lowest Performing Focus Area: Professional learning will include targeted strategies for supporting English Learners, Homeless students, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students in English Language Arts and Mathematics. This will include training on differentiated instruction, culturally responsive teaching practices, and evidence-based interventions specific to these student groups. District: English Language Arts - English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic Suspension Rate - All Students, White Chronic Absenteeism - Foster, Filipino Art Haycox Elementary School:		

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

Action #	Title	Description	Total Funds	Contributing
		Disadvantaged, Students with Disabilities, Hispanic, White Green Junior High School: English Learner Progress Indicator: All Students, English Learners English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Chronic Absenteeism - Homeless, White		
1.2	Support for Multilingual Programs	Multilingual Support Teachers (MLSTs) support the unique needs of each school's multilingual program, ensuring high-quality designated and integrated English Language Development (ELD) instruction and academic language support for multilingual learners. They also provide expanded services for long-term and newcomers, as well as data analysis to support all teachers with multilingual students. They also offer supplemental clerical and para-professional aide support for multilingual programs. Additionally, this action addresses State Priority 7B. Support will focus on the following required state indicators: * English Language Arts—How well students meet grade-level English Language Arts assessment standards; this measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * Mathematics - How well students meet grade-level standards on the mathematics assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * English Learner Progress - The percentage of current EL students progressing towards English language proficiency or maintaining the highest level. Support will focus on the following local indicators: * Implementation of State Standards	\$2,405,643.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The specific actions outlined above will focus on meeting the needs and acceleration of the lowest-performing student groups (as indicated/reported on the California School Dashboard): Lowest Performing Focus Area: Expand support for Long-Term English Learners (LTELs) through targeted interventions and specialized curriculum. Implement multilingual support programs for newcomers and English language learners to accelerate language acquisition and academic progress. District - English Learners: English Language Arts, Mathematics Art Haycox Elementary School - English Learners: English Language Arts, Mathematics Fred Williams Elementary School - English Learners: English Language Arts Hueneme Elementary School - English Learners: English Language Arts, Mathematics Hathaway Elementary School - English Learners: English Language Arts, Mathematics Parkview Elementary School - English Learners: English Language Arts, Mathematics Blackstock Junior High School - English Learners: English Language Arts, Mathematics Green Junior High School - English Learners: English Learner Progress Indicator, English Language Arts, Mathematics		

Action #	Title	Description	Total Funds	Contributing
1.3	Support for Special Populations	- Program Specialists: Under the Senior Director of Pupil Support Services, Program Specialists provide specialized support to teachers, staff, and administrators to enhance instructional programs for students with disabilities and their families. - Psychologists: Additional staff to decrease student-to-psychologist ratios for early intervention services. - Specialized Academic Instruction Teachers: Additional staff to reduce student-to-teacher ratios and enhance instructional support. Additionally, this action addresses State Priority 7B. Support will focus on the following required state indicators: * English Language Arts—How well students meet grade-level English Language Arts assessment standards; this measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * Mathematics - How well students meet grade-level standards on the mathematics assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * English Learner Progress - The percentage of current EL students progressing towards English language proficiency or maintaining the highest level. * Chronic Absenteeism - The percentage of kindergarten through grade 8 students absent 10 percent or more of the instructional days they were enrolled. * Suspension Rate - The percentage of kindergarten through grade 8 students suspended for at least one aggregate day in a given school year. Students suspended multiple times or for multiple days are only counted once. Support will focus on the following local indicators: * Implementation of State Standards	\$2,517,131.00	Yes

Action #	Title	Description	Total Funds	Contributing
		* Local Climate Survey The specific actions outlined above will focus on meeting the needs and acceleration of the lowest-performing student groups (as indicated/reported on the California School Dashboard): Lowest Performing Focus Area: Enhance collaboration between general education and special education teachers to improve academic outcomes for Students with Disabilities. Implement evidence-based practices to address the specific learning needs of students with disabilities in core academic subjects. District - Students with Disabilities: English Language Arts Hueneme Elementary School - Students with Disabilities: English Language Arts, Mathematics Hathaway Elementary School - Students with Disabilities: English Language Arts Parkview Elementary School - Students with Disabilities: English Language Arts, Mathematics Blackstock Junior High School - Students with Disabilities: English Language Arts, Mathematics Green Junior High School - Students with Disabilities: English Language Arts, Mathematics		
1.4	Support for Early Education	- Paraprofessionals will provide support in full-day transitional kindergarten classrooms. - Funding of Early Childhood Coordinator: Oversee and coordinate programs and services related to early childhood education. Responsibilities include program development, curriculum	\$1,575,916.00	Yes

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

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

Action #	Title	Description	Total Funds	Contributing
		Blackstock Junior High School: English Language Arts - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White Green Junior High School: English Learner Progress Indicator: All Students, English Learners English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Chronic Absenteeism - Homeless, White		
1.5	Support for Expanded Learning	Expanded learning support to include: * Advancement Via Individual Determination (AVID) - Offered at both junior highs, AVID's mission is to close the opportunity gap by preparing all students for college, career readiness, and success in a global society. The focus is on teacher effectiveness, equity, student learning, and leadership. * College and Career Readiness - College and Career Readiness means that a student is prepared to go directly to work or enroll and succeed, without remediation, in various post-secondary institutions so that they are ready to enter a career of their choice. * Gifted and Talented Education - Gifted and Talented Education (GATE) provides qualitatively differentiated learning experiences for students with unique abilities, interests, and talents with the expectation that students will be successful learners capable of performing at high levels of ability. * Honors Courses - open to all students * S.T.E.M. (Science, Technology, Engineering, and Math) - elective opportunities offered at both junior highs. * Zero-period options—These allow students to take a "zero"-period class, allowing them to include an elective in their regular day schedule. Additionally, this action addresses State Priority 7B.	\$511,130.00	Yes

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

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

Action #	Title	Description	Total Funds	Contributing
		Parkview Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners, Students with Disabilities Blackstock Junior High School: English Language Arts - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White Green Junior High School: English Learner Progress Indicator: All Students, English Learners English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Chronic Absenteeism - Homeless, White		
1.6	Support for Libraries	Support will include: - Expanded library hours - SORA Library (a digital reading application that provides ebooks and audiobooks) - Additional books for site libraries Additionally, this action addresses State Priority 7B. Support will focus on the following required state indicators: * English Language Arts—How well students meet grade-level English Language Arts assessment standards; this measure is based on student performance on either the Smarter Balanced Summative Assessment or	\$91,793.00	Yes

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

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

Action #	Title	Description	Total Funds	Contributing
		English Learner Progress Indicator: All Students, English Learners English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Chronic Absenteeism - Homeless, White		
1.7	Support for Class Size	Reduced class sizes to support: Additionally, this action addresses State Priority 7B. * Increased Teacher-Student Interaction: With fewer students, teachers can provide more individualized attention to each student. This allows for better monitoring of student progress, identification of learning needs, and personalized support. * Improved Classroom Management: Smaller class sizes often result in better classroom management and a more conducive learning environment. Teachers can more effectively manage student behavior, address disciplinary issues promptly, and create a sense of community and mutual respect among students. * Enhanced Student Engagement: In smaller classes, students are more likely to actively participate in discussions, ask questions, and collaborate with their peers. They feel more comfortable expressing their thoughts and opinions, leading to increased engagement in learning activities. * Increased Opportunities for Participation: With fewer students, every student has a more significant opportunity to participate in class discussions, group activities, and hands-on learning experiences. This promotes a more inclusive learning environment where all students feel valued and involved. * Better Academic Outcomes: Research suggests that smaller class sizes are associated with improved academic performance, particularly for students from disadvantaged backgrounds or those who require additional support. Smaller classes can lead to higher achievement levels and improved standardized test scores. * Enhanced Teacher Satisfaction: Smaller classes can benefit teachers by reducing their workload and stress. When fewer students are absent,	\$4,571,821.00	Yes

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

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

Action #	Title	Description	Total Funds	Contributing
		Hathaway Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners Parkview Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners, Students with Disabilities Blackstock Junior High School: English Language Arts - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White Green Junior High School: English Learner Progress Indicator: All Students, English Learners English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Chronic Absenteeism - Homeless, White		
1.8	Support for Sites	Site-based allocations to support LCAP Goals 1-3. Site-based allocations must align with actions and services in LCAP goals 1-3 and be reflected in the School Plan for Student Achievement—an accounting technician to support the LCAP budget and expenditures. Additionally, this action addresses State Priority 7B. Support will focus on the following required state indicators: * English Language Arts—How well students meet grade-level English Language Arts assessment standards; this measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11.	\$1,276,722.00	Yes

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

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

* Holistic Approach to Education: Recognizing that students' health, safety, and well-being are foundational to their ability to learn and succeed, HESD aims to take a holistic approach to education by addressing not only academic needs but also physical, emotional, and social needs. By focusing on the whole child, including attendance, academic performance, behavior, and social-emotional development, the district seeks to create an environment where students can thrive in all areas of their lives.

* Equity and Inclusion: HESD aims to meet the needs of all students. By identifying student groups whose data indicate the need for additional support, such as students from low-income families, English language learners, or students with disabilities, the district is committed to addressing disparities and ensuring that every student has access to the resources and support they need to succeed.

* Student Engagement: Recognizing the importance of student engagement in learning and decision-making processes, HESD seeks to empower students to be active participants in their education. By involving students in decision-making, soliciting their feedback, and providing opportunities to take ownership of their learning, the district aims to foster a sense of agency and responsibility among students, which can positively impact their academic achievement and overall well-being.

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

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

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

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

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

Multi-Tiered System of Supports (MTSS) Model

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

The strategies at each tier of instruction include:

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

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

Tier 3: Students requiring even more intensive support will receive individualized support.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate District overall attendance rate as measured at second principal apportionment (P-2)	Source: 2022/23 District Attendance Report District overall attendance rate as measured at second principal apportionment (P-2) = 93.54%	Source: 2023/24 District Attendance Report District overall attendance rate as measured at second principal apportionment (P-2) = 94%	Source: 2024/25 District Attendance Report District overall attendance rate as measured at second principal apportionment (P-2) = 94.36%	Source: 2025/26 District Attendance Report District overall attendance rate as measured at second principal apportionment (P-2) = 97%	Source: 2024/25 District Attendance Report The formula for the current difference from the baseline: (Year 2 Outcome) - (Baseline) = Current Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						District overall attendance rate as measured at second principal apportionment (P-2) = +.82%
2.2	Chronic Absenteeism Rate Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days	Source: 2022/23 California Dashboard All Students 18.17% Lowest performance (red indicator) on the Dashboard - Percentage District Foster Youth: 50% Filipino: 25% Two or More Races: 27.6% School(s) Ansgar Larsen All Students: 26% Homeless Youth: 28.8% Socioeconomically Disadvantaged: 24.8% Hispanic: 27.2% Art Haycox Homeless Youth: 23.5% Fred Williams Filipino: 31.4%	Source: 2023/24 California Dashboard All Students: 21.7% Lowest performance (red indicator) on the Dashboard - Percentage District Foster Youth: 40% Filipino: 16.3% Two or More Races: 22.8% School(s) Ansgar Larsen All Students: 23.6% Homeless Youth: 23.6% Socioeconomically Disadvantaged: 23.7% Hispanic: 23%	Source: 2024/25 California Dashboard All Students: 19.2% Lowest performance (red indicator) on the Dashboard - Percentage District Two or More Races: 23.9% White: 24.8% School(s) E.O. Green All Students: 23.7% English Learners: 25.7% Hispanic: 23% Socioeconomically Disadvantaged: 23.9% Students with Disabilities: 36.4%	Source: 2025/26 California Dashboard Percentage of district overall and student groups in grades K-8 who is absent for 10% or more of the total instructional days = 4%	Source: 2024/25 California Dashboard The formula for the current difference from the baseline: (Year 2 Outcome) - (Baseline) = Current Difference from Baseline All Students: +1.03% Lowest performance (red indicator) on the Dashboard - Percentage District Two or More Races: 23.9% White: 24.8% School(s) E.O. Green All Students: 23.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hollywood Beach All Students: 25.6% White: 30.8% E.O. Green Homeless Youth: 21% White: 24.2%	Art Haycox Homeless Youth: 21.4% Fred Williams Filipino: 17.3% Hollywood Beach All Students: 24.9% White: 29.6% E.O. Green Homeless Youth: 21.8% White: 28.1%	White: 32.5% Richard Bard All Students: 22.6% Hispanic: 22.5% Homeless: 21.7% Socioeconomically Disadvantaged: 26.4% White: 30.3%		English Learners: 25.7% Hispanic: 23% Socioeconomically Disadvantaged: 23.9% Students with Disabilities: 36.4% White: 32.5% Richard Bard All Students: 22.6% Hispanic: 22.5% Homeless: 21.7% Socioeconomically Disadvantaged: 26.4% White: 30.3% White: +3.9%
2.3	Middle School Drop-out Rate Percentage of students in grades 7 and 8 who drop out of school	Source: 2022/23 DataQuest ALL: 0% English Learner: 0% Foster Youth: 0% Homeless Youth: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 0%	Source: 2023/24 DataQuest ALL: 0% English Learner: 0% Foster Youth: 0% Homeless Youth: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 0%	Source: 2024/25 DataQuest ALL: 0% English Learner: 0% Foster Youth: 0% Homeless Youth: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 0%	Source: 2025/26 DataQuest ALL: 0% English Learner: 0% Foster Youth: 0% Homeless Youth: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 0%	Source: 2024/25 DataQuest The formula for the current difference from the baseline: (Year 2 Outcome) - (Baseline) = Current Difference from Baseline ALL: Maintained 0 English Learner: Maintained 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Foster Youth: Maintained 0 Homeless Youth: Maintained 0 Socioeconomically Disadvantaged: Maintained 0 Students with Disabilities: Maintained 0
2.4	Percent on all indicators in grades 5 and 7: * School Connectedness * Academic Motivation * Caring Adult Relationships * High Expectations * Meaningful Participation * School Safety (students feel safe at school)	Source: 2022/23 California Healthy Kids Survey Grade 5 * School Connectedness: 70% * Academic Motivation: 80% * Caring Adult Relationships: 67% * High Expectations: 84% * Meaningful Participation: 41% * School Safety (students feel safe at school): 72% Grade 7 * School Connectedness: 44% * Academic Motivation: 59% * Caring Adult Relationships: 55%	Source: 2024 California Healthy Kids Survey Grade 5 * School Connectedness: 70% * Academic Motivation: 80% * Caring Adult Relationships: 68% * High Expectations: 84% * Meaningful Participation: 42% * School Safety (students feel safe at school): 72% Grade 7 * School Connectedness: 45% * Academic Motivation: 63%	Source: 2025/26 California Healthy Kids Survey Grade 5 * School Connectedness: 72% * Academic Motivation: 77% * Caring Adult Relationships: 70% * High Expectations: 83% * Meaningful Participation: 44% * School Safety (students feel safe at school): 76% Grade 7 * School Connectedness: 51% * Academic Motivation: 63%	Source: 2025/26 California Healthy Kids Survey Grade 5 * School Connectedness: 80% * Academic Motivation: 90% * Caring Adult Relationships: 80% * High Expectations: 95% * Meaningful Participation: 80% * School Safety (students feel safe at school): 90% Grade 7 * School Connectedness: 80% * Academic Motivation: 90%	Source: 2025 California Healthy Kids Survey The formula for the current difference from the baseline: (Year 2 Outcome) - (Baseline) = Current Difference from Baseline Grade 5 * School Connectedness: +2% * Academic Motivation: -3% * Caring Adult Relationships: +3% * High Expectations: -1% * Meaningful Participation: +3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* High Expectations: 69% * Meaningful Participation: 22% * School Safety (students feel safe at school): 44%	* Caring Adult Relationships: 53% * High Expectations: 70% * Meaningful Participation: 24% * School Safety (students feel safe at school): 51%	* Caring Adult Relationships: 56% * High Expectations: 71% * Meaningful Participation: 22% * School Safety (students feel safe at school): 67%	* Caring Adult Relationships: 80% * High Expectations: 80% * Meaningful Participation: 70% * School Safety (students feel safe at school): 90%	* School Safety (students feel safe at school): +4% - Grade 7 * School Connectedness: +7% * Academic Motivation: +4% * Caring Adult Relationships: +1% * High Expectations: +2% * Meaningful Participation: No Change * School Safety (students feel safe at school): +23%
2.5	Percent of students in grades 3-8 reporting "favorable" on common competencies. Student Competencies Measures: * Self-Management * Grit * Self-Efficacy Student Supports and Environment: * School Climate * Teacher-Student Relationships	Source: 2022/23 Panorama Social and Emotional Learning Survey Grade 3 Student Competencies Measures: * Self-Management: 69% * Grit: 63% * Self-Efficacy: 54% Student Supports and Environment: * School Climate: 66%	Source: 2023/24 Panorama Social and Emotional Learning Survey Grade 3 Student Competencies Measures: * Self-Management: 67 % * Grit/Perseverance: 62 %	Source: 2024/25 Panorama Social and Emotional Learning Survey Grade 3 Student Competencies Measures: * Self-Management: 63% * Grit/Perseverance: 59 % * Self-Efficacy: 48%	Source: 2025/26 Panorama Social and Emotional Learning Survey Grade 3 Student Competencies Measures: * Self-Management: 80% * Grit: 80% * Self-Efficacy: 80%	Source: 2024/25 Panorama Social and Emotional Learning Survey The formula for the current difference from the baseline: (Year 2 Outcome) - (Baseline) = Current Difference from Baseline Grade 3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	* Sense of Belonging	* Teacher-Student Relationships: 78% * Sense of Belonging: 69% Grade 4 Student Competencies Measures: * Self-Management: 68% * Grit: 57% * Self-Efficacy: 51% Student Supports and Environment: * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69% Grade 5 Student Competencies Measures: * Self-Management: 71% * Grit: 59% * Self-Efficacy: 54% Student Supports and Environment: * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69%	* Self-Efficacy: 54% Student Supports and Environment: * School Climate: 67% * Teacher-Student Relationships: 75% * Sense of Belonging: 66% Grade 4 Student Competencies Measures: * Self-Management: 68% * Grit/Perseverance: 60% * Self-Efficacy: 50% Student Supports and Environment: * School Climate: 63% * Teacher-Student Relationships: 78% * Sense of Belonging: 64% Grade 5 Student Competencies Measures:	Student Supports and Environment: * School Climate: 63% * Teacher-Student Relationships: 78% * Sense of Belonging: 64% Grade 4 Student Competencies Measures: * Self-Management: 68% * Grit/Perseverance: 53% * Self-Efficacy: 38% Student Supports and Environment: * School Climate: 57% * Teacher-Student Relationships: 77% * Sense of Belonging: 60% Grade 5 Student Competencies Measures:	Student Supports and Environment: * School Climate: 80% * Teacher-Student Relationships: 80% * Sense of Belonging: 80% Grade 4 Student Competencies Measures: * Self-Management: 80% * Grit: 80% * Self-Efficacy: 80% Student Supports and Environment: * School Climate: 80% * Teacher-Student Relationships: 90% * Sense of Belonging: 80% Grade 5 Student Competencies Measures: * Self-Management: 90% * Grit: 80%	Student Competencies Measures: * Self-Management: -6% * Grit/Perseverance: -4% * Self-Efficacy: Maintained -6% Student Supports and Environment: * School Climate: -3% * Teacher-Student Relationships: No Change * Sense of Belonging: -5% Grade 4 Student Competencies Measures: * Self-Management: Maintained 0 * Grit/Perseverance: -4% * Self-Efficacy: -13% Student Supports and Environment:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 6 Student Competencies Measures: * Self-Management: 69% * Grit: 54% * Self-Efficacy: 48% Student Supports and Environment: * School Climate: 54% * Teacher-Student Relationships: 69% * Sense of Belonging: 49% Grade 7 Student Competencies Measures: * Self-Management: 67% * Grit: 51% * Self-Efficacy: 42% Student Supports and Environment: * School Climate: 43% * Teacher-Student Relationships: 54% * Sense of Belonging: 40% Grade 8 Student Competencies Measures: * Self-Management: 67%	Student Competencies Measures: * Self-Management: 73% * Grit/Perseverance: 59% * Self-Efficacy: 44% Student Supports and Environment: * School Climate: 57% * Teacher-Student Relationships: 77% * Sense of Belonging: 60% Grade 6 Student Competencies Measures: * Self-Management: 73% * Grit/Perseverance: 54% * Self-Efficacy: 42% Student Supports and Environment:	* Self-Management: 71% * Grit/Perseverance: 59% * Self-Efficacy: 47% Student Supports and Environment: * School Climate: 54% * Teacher-Student Relationships: 77% * Sense of Belonging: 59% Grade 6 Student Competencies Measures: * Self-Management: 72% * Grit/Perseverance: 55% * Self-Efficacy: 41% Student Supports and Environment: * School Climate: 52% * Teacher-Student Relationships: 67%	* Self-Efficacy: 80% Student Supports and Environment: * School Climate: 80% * Teacher-Student Relationships: 85% * Sense of Belonging: 85% Grade 6 Student Competencies Measures: * Self-Management: 90% * Grit: 80% * Self-Efficacy: 80% Student Supports and Environment: * School Climate: 80% * Teacher-Student Relationships: 90% * Sense of Belonging: 80% Grade 7 Student Competencies Measures:	* School Climate: -9% * Teacher-Student Relationships: -1% * Sense of Belonging: -9% Grade 5 Student Competencies Measures: * Self-Management: Maintained 0 * Grit/Perseverance: Maintained 0 * Self-Efficacy: -7% Student Supports and Environment: * School Climate: -12% * Teacher-Student Relationships: -1% * Sense of Belonging: -10% Grade 6 Student Competencies Measures: * Self-Management: +3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* Grit: 48% * Self-Efficacy: 38% Student Supports and Environment: * School Climate: 37% * Teacher-Student Relationships: 50% * Sense of Belonging: 35%	* School Climate: 58% * Teacher-Student Relationships: 71% * Sense of Belonging: 56% Grade 7 Student Competencies Measures: * Self-Management: 72% * Grit/Perseverance: 53% * Self-Efficacy: 40% Student Supports and Environment: * School Climate: 44% * Teacher-Student Relationships: 60% * Sense of Belonging: 50% Grade 8 Student Competencies Measures: * Self-Management: 70%	* Sense of Belonging: 53% Grade 7 Student Competencies Measures: * Self-Management: 67% * Grit/Perseverance: 51% * Self-Efficacy: 37% Student Supports and Environment: * School Climate: 43% * Teacher-Student Relationships: 49% * Sense of Belonging: 47% Grade 8 Student Competencies Measures: * Self-Management: 67% * Grit/Perseverance: 52% * Self-Efficacy: 35%	* Self-Management: 80% * Grit: 80% * Self-Efficacy: 80% Student Supports and Environment: * School Climate: 80% * Teacher-Student Relationships: 80% * Sense of Belonging: 80% Grade 8 Student Competencies Measures: * Self-Management: 80% * Grit: 80% * Self-Efficacy: 80% Student Supports and Environment: * School Climate: 80% * Teacher-Student Relationships: 80% * Sense of Belonging: 80%	* Grit/Perseverance: +1% * Self-Efficacy: -7% Student Supports and Environment: * School Climate: +4% * Teacher-Student Relationships: +2% * Sense of Belonging: +7% Grade 7 Student Competencies Measures: * Self-Management: +5% * Grit/Perseverance: +2% * Self-Efficacy: -2% Student Supports and Environment: * School Climate: Maintained 0 * Teacher-Student Relationships: -5% * Sense of Belonging: +7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			* Grit/Perseverance: 50% * Self-Efficacy: 35% Student Supports and Environment: * School Climate: 40% * Teacher-Student Relationships: 54% * Sense of Belonging: 47%	Student Supports and Environment: * School Climate: 41% * Teacher-Student Relationships: 52% * Sense of Belonging: 45%		Grade 8 Student Competencies Measures: * Self-Management: Maintained 0 * Grit/Perseverance: +4% * Self-Efficacy: -3% Student Supports and Environment: * School Climate: +4% * Teacher-Student Relationships: +2% * Sense of Belonging: +10%
2.6	Suspension Rate Percentage of students suspended one or more times during the school year	Source: 2022/23 California Dashboard Percentage of kindergarten through grade 8 students suspended for at least one aggregate (total) day during the 2022-2023 school year. District: All Students: 2.4% English Learner: 2.2% Foster Youth: 5%	Source: 2023/24 California Dashboard Percentage of kindergarten through grade 8 students suspended for at least one aggregate (total) day during the 2023-2024 school year.	Source: 2024/25 California Dashboard Percentage of kindergarten through grade 8 students suspended for at least one aggregate (total) day during the 2024-2025 school year.	Source: 2025/26 California Dashboard Percentage of students in kindergarten through grade 8 who have been suspended for at least one aggregate (total) day during the school year = 1%.	Source: 2024/25 California Dashboard The formula for the current difference from the baseline: (Year 2 Outcome) - (Baseline) = Current Difference from Baseline Percentage of kindergarten through grade 8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless Youth: 1.9% Socioeconomically Disadvantaged: 2.6% Students with Disabilities: 2.8% Lowest performance (red indicator) on the Dashboard - Percentage District: NA School(s): NA	District: All Students: 2.8% English Learner: 2.2% Foster Youth: 6.7% Homeless Youth: 2.9% Socioeconomically Disadvantaged: 3% Students with Disabilities: 3.6% Lowest performance (red indicator) on the Dashboard - Percentage District: NA School(s): NA	District: All Students: 2.5% English Learner: 2.4% Homeless Youth: 3.9% Socioeconomically Disadvantaged: 2.8% Students with Disabilities: 4% African American: 4.8% Filipino: 1.6% Lowest performance (red indicator) on the Dashboard - Percentage District: Foster Youth: 10.5% Long Term English Learners: 12.1%		students suspended for at least one aggregate (total) day during the 2023-2024 school year. District: All Students: +0.1% English Learner: +0.2% Foster Youth: +1.7% Homeless Youth: +2.0% Socioeconomically Disadvantaged: +0.2% Students with Disabilities: +1.2% Lowest performance (red indicator) on the Dashboard - Percentage District: Foster Youth: 10.5% Long Term English Learners: 12.1% School(s): NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Expulsion Rate Percentage of students expelled during the school year.	Source: 2022/23 California School Dashboard 0% Expulsion Rate	Source: 2023/24 California School Dashboard 0.14% Expulsion Rate	Source: 2024/25 California School Dashboard 0.11% Expulsion Rate	Source: 2025/26 California School Dashboard 0% Expulsion Rate	Source: 2024/25 California School Dashboard +0.11% Expulsion Rate

Goal Analysis [2025-26]

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

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

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

* Successful Implementation:

Action 2.1 Support for Professional Learning

- School counselors meet on a regular basis and on Professional Learning days to align services and practices. They analyze data that is collected in their small student groups and collaborate with their colleagues on the shifts that need to be made. This year, counselors worked with the Sr. Director of Student Services to specifically analyze attendance data and develop attendance plans.
- MTSS consultations supported sites in analyzing site data, setting SMART goals to address gaps and then planned for implementation modifications.

Action 2.2 Support for Social and Emotional Health

- School counselors continued to provide comprehensive Tier 1 Social and Emotional Health lessons for all grades.
- School counselors continued to support attendance goals with a focus on student who are chronically absent.
-School counselors also reviewed various tier 2 SEL curriculum to some students who need additional supports.
-Social workers provided comprehensive supports at community schools and were able to collaborate with other sites not identified as community schools.

Action 2.3 Support for Behavioral Health

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

Implementation Challenges:

Action 2.1: Support for Professional Learning

- Attendance at professional learning days

-Implementation of tier 1 SEL curriculum is inconsistent.

Action 2.2 Support for Social and Emotional Health

- While supports for chronically absent students seem to be working, we are missing out on the students who do not have regular attendance, just not severe enough to be chronically absent.

Action 2.3 Support for Behavioral Health

-The Behavioral Interventionist was out for the year. As a result, there were not consistent supports in place to provide the services needed.

* Non-Implemented Actions:

None

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

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

Note: LEAs do not need to address minor variances in expenditures or percentages, and a dollar-for-dollar accounting is not required.

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

Based on a comparison of the qualitative and quantitative data, the actions taken to promote the health, safety, and well-being of all students were largely effective.

Key indicators supporting this conclusion include:

-Improved School Safety and Connectedness: According to the California Healthy Kids Survey, the percentage of students who report feeling safe at school increased noticeably for both Grade 5 (from 72% to 76%) and Grade 7 (from 51% to 67%). School connectedness also saw positive gains in both grade levels.

-Decreased Suspension Rates:** The overall district suspension rate declined from 2.8% to 2.5%, indicating a safer and more supportive school environment.-*Increased Attendance: Overall district attendance improved slightly from 94% to 94.36%, alongside a reduction in the percentage of students falling into the lowest performance/red indicator tier on the California Dashboard (dropping from 21.7% to 19.2%).

While some student competency measures on the Panorama Social and Emotional Learning Survey showed minor fluctuations or slight declines across certain grade levels, the core metrics directly tied to campus safety, student comfort, and school engagement demonstrate clear positive progress.

Action 2.1 Support for Professional Learning

2024/25 District Attendance Report : District overall attendance rate as measured at second principal apportionment (P-2) = +.82%

2024/25 California Dashboard: Chronic Absenteeism: All Students: +1.03%

2025 California Healthy Kids Survey: Grade 5: School Connectedness:+10% , Academic Motivation:+10%, Caring Adult Relationships: +3%, High Expectations: +11%, Meaningful Participation: +2%, School Safety (students feel safe at school): +4%

2025 California Healthy Kids Survey:Grade 7: School Connectedness: +7%, Academic Motivation: +4%, Caring Adult Relationships: +1%, High Expectations: +2%, Meaningful Participation: No Change, School Safety (students feel safe at school): +23%

2024/25 California Dashboard Suspension Rate: District: All Students: +0.1%, English Learner: +0.2%, Foster Youth: +1.7%, Homeless Youth: +2.0%, Socioeconomically Disadvantaged: +0.2%, Students with Disabilities: +1.2%

2024/25 California School Dashboard Expulsion Rate: +0.11%

2024/25 Panorama Social and Emotional Learning Survey:

Grade 3: Student Competencies Measures: Self-Management: -6%, Grit/Perseverance: -4%, Self-Efficacy: Maintained -6%

Grade 3: Student Supports and Environment: School Climate: -3%, Teacher-Student Relationships: No Change, Sense of Belonging: -5%

Grade 4: Student Competencies Measures: Self-Management: Maintained 0, Grit/Perseverance: -4%, Self-Efficacy: -13%

Grade 4: Student Supports and Environment: School Climate: -9%, Teacher-Student Relationships: -1%, Sense of Belonging: -9%

Grade 5: Student Competencies Measures: Self-Management: Maintained 0, Grit/Perseverance: Maintained 0, Self-Efficacy: -7%

Grade 5:Student Supports and Environment: School Climate: -12%, Teacher-Student Relationships: -1%, Sense of Belonging: -10%

Grade 6: Student Competencies Measures: Self-Management: +3%, Grit/Perseverance: +1%, Self-Efficacy: -7%

Grade 6:Student Supports and Environment: School Climate: +4%, Teacher-Student Relationships: +2%, Sense of Belonging: +7%

Grade 7: Student Competencies Measures: Self-Management: +5%, Grit/Perseverance: +2%, Self-Efficacy: -2%

Grade 7: Student Supports and Environment: School Climate: Maintained 0, Teacher-Student Relationships: -5%, Sense of Belonging: +7%

Grade 8: Student Competencies Measures: Self-Management: Maintained 0, Grit/Perseverance: +4%, Self-Efficacy: -3%

Grade 8: Student Supports and Environment: School Climate: +4%, Teacher-Student Relationships: +2%, Sense of Belonging: +10%

Action 2.2 Support for Social and Emotional Health

2025 California Healthy Kids Survey: Grade 5: School Connectedness:+10% , Academic Motivation:+10%, Caring Adult Relationships: +3%, High Expectations: +11%, Meaningful Participation: +2%, School Safety (students feel safe at school): +4%

2025 California Healthy Kids Survey:Grade 7: School Connectedness: +7%, Academic Motivation: +4%, Caring Adult Relationships: +1%, High Expectations: +2%, Meaningful Participation: No Change, School Safety (students feel safe at school): +23%

2024/25 Panorama Social and Emotional Learning Survey:

Grade 3: Student Competencies Measures: Self-Management: -6%, Grit/Perseverance: -4%, Self-Efficacy: Maintained -6%

Grade 3: Student Supports and Environment: School Climate: -3%, Teacher-Student Relationships: No Change, Sense of Belonging: -5%

Grade 4: Student Competencies Measures: Self-Management: Maintained 0, Grit/Perseverance: -4%, Self-Efficacy: -13%

Grade 4: Student Supports and Environment: School Climate: -9%, Teacher-Student Relationships: -1%, Sense of Belonging: -9%

Grade 5: Student Competencies Measures: Self-Management: Maintained 0, Grit/Perseverance: Maintained 0, Self-Efficacy: -7%

Grade 5: Student Supports and Environment: School Climate: -12%, Teacher-Student Relationships: -1%, Sense of Belonging: -10%

Grade 6: Student Competencies Measures: Self-Management: +3%, Grit/Perseverance: +1%, Self-Efficacy: -7%

Grade 6: Student Supports and Environment: School Climate: +4%, Teacher-Student Relationships: +2%, Sense of Belonging: +7%

Grade 7: Student Competencies Measures: Self-Management: +5%, Grit/Perseverance: +2%, Self-Efficacy: -2%

Grade 7: Student Supports and Environment: School Climate: Maintained 0, Teacher-Student Relationships: -5%, Sense of Belonging: +7%

Grade 8: Student Competencies Measures: Self-Management: Maintained 0, Grit/Perseverance: +4%, Self-Efficacy: -3%

Grade 8: Student Supports and Environment: School Climate: +4%, Teacher-Student Relationships: +2%, Sense of Belonging: +10%

Action 2.3: Support for Behavioral Health

2024/25 DataQuest Middle School Drop Out Rate: ALL: Maintained 0, English Learner, Maintained 0, Foster Youth: Maintained 0, Homeless Youth: Maintained 0, Socioeconomically Disadvantaged: Maintained 0, Students with Disabilities: Maintained 0

Action 2.4: Support for Student Health and Safety

2025 California Healthy Kids Survey: Grade 5: School Connectedness: +10%, Academic Motivation: +10%, Caring Adult Relationships: +3%, High Expectations: +11%, Meaningful Participation: +2%, School Safety (students feel safe at school): +4%

2025 California Healthy Kids Survey: Grade 7: School Connectedness: +7%, Academic Motivation: +4%, Caring Adult Relationships: +1%, High Expectations: +2%, Meaningful Participation: No Change, School Safety (students feel safe at school): +23%

Action 2.5: Support for Student Engagement

2024/25 Panorama Social and Emotional Learning Survey:

Grade 3: Student Competencies Measures: Self-Management: -6%, Grit/Perseverance: -4%, Self-Efficacy: Maintained -6%

Grade 3: Student Supports and Environment: School Climate: -3%, Teacher-Student Relationships: No Change, Sense of Belonging: -5%

Grade 4: Student Competencies Measures: Self-Management: Maintained 0, Grit/Perseverance: -4%, Self-Efficacy: -13%

Grade 4: Student Supports and Environment: School Climate: -9%, Teacher-Student Relationships: -1%, Sense of Belonging: -9%

Grade 5: Student Competencies Measures: Self-Management: Maintained 0, Grit/Perseverance: Maintained 0, Self-Efficacy: -7%

Grade 5: Student Supports and Environment: School Climate: -12%, Teacher-Student Relationships: -1%, Sense of Belonging: -10%

Grade 6: Student Competencies Measures: Self-Management: +3%, Grit/Perseverance: +1%, Self-Efficacy: -7%

Grade 6: Student Supports and Environment: School Climate: +4%, Teacher-Student Relationships: +2%, Sense of Belonging: +7%

Grade 7: Student Competencies Measures: Self-Management: +5%, Grit/Perseverance: +2%, Self-Efficacy: -2%

Grade 7: Student Supports and Environment: School Climate: Maintained 0, Teacher-Student Relationships: -5%, Sense of Belonging: +7%

Grade 8: Student Competencies Measures: Self-Management: Maintained 0, Grit/Perseverance: +4%, Self-Efficacy: -3%

Grade 8: Student Supports and Environment: School Climate: +4%, Teacher-Student Relationships: +2%, Sense of Belonging: +10%

Action 2.6: Support for Sites

2024/25 California Dashboard Suspension Rate: District: All Students: +0.1%, English Learner: +0.2%, Foster Youth: +1.7%, Homeless Youth: +2.0%, Socioeconomically Disadvantaged: +0.2%, Students with Disabilities: +1.2%

2024/25 California School Dashboard Expulsion Rate: +0.11%

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

Based on our goal analysis completed in prompts 1, 2, and 3, educational partner feed back, and review of applicable data, no changes to the goal, desired outcomes, or metrics are planned. The following are the planned actions modifications for the 2026-27 LCAP:

* Actions Modifications:

2.1: Professional Learning: Implement district-wide CPI Verbal De-escalation Strategies for certificated and classified staff and reimplement Second Step Tier 1 curriculum.

2.2: Social Emotional Health: Expand counselors support to include CPI implementation and attendance plans to reduce chronic absenteeism and increase student attendance rate.

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Support for Professional Learning	Professional learning in social and emotional learning, behavioral interventions, and student engagement equips HESD educators with the knowledge, skills, and strategies needed to create supportive learning environments, address students' social, emotional, and behavioral needs, and promote their overall success and well-being. Support will focus on the following required state indicators: * Chronic Absenteeism - The percentage of kindergarten through grade 8 students absent 10 percent or more of the instructional days they were enrolled. * Suspension Rate - The percentage of kindergarten through grade 8 students suspended for at least one aggregate day in a given school year. Students suspended multiple times or for multiple days are only counted once. Support will focus on the following local indicators: * Local Climate Survey * Parent and Family Engagement The specific actions outlined above will focus on meeting the needs and acceleration of the lowest-performing student groups (as indicated/reported on the California School Dashboard): Lowest Performing Focus Area: Provide specialized training for staff on trauma-informed practices, culturally responsive teaching, and strategies to engage chronically absent students, particularly focusing on Homeless Youth, Students with Disabilities, and other groups with high absenteeism rates. Include professional development on alternatives to suspension and positive behavior interventions. District: Suspension Rate - All Students, White Chronic Absenteeism - Foster, Filipino Art Haycox Elementary School: Chronic Absenteeism - Homeless	\$304,767.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Larsen Elementary School: Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic Fred Williams Elementary School: Chronic Absenteeism - Filipino Hollywood Beach Elementary: Chronic Absenteeism - All Students, White Green Junior High School: Chronic Absenteeism - Homeless, White		
2.2	Support for Social and Emotional Health	Support for social and emotional health includes: School counselors assist students in making decisions, managing emotions, coping with crises, overcoming barriers to learning, and seeking access to the core curriculum. Support will focus on the following required state indicators: * English Language Arts—How well students meet grade-level English Language Arts assessment standards; this measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * Mathematics - How well students meet grade-level standards on the mathematics assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * English Learner Progress - The percentage of current EL students progressing towards English language proficiency or maintaining the highest level. * Chronic Absenteeism - The percentage of kindergarten through grade 8 students absent 10 percent or more of the instructional days they were enrolled. * Suspension Rate - The percentage of kindergarten through grade 8 students suspended for at least one aggregate day in a given school year.	\$1,849,771.00	Yes

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

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

Action #	Title	Description	Total Funds	Contributing
2.3	Support for Behavioral Health	Support for behavioral health includes: • Behavioral Support Psychologist • Behavioral Interventionist These positions specialize in helping students with behavioral challenges. Their primary role is to assess, analyze, and address behavioral issues to promote positive behavior and improve overall well-being. Key responsibilities: * Behavioral assessment, analysis, and planning * Collaboration: Behavior support specialists collaborate with other professionals, including educators, parents, therapists, and administrators, to ensure a coordinated approach to supporting students with behavioral challenges. * Direct Support and Coaching: Provide direct support and coaching to individuals with behavioral challenges, caregivers, teachers, and other support staff. This may involve modeling appropriate interventions, providing feedback, and offering ongoing guidance and support. * Monitoring and Progress Evaluation: Monitor the effectiveness of intervention strategies and make adjustments as needed based on ongoing assessment and progress monitoring. They regularly evaluate outcomes to determine the effectiveness of interventions and make recommendations for further support or modifications. Support will focus on the following required state indicators: * English Language Arts—How well students meet grade-level English Language Arts assessment standards; this measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * Mathematics - How well students meet grade-level standards on the mathematics assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * English Learner Progress - The percentage of current EL students progressing towards English language proficiency or maintaining the highest level. * Chronic Absenteeism - The percentage of kindergarten through grade 8	\$202,945.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students absent 10 percent or more of the instructional days they were enrolled. * Suspension Rate - The percentage of kindergarten through grade 8 students suspended for at least one aggregate day in a given school year. Students suspended multiple times or for multiple days are only counted once. Support will focus on the following local indicators: * Local Climate Survey * Parent and Family Engagement The specific actions outlined above will focus on meeting the needs and acceleration of the lowest-performing student groups (as indicated/reported on the California School Dashboard): Lowest Performing Focus Area: Enhance behavioral support strategies tailored explicitly for student groups with higher suspension rates. Implement restorative justice practices and culturally responsive behavior management techniques to reduce disciplinary incidents among all student groups, focusing on reducing racial disparities in suspension rates. District: English Language Arts - English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic Suspension Rate - All Students, White Chronic Absenteeism - Foster, Filipino Art Haycox Elementary School: English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic Chronic Absenteeism - Homeless Larsen Elementary School: Chronic Absenteeism - All Students, Homeless, Socioeconomically		

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

Action #	Title	Description	Total Funds	Contributing
		Disadvantaged, Students with Disabilities, Hispanic Chronic Absenteeism - Homeless, White		
2.4	Support for Student Health and Safety	Support for student health and safety, to include: • Health Clerks: perform a variety of activities in support of student health services - administer basic first aid, screen ill or injured students, and prepare and maintain student health information • Nurse: responsible for planning, implementing, coordinating, and evaluating school health services • Healthy Start Social Workers • Assistant Principals at identified elementary schools and one at each junior high school to increase supervision, safety, and support services • Transportation Services - principally directed to special education, foster youth, and low-income pupils. • Campus Safety and Security - supplemental personnel and campus security and safety services include school resource officers, extra campus supervisors, and crossing guards. Support will focus on the following required state indicators: * Chronic Absenteeism - The percentage of kindergarten through grade 8 students absent 10 percent or more of the instructional days they were enrolled. * Suspension Rate - The percentage of kindergarten through grade 8 students suspended for at least one aggregate day in a given school year. Students suspended multiple times or for multiple days are only counted once. Support will focus on the following local indicators: * Local Climate Survey * Parent and Family Engagement The specific actions outlined above will focus on meeting the needs and acceleration of the lowest-performing student groups (as indicated/reported on the California School Dashboard): Lowest Performing Focus Area: Develop comprehensive health and	\$3,946,476.00	Yes

Action #	Title	Description	Total Funds	Contributing
		wellness programs targeting Foster Youth, Homeless students, and Socioeconomically Disadvantaged students to address health-related barriers to attendance. Implement safety measures and support systems designed to improve the school climate for student groups with higher chronic absenteeism rates. District: Suspension Rate - All Students, White Chronic Absenteeism - Foster, Filipino Art Haycox Elementary School: Chronic Absenteeism - Homeless Larsen Elementary School: Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic Fred Williams Elementary School: Chronic Absenteeism - Filipino Hollywood Beach Elementary: Chronic Absenteeism - All Students, White Green Junior High School: Chronic Absenteeism - Homeless, White		
2.5	Support for Student Engagement	Support for student engagement includes action and funding to support: • One elementary physical education teacher • Two elementary music teachers • Two junior high music teachers Support will focus on the following required state indicators: * Chronic Absenteeism - The percentage of kindergarten through grade 8 students absent 10 percent or more of the instructional days they were enrolled. * Suspension Rate - The percentage of kindergarten through grade 8 students suspended for at least one aggregate day in a given school year.	\$894,942.00	Yes

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

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

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

- * **Student Success:** Research consistently shows that family and community involvement positively impacts student achievement and success. When families are engaged in their children's education, students tend to have higher attendance rates, better grades, and improved behavior.
- * **Supportive Environments:** Creating safe and welcoming school and classroom environments that honor the diversity of all families is essential for fostering trust and collaboration. Students perform better when they feel accepted and supported by their school community.
- * **Cultural Understanding:** Recognizing and celebrating the diversity of families within the district contributes to a rich and inclusive educational experience. By valuing different cultural backgrounds, HESD can create a sense of belonging for all students and their families.
- * **Community Partnership:** Building positive relationships with families and the wider community strengthens the school's ties with its surrounding neighborhoods. Engaging community members in school activities fosters a sense of ownership and investment in the educational institution's success.
- * **Holistic Development:** Positive school culture and climate, supported by engaged families and communities, provide a holistic environment where students can thrive academically, socially, and emotionally.

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

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

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

* Celebrating Diversity: HESD recognizes the value of diversity in the classroom. Students come from various backgrounds and bring unique strengths, perspectives, and experiences to the learning environment. By valuing diversity and fostering an inclusive classroom culture, HESD creates a learning environment where all students feel respected, supported, and empowered to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	California Healthy Kids Survey Percent on the following indicator in grades 5 and 7: Meaningful participation at school	Source: 2023/24 California Healthy Kids Survey Grade 5 - Meaningful participation in school 41% Grade 7 - Meaningful participation in school 22%	Source: 2024/25 California Healthy Kids Survey Grade 5 - Meaningful Participation in school 42% Grade 7- Meaningful Participation in school 24%	Source: 2025/26 California Healthy Kids Survey Grade 5 - Meaningful Participation in school 44% Grade 7- Meaningful Participation in school 22%	Source: 2025/26 California Healthy Kids Survey Grade 5 - Meaningful participation at school 80% Grade 7 - Meaningful participation at school 80%	Source: 2025/26 California Healthy Kids Survey The formula for the current difference from the baseline: (Year 2 Outcome) - (Baseline) = Current Difference from Baseline Grade 5 - Meaningful Participation in school: +3% Grade 7- Meaningful Participation in school: Maintained 0
3.2	HESD Educational Partner LCAP Survey The number of educational partners participating in the annual survey.	Source: 2022/23 HESD Educational Partner LCAP Survey Parents - 991 Employee- 379	Source: 2024/25 HESD Educational Partner LCAP Survey Parents - 1,029 Employee- 365 Students - 1,249	Source: 2025/26 HESD Educational Partner LCAP Survey Parents - 805 Employee- 344 Students - 1,560	Source: 2025/26 HESD Educational Partner LCAP Survey Parents - 3,000 Employee - 840 Students - 3,000	Source: 2025/26 HESD Educational Partner LCAP Survey The formula for the current difference from the baseline:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						(Year 2 Outcome) - (Baseline) = Current Difference from Baseline Parents- -186 Employee- -35 Students +1,560
3.3	Number of Family Engagement Opportunities The number of family engagement activities.	Source: 2023/24 Family Engagement Logs Total Number of Family Engagement Opportunities - 6,209	Source: 2024/25 Family Engagement Logs Total Number of Family Engagement Opportunities: 9,947 (increased 3,738)	Source: 2025/26 Family Engagement Logs Total Number of Family Engagement Opportunities: 5,674	Source: 2025/26 Family Engagement Logs Total Number of Family Engagement Opportunities: 11,000	Source: 2025/26 Family Engagement Logs The formula for the current difference from the baseline: (Year 2 Outcome) - (Baseline) = Current Difference from Baseline Total Number of Family Engagement Opportunities: -535
3.4	Effectiveness and Quality of Family Engagement Opportunities Based on educational partner input and evidence -based research, including John Hattie's Visible Learning, the number of family	Source: 2023/24 Family Engagement Logs A. Assist parents in understanding the language of schools and learning: 2,229 B. Assist parents in learning how to	Source: 2024/25 Family Engagement Logs A. Assist parents in understanding the language of schools and learning: 3,335 B. Assist parents in learning how to	Source: 2025/26 Family Engagement Logs A. Assist parents in understanding the language of schools and learning: 1,959 B. Assist parents in learning how to	Source: 2025/26 Family Engagement Logs A. Assist parents in understanding the language of schools and learning: 3,500 B. Assist parents in learning how to	Source: 2025/26 Family Engagement Logs The formula for the current difference from the baseline: (Year 2 Outcome) - (Baseline) = Current Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	engagement activities and events with the intent to: A. Assist parents in understanding the language of schools and learning. B. Assist parents in learning how to establish structure and discipline at home. C. Educate parents on topics that assist them and their families. D. Engage parents as partners in education, empowerment, and advocacy for their children. E. Promote community building, cultural responsiveness, and connections between schools and home.	establish structure and discipline at home: 1,677 C. Educate parents on topics that assist them and their families: 189 D. Engage parents as partners in education, empowerment, and advocacy for their children: 397 E. Promote community building, cultural responsiveness, and connections between schools and home: 1,717	establish structure and discipline at home: 2,675 C. Educate parents on topics that assist them and their families: 426 D. Engage parents as partners in education, empowerment, and advocacy for their children: 1,055 E. Promote community building, cultural responsiveness, and connections between schools and home: 2,456	establish structure and discipline at home: 1,088 C. Educate parents on topics that assist them and their families: 562 D. Engage parents as partners in education, empowerment, and advocacy for their children: 850 E. Promote community building, cultural responsiveness, and connections between schools and home: 1,215	establish structure and discipline at home: 3,000 C. Educate parents on topics that assist them and their families: 600 D. Engage parents as partners in education, empowerment, and advocacy for their children: 1,400 E. Promote community building, cultural responsiveness, and connections between schools and home: 2,500	A. Assist parents in understanding the language of schools and learning: -270 B. Assist parents in learning how to establish structure and discipline at home: -589 C. Educate parents on topics that assist them and their families: +373 D. Engage parents as partners in education, empowerment, and advocacy for their children: +453 E. Promote community building, cultural responsiveness, and connections between schools and home: -502

Goal Analysis [2025-26]

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

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

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

Successful Implementation:

Action 3.2 - Support for Parent and Community Outreach / Action 3.3 - Support for Parent and Community Engagement

- * District exceeds the state requirement and administers the California Healthy Kids Survey each year to monitor the results of all grade 5 and 7 students.

- * The HESD Educational Partner Committee annually reviews and updates the HESD Educational Partner LCAP survey

- * The district continues to analyze the effectiveness and quality of our family engagement opportunities based on educational partner input and evidence-based research, including John Hattie's Visible Learning, with the intent to:

- A. Assist parents in understanding the language of schools and learning.

- B. Assist parents in learning how to establish structure and discipline at home.

- C. Educate parents on topics that assist them and their families.

- D. Engage parents as partners in education, empowerment, and advocacy for their children.

- E. Promote community building, cultural responsiveness, and connections between schools and home.

Implementation Challenges:

- * Unclear communication regarding fifth grade participation in completing the LCAP student survey.

- * Misunderstanding across sites regarding what constitutes a family engagement opportunity.

Modified Implementation: None

Non-implemented Actions: Action 3.1 which encompassed professional learning for all principals receiving professional learning with Families First took place in Year One and has not been revisited formally with a trainer since then.

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

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

Note: LEAs do not need to address minor variances in expenditures or percentages, and a dollar-for-dollar accounting is not required.

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

Based on a comparison of the qualitative and quantitative data, the actions taken to increase and strengthen family and community engagement were largely ineffective, as the majority of key metrics showed significant declines.

Key Data Points:

-Substantial Decline in Engagement Opportunities:** The total number of family engagement opportunities dropped sharply by over 40%, decreasing from 9,947 down to 5,674.

-Decreased Parent and Employee Participation:** Participation in the HESD Educational Partner LCAP Survey fell among parents (from 1,029 to 805) and employees (from 365 to 344), though student participation rose from 1,249 to 1,560.

-Drop Across Engagement Categories:Logged categories showed downward trends across nearly all areas, including assisting parents with school language (3,335 to 1,959), home structure (2,675 to 1,088), partnership/advocacy (1,055 to 850), and community building (2,456 to 1,215). The only subcategory that increased was educating parents on supportive topics (from 426 to 562).

-Mixed Student Meaningful Participation: Healthy Kids Survey results showed a slight increase in meaningful participation for Grade 5 students (from 42% to 44%) but a decline for Grade 7 students (from 24% to 22%).

* Action 3.1 Support for Professional Learning

2025/26 California Healthy Kids Survey:

Grade 5 - Meaningful Participation in school: +3%

Grade 7- Meaningful Participation in school: Maintained 0

2025/26Family Engagement Logs: Total Number of Family Engagement Opportunities: -535

2025/26 Family Engagement Logs:

A. Assist parents in understanding the language of schools and learning: -270

B. Assist parents in learning how to establish structure and discipline at home: -589

C. Educate parents on topics that assist them and their families: +373

D. Engage parents as partners in education, empowerment, and advocacy for their children: +453

E. Promote community building, cultural responsiveness, and connections between schools and home: -502

* Action 3.2 Support for Parent and Community Outreach

2025/26 HESD Educational Partner LCAP Survey: Parents- -186, Employee- -35, Students +1,560

2025/26 Family Engagement Logs: Total Number of Family Engagement Opportunities: -535

2025/26 Family Engagement Logs:

A. Assist parents in understanding the language of schools and learning: -270

B. Assist parents in learning how to establish structure and discipline at home: -589

C. Educate parents on topics that assist them and their families: +373

D. Engage parents as partners in education, empowerment, and advocacy for their children: +453

E. Promote community building, cultural responsiveness, and connections between schools and home: -502

* Action 3.3 Support for Parent and Community Engagement

2025/26 HESD Educational Partner LCAP Survey: Parents- -186, Employee- -35, Students +1,560

2025/26 Family Engagement Logs: Total Number of Family Engagement Opportunities: -535

2025/26 Family Engagement Logs:

A. Assist parents in understanding the language of schools and learning: -270

B. Assist parents in learning how to establish structure and discipline at home: -589

C. Educate parents on topics that assist them and their families: +373

D. Engage parents as partners in education, empowerment, and advocacy for their children: +453

E. Promote community building, cultural responsiveness, and connections between schools and home: -502

* Action 3.4 Support for Sites

2025/26 California Healthy Kids Survey:

Grade 5 - Meaningful Participation in school: +3%

Grade 7- Meaningful Participation in school: Maintained 0

2025/26 HESD Educational Partner LCAP Survey: Parents- -186, Employee- -35, Students +1,560

2025/26 Family Engagement Logs: Total Number of Family Engagement Opportunities: -535

2025/26 Family Engagement Logs:

A. Assist parents in understanding the language of schools and learning: -270

B. Assist parents in learning how to establish structure and discipline at home: -589

C. Educate parents on topics that assist them and their families: +373

D. Engage parents as partners in education, empowerment, and advocacy for their children: +453

E. Promote community building, cultural responsiveness, and connections between schools and home: -502

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.

Following the goal analysis completed in Prompts 1, 2 and 3, educational partner feedback, and review of applicable data, no changes were made to the Goal, Desired Outcomes, Metrics. However, the following are the planned Action modifications for the 2026-27 LCAP.

Actions Modifications:

3.1 Modifications to professional learning for staff and families in welcoming families as educational partners in the classroom and at the school site.

3.3 Modify family workshops to intentionally include a diverse set of families that demonstrate the diverse backgrounds of our students: military, African American, Asian American Pacific Islander and Hispanic.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Support for Professional Learning	Professional learning to promote safe and welcoming school and classroom environments that honor the diversity of all families, positive school culture and climate, and opportunities for families and the community to participate in school activities. Support will focus on the following required state indicators: * Chronic Absenteeism - The percentage of kindergarten through grade 8 students absent 10 percent or more of the instructional days they were enrolled. * Suspension Rate - The percentage of kindergarten through grade 8 students suspended for at least one aggregate day in a given school year. Students suspended multiple times or for multiple days are only counted once. Support will focus on the following local indicators: * Local Climate Survey * Parent and Family Engagement The specific actions outlined above will focus on meeting the needs and acceleration of HESD's lowest-performing student groups (as indicated/reported on the California School Dashboard): Lowest Performing Focus Area: Provide staff training on culturally responsive family engagement strategies, focusing on engaging families of English Learners, Foster Youth, and Socioeconomically Disadvantaged students. Include professional development on effective communication methods to increase the meaningful participation of all families in school activities and decision-making processes. District: Suspension Rate - All Students, White Chronic Absenteeism - Foster, Filipino	\$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Art Haycox Elementary School: Chronic Absenteeism - Homeless Larsen Elementary School: Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic Fred Williams Elementary School: Chronic Absenteeism - Filipino Hollywood Beach Elementary: Chronic Absenteeism - All Students, White Green Junior High School: Chronic Absenteeism - Homeless, White		
3.2	Support for Parent and Community Outreach	Support for parent and community outreach to include: * Parent Support Clerk: This position performs various functions related to parent support services and clerical assistance to the district; it also increases support and outreach to families. * Translation Services - Support family and community engagement and communication. Support will focus on the following required state indicators: * English Language Arts—How well students meet grade-level English Language Arts assessment standards; this measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * Mathematics - How well students meet grade-level standards on the mathematics assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11.	\$221,514.00	Yes

Action #	Title	Description	Total Funds	Contributing
		* English Learner Progress - The percentage of current EL students progressing towards English language proficiency or maintaining the highest level. * Chronic Absenteeism - The percentage of kindergarten through grade 8 students absent 10 percent or more of the instructional days they were enrolled. * Suspension Rate - The percentage of kindergarten through grade 8 students suspended for at least one aggregate day in a given school year. Students suspended multiple times or for multiple days are only counted once. Support will focus on the following local indicators: * Local Climate Survey * Parent and Family Engagement The specific actions outlined above will focus on meeting the needs and acceleration of the lowest-performing student groups (as indicated/reported on the California School Dashboard): Lowest Performing Focus Area: Implement targeted outreach programs for families of English Learners, Foster Youth, and Socioeconomically Disadvantaged students. Develop multilingual communication strategies and provide interpreters to ensure all families can actively participate in school events and understand their child's academic progress. District: English Language Arts - English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic Suspension Rate - All Students, White Chronic Absenteeism - Foster, Filipino Art Haycox Elementary School: English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic		

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

Action #	Title	Description	Total Funds	Contributing
		Green Junior High School: English Learner Progress Indicator: All Students, English Learners English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Chronic Absenteeism - Homeless, White		
3.3	Support for Parent and Community Engagement	Programs and initiatives are designed to foster strong partnerships between schools, families, and the community, ultimately supporting student success and well-being through collaborative efforts. To include: * Parent Education Workshops * Family Literacy Programs * Family Nights or Events * Parent Advisory Committees * Community Partnerships * Technology-Based Communication * Parent Leadership Programs * Cultural and Linguistic Support Services Support will focus on the following required state indicators: * English Language Arts—How well students meet grade-level English Language Arts assessment standards; this measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * Mathematics - How well students meet grade-level standards on the mathematics assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * English Learner Progress - The percentage of current EL students progressing towards English language proficiency or maintaining the highest level. * Chronic Absenteeism - The percentage of kindergarten through grade 8 students absent 10 percent or more of the instructional days they were enrolled.	\$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		* Suspension Rate - The percentage of kindergarten through grade 8 students suspended for at least one aggregate day in a given school year. Students suspended multiple times or for multiple days are only counted once. Support will focus on the following local indicators: * Local Climate Survey * Parent and Family Engagement The specific actions outlined above will focus on meeting the needs and acceleration of the lowest-performing student groups (as indicated/reported on the California School Dashboard): Lowest Performing Focus Area: Create culturally responsive family education programs that address the specific needs of diverse families, particularly those of underperforming student groups. Implement a family liaison program to build stronger connections between the school and families of English Learners, Foster Youth, and Socioeconomically Disadvantaged students. District: English Language Arts - English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic Suspension Rate - All Students, White Chronic Absenteeism - Foster, Filipino Art Haycox Elementary School: English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic Chronic Absenteeism - Homeless Larsen Elementary School:		

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

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

Action #	Title	Description	Total Funds	Contributing
		* Basic: Teachers, Instructional Materials, Facilities * Parent and Family Engagement The specific action outlined above will focus on meeting the needs and acceleration of the lowest-performing student groups (as indicated/reported on the California School Dashboard): Lowest Performing Focus Area: Allocate resources for site-specific family engagement initiatives tailored to the unique needs of each school's demographic. Implement family engagement tracking systems to monitor participation rates and effectiveness of engagement strategies, particularly for families of underperforming student groups. District: English Language Arts - English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic Suspension Rate - All Students, White Chronic Absenteeism - Foster, Filipino Art Haycox Elementary School: English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic Chronic Absenteeism - Homeless Larsen Elementary School: Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic Fred Williams Elementary School: English Language Arts - English Learners, Socioeconomically Disadvantaged, Hispanic Chronic Absenteeism - Filipino Hollywood Beach Elementary:		

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	HESD will provide sufficient instructional materials, safe and clean facilities, appropriately credentialed teachers, and other basic conditions necessary to implement actions across all LCAP goals effectively. Major components of this goal include: Implementation of state academic standards Parent and family engagement School climate Access to a broad course of study HESD will monitor this goal using a combination of state-required and local indicators, as evidenced on the California State Dashboard. State Indicators: * English Language Arts—How well students meet grade-level English Language Arts assessment standards; this measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * Mathematics - How well students meet grade-level standards on the mathematics assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * English Learner Progress - The percentage of current EL students progressing towards English language proficiency or maintaining the highest level. * Chronic Absenteeism - The percentage of kindergarten through grade 8 students absent 10 percent or more of the instructional days they were enrolled. * Suspension Rate - The percentage of kindergarten through grade 8 students suspended for at least one aggregate day in a given school year. Students suspended multiple times or for multiple days are only counted once. Local Indicators * Implementation of State Standards * Local Climate Survey	Maintenance of Progress Goal

Goal #	Description	Type of Goal
	* Access to a Broad Course of Study * Basic: Teachers, Instructional Materials, Facilities * Parent and Family Engagement	

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The district developed this goal for several reasons, all of which are crucial for ensuring the overall success and well-being of students:

- * Compliance with California State Standards: By prioritizing the implementation of these standards, HESD ensures that students receive a high-quality education that prepares them for college, career, and civic life.
- * Enhancing Parent and Family Engagement: Research consistently shows that when parents and families are actively engaged in their children's education, students tend to perform better academically and have improved behavior and attendance. HESD recognizes the importance of building strong family partnerships to support student learning and success.
- * Creating a Positive School Climate: A positive school climate is essential for promoting student well-being, fostering positive relationships, and creating an environment where students feel safe, supported, and motivated to learn. HESD aims to cultivate a positive and inclusive school environment that enhances student learning and overall school culture.
- * Ensuring Equity and Access: Access to a broad course of study is essential for all students to explore their interests, develop their talents, and reach their full potential. HESD aims to ensure that all students, regardless of background or circumstances, have equitable access to a well-rounded education that prepares them for college, career, and life success.
- * Providing Basic Conditions for Learning: Sufficient instructional materials, safe and clean facilities, and appropriately credentialed teachers are foundational elements of a quality education. By prioritizing these essential conditions for learning, HESD ensures that students have the necessary resources, environment, and support systems to thrive academically and socially.

By developing this goal, HESD demonstrates its commitment to providing a high-quality education that addresses the diverse needs of its students and prepares them for success in the 21st century.

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

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

* Focus on Evidence-Based Practices: HESD is committed to implementing evidence-based programs and services to maximize student learning and achievement. Research has shown that certain instructional practices, interventions, and support services are more effective than others in improving student outcomes. By prioritizing evidence-based practices, HESD can ensure it provides its students with the most effective support possible.

* Celebrating Diversity: HESD recognizes the value of diversity in the classroom. Students come from various backgrounds and bring unique strengths, perspectives, and experiences to the learning environment. By valuing diversity and fostering an inclusive classroom culture, HESD creates a learning environment where all students feel respected, supported, and empowered to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Facilities in Good Repair–Facilities Inspection Tool Instances where facilities do not meet the “Good Repair” standard (State Priority 1C)	Source: 2022-23 CA Dashboard Local Indicators Deficiencies and Extreme Deficiencies: 0	Source: 2023-24 CA Dashboard Local Indicators Deficiencies and Extreme Deficiencies: 0	Source: 2024-25 CA Dashboard Local Indicators Deficiencies and Extreme Deficiencies: 0	Source: 2025-2026 CA Dashboard Local Indicators Deficiencies and Extreme Deficiencies: 0	Source: 2024-25 CA Dashboard Local Indicators The formula for the current difference from the baseline: (Year 2 Outcome) - (Baseline) = Current Difference from Baseline Deficiencies and Extreme Deficiencies: Maintained 0
4.2	Instructional Materials Sufficiency Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and home	Source: 2022/23 CA Dashboard 0%	Source: 2023/24 CA Dashboard 0%	Source: 2024/25 CA Dashboard 0%	Source: 2025/26 CA Dashboard 0%	Source: 2024/25 CA Dashboard The formula for the current difference from the baseline: (Year 2 Outcome) - (Baseline) = Current Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Maintained 0%
4.3	Teacher Vacancies Number of classroom teacher vacancies	Source: 2022/23 School Accountability Report Card (SARC) 0 Vacancies	Source: 2023/24 School Accountability Report Card (SARC) 0 Vacancies	Source: 2024/25 School Accountability Report Card (SARC) 0 Vacancies	Source: 2025/26 School Accountability Report Card (SARC) 0 Vacancies	Source: 2024/25 School Accountability Report Card (SARC) The formula for the current difference from the baseline: (Year 2 Outcome) - (Baseline) = Current Difference from Baseline Maintained 0 Vacancies

Goal Analysis [2025-26]

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

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

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

Successful Implementation

*Action 4.1: Support for Instructional Resources / Action 4.2: Support for Facilities and Safety

Local Indicators Met: All 2024–25 California School Dashboard Local Indicators were fully met, including the maintenance of facilities in good repair via the Facilities Inspection Tool, ensuring instructional materials sufficiency, and resolving teacher vacancies.

Implementation Challenges

Special Education Staffing: The district faced initial difficulties in recruiting teachers credentialed in special education; however, targeted recruitment efforts ultimately proved successful, filling all assignments with fully credentialed teachers.

Modified Implementation: None

Non-implemented Actions: None

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

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

Note: LEAs do not need to address minor variances in expenditures or percentages, and a dollar-for-dollar accounting is not required.

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

Based on a comparison of the qualitative and quantitative data from last year (Year 1) and this year (Year 2), the district's actions under this goal were highly effective and successfully maintained peak standards.

Key Data Points:

-Safe and Clean Facilities: The district successfully maintained 0 deficiencies and extreme deficiencies on the CA Dashboard Local Indicators across both years.

-Instructional Materials: The CA Dashboard metrics recorded 0% deficiency or issues in both Year 1 and Year 2, showing a perfect track record for material sufficiency.

-Appropriately Credentialed Teachers: According to the School Accountability Report Card (SARC), the district maintained 0 teacher vacancies across both academic years, ensuring all classrooms remained fully staffed.

Action 4.1 Support for Instructional Resources/Action 4.2 Support for Facilities and Safety

2024-25 CA Dashboard Local Indicators: Deficiencies and Extreme Deficiencies: Maintained 0

2024/25 CA Dashboard: Maintained 0%

2024/25 School Accountability Report Card (SARC): Maintained 0 Vacancies

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.

Following the goal analysis completed in Prompts 1, 2, and 3, educational partner feedback, and review of applicable data, no changes were made to the Goal, Desired Outcomes, Metrics, or Actions for the 2026-27 LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Support for Instructional Resources	Provide California Common Core Standard-aligned instructional materials, technology, technology support personnel, and resources. Support will focus on the following required state indicators: * English Language Arts—How well students meet grade-level English Language Arts assessment standards; this measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * Mathematics - How well students meet grade-level standards on the mathematics assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * English Learner Progress - The percentage of current EL students progressing towards English language proficiency or maintaining the highest level. Support will focus on the following local indicators: * Implementation of State Standards * Access to a Broad Course of Study * Basic: Teachers, Instructional Materials, Facilities The specific actions outlined above will focus on meeting the needs and acceleration of the lowest-performing student groups (as indicated/reported on the California School Dashboard):	\$3,796,659.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Lowest Performing Focus Area: Ensure equitable distribution of high-quality, culturally relevant instructional materials across all schools, focusing on supporting English Learners, Students with Disabilities, and other underperforming groups. Implement a regular review process to assess the effectiveness of instructional resources in meeting the needs of diverse learners. District: English Language Arts - English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic Art Haycox Elementary School: English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic Fred Williams Elementary School: English Language Arts - English Learners, Socioeconomically Disadvantaged, Hispanic` Hueneme Elementary School: English Language Arts - English Learners, Homeless, Students with Disabilities, Hispanic Mathematics - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Hathaway Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners Parkview Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners, Students with Disabilities		

Action #	Title	Description	Total Funds	Contributing
		Blackstock Junior High School: English Language Arts - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White Green Junior High School: English Learner Progress Indicator: All Students, English Learners English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic		
4.2	Support for Facilities and Safety	Improve and maintain facilities to address safety issues and provide space for LCAP actions and services; provide supplemental custodial staff to support LCAP actions and services. Support will focus on the following local indicators: * Local Climate Survey * Basic: Teachers, Instructional Materials, Facilities Lowest Performing Focus Area: Prioritize facility improvements and safety measures at schools with higher concentrations of underperforming student groups. Implement inclusive design principles in facility upgrades to ensure accessibility for Students with Disabilities and create welcoming environments for all student groups.	\$721,765.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$25,769,012.00	\$3,162,161.

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
35.140%	0.000%	\$0.00	35.140%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Support for Professional Learning Need: Identified needs are based on the following California School Dashboard indicators: 1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English	How do the actions address needs? Enhancing expertise and efficacy in literacy, English language development, math, history/social science, technology, and science to better support diverse learners. * Provide Resources: Allocate resources for professional development, including funding for workshops, conferences, training materials, and online courses. Access to resources such as	1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC) 2. Reclassification Rate - Percentage of English

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Language Proficiency Assessments for California (ELPAC) 2023: 13.2% of English Learners decreased by at least 1 ELPI level 31.3% of English Learners maintained an ELPI Level of 1-3 0.1% of English Learners maintained ELPI Level 4 55.4% of English Learners progressed at least 1 ELPI Level 2024: 17.5% of English Learners decreased by at least 1 ELPI level (increased 4.3%) 37.6% of English Learners maintained an ELPI Level of 1-3 (increased 6.3%) 0.1% of English Learners maintained ELPI Level 4 (maintained) 44.7% of English Learners progressed at least 1 ELPI Level (decreased 10.7%) 2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) 2023: 31.9% 2024: 32.2% (increased by .3%) 3. Long-Term English Learners (LTELs) - Percentage of English Learners who have been classified as ELs for 6+ years	books, journals, and educational technology will also support ongoing learning. * Offer Professional Development Opportunities: Organize various professional development opportunities, including workshops, seminars, webinars, and conferences. These sessions cover instructional strategies, curriculum development, assessment practices, technology integration, and cultural competence. * Facilitate Collaboration: Create opportunities for collaboration among educators, such as grade-level or subject-area meetings, professional learning communities, and collaborative planning time. This allows HESD educators to share best practices, collaborate on lesson planning, analyze student data, and problem-solve. * Support Mentoring and Coaching: Establish mentoring and coaching programs to support new teachers and help experienced teachers refine their practice. Mentors and coaches provide guidance, feedback, and support tailored to individual educators' needs and goals. * Promote Reflective Practice: Encourage staff to engage in reflective practice by providing time and support for self-assessment, goal-setting, and action planning. This helps HESD staff continuously improve their teaching practices and adapt to evolving student needs. HESD will align professional learning support and opportunities with district goals, priorities, and initiatives to ensure that they address educators' specific needs and support improving teaching and learning outcomes.	Learners reclassified to Fluent English Proficient (RFEP) California Science Test (CAST) 3. Long-Term English Learners (LTELs) - Percentage of English Learners who have been classified as ELs for 6+ years 4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA) 5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics 6. California Science Test (CAST) - Students meeting or exceeding standards on CAST

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Grade 6 2023:19.5% 2024: 18.3% (decreased 1.2%) Grade 7 2023: 13.9% 2024: 18.6% (increased 4.7%) Grade 8 2023: 12.1% 2024: 14.8% (increased 2.7%) 4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA) 2023: All: -68.1 English Learners: -94.4 Foster Youth: N/A Socio-Economically Disadvantaged: -75.4 2024: All: -64.8 (increased 3.3 points) English Learners: -87.8 (increased 6.6 points) Foster Youth: N/A Socio-Economically Disadvantaged: -71.6 (increased 3.8 points)	Why are the actions provided on a district-wide basis? 1. Alignment with District Goals: This action aligns with goal one outlined in our LCAP. The district consistently implements strategies to achieve these goals across all schools by offering them district-wide. 2. Equity and Access: Offering the action district-wide ensures that all students, regardless of their school or location within the district, have equal access to the resources and opportunities provided by the action. This promotes equity in education. 3. Efficiency and Resource Optimization: Implementing the action district-wide is more efficient and cost-effective than at individual school sites. It allows for pooling resources, expertise, and support services, maximizing their impact. 4. Scale and Impact: These actions are more effective when implemented at scale. By offering the action district-wide, the district aims to maximize its impact and reach more students and families. 5. Consistency and Collaboration: A district-wide approach promotes consistency in practices and collaboration among schools and educational partners. It allows for sharing best practices, professional development opportunities, and collective problem-solving. 6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability. 7. Community Engagement and Transparency: Offering these actions district-wide demonstrates HESD's commitment to engaging the community in	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics 2023: All: -99.8 English Learners: -119.5 Foster Youth: N/A Socio-Economically Disadvantaged: -106.6 2024: All: -94.8 (increased 5 points) English Learners: -114.5 (increased 5 points) Foster Youth: N/A Socio-Economically Disadvantaged: -100.8 (increased 5.8 points) 6. California Science Test (CAST) - Students meeting or exceeding standards on CAST 2023: District: Grade 5 Scale Score Range: 150-250 Standard Not Met: 150-178 Standard Nearly Met: 179-213 Standard Met: 214-230 Standard Exceeded: 231-250 All: 190.4 English Learners: 177.3 Foster Youth: N/A	the LCAP process and ensuring transparency in decision-making and resource allocation. 8. HESD currently has smaller numbers of foster youth, but these numbers are subject to change. It is a priority for HESD to be proactive and prepared to meet the needs of all identified foster youth by: * Establish agreements with Foster Youth Services Coordinating (FYSC) Programs, schools, or community partners that commit resources to direct services for foster youth in schools. * Provide direct educational services - case management, transition services, mental health support, trauma-informed services, and academic planning for foster youth. * Ensure high-quality early care and educational services, including preschool, to foster youth.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Socio-Economically Disadvantaged: 188.8 District: Grade 8 Scale Score Range: 350-450 Standard Not Met: 350-377 Standard Nearly Met: 378-414 Standard Met: 415-432 Standard Exceeded: 433-450 All: 390.5 English Learners: 376.2 Foster Youth: N/A Socio-Economically Disadvantaged: 388.9 2024: Grade 5 Scale Score Range: 150-250 Standard Not Met: 150-178 Standard Nearly Met: 179-213 Standard Met: 214-230 Standard Exceeded: 231-250 All: 201.5 (increased 11.1) English Learners: 183.7 (increased 6.3) Foster Youth: 187.3 (N/A) Socio-Economically Disadvantaged: 188.8 (increased 0)		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Grade 8 Scale Score Range: 350-450 Standard Not Met: 350-377 Standard Nearly Met: 378-414 Standard Met: 415-432 Standard Exceeded: 433-450 All: 400.8 (increased 10.3) English Learners: 380.5 (increased 4.3) Foster Youth: 386.1 (N/A) Socio-Economically Disadvantaged: 388.9 (increased 0) Scope: LEA-wide		
1.2	Action: Support for Multilingual Programs Need: Identified needs are based on the following California School Dashboard indicators: 1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC) 2023: 13.2% of English Learners decreased by at least 1 ELPI level 31.3% of English Learners maintained an ELPI Level of 1-3	How do the actions address needs? Multilingual Support Teachers support the unique needs of each school's multilingual program, ensuring high-quality English Language Development (ELD) instruction and academic language support for multilingual learners. Multilingual Support Teachers (MLSTs) provide expanded services for long-term multilingual learners and newcomers, and data analysis to support all teachers with multilingual students, including supplemental clerical and para-professional aide support for multilingual programs. Why are the actions provided on a district-wide basis?	1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC) 2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) California Science Test (CAST) 3. Long-Term English Learners (LTELs) -

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	0.1% of English Learners maintained ELPI Level 4 55.4% of English Learners progressed at least 1 ELPI Level 2024: 17.5% of English Learners decreased by at least 1 ELPI level (increased 4.3%) 37.6% of English Learners maintained an ELPI Level of 1-3 (increased 6.3%) 0.1% of English Learners maintained ELPI Level 4 (maintained) 44.7% of English Learners progressed at least 1 ELPI Level (decreased 10.7%) 2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) 2023: 31.9% 2024: 32.2% (increased .3%) 3. Long-Term English Learners (LTELs) - Percentage of English Learners who have been classified as ELs for 6+ years Grade 6 2023:19.5% 2024: 18.3% (decreased 1.2%) Grade 7 2023: 13.9% 2024: 18.6% (increased 4.7%)	1. Alignment with District Goals: This action aligns with goal one outlined in our LCAP. The district consistently implements strategies to achieve these goals across all schools by offering them district-wide. 2. Equity and Access: Offering the action district-wide ensures that all students, regardless of their school or location within the district, have equal access to the resources and opportunities provided by the action. This promotes equity in education. 3. Efficiency and Resource Optimization: Implementing the action district-wide is more efficient and cost-effective than at individual school sites. It allows for pooling resources, expertise, and support services, maximizing their impact. 4. Scale and Impact: These actions are more effective when implemented at scale. By offering the action district-wide, the district aims to maximize its impact and reach more students and families. 5. Consistency and Collaboration: A district-wide approach promotes consistency in practices and collaboration among schools and educational partners. It allows for sharing best practices, professional development opportunities, and collective problem-solving. 6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability. 7. Community Engagement and Transparency: Offering these actions district-wide demonstrates HESD's commitment to engaging the community in the LCAP process and ensuring transparency in decision-making and resource allocation.	Percentage of English Learners who have been classified as ELs for 6+ years 4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA) 5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics 6. California Science Test (CAST) - Students meeting or exceeding standards on CAST

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Grade 8 2023: 12.1% 2024: 14.8% (increased 2.7%) 4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA) 2023: English Learners: Very Low, -94.4 points below standard 2024: English Learners: Very Low, -87.8 (increased 6.6 points) 5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics 2023: English Learners: Very Low, -119.5 points below standard 2024: English Learners: -114.5 (increased 5 points)		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	6. California Science Test (CAST) - Percentage of students meeting or exceeding standards on CAST 2023: Grade 5 English Learner: .82% Grade 8 English Learner: .82% 2024: Grade 5 English Learner: .47% (decreased .35%) Grade 8 English Learner: 0% (decreased .82%) Scope: LEA-wide		
1.3	Action: Support for Special Populations Need: Identified needs are based on the following California School Dashboard indicators: 1. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA) Students with Disabilities - 2023: Very Low, -131.8 points below standard 2024: -136.1 (declined 4.3 points)	How do the actions address needs? - Program Specialists: Under the Senior Director of Pupil Support Services, Program Specialists provide specialized support to teachers, staff, and administrators to enhance instructional programs for students with disabilities and their families, contributing to improved outcomes for diverse learners. - Psychologists: Additional staff to decrease student-to-psychologist ratios for early intervention services. We are maintaining an expanded capacity, particularly for	1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC) 2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics Students with Disabilities - 2023: Very Low, -155.1 points below standard 2024: -154.8 (maintained 0.3 points) Scope: LEA-wide	unduplicated students (Foster Youth, Low-Income, ML learners) with identified disabilities and other learning needs. Specialized Academic Instruction Teachers: Additional staff to reduce student-to-teacher ratios and enhance instructional support. Why are the actions provided on a district-wide basis? 1. Alignment with District Goals: This action aligns with goal one outlined in our LCAP. The district consistently implements strategies to achieve these goals across all schools by offering them district-wide. 2. Equity and Access: Offering the action district-wide ensures that all students, regardless of their school or location within the district, have equal access to the resources and opportunities provided by the action. This promotes equity in education. 3. Efficiency and Resource Optimization: Implementing the action district-wide is more efficient and cost-effective than at individual school sites. It allows for pooling resources, expertise, and support services, maximizing their impact. 4. Scale and Impact: These actions are more effective when implemented at scale. By offering the action district-wide, the district aims to maximize its impact and reach more students and families. 5. Consistency and Collaboration: A district-wide	California Science Test (CAST) 3. Long-Term English Learners (LTELs) - Percentage of English Learners who have been classified as ELs for 6+ years 4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA) 5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics 6. California Science Test (CAST) - Students meeting or exceeding standards on CAST

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		approach promotes consistency in practices and collaboration among schools and educational partners. It allows sharing best practices, professional development opportunities, and collective problem-solving. 6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability. 7. Community Engagement and Transparency: Offering these actions district-wide demonstrates HESD's commitment to engaging the community in the LCAP process and ensuring transparency in decision-making and resource allocation. 8. HESD currently has smaller numbers of foster youth, but these numbers are subject to change. It is a priority for HESD to be proactive and prepared to meet the needs of all identified foster youth by: * Establish agreements with Foster Youth Services Coordinating (FYSC) Programs, schools, or community partners that commit resources to direct services for foster youth in schools. * Provide direct educational services - case management, transition services, mental health support, trauma-informed services, and academic planning for foster youth. * Ensure high-quality early care and educational services, including preschool, to foster youth.	
1.4	Action: Support for Early Education Need: Identified needs are based on the following California School Dashboard indicators: 1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making	How do the actions address needs? - Paraprofessionals will provide support in full-day transitional kindergarten classrooms. - Funding of Early Childhood Coordinator: Oversee and coordinate programs and services related to early childhood education. Responsibilities include	1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC) 2023: 13.2% of English Learners decreased by at least 1 ELPI level 31.3% of English Learners maintained an ELPI Level of 1-3 0.1% of English Learners maintained ELPI Level 4 55.4% of English Learners progressed at least 1 ELPI Level 2024: 17.5% of English Learners decreased by at least 1 ELPI level (increased 4.3%) 37.6% of English Learners maintained an ELPI Level of 1-3 (increased 6.3%) 0.1% of English Learners maintained ELPI Level 4 (maintained) 44.7% of English Learners progressed at least 1 ELPI Level (decreased 10.7%) 2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) 2023: 31.9% 2024: 32.2% (increased by .3%)	program development, curriculum planning, professional development, parent and community engagement, data analysis and assessment, resource coordination, compliance and regulations, and collaboration with agencies Why are the actions provided on a district-wide basis? 1. Alignment with District Goals: This action aligns with goal one outlined in our LCAP. The district consistently implements strategies to achieve these goals across all schools by offering them district-wide. 2. Equity and Access: Offering the action district-wide ensures that all students, regardless of their school or location within the district, have equal access to the resources and opportunities provided by the action. This promotes equity in education. 3. Efficiency and Resource Optimization: Implementing the action district-wide is more efficient and cost-effective than at individual school sites. It allows for pooling resources, expertise, and support services, maximizing their impact. 4. Scale and Impact: These actions are more effective when implemented at scale. By offering the action district-wide, the district aims to maximize its impact and reach more students and families. 5. Consistency and Collaboration: A district-wide approach promotes consistency in practices and collaboration among schools and educational	2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) California Science Test (CAST) 3. Long-Term English Learners (LTELs) - Percentage of English Learners who have been classified as ELs for 6+ years 4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA) 5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics 6. California Science Test (CAST) - Students meeting or exceeding standards on CAST

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	3. Long-Term English Learners (LTELs) - Percentage of English Learners who have been classified as ELs for 6+ years Grade 6 2023:19.5% 2024: 18.3% (decreased 1.2%) Grade 7 2023: 13.9% 2024: 18.6% (increased 4.7%) Grade 8 2023: 12.1% 2024: 14.8% (increased 2.7%) 4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA) 2023: All: -68.1 English Learners: -94.4 Foster Youth: NA Socio-Economically Disadvantaged: -75.4 2024: All: -64.8 (increased 3.3 points) English Learners: -87.8 (increased 6.6 points) Foster Youth: NA Socio-Economically Disadvantaged: -71.6 (increased 3.8 points)	partners. It allows for the sharing of best practices, professional development opportunities, and collective problem-solving. 6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability. 7. Community Engagement and Transparency: Offering these actions district-wide demonstrates HESD's commitment to engaging the community in the LCAP process and ensuring transparency in decision-making and resource allocation. 8. HESD currently has smaller numbers of foster youth, but these numbers are subject to change. It is a priority for HESD to be proactive and prepared to meet the needs of all identified foster youth by: * Establish agreements with Foster Youth Services Coordinating (FYSC) Programs, schools, or community partners that commit resources to direct services for foster youth in schools. * Provide direct educational services - case management, transition services, mental health support, trauma-informed services, and academic planning for foster youth. * Ensure high-quality early care and educational services, including preschool, to foster youth.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics 2023: All: -99.8 English Learners: -119.5 Foster Youth: NA Socio-Economically Disadvantaged: -106.6 2024: All: -94.8 (increased 5 points) English Learners: -114.5 (increased 5 points) Foster Youth: NA Socio-Economically Disadvantaged: -100.8 (increased 5.8 points) 6. California Science Test (CAST) - Students meeting or exceeding standards on CAST 2023: District: Grade 5 Scale Score Range: 150-250 Standard Not Met: 150-178 Standard Nearly Met: 179-213 Standard Met: 214-230 Standard Exceeded: 231-250 All: 190.4		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners: 177.3 Foster Youth: N/A Socio-Economically Disadvantaged: 188.8 District: Grade 8 Scale Score Range: 350-450 Standard Not Met: 350-377 Standard Nearly Met: 378-414 Standard Met: 415-432 Standard Exceeded: 433-450 All: 390.5 English Learners: 376.2 Foster Youth: N/A Socio-Economically Disadvantaged: 388.9 2024: Grade 5 Scale Score Range: 150-250 Standard Not Met: 150-178 Standard Nearly Met: 179-213 Standard Met: 214-230 Standard Exceeded: 231-250 All: 201.5 (increased 11.1) English Learners: 183.7 (increased 6.3) Foster Youth: 187.3 (N/A) Socio-Economically Disadvantaged: 188.8 (increased 0) Grade 8		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scale Score Range: 350-450 Standard Not Met: 350-377 Standard Nearly Met: 378-414 Standard Met: 415-432 Standard Exceeded: 433-450 All: 400.8 (increased 10.3) English Learners: 380.5 (increased 4.3) Foster Youth: 386.1 (N/A) Socio-Economically Disadvantaged: 388.9 (increased 0) Scope: LEA-wide		
1.5	Action: Support for Expanded Learning Need: Identified needs are based on the following California School Dashboard indicators: 1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC) 2023: 13.2% of English Learners decreased by at least 1 ELPI level 31.3% of English Learners maintained an ELPI Level of 1-3 0.1% of English Learners maintained ELPI Level 4	How do the actions address needs? * Advancement Via Individual Determination (AVID) - Offered at both junior highs, AVID's mission is to close the opportunity gap by preparing all students for college, career readiness, and success in a global society. The focus is on teacher effectiveness, equity, student learning, and leadership. * College and Career Readiness - College and Career Readiness means that a student is prepared to go directly to work or enroll and succeed – without remediation – in various post-secondary institutions so that they are ready to enter a career of their choice. * Gifted and Talented Education * Honors Courses * S.T.E.M. (Science, Technology, Engineering, and Math) junior high-level electives.	1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC) 2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) California Science Test (CAST) 3. Long-Term English Learners (LTELs) - Percentage of English

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	55.4% of English Learners progressed at least 1 ELPI Level 2024: 17.5% of English Learners decreased by at least 1 ELPI level (increased 4.3%) 37.6% of English Learners maintained an ELPI Level of 1-3 (increased 6.3%) 0.1% of English Learners maintained ELPI Level 4 (maintained) 44.7% of English Learners progressed at least 1 ELPI Level (decreased 10.7%) 2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) 2023: 31.9% 2024: 32.2% (increased by .3%) 3. Long-Term English Learners (LTELs) - Percentage of English Learners who have been classified as ELs for 6+ years Grade 6 2023: 19.5% 2024: 18.3% (decreased 1.2%) Grade 7 2023: 13.9% 2024: 18.6% (increased 4.7%) Grade 8	* Zero Period Options - provide opportunities for students to take a "zero" period class to allow them to include an elective in their regular day schedule. Why are the actions provided on a district-wide basis? 1. Alignment with District Goals: This action aligns with goal one outlined in our LCAP. The district consistently implements strategies to achieve these goals across all schools by offering them district-wide. 2. Equity and Access: Offering the action district-wide ensures that all students, regardless of their school or location within the district, have equal access to the resources and opportunities provided by the action. This promotes equity in education. 3. Efficiency and Resource Optimization: Implementing the action district-wide is more efficient and cost-effective than at individual school sites. It allows for pooling resources, expertise, and support services, maximizing their impact. 4. Scale and Impact: These actions are more effective when implemented at scale. By offering the action district-wide, the district aims to maximize its impact and reach more students and families. 5. Consistency and Collaboration: A district-wide approach promotes consistency in practices and collaboration among schools and educational partners. It allows for the sharing of best practices,	Learners who have been classified as ELs for 6+ years 4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA) 5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics 6. California Science Test (CAST) - Students meeting or exceeding standards on CAST

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2023: 12.1% 2024: 14.8% (increased 2.7%) 4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA) 2023: All: -68.1 English Learners: -94.4 Foster Youth: NA Socio-Economically Disadvantaged: -75.4 2024: All: -64.8 (increased 3.3 points) English Learners: -87.8 (increased 6.6 points) Foster Youth: NA Socio-Economically Disadvantaged: -71.6 (increased 3.8 points) 5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics 2023: All: -99.8 English Learners: -119.5 Foster Youth: NA Socio-Economically Disadvantaged: -106.6	professional development opportunities, and collective problem-solving. 6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability. 7. Community Engagement and Transparency: Offering these actions district-wide demonstrates HESD's commitment to engaging the community in the LCAP process and ensuring transparency in decision-making and resource allocation. 8. HESD currently has smaller numbers of foster youth, but these numbers are subject to change. It is a priority for HESD to be proactive and prepared to meet the needs of all identified foster youth by: * Establish agreements with Foster Youth Services Coordinating (FYSC) Programs, schools, or community partners that commit resources to direct services for foster youth in schools. * Provide direct educational services - case management, transition services, mental health support, trauma-informed services, and academic planning for foster youth. * Ensure high-quality early care and educational services, including preschool, to foster youth.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2024: All: -94.8 (increased 5 points) English Learners: -114.5 (increased 5 points) Foster Youth: NA Socio-Economically Disadvantaged: -100.8 (increased 5.8 points) 6. California Science Test (CAST) - Students meeting or exceeding standards on CAST 2023: District: Grade 5 Scale Score Range: 150-250 Standard Not Met: 150-178 Standard Nearly Met: 179-213 Standard Met: 214-230 Standard Exceeded: 231-250 All: 190.4 English Learners: 177.3 Foster Youth: N/A Socio-Economically Disadvantaged: 188.8 District: Grade 8 Scale Score Range: 350-450 Standard Not Met: 350-377 Standard Nearly Met: 378-414 Standard Met: 415-432 Standard Exceeded: 433-450		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All: 390.5 English Learners: 376.2 Foster Youth: N/A Socio-Economically Disadvantaged: 388.9 2024: Grade 5 Scale Score Range: 150-250 Standard Not Met: 150-178 Standard Nearly Met: 179-213 Standard Met: 214-230 Standard Exceeded: 231-250 All: 201.5 (increased 11.1) English Learners: 183.7 (increased 6.3) Foster Youth: 187.3 (N/A) Socio-Economically Disadvantaged: 188.8 (increased 0) Grade 8 Scale Score Range: 350-450 Standard Not Met: 350-377 Standard Nearly Met: 378-414 Standard Met: 415-432 Standard Exceeded: 433-450 All: 400.8 (increased 10.3) English Learners: 380.5 (increased 4.3) Foster Youth: 386.1 (N/A)		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Socio-Economically Disadvantaged: 388.9 (increased 0) Scope: LEA-wide		
1.6	Action: Support for Libraries Need: Identified needs are based on the following California School Dashboard indicators: 1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC) 2023: 13.2% of English Learners decreased by at least 1 ELPI level 31.3% of English Learners maintained an ELPI Level of 1-3 0.1% of English Learners maintained ELPI Level 4 55.4% of English Learners progressed at least 1 ELPI Level 2024: 17.5% of English Learners decreased by at least 1 ELPI level (increased 4.3%) 37.6% of English Learners maintained an ELPI Level of 1-3 (increased 6.3%) 0.1% of English Learners maintained ELPI Level 4 (maintained)	How do the actions address needs? Expanding library hours, building our online SORA Library, and providing books for site libraries will address these actions. Why are the actions provided on a district-wide basis? 1. Alignment with District Goals: This action aligns with goal one outlined in our LCAP. The district consistently implements strategies to achieve these goals across all schools by offering them district-wide. 2. Equity and Access: Offering the action district-wide ensures that all students, regardless of their school or location within the district, have equal access to the resources and opportunities provided by the action. This promotes equity in education. 3. Efficiency and Resource Optimization: Implementing the action district-wide is more efficient and cost-effective than at individual school sites. It allows for pooling resources, expertise, and support services, maximizing their impact. 4. Scale and Impact: These actions are more effective when implemented at scale. By offering the action district-wide, the district aims to	1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC) 2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) California Science Test (CAST) 3. Long-Term English Learners (LTELs) - Percentage of English Learners that have been classified as ELs for 6+ years 4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	44.7% of English Learners progressed at least 1 ELPI Level (decreased 10.7%) 2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) 2023: 31.9% 2024: 32.2% (increased by .3%) 3. Long-Term English Learners (LTELs) - Percentage of English Learners who have been classified as ELs for 6+ years Grade 6 2023: 19.5% 2024: 18.3% (decreased 1.2%) Grade 7 2023: 13.9% 2024: 18.6% (increased 4.7%) Grade 8 2023: 12.1% 2024: 14.8% (increased 2.7%) 4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA) 2023:	maximize its impact and reach more students and families. 5. Consistency and Collaboration: A district-wide approach promotes consistency in practices and collaboration among schools and educational partners. It allows for sharing best practices, professional development opportunities, and collective problem-solving. 6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability. 7. Community Engagement and Transparency: Offering these actions district-wide demonstrates HESD's commitment to engaging the community in the LCAP process and ensuring transparency in decision-making and resource allocation. 8. HESD currently has smaller numbers of foster youth, but these numbers are subject to change. It is a priority for HESD to be proactive and prepared to meet the needs of all identified foster youth by: * Establish agreements with Foster Youth Services Coordinating (FYSC) Programs, schools, or community partners that commit resources to direct services for foster youth in schools. * Provide direct educational services - case management, transition services, mental health support, trauma-informed services, and academic planning for foster youth. * Ensure high-quality early care and educational services, including preschool, to foster youth.	5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics 6. California Science Test (CAST) - Percentage of students meeting or exceeding standards on CAST

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All: -68.1 English Learners: -94.4 Foster Youth: N/A Socio-Economically Disadvantaged: -75.4 2024: All: -64.8 (increased 3.3 points) English Learners: -87.8 (increased 6.6 points) Foster Youth: N/A Socio-Economically Disadvantaged: -71.6 (increased 3.8 points) 5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics 2023: All: -99.8 English Learners: -119.5 Foster Youth: N/A Socio-Economically Disadvantaged: -106.6 2024: All: -94.8 (increased 5 points) English Learners: -114.5 (increased 5 points) Foster Youth: N/A Socio-Economically Disadvantaged: -100.8 (increased 5.8 points)		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	6. California Science Test (CAST) - Students meeting or exceeding standards on CAST 2023: District: Grade 5 Scale Score Range: 150-250 Standard Not Met: 150-178 Standard Nearly Met: 179-213 Standard Met: 214-230 Standard Exceeded: 231-250 All: 190.4 English Learners: 177.3 Foster Youth: N/A Socio-Economically Disadvantaged: 188.8 District: Grade 8 Scale Score Range: 350-450 Standard Not Met: 350-377 Standard Nearly Met: 378-414 Standard Met: 415-432 Standard Exceeded: 433-450 All: 390.5 English Learners: 376.2 Foster Youth: N/A Socio-Economically Disadvantaged: 388.9 2024: Grade 5		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scale Score Range: 150-250 Standard Not Met: 150-178 Standard Nearly Met: 179-213 Standard Met: 214-230 Standard Exceeded: 231-250 All: 201.5 (increased 11.1) English Learners: 183.7 (increased 6.3) Foster Youth: 187.3 (N/A) Socio-Economically Disadvantaged: 188.8 (increased 0) Grade 8 Scale Score Range: 350-450 Standard Not Met: 350-377 Standard Nearly Met: 378-414 Standard Met: 415-432 Standard Exceeded: 433-450 All: 400.8 (increased 10.3) English Learners: 380.5 (increased 4.3) Foster Youth: 386.1 (N/A) Socio-Economically Disadvantaged: 388.9 (increased 0) Scope: LEA-wide		
1.7	Action: Support for Class Size Need:	How do the actions address needs? * Increased Teacher-Student Interaction: With fewer students, teachers can provide more individualized attention to each student. This	1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Identified needs are based on the following California School Dashboard indicators: 1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC) 2023: 13.2% of English Learners decreased by at least 1 ELPI level 31.3% of English Learners maintained an ELPI Level of 1-3 0.1% of English Learners maintained ELPI Level 4 55.4% of English Learners progressed at least 1 ELPI Level 2024: 17.5% of English Learners decreased by at least 1 ELPI level (increased 4.3%) 37.6% of English Learners maintained an ELPI Level of 1-3 (increased 6.3%) 0.1% of English Learners maintained ELPI Level 4 (maintained) 44.7% of English Learners progressed at least 1 ELPI Level (decreased 10.7%) 2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) 2023: 31.9% 2024: 32.2% (increased by .3%)	allows for better monitoring of student progress, identification of learning needs, and personalized support. * Improved Classroom Management: Smaller class sizes often result in better classroom management and a more conducive learning environment. Teachers can more effectively manage student behavior, address disciplinary issues promptly, and create a sense of community and mutual respect among students. * Enhanced Student Engagement: In smaller classes, students are more likely to actively participate in discussions, ask questions, and collaborate with their peers. They feel more comfortable expressing their thoughts and opinions, leading to increased engagement in learning activities. * Increased Opportunities for Participation: With fewer students, every student has a more significant opportunity to participate in class discussions, group activities, and hands-on learning experiences. This promotes a more inclusive learning environment where all students feel valued and involved. * Better Academic Outcomes: Research suggests that smaller class sizes are associated with improved academic performance, particularly for students from disadvantaged backgrounds or those who require additional support. Smaller classes can lead to higher achievement levels and improved standardized test scores. * Enhanced Teacher Satisfaction: Smaller classes can benefit teachers by reducing their workload and stress. When fewer students are absent, teachers feel more supported and can focus on delivering high-quality instruction.	English Language Proficiency Assessments for California (ELPAC) 2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) California Science Test (CAST) 3. Long-Term English Learners (LTELs) - Percentage of English Learners who have been classified as ELs for 6+ years 4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA) 5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics 6. California Science Test (CAST) - Students meeting or exceeding standards on CAST

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	3. Long-Term English Learners (LTELs) - Percentage of English Learners who have been classified as ELs for 6+ years Grade 6 2023:19.5% 2024: 18.3% (decreased 1.2%) Grade 7 2023: 13.9% 2024: 18.6% (increased 4.7%) Grade 8 2023: 12.1% 2024: 14.8% (increased 2.7%) 4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA) 2023: All: -68.1 English Learners: -94.4 Foster Youth: N/A Socio-Economically Disadvantaged: -75.4 2024: All: -64.8 (increased 3.3 points) English Learners: -87.8 (increased 6.6 points) Foster Youth: NA	* Positive Relationships: Smaller class sizes foster stronger relationships between teachers and students. Teachers can get to know their students better, understand their strengths and challenges, and provide more personalized feedback and support. Why are the actions provided on a district-wide basis? 1. Alignment with District Goals: This action aligns with goal one outlined in our LCAP. The district consistently implements strategies to achieve these goals across all schools by offering them district-wide. 2. Equity and Access: Offering the action district-wide ensures that all students, regardless of their school or location within the district, have equal access to the resources and opportunities provided by the action. This promotes equity in education. 3. Efficiency and Resource Optimization: Implementing the action district-wide is more efficient and cost-effective than at individual school sites. It allows for pooling resources, expertise, and support services, maximizing their impact. 4. Scale and Impact: These actions are more effective when implemented at scale. By offering the action district-wide, the district aims to maximize its impact and reach more students and families. 5. Consistency and Collaboration: A district-wide approach promotes consistency in practices and collaboration among schools and educational	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Socio-Economically Disadvantaged: -71.6 (increased 3.8 points) 5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics 2023: All: -99.8 English Learners: -119.5 Foster Youth: NA Socio-Economically Disadvantaged: -106.6 2024: All: -94.8 (increased 5 points) English Learners: -114.5 (increased 5 points) Foster Youth: NA Socio-Economically Disadvantaged: -100.8 (increased 5.8 points) 6. California Science Test (CAST) - Students meeting or exceeding standards on CAST 2023: District: Grade 5 Scale Score Range: 150-250 Standard Not Met: 150-178 Standard Nearly Met: 179-213	partners. It allows for sharing best practices, professional development opportunities, and collective problem-solving. 6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability. 7. Community Engagement and Transparency: Offering these actions district-wide demonstrates HESD's commitment to engaging the community in the LCAP process and ensuring transparency in decision-making and resource allocation. 8. HESD currently has smaller numbers of foster youth, but these numbers are subject to change. It is a priority for HESD to be proactive and prepared to meet the needs of all identified foster youth by: * Establish agreements with Foster Youth Services Coordinating (FYSC) Programs, schools, or community partners that commit resources to direct services for foster youth in schools. * Provide direct educational services - case management, transition services, mental health support, trauma-informed services, and academic planning for foster youth. * Ensure high-quality early care and educational services, including preschool, to foster youth.	

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	Standard Met: 214-230 Standard Exceeded: 231-250 All: 190.4 English Learners: 177.3 Foster Youth: N/A Socio-Economically Disadvantaged: 188.8 District: Grade 8 Scale Score Range: 350-450 Standard Not Met: 350-377 Standard Nearly Met: 378-414 Standard Met: 415-432 Standard Exceeded: 433-450 All: 390.5 English Learners: 376.2 Foster Youth: N/A Socio-Economically Disadvantaged: 388.9 2024: Grade 5 Scale Score Range: 150-250 Standard Not Met: 150-178 Standard Nearly Met: 179-213 Standard Met: 214-230 Standard Exceeded: 231-250 All: 201.5 (increased 11.1) English Learners: 183.7 (increased 6.3)		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster Youth: 187.3 (N/A) Socio-Economically Disadvantaged: 188.8 (increased 0) Grade 8 Scale Score Range: 350-450 Standard Not Met: 350-377 Standard Nearly Met: 378-414 Standard Met: 415-432 Standard Exceeded: 433-450 All: 400.8 (increased 10.3) English Learners: 380.5 (increased 4.3) Foster Youth: 386.1 (N/A) Socio-Economically Disadvantaged: 388.9 (increased 0) Scope: LEA-wide		
1.8	Action: Support for Sites Need: Identified needs are based on the following California School Dashboard indicators: 1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC) 2023:	How do the actions address needs? Site-based allocations to support LCAP Goals 1-3. Site-based allocations must align with actions and services in LCAP goals 1-3 and be reflected in the School Plan for Student Achievement—an accounting technician to support LCAP budget and expenditures. Why are the actions provided on a district-wide basis?	1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC) 2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	13.2% of English Learners decreased by at least 1 ELPI level 31.3% of English Learners maintained an ELPI Level of 1-3 0.1% of English Learners maintained ELPI Level 4 55.4% of English Learners progressed at least 1 ELPI Level 2024: 17.5% of English Learners decreased by at least 1 ELPI level (increased 4.3%) 37.6% of English Learners maintained an ELPI Level of 1-3 (increased 6.3%) 0.1% of English Learners maintained ELPI Level 4 (maintained) 44.7% of English Learners progressed at least 1 ELPI Level (decreased 10.7%) 2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) 2023: 31.9% 2024: 32.2% (increased by .3%) 3. Long-Term English Learners (LTELs) - Percentage of English Learners who have been classified as ELs for 6+ years Grade 6 2023:19.5% 2024: 18.3% (decreased 1.2%)	1. Alignment with District Goals: This action aligns with goal one outlined in our LCAP. The district consistently implements strategies to achieve these goals across all schools by offering them district-wide. 2. Equity and Access: Offering the action district-wide ensures that all students, regardless of their school or location within the district, have equal access to the resources and opportunities provided by the action. This promotes equity in education. 3. Efficiency and Resource Optimization: Implementing the action district-wide is more efficient and cost-effective than at individual school sites. It allows for pooling resources, expertise, and support services, maximizing their impact. 4. Scale and Impact: These actions are more effective when implemented at scale. By offering the action district-wide, the district aims to maximize its impact and reach more students and families. 5. Consistency and Collaboration: A district-wide approach promotes consistency in practices and collaboration among schools and educational partners. It allows sharing best practices, professional development opportunities, and collective problem-solving. 6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability. 7. Community Engagement and Transparency: Offering these actions district-wide demonstrates HESD's commitment to engaging the community in the LCAP process and ensuring transparency in decision-making and resource allocation.	California Science Test (CAST) 3. Long-Term English Learners (LTELs) - Percentage of English Learners that have been classified as ELs for 6+ years 4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA) 5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics 6. California Science Test (CAST) - Percentage of students meeting or exceeding standards on CAST

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Grade 7 2023: 13.9% 2024: 18.6% (increased 4.7%) Grade 8 2023: 12.1% 2024: 14.8% (increased 2.7%) 4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA) 2023: All: -68.1 English Learners: -94.4 Foster Youth: NA Socio-Economically Disadvantaged: -75.4 2024: All: -64.8 (increased 3.3 points) English Learners: -87.8 (increased 6.6 points) Foster Youth: NA Socio-Economically Disadvantaged: -71.6 (increased 3.8 points) 5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics	8. HESD currently has smaller numbers of foster youth, but these numbers are subject to change. It is a priority for HESD to be proactive and prepared to meet the needs of all identified foster youth by: * Establish agreements with Foster Youth Services Coordinating (FYSC) Programs, schools, or community partners that commit resources to direct services for foster youth in schools. * Provide direct educational services - case management, transition services, mental health support, trauma-informed services, and academic planning for foster youth. * Ensure high-quality early care and educational services, including preschool, to foster youth.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2023: All: -99.8 English Learners: -119.5 Foster Youth: NA Socio-Economically Disadvantaged: -106.6 2024: All: -94.8 (increased 5 points) English Learners: -114.5 (increased 5 points) Foster Youth: NA Socio-Economically Disadvantaged: -100.8 (increased 5.8 points) 6. California Science Test (CAST) - Students meeting or exceeding standards on CAST 2023: District: Grade 5 Scale Score Range: 150-250 Standard Not Met: 150-178 Standard Nearly Met: 179-213 Standard Met: 214-230 Standard Exceeded: 231-250 All: 190.4 English Learners: 177.3 Foster Youth: N/A Socio-Economically Disadvantaged: 188.8 District: Grade 8		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scale Score Range: 350-450 Standard Not Met: 350-377 Standard Nearly Met: 378-414 Standard Met: 415-432 Standard Exceeded: 433-450 All: 390.5 English Learners: 376.2 Foster Youth: N/A Socio-Economically Disadvantaged: 388.9 2024: Grade 5 Scale Score Range: 150-250 Standard Not Met: 150-178 Standard Nearly Met: 179-213 Standard Met: 214-230 Standard Exceeded: 231-250 All: 201.5 (increased 11.1) English Learners: 183.7 (increased 6.3) Foster Youth: 187.3 (N/A) Socio-Economically Disadvantaged: 188.8 (increased 0) Grade 8 Scale Score Range: 350-450 Standard Not Met: 350-377 Standard Nearly Met: 378-414 Standard Met: 415-432		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Standard Exceeded: 433-450 All: 400.8 (increased 10.3) English Learners: 380.5 (increased 4.3) Foster Youth: 386.1 (N/A) Socio-Economically Disadvantaged: 388.9 (increased 0) Scope: LEA-wide		
2.1	Action: Support for Professional Learning Need: Identified needs are based on the following California Dashboard indicators: * Attendance Rate - Percentage of students who attended school 97% of the time or more as measured at second principal apportionment (P-2) English Learner: 40.97% Foster Youth: 25% Homeless Youth: 42.66% Socioeconomically Disadvantaged: 35.38% * Chronic Absenteeism Rate - Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days English Learners: Yellow Foster Youth: Red Low Income: Yellow * California Healthy Kids Survey - Percent on all indicators in grades 5 and 7:	How do the actions address needs? Professional learning in social and emotional learning, behavioral interventions, and student engagement equip HESD educators with the knowledge, skills, and strategies to create supportive learning environments, address students' social, emotional, and behavioral needs, and promote their overall success and well-being. Why are the actions provided on a district-wide basis? 1. Alignment with District Goals: This action aligns with goal two outlined in our LCAP. The district consistently implements strategies to achieve these goals across all schools by offering them district-wide. 2. Equity and Access: Offering the action district-wide ensures that all students, regardless of their school or location within the district, have equal access to the resources and opportunities	* Attendance Rate - Percentage of students who attended school 97% of the time or more as measured at second principal apportionment (P-2) * Chronic Absenteeism Rate - Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days * California Healthy Kids Survey - Percent on all indicators in grades 5 and 7: School Connectedness, Academic Motivation, Caring Adult Relationships, High Expectations, Meaningful Participation, School Safety (students feel safe at school) * Suspension Rate -

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Grade 5 * School Connectedness: 70% * Academic Motivation: 80% * Caring Adult Relationships: 67% * High Expectations: 84% * Meaningful Participation: 41% * School Safety (students feel safe at school): 72% Grade 7 * School Connectedness: 44% * Academic Motivation: 59% * Caring Adult Relationships: 55% * High Expectations: 69% * Meaningful Participation: 22% * School Safety (students feel safe at school): 44% * Panorama Social and Emotional Learning Survey - Percent of students in grades 3-8 reporting "favorable" on common competencies: Grade 3 Student Competencies Measures: * Self-Management: 69% * Grit: 63% * Self-Efficacy: 54% Student Supports and Environment: * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69% Grade 4	provided by the action. This promotes equity in education. 3. Efficiency and Resource Optimization: Implementing the action district-wide is more efficient and cost-effective than at individual school sites. It allows for pooling resources, expertise, and support services, maximizing their impact. 4. Scale and Impact: These actions are more effective when implemented at scale. By offering the action district-wide, the district aims to maximize its impact and reach more students and families. 5. Consistency and Collaboration: A district-wide approach promotes consistency in practices and collaboration among schools and educational partners. It allows for the sharing of best practices, professional development opportunities, and collective problem-solving. 6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability. 7. Community Engagement and Transparency: Offering these actions district-wide demonstrates HESD's commitment to engaging the community in the LCAP process and ensuring transparency in decision-making and resource allocation. 8. HESD currently has smaller numbers of foster youth, but these numbers are subject to change. It is a priority for HESD to be proactive and prepared to meet the needs of all identified foster youth by: * Establish agreements with Foster Youth Services Coordinating (FYSC) Programs, schools, or community partners that commit resources to direct services for foster youth in schools. * Provide direct educational services - case management, transition services, mental health	Percentage of students suspended one or more times during the school year * Panorama Social and Emotional Learning Survey - Percent of students in grades 3-8 reporting "favorable" on common competencies: • Self-Management • Grit • Self-Efficacy • School Climate • Teacher-Student Relationships • Sense of Belonging

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Student Competencies Measures: * Self-Management: 68% * Grit: 57% * Self-Efficacy: 51% Student Supports and Environment: * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69% Grade 5 Student Competencies Measures: * Self-Management: 71% * Grit: 59% * Self-Efficacy: 54% Student Supports and Environment: * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69% Grade 6 Student Competencies Measures: * Self-Management: 69% * Grit: 54% * Self-Efficacy: 48% Student Supports and Environment: * School Climate: 54% * Teacher-Student Relationships: 69% * Sense of Belonging: 49% Grade 7 Student Competencies Measures: * Self-Management: 67% * Grit: 51%	support, trauma-informed services, and academic planning for foster youth. * Ensure high-quality early care and educational services, including preschool, to foster youth.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	* Self-Efficacy: 42% Student Supports and Environment: * School Climate: 43% * Teacher-Student Relationships: 54% * Sense of Belonging: 40% Grade 8 Student Competencies Measures: * Self-Management: 67% * Grit: 48% * Self-Efficacy: 38% Student Supports and Environment: * School Climate: 37% * Teacher-Student Relationships: 50% * Sense of Belonging: 35% * Suspension Rate - Percentage of students suspended one or more times during the school year English Learners: Orange Foster Youth: Yellow Low Income: Orange Scope: LEA-wide		
2.2	Action: Support for Social and Emotional Health Need: Identified needs are based on the following California Dashboard indicators:	How do the actions address needs? Counselors will provide counseling services to students, families, and staff, which assist students in making healthy decisions relative to school programs and relationships with staff and peers.	* Attendance Rate - Percentage of students who attended school 97% of the time or more as measured at second principal apportionment (P-2) * Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	* Attendance Rate - Percentage of students who attended school 97% of the time or more as measured at second principal apportionment (P-2) English Learner: 40.97% Foster Youth: 25% Homeless Youth: 42.66% Socioeconomically Disadvantaged: 35.38% * Chronic Absenteeism Rate - Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days English Learners: Yellow Foster Youth: Red Low Income: Yellow * California Healthy Kids Survey - Percent on all indicators in grades 5 and 7: Grade 5 * School Connectedness: 70% * Academic Motivation: 80% * Caring Adult Relationships: 67% * High Expectations: 84% * Meaningful Participation: 41% * School Safety (students feel safe at school): 72% Grade 7 * School Connectedness: 44% * Academic Motivation: 59% * Caring Adult Relationships: 55% * High Expectations: 69% * Meaningful Participation: 22% * School Safety (students feel safe at school): 44%	Why are the actions provided on a district-wide basis? 1. Alignment with District Goals: This action aligns with goal two outlined in our LCAP. The district consistently implements strategies to achieve these goals across all schools by offering them district-wide. 2. Equity and Access: Offering the action district-wide ensures that all students, regardless of their school or location within the district, have equal access to the resources and opportunities provided by the action. This promotes equity in education. 3. Efficiency and Resource Optimization: Implementing the action district-wide is more efficient and cost-effective than at individual school sites. It allows for pooling resources, expertise, and support services, maximizing their impact. 4. Scale and Impact: These actions are more effective when implemented at scale. By offering the action district-wide, the district aims to maximize its impact and reach more students and families. 5. Consistency and Collaboration: A district-wide approach promotes consistency in practices and collaboration among schools and educational partners. It allows for the sharing of best practices, professional development opportunities, and collective problem-solving. 6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability. 7. Community Engagement and Transparency: Offering these actions district-wide demonstrates	Rate - Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days * California Healthy Kids Survey - Percent on all indicators in grades 5 and 7: School Connectedness, Academic Motivation, Caring Adult Relationships, High Expectations, Meaningful Participation, School Safety (students feel safe at school) * Suspension Rate - Percentage of students suspended one or more times during the school year * Panorama Social and Emotional Learning Survey - Percent of students in grades 3-8 reporting "favorable" on common competencies: • Self-Management • Grit • Self-Efficacy • School Climate • Teacher-Student Relationships • Sense of Belonging

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	* Panorama Social and Emotional Learning Survey - Percent of students in grades 3-8 reporting "favorable" on common competencies: Grade 3 Student Competencies Measures: * Self-Management: 69% * Grit: 63% * Self-Efficacy: 54% Student Supports and Environment: * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69% Grade 4 Student Competencies Measures: * Self-Management: 68% * Grit: 57% * Self-Efficacy: 51% Student Supports and Environment: * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69% Grade 5 Student Competencies Measures: * Self-Management: 71% * Grit: 59% * Self-Efficacy: 54% Student Supports and Environment: * School Climate: 66%	HESD's commitment to engaging the community in the LCAP process and ensuring transparency in decision-making and resource allocation. 8. HESD currently has smaller numbers of foster youth, but these numbers are subject to change. It is a priority for HESD to be proactive and prepared to meet the needs of all identified foster youth by: * Establish agreements with Foster Youth Services Coordinating (FYSC) Programs, schools, or community partners that commit resources to direct services for foster youth in schools. * Provide direct educational services - case management, transition services, mental health support, trauma-informed services, and academic planning for foster youth. * Ensure high-quality early care and educational services, including preschool, to foster youth.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	* Teacher-Student Relationships: 78% * Sense of Belonging: 69% Grade 6 Student Competencies Measures: * Self-Management: 69% * Grit: 54% * Self-Efficacy: 48% Student Supports and Environment: * School Climate: 54% * Teacher-Student Relationships: 69% * Sense of Belonging: 49% Grade 7 Student Competencies Measures: * Self-Management: 67% * Grit: 51% * Self-Efficacy: 42% Student Supports and Environment: * School Climate: 43% * Teacher-Student Relationships: 54% * Sense of Belonging: 40% Grade 8 Student Competencies Measures: * Self-Management: 67% * Grit: 48% * Self-Efficacy: 38% Student Supports and Environment: * School Climate: 37% * Teacher-Student Relationships: 50% * Sense of Belonging: 35%		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	* Suspension Rate - Percentage of students suspended one or more times during the school year English Learners: Orange Foster Youth: Yellow Low Income: Orange Scope: LEA-wide		
2.3	Action: Support for Behavioral Health Need: Identified needs are based on the following California Dashboard indicators: * Attendance Rate - Percentage of students who attended school 97% of the time or more as measured at second principal apportionment (P-2) English Learner: 40.97% Foster Youth: 25% Homeless Youth: 42.66% Socioeconomically Disadvantaged: 35.38% * Chronic Absenteeism Rate - Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days English Learners: Yellow Foster Youth: Red Low Income: Yellow * California Healthy Kids Survey - Percent on all indicators in grades 5 and 7:	How do the actions address needs? These positions specialize in helping students with behavioral challenges. Their primary role is to assess, analyze, and address behavioral issues to promote positive behavior and improve overall well-being. Key responsibilities: * Behavioral assessment, analysis, and planning * Collaboration: Behavior support specialists collaborate with other professionals, including educators, parents, therapists, and administrators, to ensure a coordinated approach to supporting students with behavioral challenges. * Direct Support and Coaching: Provide direct support and coaching to individuals with behavioral challenges, caregivers, teachers, and other support staff. This may involve modeling appropriate interventions, providing feedback, and offering ongoing guidance and support. * Monitoring and Progress Evaluation: Monitor the effectiveness of intervention strategies and make adjustments as needed based on ongoing assessment and progress monitoring. They regularly evaluate outcomes to determine the effectiveness of interventions and make	* Attendance Rate - Percentage of students who attended school 97% of the time or more as measured at second principal apportionment (P-2) * Chronic Absenteeism Rate - Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days * California Healthy Kids Survey - Percent on all indicators in grades 5 and 7: School Connectedness, Academic Motivation, Caring Adult Relationships, High Expectations, Meaningful Participation, School Safety (students feel safe at school) * Suspension Rate - Percentage of students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Grade 5 * School Connectedness: 70% * Academic Motivation: 80% * Caring Adult Relationships: 67% * High Expectations: 84% * Meaningful Participation: 41% * School Safety (students feel safe at school): 72% Grade 7 * School Connectedness: 44% * Academic Motivation: 59% * Caring Adult Relationships: 55% * High Expectations: 69% * Meaningful Participation: 22% * School Safety (students feel safe at school): 44% * Panorama Social and Emotional Learning Survey - Percent of students in grades 3-8 reporting "favorable" on common competencies: Grade 3 Student Competencies Measures: * Self-Management: 69% * Grit: 63% * Self-Efficacy: 54% Student Supports and Environment: * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69% Grade 4 Student Competencies Measures:	recommendations for further support or modifications. Why are the actions provided on a district-wide basis? 1. Alignment with District Goals: This action aligns with goal two outlined in our LCAP. The district consistently implements strategies to achieve these goals across all schools by offering them district-wide. 2. Equity and Access: Offering the action district-wide ensures that all students, regardless of their school or location within the district, have equal access to the resources and opportunities provided by the action. This promotes equity in education. 3. Efficiency and Resource Optimization: Implementing the action district-wide is more efficient and cost-effective than at individual school sites. It allows for pooling resources, expertise, and support services, maximizing their impact. 4. Scale and Impact: These actions are more effective when implemented at scale. By offering the action district-wide, the district aims to maximize its impact and reach more students and families. 5. Consistency and Collaboration: A district-wide approach promotes consistency in practices and collaboration among schools and educational partners. It allows for the sharing of best practices, professional development opportunities, and collective problem-solving.	suspended one or more times during the school year * Panorama Social and Emotional Learning Survey - Percent of students in grades 3-8 reporting "favorable" on common competencies: • Self-Management • Grit • Self-Efficacy • School Climate • Teacher-Student Relationships • Sense of Belonging

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	* Self-Management: 68% * Grit: 57% * Self-Efficacy: 51% Student Supports and Environment: * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69% Grade 5 Student Competencies Measures: * Self-Management: 71% * Grit: 59% * Self-Efficacy: 54% Student Supports and Environment: * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69% Grade 6 Student Competencies Measures: * Self-Management: 69% * Grit: 54% * Self-Efficacy: 48% Student Supports and Environment: * School Climate: 54% * Teacher-Student Relationships: 69% * Sense of Belonging: 49% Grade 7 Student Competencies Measures: * Self-Management: 67% * Grit: 51% * Self-Efficacy: 42%	6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability. 7. Community Engagement and Transparency: Offering these actions district-wide demonstrates HESD's commitment to engaging the community in the LCAP process and ensuring transparency in decision-making and resource allocation. 8. HESD currently has smaller numbers of foster youth, but these numbers are subject to change. It is a priority for HESD to be proactive and prepared to meet the needs of all identified foster youth by: * Establish agreements with Foster Youth Services Coordinating (FYSC) Programs, schools, or community partners that commit resources to direct services for foster youth in schools. * Provide direct educational services - case management, transition services, mental health support, trauma-informed services, and academic planning for foster youth. * Ensure high-quality early care and educational services, including preschool, to foster youth.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Student Supports and Environment: * School Climate: 43% * Teacher-Student Relationships: 54% * Sense of Belonging: 40% Grade 8 Student Competencies Measures: * Self-Management: 67% * Grit: 48% * Self-Efficacy: 38% Student Supports and Environment: * School Climate: 37% * Teacher-Student Relationships: 50% * Sense of Belonging: 35% * Suspension Rate - Percentage of students suspended one or more times during the school year English Learners: Orange Foster Youth: Yellow Low Income: Orange Scope: LEA-wide		
2.4	Action: Support for Student Health and Safety Need: Identified needs are based on the following California Dashboard indicators: * Attendance Rate - Percentage of students who attended school 97% of the time or more	How do the actions address needs? • Health Clerks: perform a variety of activities in support of student health services - administer basic first aid, screen ill or injured students, and prepare and maintain student health information • Nurse: responsible for planning, implementing, coordinating, and evaluating school health services	* Attendance Rate - Percentage of students who attended school 97% of the time or more as measured at second principal apportionment (P-2) * Chronic Absenteeism Rate - Percentage of

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	as measured at second principal apportionment (P-2) English Learner: 40.97% Foster Youth: 25% Homeless Youth: 42.66% Socioeconomically Disadvantaged: 35.38% * Chronic Absenteeism Rate - Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days English Learners: Yellow Foster Youth: Red Low Income: Yellow * California Healthy Kids Survey - Percent on all indicators in grades 5 and 7: Grade 5 * School Connectedness: 70% * Academic Motivation: 80% * Caring Adult Relationships: 67% * High Expectations: 84% * Meaningful Participation: 41% * School Safety (students feel safe at school): 72% Grade 7 * School Connectedness: 44% * Academic Motivation: 59% * Caring Adult Relationships: 55% * High Expectations: 69% * Meaningful Participation: 22% * School Safety (students feel safe at school): 44%	• Healthy Start Social Workers • Assistant Principals - at identified elementary schools and one at each junior high school to increase supervision, safety, and support services • Transportation Services - principally directed to special education, foster youth, and low-income pupils. • Campus Safety and Security - supplemental personnel and campus security and safety services include school resource officers, extra campus supervisors, and crossing guards. Why are the actions provided on a district-wide basis? 1. Alignment with District Goals: This action aligns with goal two outlined in our LCAP. The district consistently implements strategies to achieve these goals across all schools by offering them district-wide. 2. Equity and Access: Offering the action district-wide ensures that all students, regardless of their school or location within the district, have equal access to the resources and opportunities provided by the action. This promotes equity in education. 3. Efficiency and Resource Optimization: Implementing the action district-wide is more efficient and cost-effective than at individual school sites. It allows for pooling resources, expertise, and support services, maximizing their impact. 4. Scale and Impact: These actions are more	students in grades K-8 who were absent for 10% or more of the total instructional days * California Healthy Kids Survey - Percent on all indicators in grades 5 and 7: School Connectedness, Academic Motivation, Caring Adult Relationships, High Expectations, Meaningful Participation, School Safety (students feel safe at school) * Suspension Rate - Percentage of students suspended one or more times during the school year * Panorama Social and Emotional Learning Survey - Percent of students in grades 3-8 reporting "favorable" on common competencies: • Self-Management • Grit • Self-Efficacy • School Climate • Teacher-Student Relationships • Sense of Belonging

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	* Panorama Social and Emotional Learning Survey - Percent of students in grades 3-8 reporting "favorable" on common competencies: Grade 3 Student Competencies Measures: * Self-Management: 69% * Grit: 63% * Self-Efficacy: 54% Student Supports and Environment: * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69% Grade 4 Student Competencies Measures: * Self-Management: 68% * Grit: 57% * Self-Efficacy: 51% Student Supports and Environment: * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69% Grade 5 Student Competencies Measures: * Self-Management: 71% * Grit: 59% * Self-Efficacy: 54% Student Supports and Environment: * School Climate: 66% * Teacher-Student Relationships: 78%	effective when implemented at scale. By offering the action district-wide, the district aims to maximize its impact and reach more students and families. 5. Consistency and Collaboration: A district-wide approach promotes consistency in practices and collaboration among schools and educational partners. It allows for the sharing of best practices, professional development opportunities, and collective problem-solving. 6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability. 7. Community Engagement and Transparency: Offering these actions district-wide demonstrates HESD's commitment to engaging the community in the LCAP process and ensuring transparency in decision-making and resource allocation. 8. HESD currently has smaller numbers of foster youth, but these numbers are subject to change. It is a priority for HESD to be proactive and prepared to meet the needs of all identified foster youth by: * Establish agreements with Foster Youth Services Coordinating (FYSC) Programs, schools, or community partners that commit resources to direct services for foster youth in schools. * Provide direct educational services - case management, transition services, mental health support, trauma-informed services, and academic planning for foster youth. * Ensure high-quality early care and educational services, including preschool, to foster youth.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	* Sense of Belonging: 69% Grade 6 Student Competencies Measures: * Self-Management: 69% * Grit: 54% * Self-Efficacy: 48% Student Supports and Environment: * School Climate: 54% * Teacher-Student Relationships: 69% * Sense of Belonging: 49% Grade 7 Student Competencies Measures: * Self-Management: 67% * Grit: 51% * Self-Efficacy: 42% Student Supports and Environment: * School Climate: 43% * Teacher-Student Relationships: 54% * Sense of Belonging: 40% Grade 8 Student Competencies Measures: * Self-Management: 67% * Grit: 48% * Self-Efficacy: 38% Student Supports and Environment: * School Climate: 37% * Teacher-Student Relationships: 50% * Sense of Belonging: 35%		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	* Suspension Rate - Percentage of students suspended one or more times during the school year English Learners: Orange Foster Youth: Yellow Low Income: Orange Scope: LEA-wide		
2.5	Action: Support for Student Engagement Need: Identified needs are based on the following California Dashboard indicators: * Attendance Rate - Percentage of students who attended school 97% of the time or more as measured at second principal apportionment (P-2) English Learner: 40.97% Foster Youth: 25% Homeless Youth: 42.66% Socioeconomically Disadvantaged: 35.38% * Chronic Absenteeism Rate - Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days English Learners: Yellow Foster Youth: Red Low Income: Yellow * California Healthy Kids Survey - Percent on all indicators in grades 5 and 7:	How do the actions address needs? Increase student engagement through the support of one elementary physical education teacher, two elementary music teachers, and two junior high music teachers. Why are the actions provided on a district-wide basis? 1. Alignment with District Goals: This action aligns with goal two outlined in our LCAP. The district consistently implements strategies to achieve these goals across all schools by offering them district-wide. 2. Equity and Access: Offering the action district-wide ensures that all students, regardless of their school or location within the district, have equal access to the resources and opportunities provided by the action. This promotes equity in education. 3. Efficiency and Resource Optimization: Implementing the action district-wide is more efficient and cost-effective than at individual school	* Attendance Rate - Percentage of students who attended school 97% of the time or more as measured at second principal apportionment (P-2) * Chronic Absenteeism Rate - Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days * California Healthy Kids Survey - Percent on all indicators in grades 5 and 7: School Connectedness, Academic Motivation, Caring Adult Relationships, High Expectations, Meaningful Participation, School Safety (students feel safe at school) * Suspension Rate - Percentage of students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Grade 5 * School Connectedness: 70% * Academic Motivation: 80% * Caring Adult Relationships: 67% * High Expectations: 84% * Meaningful Participation: 41% * School Safety (students feel safe at school): 72% Grade 7 * School Connectedness: 44% * Academic Motivation: 59% * Caring Adult Relationships: 55% * High Expectations: 69% * Meaningful Participation: 22% * School Safety (students feel safe at school): 44% * Panorama Social and Emotional Learning Survey - Percent of students in grades 3-8 reporting "favorable" on common competencies: Grade 3 Student Competencies Measures: * Self-Management: 69% * Grit: 63% * Self-Efficacy: 54% Student Supports and Environment: * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69% Grade 4 Student Competencies Measures:	sites. It allows for pooling resources, expertise, and support services, maximizing their impact. 4. Scale and Impact: These actions are more effective when implemented at scale. By offering the action district-wide, the district aims to maximize its impact and reach more students and families. 5. Consistency and Collaboration: A district-wide approach promotes consistency in practices and collaboration among schools and educational partners. It allows for the sharing of best practices, professional development opportunities, and collective problem-solving. 6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability. 7. Community Engagement and Transparency: Offering these actions district-wide demonstrates HESD's commitment to engaging the community in the LCAP process and ensuring transparency in decision-making and resource allocation. 8. HESD currently has smaller numbers of foster youth, but these numbers are subject to change. It is a priority for HESD to be proactive and prepared to meet the needs of all identified foster youth by: * Establish agreements with Foster Youth Services Coordinating (FYSC) Programs, schools, or community partners that commit resources to direct services for foster youth in schools. * Provide direct educational services - case management, transition services, mental health support, trauma-informed services, and academic planning for foster youth. * Ensure high-quality early care and educational services, including preschool, to foster youth.	suspended one or more times during the school year * Panorama Social and Emotional Learning Survey - Percent of students in grades 3-8 reporting "favorable" on common competencies: • Self-Management • Grit • Self-Efficacy • School Climate • Teacher-Student Relationships • Sense of Belonging

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	* Self-Management: 68% * Grit: 57% * Self-Efficacy: 51% Student Supports and Environment: * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69% Grade 5 Student Competencies Measures: * Self-Management: 71% * Grit: 59% * Self-Efficacy: 54% Student Supports and Environment: * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69% Grade 6 Student Competencies Measures: * Self-Management: 69% * Grit: 54% * Self-Efficacy: 48% Student Supports and Environment: * School Climate: 54% * Teacher-Student Relationships: 69% * Sense of Belonging: 49% Grade 7 Student Competencies Measures: * Self-Management: 67% * Grit: 51% * Self-Efficacy: 42%		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Student Supports and Environment: * School Climate: 43% * Teacher-Student Relationships: 54% * Sense of Belonging: 40% Grade 8 Student Competencies Measures: * Self-Management: 67% * Grit: 48% * Self-Efficacy: 38% Student Supports and Environment: * School Climate: 37% * Teacher-Student Relationships: 50% * Sense of Belonging: 35% * Suspension Rate - Percentage of students suspended one or more times during the school year English Learners: Orange Foster Youth: Yellow Low Income: Orange Scope: LEA-wide		
3.1	Action: Support for Professional Learning Need: * California Healthy Kids Survey - Percent on the following indicator in grades 5 and 8: Meaningful participation at school Grade 5 - 41% Grade 8 - 22%	How do the actions address needs? Professional learning will promote safe and welcoming school and classroom environments that honor the diversity of all families, positive school culture and climate, and opportunities for families and the community to participate in school activities.	* California Healthy Kids Survey - Percent on the following indicator in grades 5 and 8: Meaningful participation at school * HESD Educational Partner LCAP Survey - the number of educational

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	* HESD Educational Partner LCAP Survey - the number of educational partners participating in the annual survey Parents - 991 Certificated - 251 Classified -100 Administrators - 28 Community Members - 13 Students - 1,518 * Effectiveness and Quality of Family Engagement Opportunities A. Assist parents in understanding the language of schools and learning: 1,933 B. Assist parents in learning how to establish structure and discipline at home: 1,497 C. Educate parents on topics that assist them and their families: 159 D. Engage parents as partners in education, empowerment, and advocacy for their children: 213 E. Promote community building, cultural responsiveness, and connections between schools and home: 1,336 Scope: LEA-wide	Why are the actions provided on a district-wide basis? 1. Alignment with District Goals: This action aligns with goal three outlined in our LCAP. The district consistently implements strategies to achieve these goals across all schools by offering them district-wide. 2. Equity and Access: Offering the action district-wide ensures that all students, regardless of their school or location within the district, have equal access to the resources and opportunities provided by the action. This promotes equity in education. 3. Efficiency and Resource Optimization: Implementing the action district-wide is more efficient and cost-effective than at individual school sites. It allows for pooling resources, expertise, and support services, maximizing their impact. 4. Scale and Impact: These actions are more effective when implemented at scale. By offering the action district-wide, the district aims to maximize its impact and reach more students and families. 5. Consistency and Collaboration: A district-wide approach promotes consistency in practices and collaboration among schools and educational partners. It allows for the sharing of best practices, professional development opportunities, and collective problem-solving. 6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability.	partners participating in the annual survey * Effectiveness and Quality of Family Engagement Opportunities

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		7. Community Engagement and Transparency: Offering these actions district-wide demonstrates HESD's commitment to engaging the community in the LCAP process and ensuring transparency in decision-making and resource allocation. 8. HESD currently has smaller numbers of foster youth, but these numbers are subject to change. It is a priority for HESD to be proactive and prepared to meet the needs of all identified foster youth by: * Establish agreements with Foster Youth Services Coordinating (FYSC) Programs, schools, or community partners that commit resources to direct services for foster youth in schools. * Provide direct educational services - case management, transition services, mental health support, trauma-informed services, and academic planning for foster youth. * Ensure high-quality early care and educational services, including preschool, to foster youth.	
3.2	Action: Support for Parent and Community Outreach Need: * California Healthy Kids Survey - Percent on the following indicator in grades 5 and 8: Meaningful participation at school Grade 5 - 41% Grade 8 - 22% * HESD Educational Partner LCAP Survey - the number of educational partners participating in the annual survey Parents - 991 Certificated - 251 Classified -100 Administrators - 28	How do the actions address needs? * Parent Support Clerk: This position performs various functions related to parent support services and clerical assistance to the district; it also increases support and outreach to families. * Translation Services - support family and community engagement and communication. Why are the actions provided on a district-wide basis? 1. Alignment with District Goals: This action aligns with goal three outlined in our LCAP. The district consistently implements strategies to achieve	* California Healthy Kids Survey - Percent on the following indicator in grades 5 and 8: Meaningful participation at school * HESD Educational Partner LCAP Survey - the number of educational partners participating in the annual survey * Effectiveness and Quality of Family Engagement Opportunities

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Community Members - 13 Students - 1,518 * Effectiveness and Quality of Family Engagement Opportunities A. Assist parents in understanding the language of schools and learning: 1,933 B. Assist parents in learning how to establish structure and discipline at home: 1,497 C. Educate parents on topics that assist them and their families: 159 D. Engage parents as partners in education, empowerment, and advocacy for their children: 213 E. Promote community building, cultural responsiveness, and connections between schools and home: 1,336 Scope: LEA-wide	these goals across all schools by offering them district-wide. 2. Equity and Access: Offering the action district-wide ensures that all students, regardless of their school or location within the district, have equal access to the resources and opportunities provided by the action. This promotes equity in education. 3. Efficiency and Resource Optimization: Implementing the action district-wide is more efficient and cost-effective than at individual school sites. It allows for pooling resources, expertise, and support services, maximizing their impact. 4. Scale and Impact: These actions are more effective when implemented at scale. By offering the action district-wide, the district aims to maximize its impact and reach more students and families. 5. Consistency and Collaboration: A district-wide approach promotes consistency in practices and collaboration among schools and educational partners. It allows for the sharing of best practices, professional development opportunities, and collective problem-solving. 6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability. 7. Community Engagement and Transparency: Offering these actions district-wide demonstrates HESD's commitment to engaging the community in the LCAP process and ensuring transparency in decision-making and resource allocation. 8. HESD currently has smaller numbers of foster youth, but these numbers are subject to change. It is a priority for HESD to be proactive and prepared to meet the needs of all identified foster youth by:	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		* Establish agreements with Foster Youth Services Coordinating (FYSC) Programs, schools, or community partners that commit resources to direct services for foster youth in schools. * Provide direct educational services - case management, transition services, mental health support, trauma-informed services, and academic planning for foster youth. * Ensure high-quality early care and educational services, including preschool, to foster youth.	
3.3	Action: Support for Parent and Community Engagement Need: * California Healthy Kids Survey - Percent on the following indicator in grades 5 and 8: Meaningful participation at school Grade 5 - 41% Grade 8 - 22% * HESD Educational Partner LCAP Survey - the number of educational partners participating in the annual survey Parents - 991 Certificated - 251 Classified -100 Administrators - 28 Community Members - 13 Students - 1,518 * Effectiveness and Quality of Family Engagement Opportunities A. Assist parents in understanding the language of schools and learning: 1,933	How do the actions address needs? Programs and initiatives are designed to foster strong partnerships between schools, families, and the community, ultimately supporting student success and well-being through collaborative efforts. To include: * Parent Education Workshops * Family Literacy Programs * Family Nights or Events * Parent Advisory Committees * Community Partnerships * Technology-Based Communication * Parent Leadership Programs * Cultural and Linguistic Support Services Why are the actions provided on a district-wide basis? 1. Alignment with District Goals: This action aligns with goal three outlined in our LCAP. The district consistently implements strategies to achieve	* California Healthy Kids Survey - Percent on the following indicator in grades 5 and 8: Meaningful participation at school * HESD Educational Partner LCAP Survey - the number of educational partners participating in the annual survey * Effectiveness and Quality of Family Engagement Opportunities

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	B. Assist parents in learning how to establish structure and discipline at home: 1,497 C. Educate parents on topics that assist them and their families: 159 D. Engage parents as partners in education, empowerment, and advocacy for their children: 213 E. Promote community building, cultural responsiveness, and connections between schools and home: 1,336 Scope: LEA-wide	these goals across all schools by offering them district-wide. 2. Equity and Access: Offering the action district-wide ensures that all students, regardless of their school or location within the district, have equal access to the resources and opportunities provided by the action. This promotes equity in education. 3. Efficiency and Resource Optimization: Implementing the action district-wide is more efficient and cost-effective than at individual school sites. It allows for pooling resources, expertise, and support services, maximizing their impact. 4. Scale and Impact: These actions are more effective when implemented at scale. By offering the action district-wide, the district aims to maximize its impact and reach more students and families. 5. Consistency and Collaboration: A district-wide approach promotes consistency in practices and collaboration among schools and educational partners. It allows for the sharing of best practices, professional development opportunities, and collective problem-solving. 6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability. 7. Community Engagement and Transparency: Offering these actions district-wide demonstrates HESD's commitment to engaging the community in the LCAP process and ensuring transparency in decision-making and resource allocation. 8. HESD currently has smaller numbers of foster youth, but these numbers are subject to change. It is a priority for HESD to be proactive and prepared to meet the needs of all identified foster youth by:	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		* Establish agreements with Foster Youth Services Coordinating (FYSC) Programs, schools, or community partners that commit resources to direct services for foster youth in schools. * Provide direct educational services - case management, transition services, mental health support, trauma-informed services, and academic planning for foster youth. * Ensure high-quality early care and educational services, including preschool, to foster youth.	
4.1	Action: Support for Instructional Resources Need: Identified needs are based on the following California Dashboard indicators: 1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC) 13.2% of English Learners decreasing at least 1 ELPI level 31.3% of English Learners maintained an ELPI Level of 1-3 0.1% of English Learners maintained ELPI Level 4 55.4% of English Learners progressed at least 1 ELPI Level 2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) - 31.9%	How do the actions address needs? Provide California Common Core Standard-aligned instructional materials, technology, technology support personnel, and resources. Support will focus on the following required state indicators: * English Language Arts - How well students meet grade-level English Language Arts assessment standards; This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * Mathematics - How well students meet grade-level standards on the mathematics assessment; This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and 11. * English Learner Progress - The percentage of current EL students progressing towards English language proficiency or maintaining the highest level.	Facilities Inspection Tool (FIT), School Accountability Report Card (SARC)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	3. Long-Term English Learners (LTELs) - Percentage of English Learners that have been classified as ELs for 6+ years - Grade 6: 19.5% Grade 7: 13.9% Grade 8: 12.1% 4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA) English Learners: Very Low, -94.4 points below standard Homeless: Very Low, - 83.2 points below standard Socioeconomically Disadvantaged: Very Low, -75.4 points below standard Foster Youth: Not reported due to numbers less than 10 5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics English Learners: Very Low, -119.5 points below standard Homeless: Low, -107.8 points below standard Socioeconomically Disadvantaged: Very Low, -106.6 points below standard Foster Youth: Not reported due to numbers less than 10 6. California Science Test (CAST) - Percentage of students meeting or exceeding standards on CAST Grade 5 English Learner: .82%	Support will focus on the following local indicators: * Implementation of State Standards * Access to a Broad Course of Study * Basic: Teachers, Instructional Materials, Facilities Why are the actions provided on a district-wide basis? 1. Alignment with District Goals: This action aligns with goal one outlined in our LCAP. The district consistently implements strategies to achieve these goals across all schools by offering them district-wide. 2. Equity and Access: Offering the action district-wide ensures that all students, regardless of their school or location within the district, have equal access to the resources and opportunities provided by the action. This promotes equity in education. 3. Efficiency and Resource Optimization: Implementing the action district-wide is more efficient and cost-effective than at individual school sites. It allows for pooling resources, expertise, and support services, maximizing their impact. 4. Scale and Impact: These actions are more effective when implemented at scale. By offering the action district-wide, the district aims to maximize its impact and reach more students and families.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster Youth: Not reported due to numbers less than 10 Homeless Youth: Not reported due to numbers less than 10 Socioeconomically Disadvantaged:12.59% Grade 8 English Learner: .82% Foster Youth: Not reported due to numbers less than 10 Homeless Youth:17.24% Socioeconomically Disadvantaged: 11.97% Scope: LEA-wide	5. Consistency and Collaboration: A district-wide approach promotes consistency in practices and collaboration among schools and educational partners. It allows for the sharing of best practices, professional development opportunities, and collective problem-solving. 6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability. 7. Community Engagement and Transparency: Offering these actions district-wide demonstrates HESD's commitment to engaging the community in the LCAP process and ensuring transparency in decision-making and resource allocation. 8. HESD currently has smaller numbers of foster youth, but these numbers are subject to change. It is a priority for HESD to be proactive and prepared to meet the needs of all identified foster youth by: * Establish agreements with Foster Youth Services Coordinating (FYSC) Programs, schools, or community partners that commit resources to direct services for foster youth in schools. * Provide direct educational services - case management, transition services, mental health support, trauma-informed services, and academic planning for foster youth. * Ensure high-quality early care and educational services, including preschool, to foster youth.	
4.2	Action: Support for Facilities and Safety Need: Identified needs are based on the following California Dashboard indicators:	How do the actions address needs? Improve and maintain facilities to address safety issues and provide space for LCAP actions and services; Supplemental custodial staff to support LCAP actions and services. Support will focus on the following local indicators: * Local Climate Survey	Facilities Inspection Tool (FIT), School Accountability Report Card (SARC)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC) 13.2% of English Learners decreasing at least 1 ELPI level 31.3% of English Learners maintained an ELPI Level of 1-3 0.1% of English Learners maintained ELPI Level 4 55.4% of English Learners progressed at least 1 ELPI Level 2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) - 31.9% 3. Long-Term English Learners (LTELs) - Percentage of English Learners that have been classified as ELs for 6+ years - Grade 6: 19.5% Grade 7: 13.9% Grade 8: 12.1% 4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA) English Learners: Very Low, -94.4 points below standard Homeless: Very Low, - 83.2 points below standard Socioeconomically Disadvantaged: Very Low, -75.4 points below standard	* Basic: Teachers, Instructional Materials, Facilities Why are the actions provided on a district-wide basis? 1. Alignment with District Goals: This action aligns with goal one outlined in our LCAP. The district consistently implements strategies to achieve these goals across all schools by offering them district-wide. 2. Equity and Access: Offering the action district-wide ensures that all students, regardless of their school or location within the district, have equal access to the resources and opportunities provided by the action. This promotes equity in education. 3. Efficiency and Resource Optimization: Implementing the action district-wide is more efficient and cost-effective than at individual school sites. It allows for pooling resources, expertise, and support services, maximizing their impact. 4. Scale and Impact: These actions are more effective when implemented at scale. By offering the action district-wide, the district aims to maximize its impact and reach more students and families. 5. Consistency and Collaboration: A district-wide approach promotes consistency in practices and collaboration among schools and educational partners. It allows for the sharing of best practices, professional development opportunities, and collective problem-solving.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster Youth: Not reported due to numbers less than 10 5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics English Learners: Very Low, -119.5 points below standard Homeless: Low, -107.8 points below standard Socioeconomically Disadvantaged: Very Low, -106.6 points below standard Foster Youth: Not reported due to numbers less than 10 6. California Science Test (CAST) - Percentage of students meeting or exceeding standards on CAST Grade 5 English Learner: .82% Foster Youth: Not reported due to numbers less than 10 Homeless Youth: Not reported due to numbers less than 10 Socioeconomically Disadvantaged:12.59% Grade 8 English Learner: .82% Foster Youth: Not reported due to numbers less than 10 Homeless Youth:17.24% Socioeconomically Disadvantaged: 11.97% Scope: LEA-wide	6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability. 7. Community Engagement and Transparency: Offering these actions district-wide demonstrates HESD's commitment to engaging the community in the LCAP process and ensuring transparency in decision-making and resource allocation. 8. HESD currently has smaller numbers of foster youth, but these numbers are subject to change. It is a priority for HESD to be proactive and prepared to meet the needs of all identified foster youth by: * Establish agreements with Foster Youth Services Coordinating (FYSC) Programs, schools, or community partners that commit resources to direct services for foster youth in schools. * Provide direct educational services - case management, transition services, mental health support, trauma-informed services, and academic planning for foster youth. * Ensure high-quality early care and educational services, including preschool, to foster youth.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

NA

Additional Concentration Grant Funding

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

The additional concentration grant add-on funds are projected to be \$3,162,161.00.

HESD will continue to use these funds to increase and retain a number of staff to support existing actions. The following is a list of the staff increases being funded by the additional concentration grant add-on funding:

Certificated

- * 4 Psychologists (Goal 1, Action 3)
- * 2 Counselors (Goal 2, Action 2)
- * 2 English Language Support Teachers (Goal 1, Action 2)
- * 2 Elementary Music Teachers (Goal 2, Action 5)

Classified

- * 2 Health Clerks (Goal 2, Action 4)
- * 11 Campus Supervisors (Goal 2, Action 4)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:29	1:28
Staff-to-student ratio of certificated staff providing direct services to students	1:18	1:16

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$73,332,568.00	\$25,769,012.00	35.140%	0.000%	35.140%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$25,769,012.00	\$1,287,738.00	\$0.00	\$0.00	\$27,056,750.00	\$21,636,819.00	\$5,419,931.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Support for Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$440,017.00	\$1,657,738.00	\$810,017.00	\$1,287,738.00			\$2,097,755.00	
1	1.2	Support for Multilingual Programs	English Learners	Yes	LEA-wide	English Learners	All Schools	3 years	\$2,397,643.00	\$8,000.00	\$2,405,643.00				\$2,405,643.00	
1	1.3	Support for Special Populations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$2,517,131.00	\$0.00	\$2,517,131.00				\$2,517,131.00	
1	1.4	Support for Early Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$1,575,916.00	\$0.00	\$1,575,916.00				\$1,575,916.00	
1	1.5	Support for Expanded Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$499,130.00	\$12,000.00	\$511,130.00				\$511,130.00	
1	1.6	Support for Libraries	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$91,793.00	\$0.00	\$91,793.00				\$91,793.00	
1	1.7	Support for Class Size	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$4,571,821.00	\$0.00	\$4,571,821.00				\$4,571,821.00	
1	1.8	Support for Sites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$451,116.00	\$825,606.00	\$1,276,722.00				\$1,276,722.00	
2	2.1	Support for Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$299,767.00	\$5,000.00	\$304,767.00				\$304,767.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Support for Social and Emotional Health	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$1,849,271.00	\$500.00	\$1,849,771.00				\$1,849,771.00	
2	2.3	Support for Behavioral Health	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$202,945.00	\$0.00	\$202,945.00				\$202,945.00	
2	2.4	Support for Student Health and Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$3,665,943.00	\$280,533.00	\$3,946,476.00				\$3,946,476.00	
2	2.5	Support for Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$863,942.00	\$31,000.00	\$894,942.00				\$894,942.00	
2	2.6	Support for Sites	All	No			All Schools	3 years	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.1	Support for Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$0.00	\$40,000.00	\$40,000.00				\$40,000.00	
3	3.2	Support for Parent and Community Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$121,514.00	\$100,000.00	\$221,514.00				\$221,514.00	
3	3.3	Support for Parent and Community Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$0.00	\$30,000.00	\$30,000.00				\$30,000.00	
3	3.4	Support for Sites	All	No			All Schools	3 years	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.1	Support for Instructional Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$1,422,105.00	\$2,374,554.00	\$3,796,659.00				\$3,796,659.00	
4	4.2	Support for Facilities and Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$666,765.00	\$55,000.00	\$721,765.00				\$721,765.00	

2026-27 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
\$73,332,568.00	\$25,769,012.00	35.140%	0.000%	35.140%	\$25,769,012.00	0.000%	35.140 %	Total:	\$25,769,012.00
								LEA-wide Total:	\$25,769,012.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Support for Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$810,017.00	
1	1.2	Support for Multilingual Programs	Yes	LEA-wide	English Learners	All Schools	\$2,405,643.00	
1	1.3	Support for Special Populations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,517,131.00	
1	1.4	Support for Early Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,575,916.00	
1	1.5	Support for Expanded Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$511,130.00	
1	1.6	Support for Libraries	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$91,793.00	
1	1.7	Support for Class Size	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$4,571,821.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.8	Support for Sites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,276,722.00	
2	2.1	Support for Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$304,767.00	
2	2.2	Support for Social and Emotional Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,849,771.00	
2	2.3	Support for Behavioral Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$202,945.00	
2	2.4	Support for Student Health and Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,946,476.00	
2	2.5	Support for Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$894,942.00	
3	3.1	Support for Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	
3	3.2	Support for Parent and Community Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$221,514.00	
3	3.3	Support for Parent and Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	
3	3.4	Support for Sites				All Schools	\$0.00	
4	4.1	Support for Instructional Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,796,659.00	
4	4.2	Support for Facilities and Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$721,765.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$26,346,808.00	\$26,346,808.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Support for Professional Learning	Yes	\$1,455,937.00	\$1,455,937.00
1	1.2	Support for Multilingual Programs	Yes	\$2,718,375.00	\$2,718,375.00
1	1.3	Support for Special Populations	Yes	\$2,474,178.00	\$2,474,178.00
1	1.4	Support for Early Education	Yes	\$1,460,295.00	\$1,460,295.00
1	1.5	Support for Expanded Learning	Yes	\$509,015.00	\$509,015.00
1	1.6	Support for Libraries	Yes	\$154,562.00	\$154,562.00
1	1.7	Support for Class Size	Yes	\$4,684,466.00	\$4,684,466.00
1	1.8	Support for Sites	Yes	\$1,169,324.00	\$1,169,324.00
2	2.1	Support for Professional Learning	Yes	\$302,660.00	\$302,660.00
2	2.2	Support for Social and Emotional Health	Yes	\$1,809,597.00	\$1,809,597.00
2	2.3	Support for Behavioral Health	Yes	\$196,101.00	\$196,101.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Support for Student Health and Safety	Yes	\$3,819,197.00	\$3,819,197.00
2	2.5	Support for Student Engagement	Yes	\$896,897.00	\$896,897.00
2	2.6	Support for Sites	No	\$0.00	\$0.00
3	3.1	Support for Professional Learning	Yes	\$0.00	\$0.00
3	3.2	Support for Parent and Community Outreach	Yes	\$218,588.00	\$218,588.00
3	3.3	Support for Parent and Community Engagement	Yes	\$32,100.00	\$32,100.00
3	3.4	Support for Sites	No	\$0.00	\$0.00
4	4.1	Support for Instructional Resources	Yes	\$3,661,602.00	\$3,661,602.00
4	4.2	Support for Facilities and Safety	Yes	\$783,914.00	\$783,914.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$25,920,650.00	\$26,346,808.00	\$26,346,808.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Support for Professional Learning	Yes	\$812,068.00	\$812,068.00		
1	1.2	Support for Multilingual Programs	Yes	\$2,747,642.00	\$2,747,642.00		
1	1.3	Support for Special Populations	Yes	\$2,474,178.00	\$2,474,178.00		
1	1.4	Support for Early Education	Yes	\$1,460,295.00	\$1,460,295.00		
1	1.5	Support for Expanded Learning	Yes	\$509,015.00	\$509,015.00		
1	1.6	Support for Libraries	Yes	\$154,562.00	\$154,562.00		
1	1.7	Support for Class Size	Yes	\$5,240,455.00	\$5,240,455.00		
1	1.8	Support for Sites	Yes	\$1,366,041.00	\$1,366,041.00		
2	2.1	Support for Professional Learning	Yes	\$302,660.00	\$302,660.00		
2	2.2	Support for Social and Emotional Health	Yes	\$1,809,597.00	\$1,809,597.00		
2	2.3	Support for Behavioral Health	Yes	\$196,101.00	\$196,101.00		
2	2.4	Support for Student Health and Safety	Yes	\$4,049,049.00	\$4,049,049.00		
2	2.5	Support for Student Engagement	Yes	\$896,897.00	\$896,897.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Support for Professional Learning	Yes	\$40,000.00	\$40,000.00		
3	3.2	Support for Parent and Community Outreach	Yes	\$218,588.00	\$218,588.00		
3	3.3	Support for Parent and Community Engagement	Yes	\$20,000.00	\$20,000.00		
4	4.1	Support for Instructional Resources	Yes	\$3,265,746.00	\$3,265,746.00		
4	4.2	Support for Facilities and Safety	Yes	\$783,914.00	\$783,914.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
72,223,262.00	\$25,920,650.00	0.000%	35.890%	\$26,346,808.00	0.000%	36.480%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes 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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(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:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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